

ROBERT MARZANO'S

Formative
Classroom Assessment
& Grading




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& Grading



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*Formative
Classroom Assessment & Grading*




From Research to Practice

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LEARNING GOALS: "Understandings"

Participants will increase understanding of the following:

1. If changes in classroom formative assessment and grading are going to work and be sustained, all aspects of the system of curriculum, instruction, and assessment must work together.
2. The flaws in the present system are significant and they profoundly influence students.
3. There is a compelling body of research, as well as massive anecdotal evidence, that support changing formative assessment & grading practices to significantly enhance students' learning.
4. It is possible, and feasible, to gradually change our classroom formative assessment and grading practices.




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LEARNING GOALS: "Skills"

Participants will increase understanding of, and ability to use, the following processes:

5. Track student learning
6. Use a grading scale that provides consistent feedback and encourages students to continue learning.
7. Identify and track academic topics
8. Keep academic factors separate from academic factors



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AGENDA

INTRODUCTION: Outcomes 'n Agenda.....THE CONTEXT!

I. PART I: CREATING THE DISEQUILIBRIUM!
(The Importance of Classroom Formative Assessment, Feedback, & Grading)

- ▶ Flaws in the Current System
- ▶ The Research on Motivation
- ▶ The Research on Learning
- ▶ Accountability in Education
- ▶ The Research on Instruction

Why
Change?

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AGENDA

II. PART II: CHANGES & CHOICE
(Operationalizing the Research: Recommendations from Marzano)

- ★ Step 1: Continuously Monitor Student Learning & Adjust Learning/Instruction
- ★ Step 2: Use Formative Assessment to Monitor & Encourage Student Learning
- ★ Step 3: Establish Grading Practices That Accurately Reflect Student Learning
- ★ Step 4: Align Reporting Forms & Procedures to Grading Policies

What
Changes?

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AGENDA


III. THE ROLE OF HOMEWORK

IV. CLOSING

6

Today's Focus

- ☆ Learning Goals:
Essential Knowledge
- ☆ Classroom Formative
Assessment & Grading
- ☆ The Role of Homework



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The Context.... The Big Picture

Serious School Reform




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M &A

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*Three Leverage Points
(Commitments to Students)
for
Serious School Reform*

WHAT WORKS IN SCHOOLS

School 	<ol style="list-style-type: none"> 1. Guaranteed and Viable Curriculum 2. Clear Goals and Effective Feedback 3. Parent & Community Involvement 4. Safe & Orderly Climate 5. Staff Collegiality & Professionalism
Teacher 	<ol style="list-style-type: none"> 6. Instruction 7. Classroom Management 8. Curriculum Design
Student 	<ol style="list-style-type: none"> 9. Home Atmosphere 10. Learned Intelligence and Prior Knowledge 11. Motivation & Interest




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Instructional Strategies That Influence LEARNING

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers

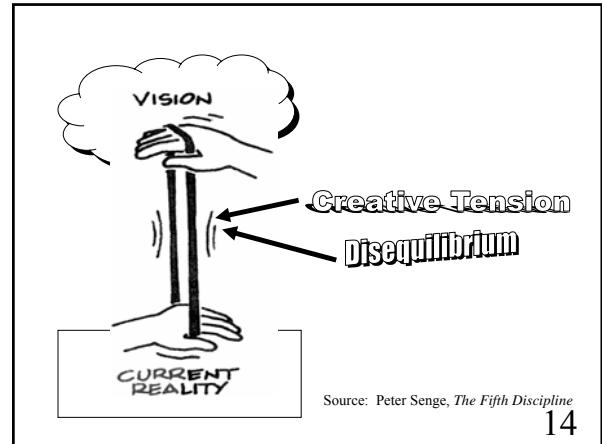
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WHAT WORKS IN SCHOOLS: *Three Leverage Points*

School 	<ol style="list-style-type: none"> 1. Guaranteed and Viable Curriculum 2. Clear Goals and Effective Feedback <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> <i>Provide Formative Feedback</i> </div>
Teacher 	<ol style="list-style-type: none"> 6. Instruction <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> <i>Ensure Effective Teaching</i> </div>
Student 	<ol style="list-style-type: none"> 10. Learned Intelligence and <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 5px;"> <i>Build Background Knowledge</i> </div>

<u>SERIOUS School Reform</u> Three Leverage Points	
	Intervention #1: Providing Specific <u>FEEDBACK</u> on Learning Goals at the Classroom, School and District Levels
	Intervention #2: Ensuring <u>EFFECTIVE TEACHING</u> in Every Classroom
	Intervention #3: Building <u>BACKGROUND KNOWLEDGE</u> for All Students

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Sample Homework Policies Issue: ACCOUNTABILITY & GRADING	
What are the Pros and Cons?	
A	If you do not do your homework, you will (not be allowed to go to recess) OR (you will have "homework club" after school the next day). You will work until the assignment is completed.
B	Each homework assignment not completed will be recorded as a 0. Each 0 will be averaged in as part of your grade in _____.
C	You, and I, will keep track of whether you complete the homework and a <u>homework completion</u> grade will be _____% of your overall grade in _____.
D	You, and I, will keep track of whether you complete your homework. If your assessments indicate you are not progressing toward the learning goals, we will have a conference to determine why. If we decide one reason is that you have not been completing homework, we (and perhaps your parents) will figure out how to help you to complete your homework.

Three Questionable Practices that deserve attention (because of) their potentially harmful effects are:

1. averaging scores to determine a grade;
2. the use of zeros; and
3. taking credit away from students or lowering their grade because of behavioral infractions.

Guskey and Bailey, *Developing Grading and Reporting Systems for Student Learning*, Corwin, 2001, pp. 139 Guideline #6

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What Is the PRIMARY Purpose of Grades?	
ADMINISTRATION	To make administrative decisions such as whether students progress to the next grade level, class rank, whether credits are earned, and so on?
FEEDBACK	To provide students and parents with feedback about student learning?
GUIDANCE	To provide students with guidance relative to courses they should take, occupations they should consider, and so on?
INSTRUCTIONAL PLANNING	To plan instruction?
MOTIVATION	To motivate students?


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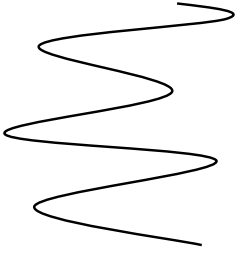
Serious School Reform

FEEDBACK:

(Formative Classroom Assessment & Grading)

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The definition of Grading in Standards-Based Education 




*Grades are **FEEDBACK** to the Learner on the degree to which he/she has the knowledge in standards (benchmarks, indicators, learning goals...etc) at a particular point in time.*

THE THREE
PARADIGM SHIFTS FOR GRADING
 IN A STANDARDS-BASED EDUCATIONAL SYSTEM


1. Our purpose is to develop talent – not to sort and select talent.
2. Grades as a feedback system vs a rewards/punishment system
3. Mass customization of education vs mass production of education

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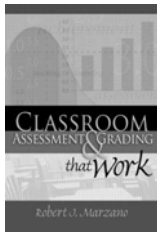
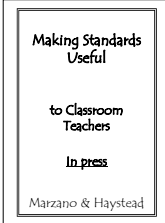



WHAT WORKS IN SCHOOLS

School 	Effective Feedback
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Classroom Instruction That Works

	Providing Feedback
---	--------------------

Resources for:
Providing Feedback

Part I

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FEEDBACK

Part I

Why Change?

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PART I:

Creating the disequilibrium.....!

Evidence of the Importance
of Classroom Formative Assessment,
Feedback, and Grading

WHY DO WE NEED TO ADJUST
OUR CLASSROOM GRADING & ASSESSMENT PRACTICES?

What supports this need???

1. The Flaws in the Current System
2. The Research on Motivation
3. The Research on Learning
4. The Accountability in Education
5. The Research on Instruction

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Creating the disequilibrium.....!

**FLAWS in the
CURRENT SYSTEM**

“GRADES” – From the Students’ Point of View # 1

ELEMENTARY GIRL: <i>‘Cause then that let’s us know how they think we ACT and if they want us to improve more.</i>
HIGH SCHOOL BOY: <i>I think grades suck!</i>
ELEMENTARY BOY: <i>If I got a “D”, I’d be punished!</i>
ELEMENTARY BOY: <i>All you really need to do is just be the best that you can be. If there is smarter kid in your class don’t try to beat him as being better, just be the best you can be.</i>
MIDDLE SCHOOL GIRL: <i>Most of my teachers grade on normal scale 90-100 is an “A”; 80-89 is a “B”. They grade on different subjects most of them, like, percentage-wise, like, tests are, like, 15% of your final grade, projects, homework, things like that. Personally, I hate it.</i>

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HIGH SCHOOL GIRL: *I have photography class and I have taken it for three years and I took it again. And I have an “A+” in that class and I know nothing. I have never done anything. I don’t show him any work. He gave me an “A”. We just talk all the time and I don’t think it is fair ‘cause other kids, like, do stuff and they don’t get a good grade or anything and I feel bad. Then I have an English class where I turn in all my work and I don’t have a good grade at all. And she just, like, – it goes on favorites with her. If you’re her favorite, she’ll give you an “A”. If you’re not, she won’t pass you or whatever.*

MIDDLE SCHOOL GIRL: *I’d like the report cards to be, like, so if you let’s say out of the 9 weeks that we were doing it before we get our report card; we’re working on this one certain thing in math and we get let’s say a “D” and then we get a “C” a “B” and an “A”. And then on the report card, I think we should get our best grade.*

HIGH SCHOOL BOY: *Say a math teacher teaches you just how to do a problem, then he’ll give you a homework set with those problems on ‘em. You have to, like, go home and do it and then the next day he comes and grades you. And you just have one night to listen, and maybe you don’t understand it, or you need more help, and there wasn’t enough class time. And you try to go home and do the problem; you can’t, and then, the next day have to turn it in and they grade it and they count you off ‘cause you didn’t know how to do it or you are just practicing and but then you may start to get it later on, but then, you got a bad grade on it the first time you did it and maybe now you got a good grade but it still lowers it down because the first time you may not have known what you were doing*

PARENT: *Recently we got a letter from the results of the “turnover testing” that the kids have to take. And it said that they were congratulating my husband and I on my son being the third smartest or most intelligent child in his age group for the nation. And yet when I look at my son’s report card he’s an average - there are average grades C’s, a few B’s*

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ELEMENTARY BOY: <i>Oh, man! I got a D. That stinks!</i>
ELEMENTARY GIRL: <i>I don't think it is fair 'cause it is your responsibility. You are responsible for your actions and your behavior.</i>
ELEMENTARY BOY: <i>And there's like a lot of other people not just like 2 or 3 people in our class a lot of them say, well, I have been trying my hardest and my test scores are really good, so why didn't I get a good grade in this?</i>
HIGH SCHOOL GIRL: <i>In a lot of classes it depended on the teacher - depending on what grade I got. In some class I had to work really hard to, like, learn how the teacher worked and to see what she wanted me to do or what he wanted me to do to get an "A" in the class. And other times I just kinda kissed butt and got my way through classes.</i>

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HIGH SCHOOL BOY: <i>I think that the teachers should spend more time on one lab instead of trying to move so fast. I think basically their goal is not to teach sometimes their goal is to just get the book or get whatever you are going through <u>done</u>. (Interviewer: What do you wish they would do different?) Slow down! And, like, make sure each kid knows what they're doing. And like, put more into the class or just put more into each student than into one big class.</i>
ELEMENTARY BOY: <i>I think it would be good if they gave us two grades because we want to know if we're smart in class and we want to know if we're doing good in class.</i>
MIDDLE SCHOOL STUDENT: <i>I like getting my report card. Yea, it's fun to get your report card because you like get your grades and then you look at them and you say well, where did I get an A what subject was it And it's really exciting. And you see where you can improve them.</i>

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MIDDLE SCHOOL GIRL: <i>Well, when I get a "D" on my report card, sometimes I get scared 'cause it's, like, well, what am I going to do. What is it that I am doing wrong. And then I try to figure out what I am doing wrong so I can improve on it.</i>
HIGH SCHOOL GIRL: <i>Yea, and like when you gotta' take a test. It's kind of hard just kinda, like, guessing what is going to be on the test not knowing and it is not really fair if the teacher just says they're going to have a test and doesn't let you review or tell you what to review for. Because then you're kinda lost in the dark. You're not really learning anything.</i>

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ELEMENTARY GIRL: <i>It depends on our attitude and our behavior. So, they write down what they think of us. It isn't, like, they just that they write down what they are supposed to. I think it is good that we fail because we are talking because we know they said be quiet and don't talk.</i>
ELEMENTARY BOY: <i>In art, where I'd be trying my best, and she was just giving me C's and D minuses and stuff. And, I didn't know what she wanted me to do 'cause I was just trying as hard as I could. Then, the last semester, she gave me one C and two B's.</i>
HIGH SCHOOL GIRL: <i>I don't think my report card grades were fair at all because I had to miss some school for a family problem and I would still get in all the work and stuff and they didn't...they wouldn't...they'd give me, like, a really bad grade and I would show them and tell them what was going on and they didn't seem to, like, give any affection to whatever, you are like any other student and you can just turn it in and it doesn't matter what is happening.</i>

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HIGH SCHOOL GIRL: <i>A lot of times they, like, rush so hard, like, teach you so many things. That, like, it just blows by, like math and stuff. I learned Algebra and Geometry and I have no idea how to do it now. It's...I learned it back then and got a good grade. But, it's...they try to put too much in and teach you too much, like, just to get it done for their curriculum or whatever their reasoning is.</i>
PARENT: <i>I think grades are very detrimental to the children. I have kids that are, that school is very easy to and I have children that are in the learning handicap program. I think the comments are very essential on the report cards, but, I think, the grades are very opinionated. I have had some kids come home from school, do no homework at all, and get an A in the class and the same, and then another child in the same class, struggle, struggle, and struggle, work and work and work and do poorly in the class because of personality conflicts.</i>

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<p>See sample grading policies at the end of this packet.</p>
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What are the flaws in the current system?

What needs to be fixed?

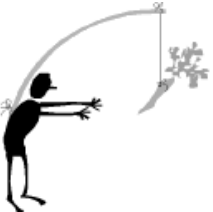
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Creating the disequilibrium.....!

THE RESEARCH:

on Motivation

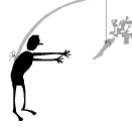
Motivation: The CONDITIONS



- Connections*
- Choice*
- Competence*
- Challenge*

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Motivation: *The Wrong Question*




How do I motivate my own children? My students? My workers? My staff?

Underlying Goal/Assumption:

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Motivation: *The Correct Question*




How do I set up the conditions so that my own children...my students...my staff will be self-motivated?

Underlying Goal/Assumption:

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Motivation and Interest

RESOURCES



- What Works In Schools, Translating Research into Action*
Robert Marzano, 2003
- Why We Do What We Do,*
Edward L. Deci with Richard Flaste, 1995.
- Emotional Intelligence,*
Daniel Goleman, 1995.
- The Will To Learn: A Guide for Motivating Young People,*
Martin Covington, 1999.
- The Myth of Laziness,*
Mel Levine, 2003
- Flow,* Mihaly Csikszentmihalyi, 1999.

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Motivation and Interest

MOTIVATION is an interaction of a complex set of dynamics which dispose students to be motivated or highly resistant to motivation

Five bodies of research and theory represent these dynamics

1. Drive Theory
2. Attribution Theory
3. Self-worth Theory
4. Role of Emotions
5. Self-System

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THE RESEARCH	THE PREMISE	THE ESSENTIAL QUESTION	THE GURUS
Drive Theory	Motivation is a result of 2 competing forces: the striving for success and the fear of failure.	Is the student driven to succeed or driven to avoid failure?	John Atkinson et al
Attribution Theory	Individuals learn to explain success or failure in certain ways and can change a negative explanatory style.	What does the student perceive as the cause of his prior successes or failures?	Bernard Weiner et al
Self-Worth Theory	Self-acceptance is one of the highest human priorities.	How does the student maintain or acquire his self-worth his esteem?	Martin Covington et al
Role of Emotions	Emotions are primary motivators that often override a person's system of values and beliefs relative to their influence on behavior.	What are the underlying emotions that are influencing the student's behavior?	Joseph LeDoux et al
Self-System	Individuals have a hierarchy of unique needs and aspirations which define them as whole human beings.	Is the student satisfying his need for a sense of personal fulfillment (self-actualization)?	Edward Deci Abraham Maslow Csikszentmihalyi

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Creating the disequilibrium.....!

THE RESEARCH:


on Learning

- 1. STUDENTS LEARN IN DIFFERENT WAYS.**
- 2. STUDENTS LEARN IN DIFFERENT TIME FRAMES.**

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Some Generalizations from the Research on Learning

- Students learn in different ways.
- Students learn in different timeframes.
- Success breeds success and influences esteem, attitude, and motivation.
- Mistakes are inherent in the learning process.
- Grades have some value as rewards, but no value as punishments.



SINCE
"Mistakes are inherent in the learning process,"

.....then

.....what grading practices should we *STOP* doing?

↔

.....what grading practices should we *START* doing?

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Some Generalizations for Standards-Based Education

1. Our mission in education is to develop talent....not to select talent.
2. Whether students learn something is more important than when they learn it.
3. Effective feedback informs both the learning AND the teaching.
4. Grading in SBE is a feedback system not a reward/punishment system.
5. Grades are criterion-referenced (that is, based on learning goals; standards) not norm-referenced, not assignment-based.
6. Effective feedback reflects what the student knows and understands and is able to do....not an accumulation of points.
7. Effective feedback exhibits validity, that is, it is accurate and specific.
8. Effective feedback exhibits reliability; that is, it has clear criteria and exemplars.

SINCE

“Our mission in education is now to develop talent vs to select talent,”

.....then

.....what grading practices should we *STOP* doing?

↕

.....what grading practices should we *START* doing?.

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Creating the disequilibrium.....!

Accountability in Education

What Do We Want Our Students to Know, Be Able To Do, and Be Like?

In our schools, students are:

to practice getting better at these life-long learning habits

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Assessing Student Learning

© 1995, B. McGarvey, South Portland, Maine

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ASSESSING STUDENT LEARNING

Basic Literacy.....In-depth Understanding

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Creating the disequilibrium.....!

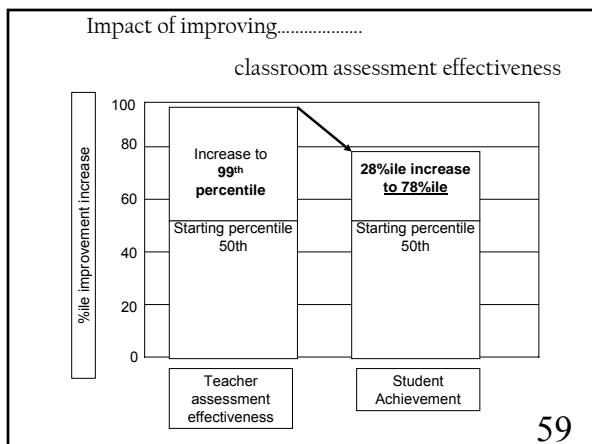
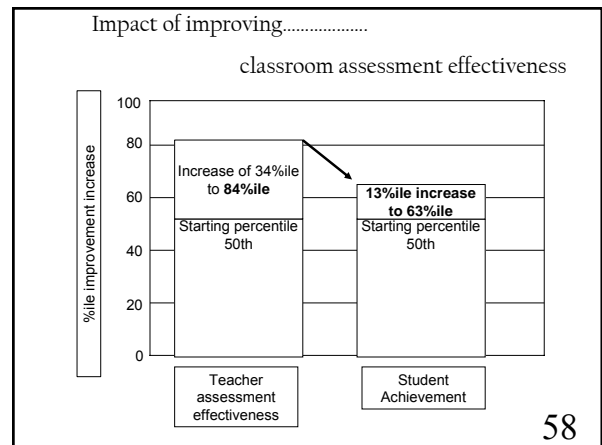
THE RESEARCH: on Instruction

John Hattie
(reviewed 7,827 studies on learning and instruction)

Conclusion... “The most powerful single innovation that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops’ of feedback.”

...reported that providing students with specific information about their standing in terms of particular objectives increased their achievement by 37 percentile points.

- Generalizations from the Research on “Providing Feedback”**
1. Feedback should be “corrective” in nature.
 2. Feedback should be timely.
 3. Feedback should be specific to a criterion.
 4. Students can effectively provide their own feedback.
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- Like most things in education, classroom assessment enhances student achievement under certain conditions only (Marzano)*
- The Conditions (hmm - criteria):*
- # 1. Feedback from classroom assessments should provide students with a clear picture of: - their progress on learning goals, and
- how they might improve
 - # 2. Feedback from classroom assessment should encourage students to improve.
 - # 3. Classroom assessment should be formative in nature.
 - # 4. Formative classroom assessments should be quite frequent.
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Condition # 1

Feedback from classroom assessments should provide students with a clear picture of:

- their progress on learning goals, and
- how they might improve

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Which Assessment/Feedback works Best?

Bangert-Drowns, Kulik, Kulik, & Morgan, 1991

# of studies	Characteristic of Feedback from Classroom Assessment	Percentile Gain/Loss
6	Right/wrong	-3
39	Provide correct answers	8.5
30	Criteria understood by student vs. not understood	16
9	Explain	20
4	Student reassessed until correct	20

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Which Assessment/Feedback works Best?

Fuchs & Fuchs 1988

# of studies	Characteristic of Feedback from Classroom Assessment	Percentile Gain/Loss
49	Evaluation by Rule <small>(logic)</small>	32

Uniform way of interpreting results of classroom assessments using a tight logic

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Condition # 2

Feedback from classroom assessments should encourage students to improve.

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Condition # 3
Frequent

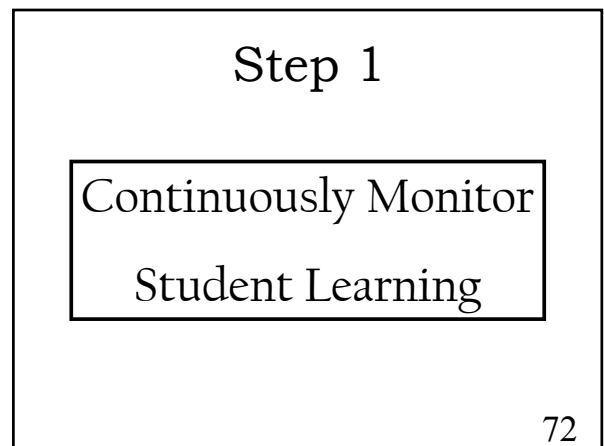
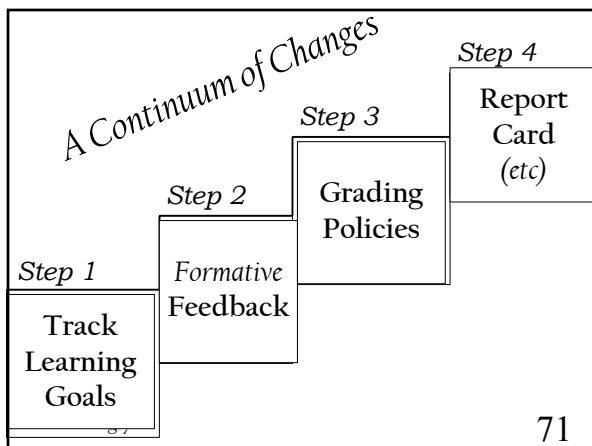
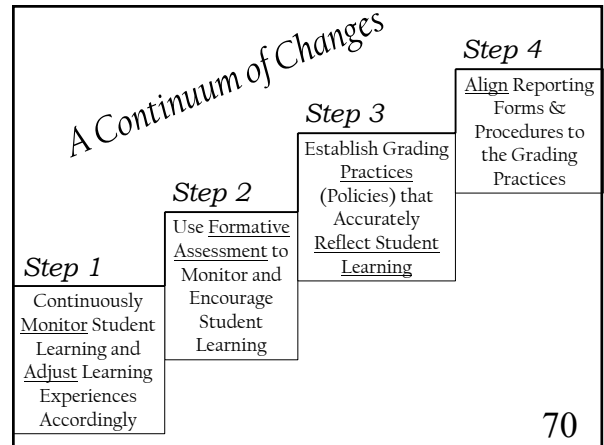
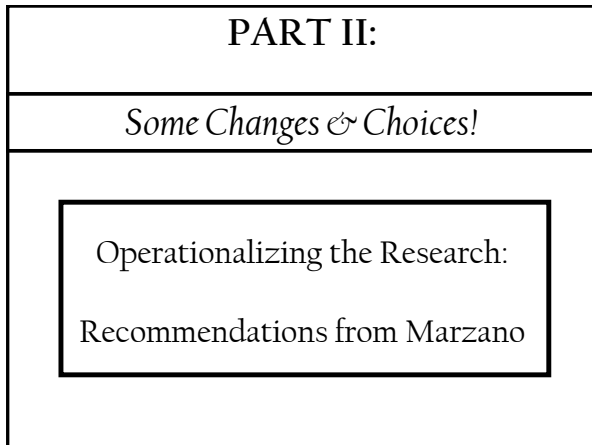
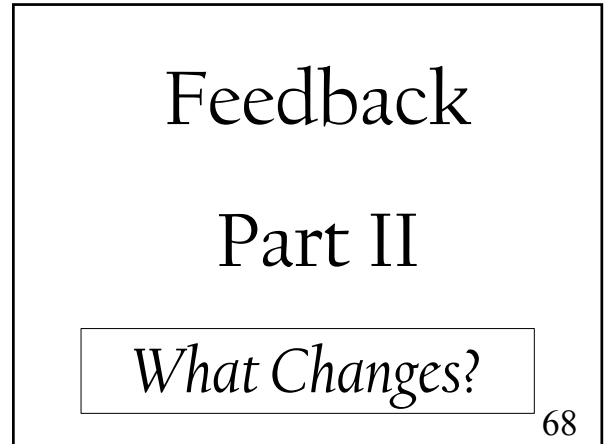
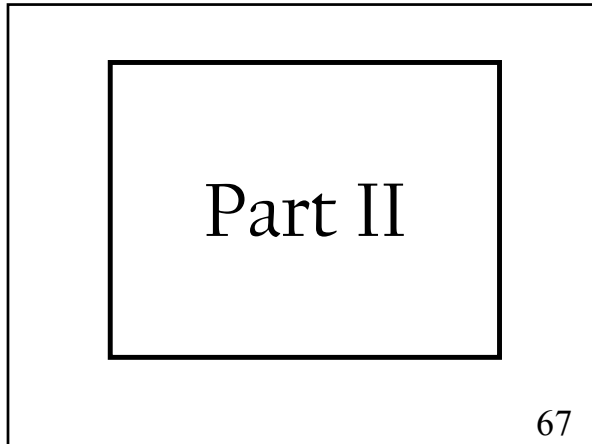
Condition # 4
Formative

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Formative assessments are defined as any activity that can be used to “provide information to be used as feedback to modify the teaching and learning activities in which [students] engage.”

(Black and William as quoted in Marzano)

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Setting Specific Goals + Tracking Progress

“Setting specific goals for student achievement and then tracking progress regarding those goals is one of the most powerful actions a teacher, school, or district can take.”

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TRACKING STUDENT LEARNING Classroom
 Teacher: Cherney Grade/Subject: 4th/Reading
 Grading Period/Time Spent: 2nd Quarter
 Learning Goal: Write paragraphs with topic, supporting details, & conclusion (Orbit)
 Number of students represented on this graph: 10
 Percent Proficient and Above

Week	Percent Proficient and Above
a	40
b	40
c	40
d	40
e	40
f	40
g	40
h	40

10-2 Holiday Break
10-15 New Year's Break
10-20 Return Break
10-25 Fall Break
1-6 Book Report
 i _____
 j _____
 k _____
 l _____

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TRACKING STUDENT PROGRESS School
 School: YV2 Middle School
 Grade/Subject: 4th/Reading
 Grading Period/Time Spent: 2nd Quarter
 Learning Goal: Write paragraphs with topic, supporting details, conclusion (Orbit)
 Number of students represented on this graph: 10
 Percent Proficient and Above

Week	Percent Proficient and Above
a	40
b	40
c	40
d	40
e	40
f	40
g	40
h	40

10-2 Holiday Break
10-15 New Year's Break
10-20 Return Break
10-25 Fall Break
1-6 Book Report
 i _____
 j _____
 k _____
 l _____

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Tracking My Own Learning
 Student Name: BT Date: _____
 Learning Goal: Math: Understand and use decimals and fractions
 My score at beginning: 2 My goal: 3 by Nov

Week	Score
a	2
b	2
c	2
d	2
e	2
f	2
g	2
h	2

Oct 20
Oct 27
 i _____
 j _____
 k _____
 l _____

- I have the simple information, AND I go beyond what is taught in class.
- I have the simple information, AND I have no major errors on the complex knowledge directly taught in class.
- I have the simple, yet important information, BUT I have major errors on the more complex knowledge.
- I make major mistakes. I just don't understand it yet.

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Tracking My Own Learning
 Student Name: BT Date: _____
 Learning Goal: Math: Understand decimals and fractions
 My score at beginning: 2 My goal: 3 by Nov

Week	Score
a	2
b	2
c	2
d	2
e	2
f	2
g	2
h	2

Oct 10
Oct 17
Oct 21
Oct 20
 i _____
 j _____
 k _____
 l _____

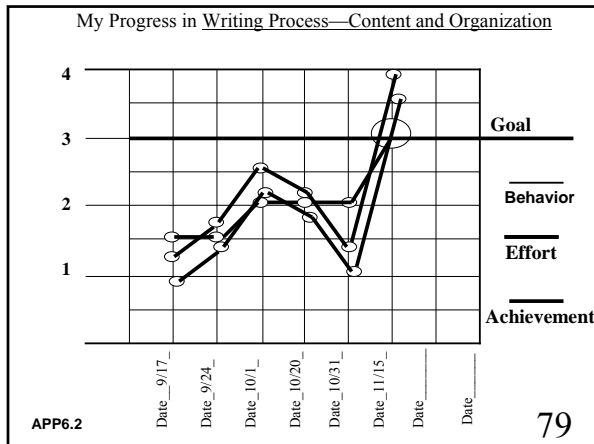
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Tracking My Own Learning
 Student Name: _____ Date: _____
 Topic: _____
 My score at beginning: _____ My goal: _____ by _____

Week	Percent Proficient and Above
a	40
b	40
c	40
d	40
e	40
f	40
g	40
h	40

a. Pretest 2/12 (40%) e. _____
 b. Quiz 2/15 (40%) f. _____
 c. Quiz 2/19 (40%) g. _____
 d. _____ h. _____

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Track Learning Goals

- Identify one grade level (course) learning goal per quarter or semester for each of the following subject areas: mathematic, reading, writing, science, and social studies.
- Construct a rubric, or other type of common scale, for each learning goal.
- Have teachers formally and informally assess each learning goal at least once every two weeks keeping track of each student's score on each learning goal.
(Use of appropriate computer software is highly recommended)
- Have students keep track of their progress on each goal; use the data as the basis for teacher/student interactions about student progress.
- Periodically (at least, once per quarter) aggregate the data by grade level. Have teachers meet to discuss student progress and how it might be improved.

80

Step 1

(continued!)

Continuously Monitor
Student Learning

**AND, Adjust Learning
Experiences Accordingly**

81

The FOUNDATIONAL PRINCIPLES for Learning:

- 1. STUDENTS LEARN IN DIFFERENT WAYS.**
- 2. STUDENTS LEARN IN DIFFERENT TIME FRAMES.**

82

and
Adjust Learning Experiences Accordingly

- Take Responsibility – “ability to respond”
- Grouping and regrouping within the classroom and systemically
- Support Classes– double dipping
- “Re-teaching” blocks of time”
- ??????????????

“Front-load” the interventions!!

83

A Continuum of Changes

Step 1

Continuously Monitor Student Learning and Adjust Learning Experiences Accordingly

Step 2

Use Formative Assessment to Monitor and Encourage Student Learning

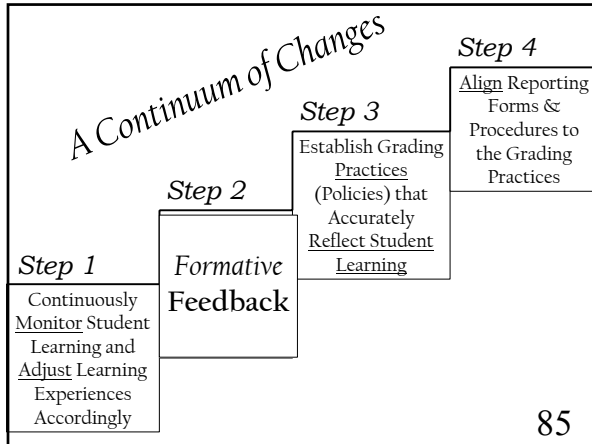
Step 3

Establish Grading Practices (Policies) that Accurately Reflect Student Learning

Step 4

Align Reporting Forms & Procedures to the Grading Practices

84



Step 2

Use Formative Assessment to Monitor and Encourage Student Learning

86

Remember!

Like most things in education, classroom assessment enhances student achievement under certain conditions only (Marzano)

87

Condition # 1: Feedback should provide students with a clear picture of:

- their progress on learning goals, and
- how they might improve

Fuchs & Fuchs 1988		
# of studies	Characteristic of Feedback from Classroom Assessment	Percentile Gain/Loss
49	Evaluation by Rule	32

And the Winner Is!

Uniform way of interpreting results of classroom assessments using a tight logic 88

Step 2: Use Formative Assessment to Monitor and Encourage Student Learning

- Establish Measurement Topics

89

Standard Topics	Writing--Org				Writing--Mech				Rdg. Comp.			Work Completion		
Assignments and Assessments	Assign. 1 --10/1	Assign. 2 --10/7	Assign. 3 10/11	Assign. 4 -- 10/21	Assign. 1 --10/1	Assign. 4 -- 10/21	Assign. 6 --10/28	Assign. 7 10/30	Assign. 3 -- 10 11	Assign. 11/1	Assign 10 11/4		Wk. 10/1	Wk. 10/8
Students	Assign. 5 10/25												Wk. 10/15	Wk. 10/23
Josh	2.5	3.0	3.0	3.5	1.5	2.5	2.5	3.0	2.0	2.0	2.0			
	3.5			3.5										
Jamal	1.0	2.0	3.0	3.5	2.5	2.5	3.0	3.0	1.5	2.5	3.0			
	3.5			3.5										
Janie	3.5	4.0	4.0	2.0	4.0	2.0	2.0	2.0	2.0	2.0	2.0			
	4.0			4.0										

Standard Topics	Writing--Org				Writing-Mech				Rdg. Comp.			Work Completion	
Assignments and Assessments	Writing Org.				Writing Mech.				Reading Compr.			Completion	
Students													
Josh	2.5	3.0	3.0	3.5	1.5	2.5	2.5	3.0	2.0	2.0	2.0		
	3.5			3.5									
Jamal	1.0	2.0	3.0	3.5	2.5	2.5	3.0	3.0	1.5	2.5	3.0		
	3.5			3.5									
Janie	3.5	4.0	4.0	2.0	4.0	2.0	2.0	2.0	2.0	2.0	2.0		
	4.0			4.0									

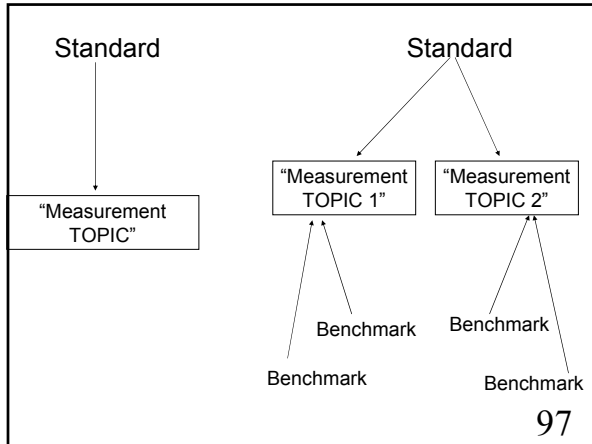
Standard Topics	Colonization				Conflicts in Hist			Writing Org.			Work On Time		
Assignments and Assessments	Assign. 1 --10/1 Assign. 2 --10/7 Assign. 3 10/11 Assign. 4 -- 10/21				Assign. 1 --10/1 Assign. 4 -- 10/21 Assign. 6 --10/28			Assign. 7 10/30 Assign. 3 -- 10 11 Assign. 11/1			Assign. 10 11/4		
Students	Assign. 5 10/25										Wk. 10/15 Wk. 10/23		
Josh	2.5	3.0	3.0	3.5	1.5	2.5	2.5	3.0	2.0	2.0	2.0		
	3.5			3.5									
Jamal	1.0	2.0	3.0	3.5	2.5	2.5	3.0	3.0	1.5	2.5	3.0		
	3.5			3.5									
Janie	3.5	4.0	4.0	2.0	4.0	2.0	2.0	2.0	2.0	2.0	2.0		
	4.0			4.0									

Standard Topics	Colonization				Conflicts in Hist				Writing Org.			Work On Time	
Assignments and Assessments	Colonization				Conflicts in History				Writing Org.			Work on Time	
Students													
Josh	2.5	3.0	3.0	3.5	1.5	2.5	2.5	3.0	2.0	2.0	2.0		
	3.5			3.5									
Jamal	1.0	2.0	3.0	3.5	2.5	2.5	3.0	3.0	1.5	2.5	3.0		
	3.5			3.5									
Janie	3.5	4.0	4.0	2.0	4.0	2.0	2.0	2.0	2.0	2.0	2.0		
	4.0			4.0									

Standard Topics	Ecosystems				Adaptation			Sci. Inquiry			Homework		
Assignments and Assessments	Assign. 1 --10/1 Assign. 2 -- 10/7 Assign. 3 10/11 Assign. 4 -- 10/21				Assign. 1 --10/1 Assign. 4 -- 10/21 Assign. 6 --10/28			Assign. 7 10/30 Assign. 3 -- 10 11 Assign. 11/1			Assign. 10 11/4		
Students	Assign. 5 10/25										Wk. 10/15 Wk. 10/23		
Josh	2.5	3.0	3.0	3.5	1.5	2.5	2.5	3.0	2.0	2.0	2.0		
	3.5			3.5									
Jamal	1.0	2.0	3.0	3.5	2.5	2.5	3.0	3.0	1.5	2.5	3.0		
	3.5			3.5									
Janie	3.5	4.0	4.0	2.0	4.0	2.0	2.0	2.0	2.0	2.0	2.0		
	4.0			4.0									

Standard Topics	Ecosystems				Adaptation				Sci. Inquiry			Homework	
Assignments and Assessments	Eco-systems				Adaptation				Science Inquiry			Work on Time	
Students													
Josh	2.5	3.0	3.0	3.5	1.5	2.5	2.5	3.0	2.0	2.0	2.0		
	3.5			3.5									
Jamal	1.0	2.0	3.0	3.5	2.5	2.5	3.0	3.0	1.5	2.5	3.0		
	3.5			3.5									
Janie	3.5	4.0	4.0	2.0	4.0	2.0	2.0	2.0	2.0	2.0	2.0		
	4.0			4.0									

About Measurement Topics
<ul style="list-style-type: none"> ➤ It is not feasible to monitor every single specific learning goal. ➤ A “measurement topic” represents a cluster of specific learning goals that are interrelated. ➤ Topics are generated by examining your standards and benchmarks, district curriculum, and external exams, and by consulting with your colleagues.



Measurement Topics

(Examples)

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ENGLISH/LA – MEASUREMENT TOPICS		
Standards	Grading Topics	Benchmarks
Reading	1. Decoding strategies 2. Comprehension strategies 3. Reading habits	<i>Organized under each of the grading topics (see example)</i>
Literature	4. Structures of literature 5. Interpreting & Evaluating Literature	
Writing	6. Steps of the Writing Process 7. Types of Writing 8. Topic development 9. Organization 10. Details	
English Conventions	11. Language use 12. Mechanics 13. Grammar	
Research	14. Gathering information 15. Evaluating information 16. Organizing information 17. Presenting information	

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MATHEMATICS – MEASUREMENT TOPICS		
Standards	Grading Topics	Benchmarks
Number Concepts	1. Whole numbers, Place Value, Numeration 2. Fractions 3. Decimals 4. Ratio, Proportion, Percent 5. Computation 6. Multiplication, Division 7. Estimation	<i>Organized under each of the grading topics (see example)</i>
Measurement	8. Basic Measures 9. Units of Measurement 10. Estimation of Measurement	
Algebra	11. Variables 12. Equations and Inequalities	
Geometry	13. Shapes and Figures 14. Lines and Angles 15. Graphing and Graph Systems	
Probability	16. Likelihood, Chance, Certainty 17. Reasoning and Prediction from Data	
Statistics	18. Data Organization and Display 19. Data Collection and Sampling 20. Data Analysis and Interpretation	
Problem Solving	21. Representing Problems 22. Solution Strategies 23. Mathematical Reasoning 24. Communicating About Math	

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SCIENCE – MEASUREMENT TOPICS		
Standards	Grading Topics	Benchmarks
Life Science	1. Characteristics of Organisms 2. Life Cycles of Organisms 3. Environments of Organisms 4. Adaptations of Organisms	<i>Organized under each of the grading topics (see example)</i>
Physical Science	5. Motions and Forces 6. Energy 7. Structure of Matter	
Earth and Space Science	8. The Earth: Properties and Structures 9. Energy of the Earth Systems 10. The Universe: Properties and Structures 11. Evolution of the Solar System and Universe	
Scientific Method	12. Investigation 13. Drawing Conclusions	
Science and Technology	14. Discoveries 15. History of Technological Advances 16. Impact of Technological Advances	
Science Communication	17. Written Representation of Understandings 18. Oral Representation of Understandings 19. Other Representation of Understandings	

101

SOCIAL STUDIES – MEASUREMENT TOPICS		
Standards	Grading Topics	Benchmarks
Civics and Government	1. Rights, Responsibilities, Participation 2. Purposes and Types of Governments 3. Principles of Government and the Constitution 4. International Relations	<i>Organized under each of the grading topics (see example)</i>
History	5. Chronology 6. Historical Knowledge, Concepts, Patterns 7. Historical Analysis and Interpretation	
Geography	8. Geographic Skills and Tools 9. Environments and Human Interaction	
Economics	10. Personal and Consumer Economics 11. Economic Systems of the U. S. 12. Comparative Economic Systems 13. Global Interdependence	

102

VISUAL ARTS (MUSIC) – MEASUREMENT TOPICS

Standards	Grading Topics	Benchmarks
Creative Expression	1. Elements of Music (Mechanics)	<i>Organized under each of the grading topics (see example)</i>
	2. Emotional Impact	
Cultural Heritage	3. Music of Cultures	
	4. Music in History	
Criticism and Aesthetics	5. Qualities of Musical Works	
	6. Personal Preferences	

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VISUAL ARTS (ART) – MEASUREMENT TOPICS

Standards	Grading Topics	Benchmarks
Creative Expression	1. Elements and Principles of Design	<i>Organized under each of the grading topics (see example)</i>
	2. Techniques and Methods	
	3. Relationships Among Art Forms	
	4. Personal and Professional Benefits	
Cultural Heritage	3. Art in History	
	4. Art in Cultures	
Criticism and Aesthetics	5. Characteristics and Merits of Works of Art	
	6. Personal Preferences	

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HEALTH – MEASUREMENT TOPICS

Standards	Grading Topics	Benchmarks
Health Promotion & Disease Prevention	1. Components of Health	<i>Organized under each of the grading topics (see example)</i>
	2. Health Problems	
	3. Influences on Health	
Health Info, Services, Products	4. Identifying Resources	
	5. Evaluating Resources	
	6. Accessing Resources	
Risk Reduction	7. Safety	
	8. Coping Strategies	
Communication Skills	9. Listening Strategies	
	10. Self-Expression Strategies	
	11. Conflict Resolution Strategies	
Wellness Planning	12. Self-Assessment	
	13. Decision-Making	
	14. Goal-Setting	

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FOREIGN LANGUAGE – MEASUREMENT TOPICS

Standards	Grading Topics	Benchmarks
Person to Person Communication	1. Informal Communication Strategies	<i>Organized under each of the grading topics</i>
	2. Formal Communication Strategies	
Reading, Listening, Viewing	3. Comprehension	
Oral and Written Presentations	4. Comprehensibility	
Workings of Language	5. Language Control	
	6. Vocabulary	
Cultural Practices, Products, Perspectives	7. Cultural Practices & Perspectives	
	8. Cultural Connections	

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Sample Language Arts Reporting Topics

STANDARD: Reading	STANDARD: Writing
– Reading for Main Idea	– Research and Information Organization
– Word Recognition and Vocabulary	– Drafting and Revising
– Literary Analysis	– Format
– Genre	– Audience and Purpose
	– Word Processing

107

Sample Language Arts Reporting Topics

STANDARD: Language	STANDARD: Speaking and Listening
– Spelling	– Oral Comprehension
– Language Mechanics	– Analysis and Evaluation of Oral Media
– Language Conventions	– Speaking Applications

108

Sample Mathematics Reporting Topics	
<p>STANDARD: Numbers and Operations</p> <ul style="list-style-type: none"> - <i>Number Sense and Number Systems</i> - <i>Basic Addition and Subtraction</i> - <i>Basic Multiplication and Division</i> - <i>Operations, Computation, and Estimation</i> 	<p>STANDARD: Geometry</p> <ul style="list-style-type: none"> - <i>Lines, Angles, and Geometric Objects</i> - <i>Transformations, Congruency, and Similarity</i>
109	

Sample Mathematics Reporting Topics		
<p>STANDARD: Measurement</p> <ul style="list-style-type: none"> - <i>Measurement Systems</i> - <i>Perimeter, Area, and Volume</i> 	<p>STANDARD: Algebra</p> <ul style="list-style-type: none"> - <i>Basic Patterns</i> - <i>Functions and Equations</i> - <i>Algebraic Representations and Mathematical Models</i> 	<p>STANDARD: Data Analysis & Probability</p> <ul style="list-style-type: none"> - <i>Data Organization and Interpretation</i> - <i>Probability</i>
110		

Sample Science Reporting Topics	
<p>STANDARD: Earth & Space Science</p> <ul style="list-style-type: none"> - <i>Atmospheric Processes and the Water Cycle</i> - <i>Composition and Structure of the Earth</i> - <i>Composition and Structure of the Universe and the Earth's Place in It</i> 	<p>STANDARD: Life Sciences</p> <ul style="list-style-type: none"> - <i>Principles of Heredity and Related Concepts</i> - <i>Structure and Function of Cells and Organisms</i> - <i>Relationships Among Organisms and Their Physical Environment</i> - <i>Biological Evolution and Diversity of Life</i>
111	

Sample Science Reporting Topics	
<p>STANDARD: Physical Sciences</p> <ul style="list-style-type: none"> - <i>Structure and Properties of Matter</i> - <i>Sources and Properties of Energy</i> - <i>Forces and Motion</i> 	<p>STANDARD: Nature of Science</p> <ul style="list-style-type: none"> - <i>Nature of Scientific Inquiry</i> - <i>Scientific Enterprise</i>
112	

Sample Social Studies Reporting Topics	
<p>STANDARD: Citizenship, Government & Democracy</p> <ul style="list-style-type: none"> - <i>Rights, Responsibilities, and Participation in the Political Process</i> - <i>The U.S. and State Constitutions</i> - <i>The Civil and Criminal Legal Systems</i> 	<p>STANDARD: Culture & Cultural Diversity</p> <ul style="list-style-type: none"> - <i>The Nature and Influence of Culture</i>
113	

Sample Social Studies Reporting Topics		
<p>STANDARD: Economics</p> <ul style="list-style-type: none"> - <i>The Nature and Function of Economic Systems</i> - <i>Economics Throughout the World</i> - <i>Personal Economics</i> 	<p>STANDARD: History</p> <ul style="list-style-type: none"> - <i>Significant Individuals and Events</i> - <i>Current Events and the Modern World</i> 	<p>STANDARD: Geography</p> <ul style="list-style-type: none"> - <i>Spatial Thinking the Use of Charts, Maps, and Graphs</i>
114		

Sample Music Reporting Topics		
<p>STANDARD: Creative Expression</p> <ul style="list-style-type: none"> - Elements of Music (Mechanics) - Emotional Impact 	<p>STANDARD: Health Cultural Heritage</p> <ul style="list-style-type: none"> - Music of Cultures - Music in History 	<p>STANDARD: Criticism & Aesthetics</p> <ul style="list-style-type: none"> - Quality of Musical Works - Personal Preferences <p>115</p>

Sample Art Reporting Topics		
<p>STANDARD: Creative Expression</p> <ul style="list-style-type: none"> - Elements and Principles of Design - Techniques & Methods - Relationships Among Art Forms - Personal & Professional Benefits 	<p>STANDARD: Health Cultural Heritage</p> <ul style="list-style-type: none"> - Art History - Art in Cultures 	<p>STANDARD: Criticism & Aesthetics</p> <ul style="list-style-type: none"> - Characteristics & Merits of Art - Personal Preferences <p>116</p>

Sample Foreign Language Reporting Topics	
<p>STANDARD: Person-to-Person Communication</p> <ul style="list-style-type: none"> - Informal Communication Strategies - Formal Communication Strategies - 	<p>STANDARD: Reading, Listening, Viewing</p> <ul style="list-style-type: none"> - Comprehension <p>117</p>

Sample Foreign Language Reporting Topics		
<p>STANDARD: Oral & Written Presentations</p> <ul style="list-style-type: none"> - Comprehensibility 	<p>STANDARD: Workings of Language</p> <ul style="list-style-type: none"> - Language Control - Vocabulary 	<p>STANDARD: Cultural Practices, Products, Perspectives</p> <ul style="list-style-type: none"> - Cultural Practices & Perspectives - Cultural Connections <p>118</p>

Sample Health Reporting Topics	
<p>STANDARD: Health Promotion & Disease Prevention</p> <ul style="list-style-type: none"> - Components of Health - Health Problems - Influences on Health 	<p>STANDARD: Health Information, Services & Products</p> <ul style="list-style-type: none"> - Identifying Resources - Evaluating Resources - Accessing Resources <p>119</p>

Sample Health Reporting Topics		
<p>STANDARD: Risk Reduction</p> <ul style="list-style-type: none"> - Safety - Coping Strategies 	<p>STANDARD: Communication Skills</p> <ul style="list-style-type: none"> - Listening Strategies - Self-Expression Strategies - Conflict Resolution Strategies 	<p>STANDARD: Wellness Planning</p> <ul style="list-style-type: none"> - Self-Assessment - Decision-Making - Goal-Setting <p>120</p>

Sample Life Skills Reporting Topics

STANDARD:
Life Skills

- Participation
- Work Completion
- Behavior
- Working in Groups

121

Step 2: Use Formative Assessment to Monitor and Encourage Student Learning

- Establish Measurement Topics
- *Monitor and Encourage Student Achievement through Classroom Formative Assessment for Each Measurement Topic*

The Change!

Item Response Theory vs. Points/percentages

122

Step 2: Use Formative Assessment to Monitor and Encourage Student Learning

Item Response Theory vs. Points/percentages

In Search of the "True Score"

True Score = Observed Score + Error

Remember?? Standard Error of Measure (SEM)

SAT SEM = 30

123

A. Items 1-10		
Ten items that require recall of important but simpler content that was explicitly taught	Total for section	
		+
B. Items 11-14		
Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.	Total for section	
		+
C. Item 15-16		
Two items that asks for application in novel situations--in situations that go beyond what was explicitly taught	Total for section	
	Total	124

Step 2: Use Formative Assessment to Monitor and Encourage Student Learning

- *Monitor and Encourage Student Achievement through Classroom Formative Assessment for Each Measurement Topic*

~~Points/percentages~~

Item Response Theory

"A Scale That Measures Learning Over Time" 125

Measurement Topics in a Scale Format

126

**A generic scale
for measurement topics**

4	The student's responses demonstrate no major errors or omissions regarding any of the complex information and/or processes That were Explicitly Taught
3	
2	
1	
0	

127

**A generic scale
for measurement topics**

4	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes THAT WERE EXPLICITLY TAUGHT
3	
2	
1	
0	

128

**A generic scale
for measurement topics**

4	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge
3	
2	
1	
0	

129

**A generic scale
for measurement topics**

4	The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge
3	
2	
1	
0	

130

**A generic scale
for measurement topics**

4	In addition to exhibiting level 3 performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class
3	
2	
1	
0	

131

Generic SCALE for Measurement Topics

4	In addition to exhibiting level 3 performance, in-depth inferences and applications in situations that GO BEYOND what was taught in class.
3	No major errors or omissions regarding any of the information and/or processes (SIMPLER OR COMPLEX) that were explicitly taught
2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more COMPLEX ideas and processes
1	With help, a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated.

132

Three Types of Items

Level 4 items: *Inferences and applications that go beyond what was taught*

Level 3 items: *Complex ideas and processes that have been explicitly taught.*

Level 2 items: *Simpler details and processes that have been explicitly taught.*

133

Patterns of Responses

Score

- 2** • Student answers Level 2 items correctly, but not Level 3 and Level 4 items.
- 3** • Student answers Level 2 and Level 3 items correctly, but not Level 4 items.
- 1** • Student misses all items, but with help can answer some correctly.
- 0** • Students misses all items even when helped.

134

Building the Complete Scale

The complete scale allows for half-point scores (3.5, 2.5, 1.5, .5)

135

Building the Complete Scale	
4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go beyond what was taught in class.
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2	No major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes
1	With help, a partial knowledge of some of the simpler and complex details and processes.
0	Even with help, no understanding or skill demonstrated.

136

Building the Complete Scale	
4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go beyond what was taught in class.
3.5	<i>In addition to exhibiting level 3 performance, partial success at in-depth inferences and applications that go beyond what was taught in class.</i>
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2.5	<i>No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes.</i>
2	No major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes
1.5	<i>Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</i>
1	With help, a partial knowledge of some of the simpler and complex details and processes.
.5	<i>With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes.</i>
0	Even with help, no understanding or skill demonstrated.

137

SCALE Format for Measurement Topics	
4	In addition to exhibiting level 3 performance, in-depth inferences and applications in situations that GO BEYOND what was taught in class.
3.5	<i>In addition to exhibiting level 3 performance, partial success at in-depth inferences and applications that go beyond what was taught in class.</i>
3	No major errors or omissions regarding any of the information and/or processes (SIMPLER OR COMPLEX) that were explicitly taught
2.5	<i>No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes.</i>
2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more COMPLEX ideas and processes
1.5	<i>Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</i>
1	With help, a partial knowledge of some of the simpler and complex details and processes.
.5	<i>With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes.</i>
0	Even with help, no understanding or skill demonstrated.

138

Alternative Labels for Levels	
5 Advanced	In addition to exhibiting level 3 performance, in-depth inferences and applications in situations that GO BEYOND what was taught in class.
	4.5 In addition to exhibiting level 3 performance, partial success at in-depth inferences and applications that go beyond what was taught in class.
4 Proficient	No major errors or omissions regarding any of the information and/or processes (SIMPLER OR COMPLEX) that were explicitly taught
	3.5 No major errors or omissions regarding any of the SIMPLER information and/or processes and partial knowledge of the more COMPLEX information and processes.
3 Basic	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more COMPLEX ideas and processes
	2.5 Partial knowledge of the SIMPLER details and processes, but major errors or omissions regarding the more COMPLEX ideas and processes.
2 Below Basic	With help, a partial knowledge of some of the SIMPLER and COMPLEX details and processes.
	1.5 With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes.
1 Unsatisfactory	Even with help, no understanding or skill demonstrated.

139

A. Items 1-10 Ten items that require recall of important but simpler content that was explicitly taught	Total for section	
	All correct	+
B. Items 11-14 Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.	Total for section	
	Two correct	+
C. Item 15-16 Two items that asks for application in novel situations—in situations that go beyond what was explicitly taught	Total for section	
	None correct	
Total		1/400

Item Response Theory	
"A Scale That Measures Learning Over Time"	
This means that.....	
<ul style="list-style-type: none"> For each topic, you identify the knowledge for: <ul style="list-style-type: none"> Level 3 Important and relatively Complex Level 2 Important but Simpler You then create <u>assessment items</u> for: <ul style="list-style-type: none"> Level 2 Important but Simpler, Level 3 Important and relatively Complex, AND Level 4 Use of Knowledge in Novel Situations 	141

Topic Grade 8: Atmospheric Processes & Water Cycle	
4	
3	An understanding of: <ul style="list-style-type: none"> How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes The effects of temperature and pressure in different layers of Earth's atmosphere
2	
1	
0	

142

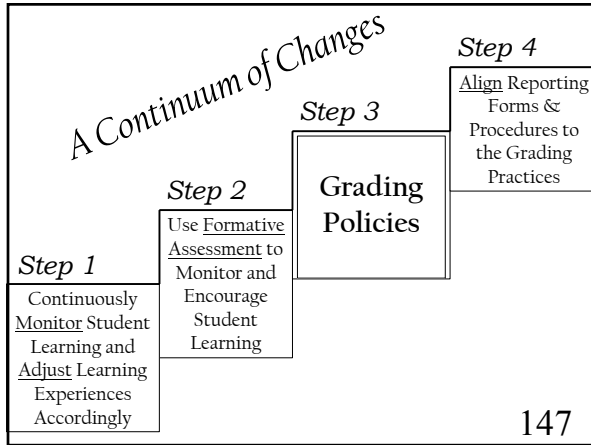
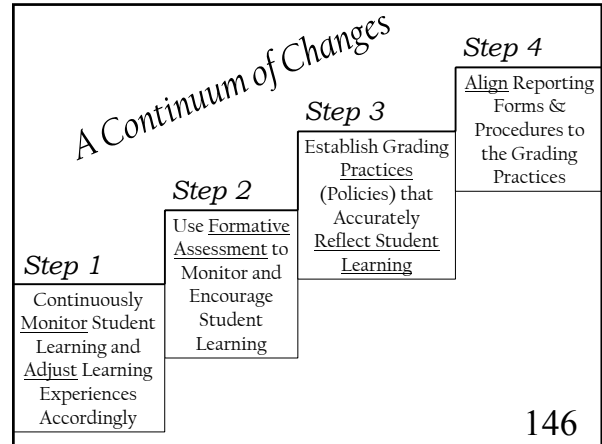
Topic Grade 8: Atmospheric Processes & Water Cycle	
4	
3	An understanding of: <ul style="list-style-type: none"> How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes The effects of temperature and pressure in different layers of Earth's atmosphere
2	<ul style="list-style-type: none"> Recognize and recall basic terms such as: climactic patterns, atmospheric layers, stratosphere, troposphere. Recognize or recall isolated details such as: <ul style="list-style-type: none"> Precipitation is one of the processes of the water cycle The troposphere is one of the lowest portions of the earth's atmosphere
1	

Topic Grade 6-8: Assignments & Work Completion	
4	
3	<ul style="list-style-type: none"> Hand in assignment that meet format requirements specified by teacher Develop and implement basic time management plan for assignments Complete assignments on time and provide acceptable explanation when assignments not handed in on time
2	
1	
0	

144

Topic Grade 6-8: Assignments & Work Completion	
4	
3	<ul style="list-style-type: none"> •Hand in assignment that meet format requirements specified by teacher •Develop and implement basic time management plan for assignments •Complete assignments on time and provide acceptable explanation when assignments not handed in on time
2	<ul style="list-style-type: none"> • Is aware of format requirements for assignments • Is aware of elements of basic time management plans • Is aware of deadlines for assignments
1	
0	

145



Step 3

Establish Grading Practices (Policies) that Accurately Reflect Student Learning

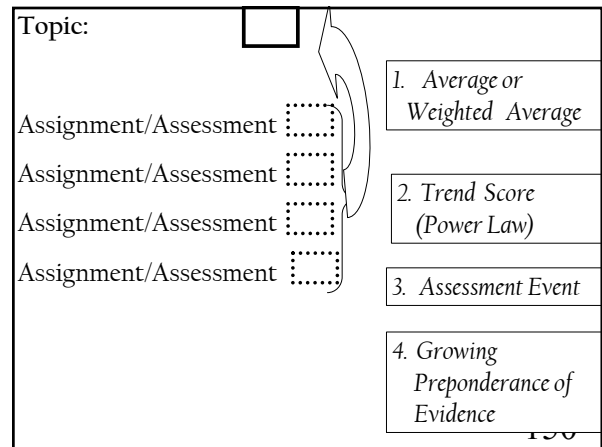
148

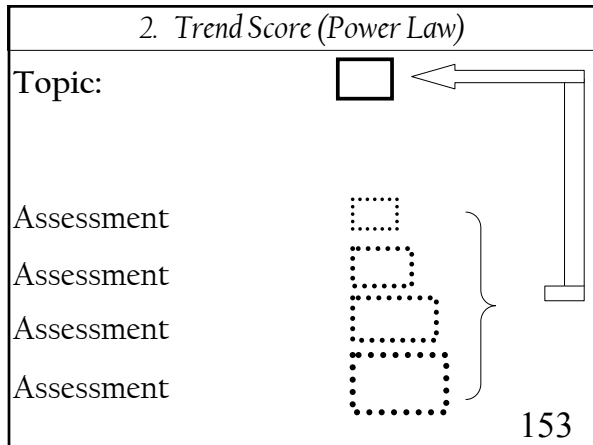
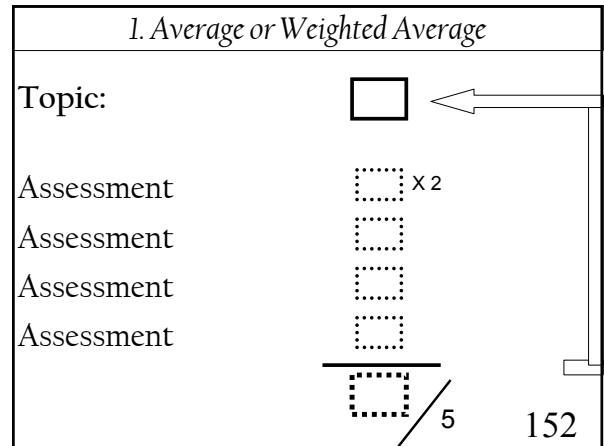
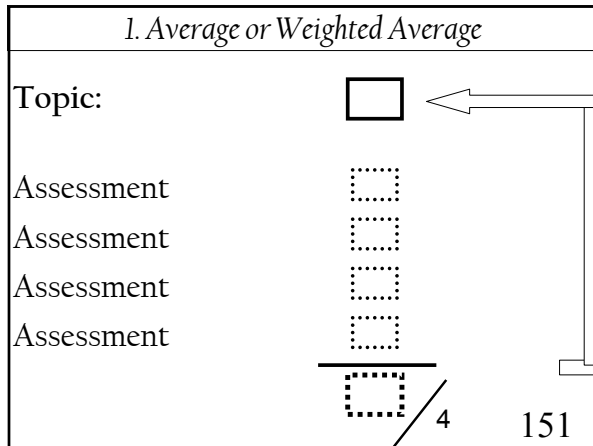
Step 3: Establish Grading Practices (Policies) that Accurately Reflect Student Learning

- Assigning Topic Grade and Final Grade

Four ways to do so!

149

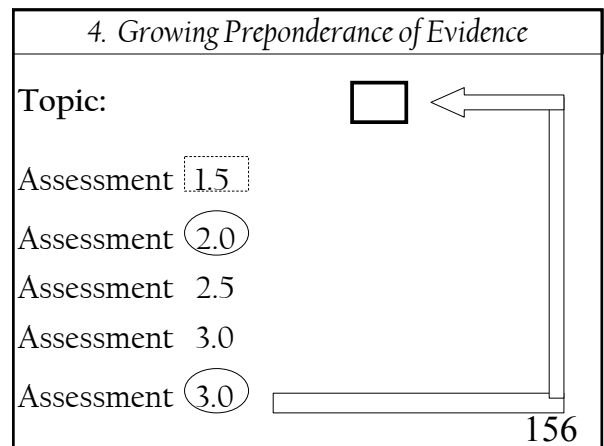
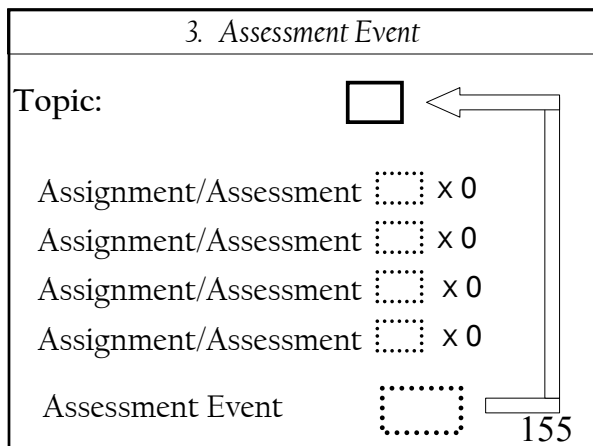




Topic Scores for 3 Students

	Student 1	Student 2	Student 3
Topic Scores	2.0	3.0	2.0
	1.5	2.0	1.0
	2.0	2.0	1.5
	3.0	2.5	2.0
	2.5	3.0	2.0
	3.0	2.0	2.5
	3.0	3.0	3.0
	2.5	2.5	3.0
	3.0	3.0	3.5
3.0	3.0	3.0	
Average Trend Score			

154



Low Tech Method

1.0	2.5
1.5	2.0
2.0	2.5
2.0	
2.0	

157

To Think About

- If something is assessed, it should be taught.
- This does not guarantee consistency, but it encourages a more focused dialogue that can lead to consistency.
- Tracking “measurement topics” in grade books allows you to compare classroom assessment and external assessment.
- Once teachers have begun to keep grades by Topic, instead of by assignment, you can elicit feedback about which Topics work and which need to be revised.
- ????

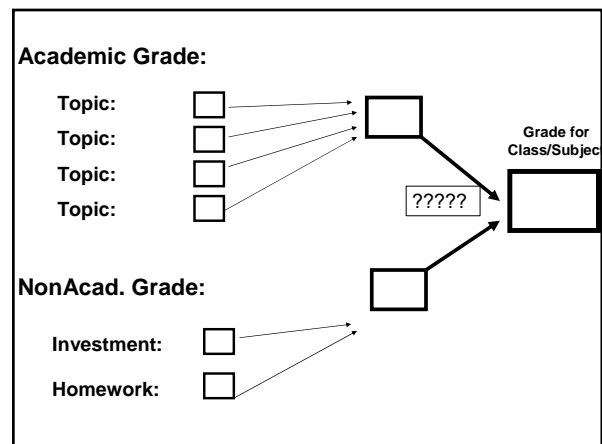
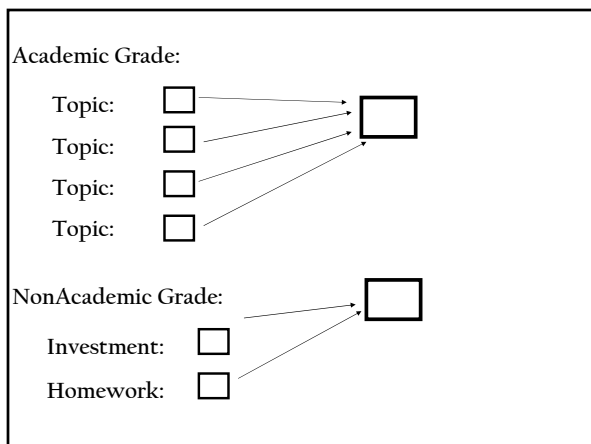
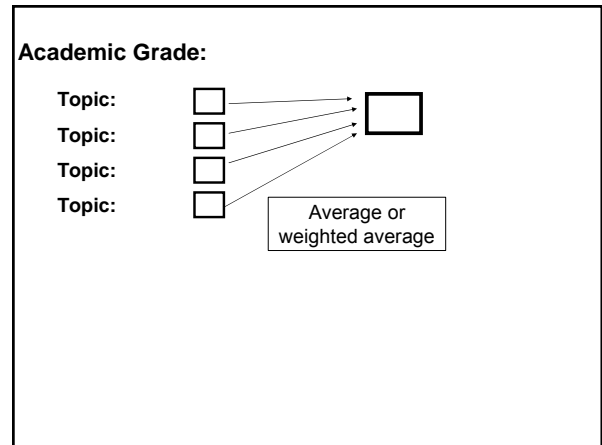
158

Step 3: Establish Grading Practices (Policies) that Accurately Reflect Student Learning



- Assigning Topic Grade and Final Grade

Four ways to do so!
- Separate Academic from Nonacademic Factors

159



To Think About

- Some teachers will want student performance on these factors averaged back into the overall grade for the subject or course; others will not. Should this be a district or school decision or should each teacher decide?
- Perspectives on these factors are influenced by experience and philosophies; the most important thing to consider is what is best for students.
- ????

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A Continuum of Changes

Step 1
Continuously Monitor Student Learning and Adjust Learning Experiences Accordingly

Step 2
Use Formative Assessment to Monitor and Encourage Student Learning

Step 3
Establish Grading Practices (Policies) that Accurately Reflect Student Learning

Step 4
Align Reporting Forms & Procedures to the Grading Practices

164

Step 4

Align Reporting Forms & Procedures to the Grading Practices

165

3.00 - 4.00 = A

2.50 - 2.99 = B

2.00 - 2.49 = C

1.50 - 1.99 = D

Below 1.50 = F

166

Blatchley Middle School		School Year: 2002-2003	
601 Salmon Crest Road Sitka, AK 99835 (907) 747-1212		Grade: 06	
Course	Teacher	Performance Over Time	
		Qtr 1	Qtr 2
Social Studies	Ms. Prusak	C	
Places and Regions		1.90	3.00
Role of the Citizen		2.70	3.00
Using Geography		2.90	2.20
Historical Skills and Processes		1.70	
Life Skills Grade		3.1	3.5
Work Ethic		2.6	3.1
Participation		3.4	3.0
Courtesy/Respect		3.3	3.2
Absences		0	0
Tardies		0	0
Teacher Comments:	Too many incomplete assignments		
Science		B	
Cultural Heritage and Traditions of Communities		3.50	3.50
Diversity		3.30	3.20
Relationships in the Environment		2.65	
Environmental changes		3.30	3.70
Use science to describe the local environment		2.70	
Midscience to Environments		3.50	3.60
Life Skills Grade		3.3	2.8
Work Ethic		3.5	3.0
Participation		3.0	2.6
Courtesy/Respect		3.5	3.0
Absences		0	0
Tardies		0	0
Teacher Comments:	Glad to have your child in class. Not completing assigned projects.		

Sitka High School		School Year: 2002-2003	
1000 School Street Sitka, AK 99835 (907) 747-1212		Grade: 10	
Course	Teacher	Performance Over Time	
		Qtr 1	Qtr 2
END & TEAM SPOR	Ms. Jordan	A	
Common (80% of Final Grade)		3.8	
Personal Behavior		3.70	
Physical Activity/Knowledge		3.80	
Social Behavior		4.00	4.00
Movement Concepts and Motor Skills		3.70	3.80
Life Skills (10% of Final Grade)		4.0	4.0
Work Ethic		4.0	4.0
Participation		3.7	3.7
Courtesy/Respect		3.5	3.7
Absences		0	2
Tardies		0	0
Teacher Comments:			
ENGLISH 10 0110		C-	
Common (80% of Final Grade)		C-	C-
Speaks well for variety of purposes		2.00	2.00
Comprehends text		3.30	3.30
Analyzes and evaluates themes		3.30	3.30
Analyzes literary elements		3.30	3.30
Writes compositions		2.50	
Writes for a variety of purposes and audiences		2.60	2.70
Uses conventions of English		1.40	1.40
Cites sources		1.30	

Standards Based Gradebook with Non-Achievement Factors

Assessment Key:		A. Quiz, Sept. 10		F. Unit Test #1, Sept. 22		K. Quiz, Oct. 8			
		B. Homework, Sept. 19		G. Performance Task, Sept. 24		L. Homework, Oct. 11			
		C. Homework, Sept. 15		H. Homework, Sept. 29		M. Homework, Oct. 13			
		D. Homework, Sept. 17		I. Quiz, Oct. 1		N. Quiz, Oct. 15			
		E. Quiz, Sept. 20		J. Homework, Oct. 6		O. Unit Test Performance Task, Oct. 6			
Standards:	Precipitation	Ocean Currents	Measurement of Temperature	Reading Tables	Estimation	Behavior	Attendance		
Student:									
Carmen Walker	A	1.5		1.0		2.5	3.0	4.0	
	B	2.0				1.0	3.0	4.0	
	C	1.5			2.0	2.5	3.0	4.0	
	D	2.0				2.5	2.5	4.0	
	E	1.5			2.0	2.0	3.0	4.0	
	F	2.0		1.5		2.0	3.0	4.0	
	G	2.5		1.5	2.0	1.0	3.5	4.0	
	H					3.0	3.5	4.0	
	I					1.0	3.0	4.0	
	J		2.0	1.5		2.0	2.5	4.0	
	K	2.0		2.0		2.5	3.0	4.0	
	L		2.0			1.0	3.0	4.0	
	M		2.5			2.0	3.5	4.0	
	N		2.5			2.5	3.5	4.0	
	O	2.5	2.5	2.0	2.0	1.0	3.5	4.0	
Final Topic Score		2.25	2.5	1.75	1.75	2.0	1.9	3.1	4.0

Figure 5.6. Standards-based Grade Book with Non-Achievement Factors.

Quotes from the Researchers!

170

Three Questionable Practices that deserve attention (because of) their potentially harmful effects are:

1. averaging scores to determine a grade;
2. the use of zeros; and
3. taking credit away from students or lowering their grade because of behavioral infractions.

Guskey and Bailey, *Developing Grading and Reporting Systems for Student Learning*, Corwin, 2001, pp. 139 Guideline #6

171

“Educators must abandon the average, or arithmetic mean, as the predominant measurement of student achievement.”

Reeves, D., “Standards are Not Enough: Essential Transformations for School Success,” *NASSP Bulletin*, Dec. 2000

172

“Averaging falls far short of providing an accurate description of what students have learned. . . . If the purpose of grading and reporting is to provide an accurate description of what students have learned, then averaging must be considered inadequate and inappropriate”.

Guskey, Thomas R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996. p. 21

173

“Grades based on averaging have meaning only when averaging is done on repeated measures of similar content. Teachers average (marks for) tests on fractions, word problems, geometry and addition with marks for attendance, homework and notebooks -and call it Mathematics. (Similar examples could be given for other subjects) In Mathematics we teach that you cannot average apples, oranges and bananas but we do it in our grade books!”

R. Canady, Workshop presentation, ASCD Annual Conference, Washington, D.C. April 1993

174

“Grading by the median provides more opportunities for success by diminishing the impact of a few stumbles and by rewarding hard work.”

Wright, Russell. G., "Success for All: The Median is the Key", *Phi Delta Kappan*, May 1994, pp.. 723 -725

175

“... a zero has a profound effect when combined with the practice of averaging. Students who receive a single zero have little chance of success because such an extreme score skews the average. . . . An alternative is to use the median score rather than the average or arithmetic mean, but use of the most current information remains the most defensible option.”

Guskey, Thomas R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996. p. 21

176

“Assigning a score of zero to work that is late, missed, or neglected does not accurately depict students’ learning. Is the teacher certain the student has learned absolutely nothing, or is the zero assigned to punish students for not displaying appropriate responsibility?”

Guskey, Thomas R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996. p. 21

177

A 93-100; B 85-92; C 77-84; D 69-76; F <69

“the interval between grades through A-D is 7 points, yet the potential interval from D to F is 69 points. The result is . . .the 0 grade has a disproportionate impact on the average grade. If educators must use a numerical scale then the lowest possible number on the scale should be one grade value lower than a D.”

Reeves, D., “Standards are Not Enough: Essential Transformation of Grading”

178

Part III

179

FEEDBACK

The Role of Homework

180

Homework

181

WHAT WORKS IN SCHOOLS

Teacher 	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Instruction </div>
--------------------	---

Classroom Instruction That Works

	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Homework </div>
--	--

WHAT WORKS IN SCHOOLS

School 	<ol style="list-style-type: none"> 1. Guaranteed and Viable Curriculum 2. Clear Goals and Effective Feedback 3. Parent & Community Involvement 4. Safe & Orderly Climate 5. Staff Collegiality & Professionalism
Teacher 	<ol style="list-style-type: none"> 6. Instruction 7. <div style="border: 1px solid black; padding: 2px; display: inline-block;">Instruction</div> 8.
Student 	<ol style="list-style-type: none"> 9. Home Atmosphere 10. Learned Intelligence and Prior Knowledge 11. Motivation & Interest

183

Classroom Instruction That Works

Identifying similarities and differences
 Summarizing and note taking
 Reinforcing effort and providing recognition
 Homework and practice
 Nonlinguistic representations
 Cooperative learning

Homework & Practice

Generating and testing hypotheses
 Cues, questions, and advance organizers

84

Resource for:
Homework

*A New Book
About Homework*

Winter, 2008

Marzano & Pickering

185

stophomework.com

...the best suggestion I have heard came from these authors. They ask to quit calling it “homework.” It is schoolwork. The question is how much of it should be, and can be, done in the home.

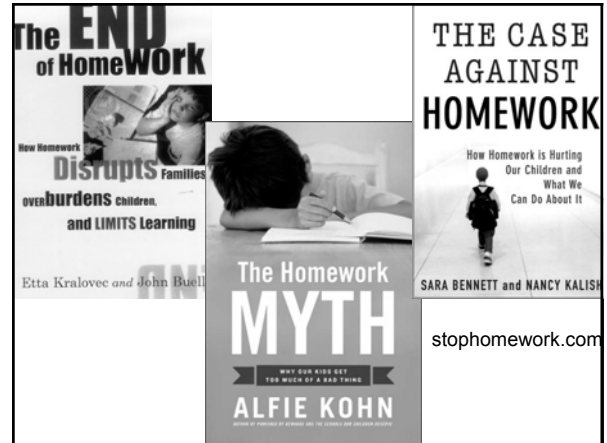
187

Some Questions to Consider????

1. On a day to day basis, how much time should students spend on homework?
2. What is the role of parents when their children are working on homework? What should parents do if their children cannot complete the homework on their own?
3. What do you consider to be the major purpose(s) of homework?
4. What makes homework effective? What makes homework ineffective?
5. How did homework impact you as a learner?

The Case For and Against Homework
 Misrepresentations and Valid Concerns
 Topics for Recommendations

189



Misrepresentations and Valid Concerns



"Missing Out on their Childhoods"
"The Creation of the Homework Potato"
"So Much Work, So Little Time"

191

Misrepresentations and Valid Concerns



Are there valid concerns?

192

Topics *relating to* Homework

- Purpose
- Feedback
- Time
- Parent Involvement
- Accountability

193

The
Purpose
Of Homework

194

Issues and Recommendations Regarding: Purpose

GENERAL:

- Avoid assigning homework simply as a matter of routine.
- Students need to understand the purpose of the homework.
- Assign homework when the purpose can be better achieved outside of school

ACADEMIC:

- The purpose of homework should be to enhance the learning of essential learning goals.
- Homework assignments should be appropriate for the learning goals that are being addressed.

“RESPONSIBILITY”:

- Students need to be taught the skills of organization, time management, stress management, goal setting, etc.

195

Purpose:
General

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Sample Homework Policies		Issue: PURPOSE
What are the Pros and Cons?		
A	You can expect homework each evening, Monday through Thursday. It is your responsibility to complete the assignments to be prepared for class the next day.	
B	There often is just not enough time in class for each of you to study and practice what you are learning. When it seems that there is a clear need for further individual work beyond what we do in class, you will have homework. For some learning goals, frequent homework might be assigned; for others, there might be no need for homework. When there is homework, it is your responsibility to complete the work and be prepared for class the next day.	

Issues and Recommendations Regarding: Purpose (General)

GENERAL:

- Avoid assigning homework *simply* as a matter of routine.
- Students need to understand the purpose of the homework.

“Expert teachers...do not report rigidly adhering to regular homework schedules so much as flexible use of what they view as a means for furthering collectively defined curricular goals.
...[they] see policies requiring rigid homework schedules as undermining their ultimate curricular goals...”

(as reported in “Homework is a Complicated Thing”, Lyn Corno)

198

Issues and Recommendations Regarding: Purpose (General)

GENERAL:

- Avoid assigning homework *simply* as a matter of routine.

- Students need to understand the purpose of the homework.

199

Clear Learning Goals?

Examples (adaptations) from The Case Against Homework:

Read Chapter 5 and

- identify who said the following quotes
- find these vocabulary words, circle them, write a definition
- make a timeline of events

Read pages 62-66 in your *textbook*, and answer the questions at the end.

Read chapters 6-10 in To Kill a Mockingbird.

On a 12 x 12 piece of plywood, nail one-hundred nails (size shown in diagram) at precise intervals at the same depth. Take six different colors of embroidery thread and weave it between the nails in geometric pattern.

Circle all the words on this page that begin with the letter A. Then write them out

Solve the fifty math problems on page 100.

200

Assignment Notebook

Language Arts	<p>Assignment:</p> <p>Due:</p> <p>Learning Goal: As a result of doing this assignment, I should</p> <p style="text-align: center;"><i>Know more about...?</i></p> <p style="text-align: center;"><i>Understand better...?</i></p> <p style="text-align: center;"><i>Be more skilled at...?</i></p>
Math	
Science	
Social Studies	

201

Issues and Recommendations Regarding: Purpose (General)

GENERAL:

- Avoid assigning homework *simply* as a matter of routine.

- Students need to understand the purpose of the homework.

Narrowing the focus:

Clear instructional goals have shown to help students focus more on the relevant information and give less attention to information not related to the goal.

(as reported in Classroom Instruction That Works, Marzano, et.al., 2001)

202

Purpose:

Academic

203

Issues and Recommendations Regarding: Purpose (Academic)

ACADEMIC:

- The purpose of homework should be to enhance the learning of essential learning goals.

- Homework assignments should be appropriate for the learning goals that are being addressed.

204

Issues and Recommendations Regarding: Purpose (Academic)	
<p>ACADEMIC:</p> <ul style="list-style-type: none"> The purpose of homework should be to enhance the learning of <u>essential</u> learning goals. 	
<ul style="list-style-type: none"> Homework assignments should be appropriate for the learning goals that are being addressed. 	
205	

Type of Knowledge	Goal?	Appropriate Assignment Examples
INFO AND IDEAS	Increase understanding and retention	<ul style="list-style-type: none"> Describe/Explain Apply to new situations; Generate examples; Answer inferential and elaborative questions; Reflect on points of clarity/confusion; Represent non-linguistically (e.g., graphic organizer, pictograph, sketch) Review/revise notes and summarize; Identify similarities and differences
SKILLS AND PROCESSES	Develop competency/automaticity/fluency	<ul style="list-style-type: none"> Perform and reflect; Practice (massed and distributed); Personalize/Shape; Identify and resolve trouble-spots;

Example: Nonlinguistic Representations

To Me, An Equilateral Triangle Is....

A three sided figure with equal sides and angles.

An equilateral triangle is made up of 180°. Each angle is 60°.

Kellye McDan

207

Example: Nonlinguistic Representations

Altitude:
a perpendicular line connecting the vertex to the opposite side of the triangle.

altitude

208

Example: Nonlinguistic Representations

Mr. and Mrs. angle bisector

To me, an angle bisector is a ray that begins at the vertex of a polygon and divides that angle into two equal angles. It divides the original angle in half.

ANGLE BISECTOR

A line that cuts an angle in half. A bicycle has two wheels that are the same size. A bisector cuts an angle into two pieces that are the same size.

bisector

209

Example: Nonlinguistic Representations

Vertex

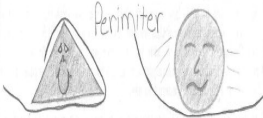
A vertex is the point where two lines, rays, or segments meet. (more than 1 vertex = vertices)

At the vertex point are angles. For example the angles at one of the vertices of a square are 90° and 270°.

● - represents a vertex

Example:

210



Perimeter can be described as the length a piece of string would be if it was wrapped around the object

measure the length of string it takes to completely surround the object. The length of the string is equal to the perimeter

Example: Nonlinguistic Representations

TO ME, PERIMETER IS:
 THE TOTAL DISTANCE AROUND A FIGURE. BY ADDING ALL SIDES OF THE FIGURE YOU WILL FIND THE PERIMETER. FOR EXAMPLE, IF YOU HAVE A FENCED YARD AND WALK AROUND THE FENCE YOU WILL HAVE WALKED THE PERIMETER OF THE YARD.

THIS IS MY YARD:

25	44 FT.	332 FEET IS THE PERIMETER OF THE YARD.
62	85	
85	60	
100	332	

100 FEET

Examples: Reflection with Two-column/Cornell Notes

Reflecting/ Processing

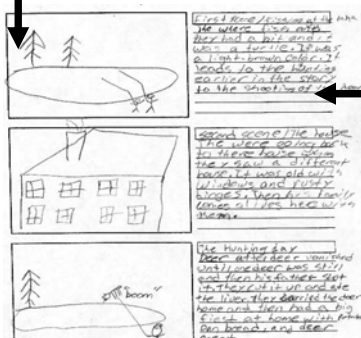
- Questions—literal and inferential
- Nonlinguistic representations
- Cues
- Reminders/ Cautions

Name: _____	Subject: _____
Date: _____	Topic: _____
	Notes

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Examples: Reflection with Two-column/Cornell Notes

Homework



Class Notes

Handwritten notes describing the scene and the deer.

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Class Notes

Handwritten notes on the left side of a page.

Handwritten notes on the right side of a page, including diagrams of angles.

Homework

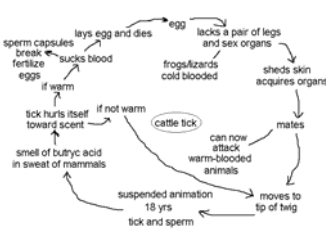
214

Example


(Questions about it)

- How do the ticks find the cattle?
- Why don't the ticks usually kill their host?
- How could tick infestations in cattle impact humans?

(Diagram copied during lecture)



Even da Vinci used Cornell Notes as this page from his journal shows



216


Example: Practice

Question from the Student:

"If I can show that I can do this, why do I have to do 20 problems."

Answer:

"Wax on, wax off."



217

About PRACTICE (Skills & Processes)....

1. Skills are most useful when learned to the level of automaticity.
2. Mastering a skill requires a fair amount of focused practice.
3. While practicing, students should adapt and shape what they have learned

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About PRACTICE (Skills & Processes)....

Learn the Steps

At this point it really is just information.

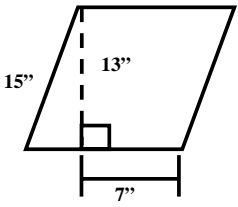
Shape and Adapt

This is when the learner understands the skill or process and takes ownership.

Practice for Automaticity/Fluency

The extent to which this happens will determine the learners' control and retention of the skill or process.

219




Calculate the area of the parallelogram _____

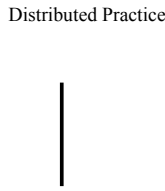
12th Graders that gave correct answer- 8%

220

Massed Practice



Distributed Practice



221

Purpose:

"Responsibility"

222

Issues and Recommendations Regarding: Purpose (“Responsibility”)

“RESPONSIBILITY”:

- Students need to be taught the skills of organization, time management, stress management, goal setting, etc.

...when parents **systematically** help support this goal through structure and supervision around homework, then homework can foster personal responsibility.”

“In short, experience with homework, of itself, does not teach children responsibility...
...However, better-mediated experiences on the part of parents or tutors may yet bring the myth that “homework shapes responsibility” a bit closer to reality.

Xu, 1994, as reported in Lyn Corno, “Looking at Homework Differently”, (*Elementary School Journal*, May, 2000)
Lyn Corno, “Homework is a Complicated Thing” *Educational Researcher*.

223

Parent Involvement

224

Issues and Recommendations Regarding: Parent Involvement

Key points:

- Parents might be able to help students develop skills related to “responsibility.”
- Parent involvement should be kept to a minimum.
- When parents are involved, it should be as an interested and supportive resource, not as a substitute for the teacher.

225

Issues and Recommendations Regarding: Parent Involvement

Key points:

- Parents might be able to help students develop skills related to “responsibility.”
- Parent involvement should be kept to a minimum.
- When parents are involved, it should be as an interested and supportive resource, not as a substitute for the teacher.

226

...from *Classroom Instruction That Works*.

“While it is certainly legitimate to inform parents of the homework assigned to their children, it does not seem advisable to have parents help their children with homework.”

“Specifically, many studies show minimal and even negative effects when parents are asked to help students with homework.

227

When your child has worked hard but cannot complete the assignment in a reasonable time, and you are thinking about sitting down and helping her.....STOP. Get out a piece of paper and write the teacher a note....

Dear Ms. Curie,

Sally has worked hard for one hour on this assignment and cannot complete it. I told her to stop and assured her that she had completed her homework for tonight. She doesn't really understand how to read bar graphs yet so she can't go on. Please let her know if there will be more instruction in class or if she needs to come in for extra help.

Feedback

229

<i>Sample Homework Policies</i>	Issue: FEEDBACK
What are the Pros and Cons?	
A	You will receive a homework packet on Monday; it will be due on Friday. Schedule your time carefully so that you do not have too much to complete on any single evening.
B	You will receive a homework packet on Monday with homework assignments designated for each day of the week. Each morning, you will work in groups to go over the assignment due that day and clarify any confusions. I will monitor the groups to record who completed the homework. You have the entire week's assignments so that you can schedule your time and work ahead if you know that a specific evening is already busy for you.
230	

<i>Issues and Recommendations Regarding: Feedback</i>
<p>Key points:</p> <ul style="list-style-type: none"> ● The feedback research applies to homework assignments. ● Feedback should help students understand if their work contributed to their achievement of learning goals. ● Feedback should be timely.
231

<i>Issues and Recommendations Regarding: Feedback</i>
If homework is assigned, it should be commented on.
FEEDBACK
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: left;"> Whole class Small group One-on-one </div> <div style="border: 1px solid black; padding: 5px; text-align: left;"> Correct answers Sample answers Criteria to apply </div> </div> <div style="display: flex; justify-content: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Oral Written </div> </div>
232

Time

233

<i>Sample Homework Policies</i>	Issue: TIME
What are the Pros and Cons?	
The Learning Goal is: <i>Increase competency when multiplying 3 digits time 3 digits.</i>	
A	Assignment: Do all of the even numbered problems on page 100-101. Bring your work to class with you tomorrow morning.
B	Practice this skill tonight by using the problems on page 100-101. Do as many as you can accurately in 15 minutes tonight. Bring with you those you were able to do in the 15 minutes.
234	

6. If you placed a mole of skittles side by side, how many trips around the Earth's equator could you make?
 7. If you covered the state of Indiana with a mole of dimes, how high would the dimes stack up?
 8. If you had a mole of pennies, how many dollars would each person on Earth have if you shared your pennies with them?
 9. If you had a mole of small paperclips chained together, how many times could you wrap the chain around the equator of Jupiter?
 10. If you had a mole of large paperclips chained together, how many trips to Pluto would it make?
 11. If you had a mole of quarters, how many moons would it take to equal the mass of the mole of quarters?
 12. How many people would it take to make a mole of heartbeats in 75 years?
- 241

Policy for Homework???

- Purpose
- Feedback
- Time
- Parent Involvement
- Accountability

242

STATE REPORT DUE DATES!

Due January 17th: A map of your state showing:

1. The location of the capital
2. Mountain ranges
3. Main rivers and lakes.

The map should be traced or hand drawn. Please color the map neatly as your grade will be based upon neatness and accuracy. It must be on unlined paper.

Due January 24th: You "title page" showing the name of your state in the center, your name and the date the report is due (March 13, 2007) in the lower right-hand corner.

ALSO due January 24th: ONE PAGE history of your state including major events in the forming of your state.

Due January 31st: Write 1/2 page each about:

1. The geography of your state.
2. The climate of your state.
3. The industry and natural resources of your state.
4. Two cities in your state (One is to be the capital.)

Due February 7th: Write 1/2 page about recreation and tourist attractions in your state.

Due February 14th: Write ONE PAGE about a famous person from your state. (Can either be born there or lived there at one time)

Due February 21st: TRACE OR DRAW your states' symbols. Please color them neatly. The symbols must be on unlined paper and done in ink. Include:

1. The state flag
2. The flower
3. The bird
4. The seal
5. The motto
6. The song

Due TUESDAY, February 27th DRAW one graph and one chart OR two graphs using information about one aspect of your state. Information can be found in the encyclopedia. Examples are: rainfall, population, growth of the economy, etc.

Due March 2nd: The Bibliography. Keep track of all the materials used for your report. You must use at least 5 sources, i.e. books, magazines, articles, the internet. Use your Language Arts book (PAGES 244,245,262) for an example of a bibliography. We will do a rough draft of your table of contents in class. Please follow the sample that was given in class today (February 26th).

On or before March 5th: All material will be handed back to students to organize and place into a folder.

March 13th: Final Report is Due! YOU MAY TURN IT IN EARLY!

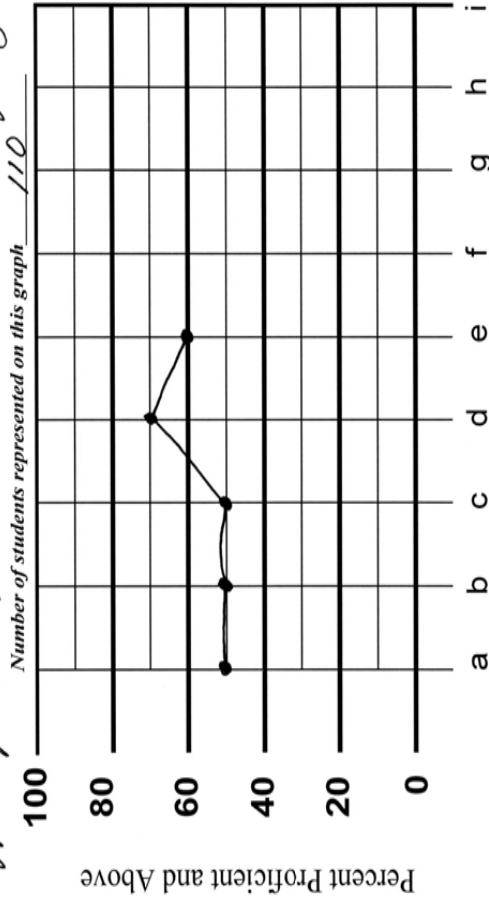
245

TRACKING STUDENT LEARNING: Classroom

Teacher Pickering Grade/Subject Lang, Writing
Grading Period/Time Span 2nd Quarter

Learning Goal

Writes paragraphs with topic sentence, supporting details, & conclusion (Content/Organization)



- a 11-2 Holiday Para.
- b 11-15 New Year Para.
- c 12-5 Science Para.
- d 12-15 Athly Para.
- e 1-6 Book Report
- f _____
- g _____
- h _____
- i _____

TRACKING STUDENT PROGRESS: School

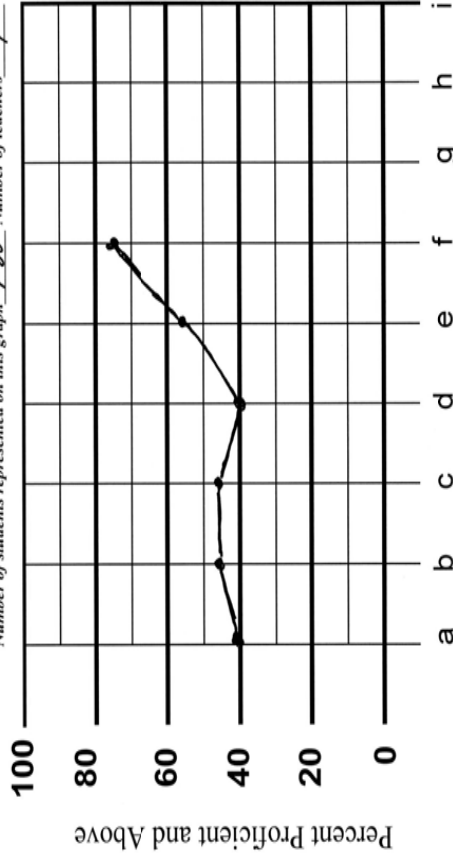
School XVZ Middle School

Grade/Subject Lang. Arts, 8 Grading Period/Time Span Sept - Feb

Learning Goal

Writes paragraph with topic sentence, supporting details, conclusion (Content/Organization)

Number of students represented on this graph 48 Number of teachers 4



- a September
- b October
- c November
- d January
- e February
- f April
- g _____
- h District Assess.
- i State Assessment

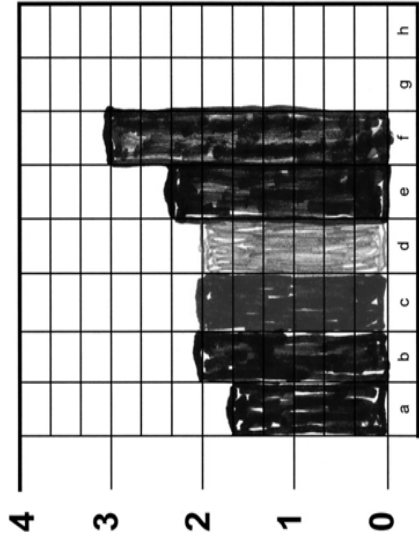
Tracking My Own Learning

Student Name S.H. Date _____

Learning Goal

Math: Understand and use decimals

and Percents.
My score at beginning: 2 My goal: 3 by Nov. 30th



- a Oct. 5 (2-)
 b Oct. 12 (2)
 c Oct 19 (2)
 d Oct 20 (2)
 e Oct 22 (2+)
 f Oct 27 (3)
 g _____
 h _____

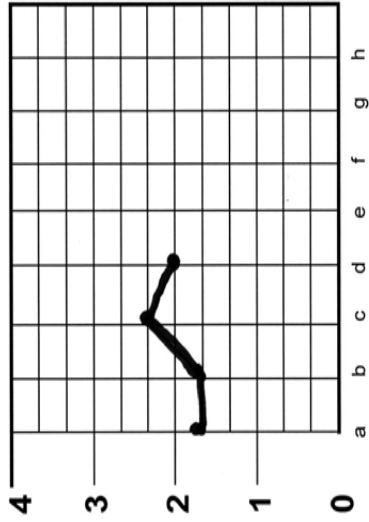
4	I have everything described in level 3, AND I go beyond what was directly taught in class.
3	I have all the simple information, AND I have no major errors on the complex knowledge directly taught in class.
2	I have the simple, yet important information, BUT I have major errors on the more complex knowledge.
1	I make major mistakes. I just don't understand it yet.

Tracking My Own Learning

Student Name SH Date _____

Learning Goal

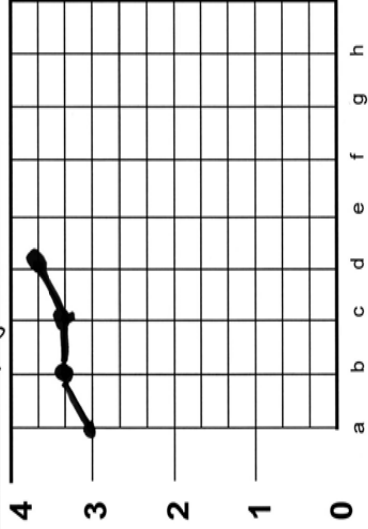
Math: Understand decimals and percents -
problem solving



- a Oct 10 2-
- b Oct 17 2-
- c Oct 21 2+
- d Oct 30 2
- e _____
- f _____
- g _____
- h _____

Learning Goal

Math: Com do calculations with decimals
and percents



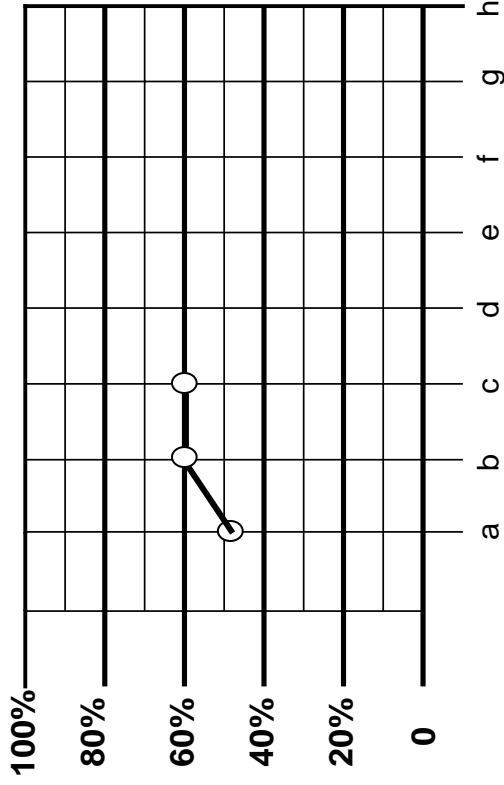
- a Oct. 10 3
- b Oct. 17 3+
- c Oct. 21 3+
- d Oct 30 4-
- e _____
- f _____
- g _____
- h _____

Tracking My Own Learning

Student Name _____ Date _____

Topic _____

My score at beginning: _____ My goal: _____ by _____



- a Pretest 2/12 (48%) e _____
- b Quiz 2/15 (60%) f _____
- c Quiz 2/19 (60%) g _____
- d _____ h _____

Building the Complete Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go beyond what was taught in class.
3.5	<i>In addition to exhibiting level 3 performance, partial success at in-depth inferences and applications that go beyond what was taught in class.</i>
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2.5	<i>No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes.</i>
2	No major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes
1.5	<i>Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</i>
1	With help, a partial knowledge of some of the simpler and complex details and processes.
.5	<i>With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes.</i>
0	Even with help, no understanding or skill demonstrated.



EXCELSIOR
SOFTWARE

Student: **Smith, Jane**

Blatchley Middle School

601 Salmon Crest Road
Sitka, AK 99835
(907) 747-1212



Standards Report Card

School Year: **2002-2003**
Grade: **06**

Page 1 of 2

Course	Teacher	Performance Over Time			
		Qtr 1	Qtr 2	Qtr 3	Qtr 4
Social Studies	Ms. Peacock	C	C		
Places and Regions		1.90	3.00		
Role of the Citizen		3.70	3.10		
Using Geography		2.90	2.20		
Historical Skills and Processes		1.70			
Life Skills Grade		3.1	3.5		
Work Ethic		2.6	3.1		
Participation		3.4	3.7		
Courtesy Respect		3.3	3.2		
Absences		0	0		
Tardies		0	0		
Teacher Comments:					
Too many incomplected assignments.					
Science	Prof. Plum	B	C+		
Cultural Heritage and Traditions of Community		3.50	3.50		
Diversity		3.30	3.20		
Relationships in the Environment			2.65		
Environmental changes		3.70	3.70		
Use science to describe the local environment		2.70			
Molecules to Ecosystems		3.50	3.60		
Life Skills Grade		3.3	2.8		
Work Ethic		3.5	3.0		
Participation		3.0	2.6		
Courtesy Respect		3.5	3.0		
Absences		0	0		
Tardies		0	0		
Teacher Comments:					
Glad to have your child in class. Not completing assigned projects.					



Sitka High School

1000 School Street
Sitka, AK 99835
(907) 747-1212



EXCELSIOR
SOFTWARE

Standards Report Card

School Year: 2002-2003
Grade: 10

Student: **Smith, Jack**

Page 1 of 2

Course	Teacher	Performance Over Time					
		Qtr 1	Sem 1	Final	Qtr 3	Sem 2	Final
IND & TEAM SPOR	Mr. Jordan	A	A	A			
Content (85% of Final Grade)				3.8			
Personal Behavior		3.50	3.70				
Physical Activity/Knowledge		3.90	3.80				
Social Behavior		4.00	4.00				
Movement Concepts and Motor Skills		3.70	3.80				
Life Skills (15% of Final Grade)				3.8			
Work Ethic		4.0	4.0				
Participation		3.7	3.7				
Courtesy/Respect		3.5	3.7				
Absences		0	2	2			
Tardies		0	0	0			
Teacher Comments:							
ENGLISH 10 0110	Ms. Wilson	C-	C-	C-			
Content (85% of Final Grade)				2.4			
Speaks well for variety of purposes and audiences		2.00	2.00				
Comprehends text		3.30	3.30				
Analyzes and evaluates themes							
Analyzes literary elements		3.30	3.30				
Writes compositions			2.50				
Writes for a variety of purposes and audiences		2.60	2.70				
Uses conventions of English		1.40	1.40				
Cites sources			1.30				

Standards Based Gradebook with Non-Achievement Factors

Standards:		Precipitation	Ocean Currents	Measurement of Temperature	Reading Tables	Estimation	Effort	Behavior	Attendance
Assessment Key:		A. Quiz: Sept. 10 B. Homework: Sept. 10 C. Homework: Sept. 15 D. Homework: Sept. 17 E. Quiz: Sept. 20			F. Unit Test #1: Sept. 22 G. Performance Task: Sept. 24 H. Homework: Sept. 29 I. Quiz: Oct. 1 J. Homework: Oct. 6			K. Quiz: Oct. 8 L. Homework: Oct. 11 M. Homework: Oct. 13 N. Quiz: Oct. 15 O. Unit Test-Performance Task: Oct. 6	
Carmen Walker	A	1.5		1.0		2.0	2.5	3.0	4.0
	B	2.0			1.5		1.0	3.0	4.0
	C	1.5				2.0	2.5	3.0	4.0
	D	2.0					2.5	2.5	4.0
	E	1.5		1.5		2.0	2.0	3.0	4.0
	F	2.0		1.5	1.5		2.0	3.0	4.0
	G	2.5		1.5	1.5	2.0	1.0	3.5	4.0
	H		2.0				3.0	3.5	4.0
	I		2.0				1.0	3.0	4.0
	J			2.0	1.5		2.0	2.5	4.0
	K		2.0		2.0		2.5	3.0	4.0
	L		2.0				1.0	3.0	4.0
	M		2.5				2.0	3.5	4.0
	N		2.5				2.5	3.5	4.0
	O	2.5	2.5	2.0	2.0		1.0	3.5	4.0
Final Topic Score		2.25	2.5	1.75	1.75	2.0	1.9	3.1	4.0

Figure 5.6. Standards-based Grade Book with Non-Achievement Factors.