

# Independence School District

**Mission Statement:**

We will maximize learning and empower all learners for tomorrow's opportunities.

**Vision Statement:**

In partnership with the community, our school will be an innovative leader in education with excellent, focused, collaborative programs and staff.



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**\*\*UPDATED 10/5/16 to include grading scale used in Infinite Campus Reporting pages 17-18**

## Standards-Based Grading

Grades 4K-5

## Standards-Referenced Grading

Grades 6-12

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# Parent Handbook

2016-17 Draft (August, 2016)

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**Independence School District**  
**Grading and Reporting Philosophy, Guidelines, and Practices**  
Adopted March 2016

Quality use of these grading practices is directly dependent on the quality of formative and summative assessments that teachers use on a regular basis to measure learning. These guidelines articulate to all stakeholders a grading philosophy that is consistent with educational best practices and all other aspects of the district's teaching and learning practices including: curriculum, instruction and assessment. At the same time, these guidelines do provide some flexibility for individual teacher use, because effective grading practices must be based on both evidence and professional judgment.

**Guideline 1: Relate grades to the achievement of course/grade level standards. Use agreed on performance standards as the reference points when determining grades.**

- Course/grade level power standards will provide the basis for determining grades for each course and grade level.
- The meaning of grades, whether letters or numbers, will be derived from clear descriptions of performance standards.
- A student's grade is a summary of performance.

**Guideline 2: Separate achievement from all other dispositions and behaviors.**

- Grades will be based solely on achievement of course/grade level standards. Student attendance, effort, ability, participation, improvement, attitude, and other behaviors will be reported separately from achievement.
- Grades will be based on individual, not group, achievement.

**Guideline 3: Sample student performance. Don't score everything and don't include all scores in grades.**

- Grades will be determined primarily on a combination of assessments (both unit and course/grade level) and performance tasks.
- Use of rubrics, assessment checklists, and other types of scoring guides will provide formative feedback on various types of performance tasks (e.g., products, projects, and other performances).
- An alternative assessment or task is often needed to provide multiple opportunities and minimize cheating.
- The appropriate role of homework or daily practice is to develop knowledge and skills effectively and efficiently through repetition and feedback that is accurate, helpful, and timely; it is not to provide grading opportunities.
- It is also critical that teachers communicate to students the important relationship between practice - both guided and independent practice—and performing well on assessments and performances tasks.

**Guideline 4: Scores should be easily updated.**

- Students will be provided with multiple assessment opportunities to show what they know, understand, and how they can use knowledge.
- REWORK!!!!Students must have multiple opportunities to complete all major assessments and performance tasks (80% section in grade book). Students need to be given the opportunity to demonstrate their knowledge and skills in different ways and at different speeds. Teachers should vary assessment opportunities including the type of assessments, the number of assessment opportunities, time available, and the assessment methods used.
- The practice of providing additional opportunities are not automatically given. Student must provide evidence that they have completed some type of correctives reassessment criteria (e.g., personal study or practice, peer tutoring, study guides, or review) before they are allowed another opportunity. Any re-teaching, review, or reassessment should be done at the teacher's convenience.
- When additional opportunities are made available, they should be made available to all students who have met the reassessment criteria. A student's score on a reassessment should not be averaged with the original score.

**Guideline 5: To determine grades at the end of the grading period, use professional judgment when considering the body of the evidence. Grading must involve more than just crunching numbers.**

- Use the most consistent level of achievement, with emphasis on the more recent performance when applicable.
- When determining scores, give serious consideration to using the median (or mode), rather than the mean.
- Students are responsible for completing all assigned work on time to the best of their abilities. Individual teachers have responsibility for keeping their students before, during, and/or after school to get all types of work completed.
- The grade assigned for the grading period must be based on both the body of evidence (the scores) and professional judgment (common sense). Teachers need to understand their options and authority for infusing judgment when assigning semester grades. Semester grades are determined by the body of evidence from the semester, not the average of the two quarter grades.
- At the conclusion of the grading period, professional judgment involves consideration of the most appropriate central tendency (mean, median, or mode) and how best to address more recent scores. Professional judgment requires asking the question, "Which grade makes the most sense?" A teacher's professional judgment is defensible when based on the district's established grading practices and principles.
- Based on evidence and professional judgment, teachers are expected to assign the most appropriate grade. Students need to understand that a teacher's professional judgment at the semester's end, based on the body of evidence, may override their average score and result in either a higher or lower grade.

- Grade books should be set up to clearly delineate between Formative Assessments (no more than 20% of final grade for that Power Standard) and Summative Assessments (at least 80% of final grade for that Power Standard).
- M (Missing) will be entered in the grade book for any missing work. The value of an M is zero. NC (No Credit) will be used to report that the student has failed to meet/show basic competency on the Power Standard.

**Guideline 6: Use quality assessments and properly record evidence of achievement.**

- Use assessments that meet rigorous design criteria (e.g., clear targets, clear purpose, appropriate match of target and method, appropriate sampling, and lack of bias and distortion).
- Use appropriate tools (e.g., portfolios, checklists) to record and maintain evidence of achievement as well as evidence of work habits/life skills.

**Guideline 7: Involve students in the assessment and grading processes throughout the learning cycle.**

- Ensure that students understand in advance how their grades will be determined (age appropriate).
- Involve students in the assessment process, record keeping, and communicating their achievement and progress.

<p style="text-align: center;"><b>Unit and Course/Grade Level Summative Assessments</b></p> <p style="text-align: center;">Measure understanding and use of knowledge through assessment of 8-10 power standards per semester.</p> <p style="text-align: center;"><b>NO LESS than 80% of final grade</b></p> <ul style="list-style-type: none"> <li>• Unit assessments, and also mid-unit assessments for long units, which measure course and unit standards.</li> <li>• Major performance tasks – mainly products, performances, and projects (e.g., essays; artwork; visual representations; models; multimedia; oral presentations; lab experiences; live or recorded performances).</li> <li>• District Assessments, which measure course standards.</li> </ul>	<p style="text-align: center;"><b>Lesson Practice/Homework &amp; Formative Assessment FOR Learning</b></p> <p style="text-align: center;"><b>NO MORE than 20% of final grade</b></p> <ul style="list-style-type: none"> <li>• Independent practice on daily work (daily assignments and homework).</li> <li>• Brief progress checks (e.g., short quizzes over multiple lessons; reviews or warm-ups).</li> </ul>
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## Introduction

The purpose of standards-based/referenced grading is to improve student learning by focusing instruction and the alignment of curriculum with the essential outcomes identified through our curriculum process. Standards-based/referenced grading and reporting will provide better communication to students, parents, teachers and administrators **on what each student knows and is able to do** according to the identified outcomes, and separately assess the influence of positive and consistent work habits on student learning (Behavior).

Standards-based/referenced grading focuses on measuring a student's proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a learning scale, or rubric, that explains the essential outcome in detail and the requirements for proficiency. A student's progress toward proficiency is tracked by performance on learning tasks that align to the outcome, which encourages student ownership of the learning and allows the teacher to provide accurate feedback to the student. The goal of a standards-based/referenced approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful in their educational journey.

The purpose of this handbook is to introduce you to Independence School District District's implementation of standards-based/referenced learning.

### **Terms:**

**Standards Based Grading:** Clear learning objectives measured by a tailored assessment or grading rubric.

**Standards Referenced Grading:** Clear learning objectives measured by a tailored assessment or grading rubric (*Same as Standards Based Grading*). Then grades from all power standards measured in the semester are averaged for a final transcribed grade for high school students.

## **Implementation**

Standards-Based/Referenced learning is dependent upon a valid set of outcomes and common outcome assessments for each course. Independence School District District began the work of developing clear learning targets in 2013 using the Common Core State Standards, Next Generation Science Standards, or Wisconsin State Standards. As of May 2016 all classroom teachers have created their Curriculum Maps which are housed in Mastery Connect and have the support needed to begin the work of Standards-Based/Referenced Grading.

\*\*During the 2016-17 school year:

Elementary will be fully utilizing Standards Based Grading.

Middle School will be fully utilizing Standards Referenced Grading.

High School will utilizing prior practices, as well as Standards Referenced Grading.

Teachers will make it clear to students how they intend to grade this year in each of their classes.

## Rationale

*“Why would anyone want to change current grading practices? The answer is quite simple: Grades are so imprecise that they are almost meaningless.”*

-Robert Marzano

At Independence School District, our goal is that student grades be consistent, accurate, meaningful, and supportive of each student’s learning. When teachers using a traditional grading system are asked to brainstorm factors that may be included in a student’s grade, they list everything from assessments, homework, effort and behavior. The huge range of factors led us to ask how we could possibly meet our goal using our current assessment and grading practices. Standards-Based/Referenced learning is being implemented in an effort to reach our goal of providing consistent, accurate, and meaningful feedback that supports student’s learning. In addition, it addresses:

*For every lesson  
the teacher clearly states,  
and makes visible the  
learning objective (power  
standard) for the day.*

*The same learning objective  
will likely be used for several  
days... Until all students  
have been given every  
opportunity to reach a  
level 3 on the universal  
rubric.*

**Accuracy:** Basing a student’s grade on assessments of learning, allows the teacher to create a clear picture of what the student has learned without the influence of other, non-academic factors. These other factors, such as effort and behavior, are still essential, but are not part of the student’s academic grade and are communicated separately.

**Consistency:** For each outcome, the teacher provides a learning scale, or rubric that describes exactly what the student should know or be able to do. The rubrics identify criterion for proficiency and are used consistently throughout the unit and semester.

**Meaningful:** A meaningful grade is one that clearly communicates the learning that has taken place. In a standards-based/referenced classroom, scores are recorded by the learning outcomes rather than by categories, such as tests or homework. This makes it easier to identify areas of strength and areas of growth.

**Supportive of Learning:** Standards Based/Referenced Grading supports student learning by focusing on demonstrated proficiency and providing enrichment and intervention as needed. The reassessment policy supports student learning by allowing new levels of learning to replace old when a student demonstrates improvement on an assessment.

### **Frequently Asked Questions:**

#### **What are the key ideas of standards-based/referenced learning?**

In addition to our goal of making grades accurate, consistent, meaningful, and supportive of learning, our implementation of standards-based/referenced learning is built on five key ideas:

1. A student's grade should reflect academic learning and should never be used as a punitive tool.
2. The primary purpose of assessment and grading is to provide detailed feedback to inform student learning.
3. Learning is a process that takes place over time and at different speeds for different students.
4. Everything that happens in a classroom should support and build on a set of essential outcomes that are identified in advance and shared with students.
5. A coordinated assessment and grading system, both among common course teachers and throughout the school, clarifies the expectations for all students and maximizes academic opportunities.

These ideas are the core foundation for Standards Based/Referenced Grading. For example, the idea of learning over time is the basis for allowing new evidence of learning to replace old evidence and for implementing our reassessment policy. As we move forward, any proposed changes must support these key ideas and be agreed upon by all of the teachers implementing Standards Based/Referenced Grading in order to be put into effect.

#### **How does standards-based/referenced grading affect classroom instruction?**

Standards-based/referenced grading and reporting has little direct impact on classroom instruction. Quality teaching is quality teaching regardless of the grading system being used. **What Standards Based/Referenced Grading will impact is the focus of classroom instruction and the feedback students receive. By specifying the essential knowledge and skills the students must master, teachers select tasks and activities that will have the most impact on student learning.** Each learning task has criterion for mastery that is shared with students in order to pinpoint information about what learning has and has not been demonstrated.

**What does the number scale on the rubric mean?**

The scores on the scale represent a learning continuum and are not equated to grade point average. Each of the levels builds on the others and explains the learning students have to demonstrate in order to earn that score. Students should be able to demonstrate proficiency on all levels leading up to their final score (ie: if the teacher determines that the student’s proficiency is a 3 then the student should also be able to demonstrate mastery at all lower levels). The scale designations are as follows

**District-Wide Rubric Guideline**

A rubric is given to the students for each outcome in a standards-based/referenced class. Each of the levels builds on the others and explains what learning the students have to demonstrate in order to demonstrate level proficiency. The students must master each level as they move up the rubric.

Notation on report card	Descriptions	Mastery Connect
4 A  *Grades 6-12 will use A+, A, A-	Student demonstrates <b>thorough understanding of and an ability to apply the knowledge and skills</b> for their grade level that are associated with college content-readiness	Advanced
3 B  *Grades 6-12 will use B+, B, B-	Student demonstrates <b>adequate understanding of and an ability to apply the knowledge and skills</b> for their grade level that are associated with college content readiness.	Proficient
2 C  *Grades 6-12 will use C+, C, C-	Student demonstrates <b>partial understanding of and an ability to apply the knowledge and skills</b> for their grade level that are associated with college content readiness.	Basic
1 D  *Grades 6-12 will use D+, D, D-	Student demonstrates <b>minimal understanding of and an ability to apply the knowledge and skills</b> for their grade level that are associated with college content readiness.	Minimal
0 F	Even with help, the student demonstrates no understanding or skill.	With help- no success.

\*2017-18 year we expect to move to a more true 4.0 scale that tops out at an 'A'.

## Sample Rubrics

### Elementary Multi Standard Rubric Sample:

Name:

Date Given:

Standard	4 Advanced	3 Proficient	2 Basic	1 Minimal	0
RL.2.5 I can describe the events of a story and their purposes.	Describe the overall structure of a story, citing specific details to prove the stories purpose.	Describe the overall structure of a story, including describing how the beginning introduces the story <b>and</b> the ending concludes the action.	Describe the overall structure of a story, including describing how the beginning introduces the story <b>or</b> the ending concludes the action.	With prompting the student is able to describe the overall structure of a story, including describing how the beginning introduces the story <b>or</b> the ending concludes the action.	With prompting the student is not able to describe the overall structure of a story, including describing how the beginning introduces the story <b>or</b> the ending concludes the action.
W.2.3 I can write a detailed story that has a clear sequence of events.	Write a narrative in which they recount a sequence of events, including details to describe actions, thoughts, and feelings, use words to signal event order, use dialogue and provide a sense of closure.	Write a narrative in which they recount a sequence of events, including details to describe actions, thoughts, and feelings, use words to signal event order, and provide a sense of closure.	Write a narrative in which they recount a sequence of events, including limited details to describe actions, thoughts, and feelings, use words to signal event order, and provide a sense of closure.	With prompting the student is able to write a narrative with a beginning and closure.	With prompting the student is not able to write a narrative with a beginning and closure.

Score: \_\_\_\_\_ / 8

## Middle School Multi-Standard Rubric:

### Introduction to Geography of the World Unit (Multi-Standard Rubric)

Standard	4.0 (Advanced)	3.0 (Proficient)	2.0 (Basic)	1.0 (Minimal)	0
A.B.1 Use representations to identify certain locations and important geography terms.	Students will research an important area and be able to describe in detail some important facts about this place and what geographical features it has. Example: Travel brochure.	Students are able to compare and contrast important places and make a generalization about these places and what features they would have.	Students can describe some of the important places and summarize what some geographical terms would look like.	Students are able to name and find important places and define important geography terms.	With help no success.
A.B.2 Represent latitude and longitude and understand cardinal and intermediate directions	Students can investigate and determine how using latitude, longitude, and directions can convey valuable information to people using them.	Students can find places in the world using latitude and longitude and make generalizations about the direction they are from other places.	Students can describe latitude and longitude and also describe the cardinal and intermediate directions.	Students can define latitude and longitude and name the cardinal and intermediate directions.	With help no success.
A.B.3 Calculate population density and identify patterns of climate.	Students will be able to explain the reasons low or high population density areas in our world and make an inference on how climate effects the population.	Students can compare and contrast population density's and climate patterns and make a generalization about these.	Students can describe population density and what climate patterns are.	Students can define population density and climate.	With help no success.
A.B.6 Describe environmental effects on the earth caused by plate tectonics and earth's forces.	Students can make a prediction on what they would witness if they were involved in a natural disaster.	Students can form conclusions on what forces of nature would affect certain areas in our world.	Students can describe plate tectonics and what some of the more dangerous forces of nature are.	Students can define plate tectonics and other vocabulary terms dealing with earth's forces.	With help no success.

## Elementary Single Standard Rubric Sample:

**RF2.3a-f: Know and apply grade-level phonics and word analysis skills in decoding words.  
I can use word study and phonics skills to read words.**

Name: \_\_\_\_\_

Date Given: First Quarter

Score	RF2.3a I can tell the difference between long and short vowels.	Notes
<b>4 Advanced</b>	Distinguish long and short vowels when reading regularly spelled two-syllable words.	
<b>3 Proficient</b>	Distinguish long <b>and</b> short vowels when reading regularly spelled one-syllable words.	
<b>2 Basic</b>	Distinguish long <b>or</b> short vowels when reading regularly spelled one-syllable words.	
<b>1 Minimal</b>	With prompting the student is able to distinguish long <b>or</b> short vowels when reading regularly spelled one-syllable words.	
<b>0</b>	With prompting the student is not able to distinguish long <b>or</b> short vowels when reading regularly spelled one-syllable words.	

Score: \_\_\_\_\_

## Band Multi-Standard Rubric Example

(Music and PE will be the only 2 areas where behavior/participation is part of the academic grade.)

Power Standards	Level 4 Advanced	Level 3 Proficient	Level 2 Basic	Level 1 Minimal
<b>Instrument Technique</b> <ul style="list-style-type: none"> <li>· Posture</li> <li>· Hand position</li> <li>· Articulation</li> <li>· Tone Quality</li> <li>· Embouchure</li> <li>· Intonation</li> </ul> <p>(Standard 2, B.12.6) (Standard 2, B.8.8)</p>	<p>Applies knowledge to improving instrument technique</p> <p>Able to teach/share knowledge of instrument techniques with other students</p>	<p>Differentiates between correct and incorrect technique practices</p> <p>Assesses and corrects instrument technique errors/issues</p>	<p>Describes why correct technique practices are important</p> <p>Describes the relationship between the different aspects of technique</p> <p>Models correct instrument technique for others</p>	<p>Uses satisfactory instrument technique practices</p> <p>Demonstrates correct instrument technique</p>
<b>Notes &amp; Fingerings</b> <p>(Standard 2, B.12.6) (Standard 2, B.8.8)</p>	<p>Applies knowledge to improving music literacy</p> <p>Able to teach/share knowledge of notes and fingerings with other students</p>	<p>Identifies and differentiates between notes and their fingerings</p> <p>Assesses and corrects note or fingering errors</p>	<p>Writes and shows correct note names and fingerings</p> <p>Describes the relationship between the notes and their fingerings</p>	<p>Uses correct note names and fingerings</p> <p>Names and labels correct note names and fingerings</p>
<b>Rhythm</b> <ul style="list-style-type: none"> <li>· Counting</li> <li>· Accuracy</li> <li>· Beat/Tempo/Meter</li> </ul> <p>(Standard 5) (Standard 5, E.8.9, E.8.11)</p>	<p>Experiments and decides how to accurately count and play rhythms in different meters</p> <p>Able to teach/share knowledge of rhythm counting with other students</p>	<p>- Identifies and differentiates between a variety of rhythms and meters</p> <p>-Assesses and corrects meter/ rhythm counting and playing errors</p>	<p>Writes and shows correct rhythm counting</p> <p>Describes the relationship between rhythms, counting, and meters</p>	<p>Uses correct rhythm counting</p> <p>States and demonstrates correct rhythm counting</p>
<b>Musical Terms &amp; Symbols</b> <p>(Standard 2, 6, F.12.12) (Standard 2, 6, E.8.11, F.8.8)</p>	<p>Experiments and decides how to use musical terms and symbols to improve the music</p> <p>Able to teach/share knowledge of terms and symbols with other students</p>	<p>- Identifies and differentiates between various musical terms and symbols</p> <p>-Evaluates and critiques the differences of related musical terms and symbols</p>	<p>Describes how and why musical terms and symbols are important</p> <p>Describes and shows the effect of musical terms and symbols</p>	<p>Uses correct musical terms and symbols</p> <p>Names and labels correct musical terms and symbols</p>
Power Standards	Level 4 Advanced	Level 3 Proficient	Level 2 Basic	Level 1 Minimal
<b>Ensemble Skills &amp; Concepts</b> <ul style="list-style-type: none"> <li>· Preparedness &amp; Effort</li> <li>· Cooperation &amp; Teamwork</li> <li>· Listening &amp; adjusting</li> <li>· Expression &amp; Interpretation</li> <li>· Instrument use</li> </ul> <p>(Standard 2, A.12.9, A.12.7) (Standard 2, B.8.8)</p>	<p>Applies knowledge to improving ensemble skills</p> <p>Able to teach/share knowledge of skills with other students</p>	<p>Identifies and differentiates between good and poor ensemble skills</p> <p>Assesses and corrects errors/issues in ensemble skills</p>	<p>Describes how and why ensemble skills are important</p> <p>Explains the qualities of productive ensemble skills</p> <p>Models productive ensemble skills for others</p>	<p>Uses satisfactory ensemble skills</p> <p>Demonstrates productive ensemble skills</p>
<b>Self &amp; Group Performance Evaluation/Reflection</b> <ul style="list-style-type: none"> <li>· Tone</li> <li>· Intonation</li> <li>· Blend &amp; balance</li> <li>· Technique &amp; accuracy</li> <li>· Interpretation</li> <li>· Expression</li> <li>· Presentation</li> </ul>	<p>-Uses information and takes a position on the overall quality of themselves and/or the group in a performance</p> <p>-Able to share and defend their opinions on the overall quality of themselves and/or the group in a performance</p>	<p>Identifies and differentiates the quality between themselves and the group in a performance</p> <p>Assesses and critiques themselves and the group in performance</p>	<p>Summarizes the quality of themselves and/or the group in a performance explaining how and why</p>	<p>States the quality of themselves and/or the group in a performance</p>

(Standard 6, 7, G.12.7, G.12.8) (Standard 6, 7, G.8.6)	-Applies knowledge to set goals to improve themselves and the group for the next performance			
Music & Other Disciplines · Math · Reading · Language · History · Arts  (Standard 8, H.12.12) (Standard 8, 9, H.8.9)	-Uses information and takes a position on music correlations to other disciplines -Able to teach/share information of music correlations to other disciplines with other students  Applies knowledge of music to other disciplines	Makes and defends personal correlations of music to other disciplines	Describes how and why music is related to other disciplines	Identifies that music is related to other disciplines

## Using a Traditional Assessment

(Questions and answer, multiple choice etc)

- Sorting of assessment questions according to the same rubric guidelines is required.
- An assessment pulled from a textbook would be pulled apart so all are fully aware of the depth of knowledge required for each question.

### EXAMPLE:

#### Careers Fall 2016

**Power Standard** I CAN distinguish between the five main levels of education available after high school: Certificate/Diploma, Associate Degree, Bachelor's Degree, Master's Degree, Doctorate/PhD

#### Level 1

#### 1) Draw a line and match the following terms:

Associates Degree

2-3 years of education beyond a Bachelors Degree

Masters Degree

A short term program, usually 2-12 months in length.

Certificate or Diploma

4 year degree typically earned at a Public or Private University

Bachelors Degree

2 year degree typically earned at a technical college

Doctorate or Specialist Degree

2 years or more beyond a Masters Degree

**Level 2**

2) Create a diagram or chart below that to depict the relationship between the 5 levels of education options students have after high school.

3) Summarize the major attributes of each of the 5 levels:

**Level 3**

3) Sort the following words into categories and label each category with an appropriate heading:

UW Madison

UW LaCrosse

CVTC

Ripon College

UW River Falls

Carthage College

Western Technical College

Viterbo University

St. Norberts College

4) What would a student need to consider if they were moving from CVTC to UW River Falls after one year of college coursework?

**Level 4**

4) Which of the 5 levels of education do you believe is most suitable to you and why? Explain your reasoning with details.

5) What would happen if you were not admitted to a college of your choice? Describe factors you would need to consider including admission test scores, program and college admission requirements, transfer options.

### Middle and High School Detailed Breakdown for regular classes + and - (updated 10/4/16)

	Score for GPA	Description	Percentage Equivalent (used in Infinite Campus on a 4 point scale.
<b>A+</b>	<b>4.0</b> *college classes weighted one step 4.66 *AP weighted by 2 steps 5.0 Double check horizontal scale.	High level of knowledge utilization.	<b>100</b>
<b>A</b>	<b>3.83-3.99</b>	<b>In addition to a level B score</b> , student demonstrates <b>thorough understanding</b> of and <u>ability to apply the knowledge and skills</u> for their grade level that are associated with college content-readiness These are not just harder tasks, but learning that requires deeper or more rigorous thinking.  - Examples of this type of learning may include: applications for real world use, teaching another person the material, using information to solve problems in a different context, explaining connections between ideas, demonstrating a unique insight, and/or creative application of skills.	<b>95.75-99.99</b>
<b>A-</b>	<b>3.50-3.82</b>	<b>In addition to a level B score</b> , the student <b>demonstrates in depth inferences and applications with high/partial success.</b>	<b>87.5-99.74</b>
<b>B+</b>	<b>3.17-3.49</b>	<b>In addition to a level B score</b> , the student <b>demonstrates in depth inferences and applications with low/partial success.</b>	<b>79.25-87.49</b>
<b>B</b>	<b>2.83-3.16</b>	<b>While engaged in appropriate tasks</b> , Student demonstrates <b>adequate understanding of an ability to apply the knowledge and skills</b> for their grade level that are associated with college content readiness	<b>70.75-79.24</b>

		<ul style="list-style-type: none"> <li>- This level is the focus for entire rubric.</li> <li>- This is the expected level of performance for all students.</li> <li>- This level includes essential outcomes, state standards, and related skills.</li> <li>- Examples of this type of learning may include: in depth analysis, critiques, diagnose, and evaluate</li> </ul> <p><b>No major errors or omissions with lower elements.</b></p>	
<b>B-</b>	<b>2.50-2.82</b>	<b>In addition to a level C score, the student demonstrates in depth analysis (B) with high/partial success.</b>	<b>62.5-70.74</b>
<b>C+</b>	<b>2.17-2.49</b>	<b>In addition to a level C score, the student demonstrates in depth analysis with with low/partial success.</b>	<b>54.25-62.49</b>
<b>C</b>	<b>1.83-2.16</b>	<p><b>Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.</b></p> <ul style="list-style-type: none"> <li>- This level is basic learning necessary for the foundation of higher levels of learning.</li> <li>- This type of learning includes fact-based skills, and basic applications.</li> <li>-</li> </ul>	<b>45.75-52.24</b>
<b>C-</b>	<b>1.50-1.82</b>	<b>This student demonstrates understanding of all level D elements with help and independent understanding of some level C elements.</b>	<b>37.5-45.74</b>
<b>D+</b>	<b>1.17-1.49</b>	<b>In addition to the a level D score, the student demonstrates understanding with low/partial success.</b>	<b>29.25-37.49</b>
<b>D</b>	<b>1.0-1.16</b>	<p><b>Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.</b></p> <p>-Examples may include basic recall and retrieval of information.</p>	<b>25.0-29.24</b>
<b>D-</b>	<b>.92-.99</b>	<b>The student demonstrates understanding of some level D elements.</b>	<b>23.0-24.99</b>
<b>F</b>	<b>0-.91</b>	<b>Even with help, the student demonstrates no understanding or skill.</b>	<b>0-22.99</b>
No Score Given	F	None given. Work is incomplete.	No Score Given

### New Taxonomy (Marzano)

This taxonomy is offered to support teachers as they build high quality assessments aligned to depth of knowledge. Although there are other models we will use this for consistency within our district.

Level of Difficulty	Mental Processes	Terms and Phrases
<p style="text-align: center;">Level 4 Advanced</p> <p>Knowledge Utilization Inferences Application</p>	<p>Decision Making Problem Solving Experimenting Investigating</p> <p>Use information to make a decision Use information to accomplish a goal and work through obstacles Figure out a way How could it be improved?</p>	<p style="text-align: center;">Decide</p> <p>Select from the following alternatives Which among the following would be the best? What is the best way?/Develop a strategy to Which of these is most suitable? Solve/Adapt/How would you overcome? Figure out a way to How will you reach your goal under these conditions? Test the idea that /What would happen if? How would you test that? How would you determine if?/How can this be explained? Based on the experiment, what can be predicted? Investigate/Research/Experiment Find out about/Take a position on What are the differing features of? How did this happen? Why did this happen? What would have happened if?</p>
<p style="text-align: center;">Level 3 Proficient</p> <p>Analysis Critique Diagnose Evaluate</p>	<p style="text-align: center;">Matching Classifying Analyzing Errors Generalizing Specifying Identify categories Identify Similarities and Differences What would happen if? Identify issues or misunderstandings</p>	<p style="text-align: center;">Categorize/Sort Compare and contrast Differentiate/Discriminate/Distinguish Create an analogy/Create a metaphor Classify/Organize/Generalize Sort Identify a broader category Identify categories, different types, errors, problems, issues Identify misunderstandings Assess/Critique/Diagnose Edit/Revise/Evaluate What conclusions can be drawn What inferences can be made Create a generalization, a principle, a rule Trace the development of Form conclusions Make and defend/ Predict/Judge What would have to happen Develop an argument for/Under what Conditions</p>
<p style="text-align: center;">Level 2 Basic</p> <p>Comprehension</p>	<p>Integrating Symbolizing Construct Symbolic of Representations</p> <p>Describe key parts</p>	<p>Describe how or why Describe the key parts of /Describe the effects Describe the relationship between Explain ways in which Paraphrase/Summarize Symbolize/Depict/Represent/ Draw/Show/Illustrate/Use models/Diagram /Chart</p>
<p style="text-align: center;">Level 1 Minimal</p> <p>Retrieval</p>	<p>Recognizing Recalling Executing Perform Procedures</p>	<p>Recognize (from a list) Select from (a list)/Identify (from a list) Determine (if the following statements are true) Exemplify/Name/ List/Label/State/Describe Identify who, when, where, what Use, Draft /Demonstrate, Show/make/complete</p>

	Identify-who, where, when	
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**How can students improve their grades?**

With a focus on academic learning, the Standards Based/Referenced Grading removes many of the supports, such as extra credit or completion-based homework that some students relied on to mask weaknesses in their learning. This shift can be especially difficult for students who are normally “A” students because of these factors. However, those supports are replaced with the opportunity for a student to continue learning and be reassessed to improve their score. Under a standards- based/referenced system, a student can reassess on previous outcomes to demonstrate a higher level of proficiency. This new evidence replaces the old evidence, and the student’s grade, and learning, improves. **Reassessments will be allowed until the end of the semester with teacher discretion. The formative work leading up to the reassessment should be completed at least 7 days prior to the semester end.**

**How are students held accountable for their effort and conduct?**

In Standards Based/Referenced Grading, a student’s effort and behavior are recorded and reported separately from the academic grade. This approach is based on the idea that not completing work is a behavior issue, not an academic one, so your response should address the student’s behavior. For example, if a student has not been completing homework assignments and as a result struggles on an assessment, you should discuss the importance of practice with the student and set goals for future work. You could also require the student to come in during IEB time or stay after school to complete an assignment or have the student work on it while the rest of the class is engaged in a different task. Finally, you need to provide feedback to the student about their work habits by regularly recording homework in the grade book and using the information to support the student’s learning.

*Teachers will provide feedback to the student about their work habits by regularly recording homework in the grade book and using the information to support the student’s learning.*

**What impact does Standards Based/Referenced Grading have on SPED and ELL Support?**

Because of clearly articulated Power Standards, supporting teachers will be able to better scaffold learning prior to core class time. Pre-teaching vocabulary and content, building background knowledge etc. should be easier to accomplish which will have a

positive impact on learning. This will help the student be more successful in our inclusive environment.

Standards Based/Referenced Grading does mean that the student is assessed on their individual performance on learning tasks. *How* they demonstrate their learning can be individualized for any student. \*\*See page 36 for further clarification for 206-17.

### **How do we motivate students to do homework or classwork when they say “only the tests count”?**

The best way to eliminate the misconception that “only the tests count” is to set classroom expectations at the beginning of the semester. To do this, teachers need to prepare purposeful tasks that are connected to the outcome and respond appropriately with consequences focused on the student’s behavior if they do not complete the work. Teachers may consider 1) Make Up Learning Time, 2) Completion of teacher selected formative assessments. If you give the perception that the tasks are not important by not enforcing these expectations, the students will respond by not doing the work. Examples of not meeting these expectations would be to give tasks that are either trivial or too difficult, exhaustively discuss homework assignments in class, or to extend deadlines solely because students failed to complete the work. You set the tone for this work, so make sure the message is the correct one.

To be clear, classwork and homework completion are not issues unique to Standards Based/Referenced Grading--students will only complete the work they see value in, regardless of the grading system being used. One way to convey that value is to remind students that they are assessed on everything they do. Everything from class discussions to homework to assessments, informs your professional judgement about the student's level of proficiency on an outcome, so it is in the student's best interest to put forth their best effort at all times.

**Make Up Learning Time:**

Classroom Teachers are the best person to facilitate Makeup Learning time for their student and will arrange time to do so as soon as possible once a need arises.

However, in if they have conflict they may utilize the library from 3:45-4:15 on Mondays, Tuesdays and Thursday when it will be staffed by Ms. Larson and Mrs. Susa.

Parents will be contacted by the classroom teacher assigning MLT to arrange transportation and communicate this late departure from school.

**Terms:**

**Summative Assessment:** A final measure of a student's learning on a power standard. Could be a project, paper, exam or other means of assessing their knowledge and give a grade.

*(Similar to an autopsy)*

**\*\*Formative Assessment:** An assessment that allows you to gauge student learning and plan for your next step as a teacher to help each student be successful in their learning. Could be a paper-pencil quiz, thumbs up/thumbs down, classroom observation, etc.

*(Similar to a physical exam or checkup)*

**\*\*Feedback:** Feedback always follows a Formative Assessment. Not in the form of a number or letter grade but specific feedback about how the student can improve their learning.

*(Similar to the doctor's advice given after the check up)*

Feedback should include:

- 1) Recognition of the desired goal
- 2) Evidence about the present position
- 3) Some understanding of a way to close the gap between the two

### **How do reassessments work?**

After completing an assessment in a standards referenced class, the student can ask for a reassessment using the process described below.

1. The student gets a copy of the Reassessment Agreement from the teacher and completes the “Outcomes to Reassess” section to choose which outcomes the student needs to be reassessed on and at what levels.
2. The student completes the “Preparation Information” by picking a few activities that would help them learn the material. The student then arranges a meeting with the teacher to discuss the agreement. The teacher may require specific activities for the student to complete in order to prepare for the reassessment, such as completing missing assignments. Any activity selected by the teacher or the student must have evidence that it has been completed.
3. The teacher and the student will decide when, where and how the student will be reassessed in the “Reassessment Information” section.
4. Once all of the learning activities are complete, the student will show the necessary evidence to the teacher, and both will sign the “Reassessment Approval” section of the agreement.
5. The student is now ready to be reassessed as described in the “Reassessment Information” section.

The reassessment agreement supports the student’s learning by:

- Ensuring that learning takes place before reassessment.
- Identifying the specific steps the student must complete to be reassessed.
- Clarifying the reassessment process for both the student and the teacher.
- Identifying exactly how the student will be reassessed so there are no surprises.

Note that the reassessment agreement does not set any expectations on the format of the reassessment other than requiring the teacher and student to agree on it in advance. Different types of reassessments will be appropriate for different assessments. For example, recall-level knowledge might be reassessed with a verbal

assessment or a new version of an assessment, but an essay might be reassessed by conferencing with the student and having the student rewrite the original essay. The teacher can also use this approach as an incentive for students to take the initial assessment seriously. A rigorous reassessment creates more work for the student which can be avoided by doing well the first time.

**What flexibility do I have in assessing a student, such as a student who struggles on an assessment?**

The focus in Standards Based/Referenced Grading is on the knowledge a student demonstrates through an assessment, not the product itself, so if a student struggles on an assessment, the teacher has the flexibility to assess that student's knowledge in different ways. For example, if a student has trouble with traditional pencil and paper assessments, the teacher could assess that student's knowledge through a verbal assessment or use evidence from class discussions, performance on assigned tasks or other informal assessments to determine the student's level of proficiency.

If a student proposes an alternative way to demonstrate advanced in depth understanding of an outcome, the teacher should make sure the task is sufficiently rigorous and align to the outcome it is intended to measure, work with the student to determine what constitutes proficiency and then assess the student's work appropriately.



- Reassessments will be allowed until the end of the semester with teacher discretion. The formative work leading up to the reassessment should be completed at least 7 days prior to the semester end--January 12, 2016 and May 25, 2017. (quarter for MS specials- Oct 28, Jan 12, March 17, May 25)
- The reassessment score will be recorded in the grade book and used to help determine the student's final grade for the power standard.
- Completing a reassessment does not guarantee that the student's grade will increase.

### Reassessment Study Activities

Select from the activities below to complete the "Preparation Information" section of the reassessment agreement. You can also check with your teacher to see if there are any particular activities that are recommended. If you need any additional explanation or information about any of these ideas, please see your teacher.

<b>Sample Activities</b>	<b>Possible Evidence of Completion</b>
Complete missing assignments	Completed assignments
Make flashcards	Completed flashcards
Create practice assessment	Completed practice assessment with answer key
Tutoring with a teacher	Signed note documenting tutoring time
Study your notes--30 minute minimum	Study log
Complete internet activities provided by your teacher	Screenshots showing completion
Design a review game	Completed game
Make a poster explaining a topic or process	Completed poster
Create a web diagram	Completed diagram
Write a summary for each of the individual topics in the rubric	Completed summaries
Complete review exercise in the textbook	Completed exercises

## **Additional Notes:**

### **How many standards does a student need to be assessed on?**

In order to be considered for a passing grade, a student must be assessed on at least 80% of the outcomes covered during a semester. This expectation applies to every standards referenced class and needs to be a part of your course syllabus.

Note that the requirement is that a student needs to be assessed on 80% of the outcomes, not complete 80% of the assessments. This difference is important, because if a student misses an outcome assessment but the teacher has sufficient evidence from other sources, such as assigned tasks or formative assessments, the teacher can assign a score for the outcome. However, if there is insufficient evidence to give the student a score for the outcome, the overall outcome grade is zero. The 80% expectation should never be used as a punitive tool against students--it is intended to guarantee that students have sufficient knowledge to be successful at their next level of learning.

## Infinite Campus



Teachers in grades 6-12 will use Infinite Campus **and** Mastery Connect to track student learning and determine grades. Summative Assessments will be entered into IC by standard.

Teachers in grades 6-12 will date all assignments for quarter 2 and 4.

Elementary may use Mastery Connect, Infinite Campus or other system. (Intent is to move to Mastery Connect for 2017-18)

### **A few additional notes about assigning scores for outcomes:**

- Averaging a student's scores on homework, class assignments and quizzes to determine the final outcome score will not be done in a Standards Based/Referenced system.
- No score on an outcome is final until the end of the semester.
- Any decision to raise or lower a student's score on an outcome must be based on solid evidence demonstrating why the previous score is no longer valid.

### **High School Infinite Campus Notes:**

Parents will not be able to see much in the IC Grade book. As we get more consistent as a whole staff using Mastery Connect we can share that with Parents for more detailed information.

Advisory time teachers will input a Behavior Grade for each student.

\*\*\*Parents should disregard due date and assigned date in Infinite Campus grade book. It will look like all is due quarter 2.

High School teachers need to communicate to families if they are using a 100 point or 4 point scale (move all to 4.0 scale for 17-18)

**Why is the grade scale for Standards-Based/Referenced learning different?**

Standards-based/referenced grading focuses on measuring students' proficiency on a specific set of outcomes. At the high school level, the number scale grade is translated at the end of each semester into a traditional letter grade to determine a grade point average (GPA) for transcript purposes.

At the elementary level, outcome scores are never averaged together for a final grade or translated into a letter grade at any time.

One common misconception that arises when moving from traditional percentage grading to standards referenced grading is that in order to pass, a student only needed to get a 25% technically correct, this misconception misses what exactly the 25% means. In a traditional grading system, a 25% means that a student answered 25% of the questions correctly. In standards referenced learning, this means that a student reached the 1.0 level on the rubric, which is based on the learning the student demonstrated and completely unrelated to how many questions the student answered correctly. This distinction is an important one as the Standards Based/Referenced Grading interpretation sets a much higher level of expectation for student learning.

## EXAMPLES

### Example: Goals at Multiple Levels of Difficulty for a Science Class

Level of Difficulty	Learning Goal	Task
LEVEL 4 Knowledge of Utilization: Investigating	The student will be able to investigate the gradual growth of knowledge about the solar system.	Select one of the current discoveries about the solar system we have studied in class. Investigate how the discovery came about and how it changed our thinking about the solar system.
LEVEL 3 Analysis: Matching	The student will be able to identify similarities and differences between various planets in the solar system.	Identify two planets in our solar system and compare them using two or more characteristics of your choice.
LEVEL 2 Comprehension: Integrating	The student will be able to explain the critical features of the Copernican model of the solar system	Explain what you consider to be the most important features of the Copernican model of the solar system.
LEVEL 1 Retrieval: Recognizing and recalling	The student will be able to recognize or recall important details about the solar system.	Briefly explain the following terms: Planetary rings Light year Astronomical unit.  Determine if the following statements are true or false: 1-there are 73 known moons in the solar system. 2-Jupiter is a dwarf planet. 3- Mercury has 15 planetary rings. 4-Venus is the coldest planet in the solar system.

Abbreviated Scale Involving Learning Goals at Different Levels of Difficulty

Score 4.0	More complex learning goal
Score 3.0	TARGET learning goal
Score 2.0	Simpler learning goal
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
Score 0.0	Even with help, no success

The scale above requires three learning goals. The target learning goal is the goal initially designed by the teacher for the whole class. It is placed in score 3.0 position on the scale. A more complex goal is placed in the score 4.0 position, and a simpler goal is placed in the score 2.0 position. Score 1.0 and score 0.0 don't require new goals; they involve students' successful performance (or lack of performance) with help.

Marzano's New Taxonomy:

- Level 4-Knowledge Utilization
- Level 3-Analysis
- Level 2-Comprehension
- Level 1-Retrieval

**RETRIEVAL (level 1) goals** require the recognition and recall of basic information and the execution of procedures. It required student to retrieve knowledge. (Recognizing, recalling, executing) . Retrieval of information is either a matter of recognizing or recalling. Recognizing can be described as determining whether information is accurate or inaccurate. Recalling, by contrast, requires students to produce information from permanent memory. These could be executed by procedures.

Verbs that teachers frequently use when designing recognizing goals and tasks include:

- Recognize (from a list)

- Select from (a list)
- Identify (from a list)
- Determine (if the following statements are true)
- Name
- List
- Label
- State
- Identify
- Describe what, where

Although it is true that executing is at the lowest level of the New Taxonomy (because it is a form of retrieval), it can be the highest level of expectation for students when a complex mental or psychomotor procedure is involved. Consider the mental process of writing a persuasive essay. The actual execution of this process is a complex feat indeed, requiring the management of many interacting components. The same can be said for the process of playing basketball, a psychomotor procedure. How then, could a teacher ever expect to construct goals beyond the retrieval level for complex procedures? The answer is that executing, in fact, might be the highest level of expectation for students for complex procedures. Stated differently, a teacher might not have goals above executing level for complex procedures such as writing a persuasive essay or playing basketball. This does not mean, however, that goals at different levels of complexity cannot be designed for complex procedures.

One way to differentiate levels of complexity for complex procedures is to break them into smaller component parts. For some students, a teacher might focus on one or two elements only for a complex procedure. For example, for students less skilled at writing persuasive essays, the emphasis might be on stating a clear claim with some sentences supporting the claim. With this more narrow focus for less skilled students, goals for more skilled students would incorporate more components of the overall complex procedure. For example, a learning goal for the complex procedure of writing a persuasive essay might include a clear claim and specific evidence for the claim presented in a coherent manner. For students more familiar with writing persuasive essays, the goal might also specify that each piece of evidence should be backed up with information supporting its validity.

Like writing a persuasive essay, playing basketball includes a variety of embedded procedures. For less skilled students, the emphasis might be on dribbling only. The goal for more skilled students might include dribbling while running down the court and passing to other players. Again, as levels of difficulty increase, the procedure involves more components acting in tandem.

**Examples of Executing Goals and Tasks  
(Retrieval/Level 1 of New Taxonomy):**

	Goal Statement	Sample Task
PE	Students will be able to use their feet to stop and kick the ball.	When it is your turn. I will kick the ball to you. Using only our feet, stop the ball and kick it back to me.
Music	Students will be able to use correct tempo when singing with a group.	In your small groups, you will come up to the piano and sing the song you have learned. When you are singing, pay particular attention to the songs tempo.
Art	Students will be able to create an original photograph with particular attention to light, scale, and definition.	The school's greenhouse is an ideal place for taking photos that focus on creative uses of light, scale and definition. When you are taking your photos, pay special attention to these elements.
English	Students will be able to write a short story that uses deliberate shifts in perspective.	We have read a few short stories that use shifts in perspective. Take the story you wrote during our last unit that has one perspective, and rewrite it to include one or more shifts in perspective.

Verbs that teachers frequently use when designing executing goals and tasks include: use, demonstrate, show, make, complete, draft.

**COMPREHENSION (level 2) goals** involve identifying the critical features of knowledge. At this level, students must be able to articulate and represent the major ideas and supporting details regarding knowledge. (Integrating, symbolizing) . Students must demonstrate an understanding of the overall structure of knowledge.

Verbs that teachers frequently use when designing integrating goals and tasks require students to describe the critical information regarding content. For example:

- Describe how or why
- Describe the key parts of
- Describe the effects
- Describe the relationship between
- Explain ways in which
- Paraphrase
- Summarize

Typically short constructed response in nature.

Teachers may also require students to translate their understanding into some pictorial, graphic or pictographic representation (non-linguistic form) such as:

- Symbolize
- Depict
- Represent
- Illustrate
- Draw
- Show
- Use models
- Diagram
- Chart

**Examples of Comprehension Goals and Tasks  
(Comprehension/Level 2 of New Taxonomy):**

	Goal Statement	Sample Task
Science	Students will be able to explain the relationship between the rotation and orbit of the earth and the changing of the days and seasons.	Explain how our days and seasons change respective of the rotation and orbit of the earth.
Math	Students will be able to explain how the area of a circle determines the volume of a corresponding sphere.	Using the formula and the calculations provided to you, explain the relationship between the area of a circle and the volume of its corresponding sphere.
Electricity	Students will be able to describe the steps involved in creating a simple circuit.	Given the following materials, describe the steps you would take to create a simple circuit. Why is it important?
Math	Students will be able to summarize how to apply the order of operations to solve a problem.	We have solved a few equations using the order of operations. Summarize the process, and then solve an equation on your own using your summary as a guide.
English	Students will be able to summarize the essential elements of proofreading	Look at the passage provided. How would you proofread it and in what

	and describe their functions.	order? Explain why the order of steps is important.
Science	Students will be able to create a model that shows the locations of the planets in our solar system.	Using the materials provided, create a model of the solar system. Be sure to use appropriately sized objects to represent the planets.
Economics	Students will be able to draw a flowchart depicting the elements of a free market economy and how they work together.	After considering the most important elements of a free-market economy, create a flowchart that depicts these elements and how they work together.
PE	Students will be able to illustrate the steps in throwing a ball overhand and explain the importance of each step.	Create a flipbook for the process of throwing a ball overhand. For each page, include a caption about the importance of each step.

**ANALYSIS (level 3) goals** involve reasoned extensions of knowledge. They are sometimes referred to as “higher order” because they require students to make inferences. (Classifying, Matching, Analyzing Errors, Generalizing Goals and Specifying Goals).

Verbs that teachers frequently use:

- Categorize
- Compare and contrast
- Differentiate
- Discriminate
- Distinguish
- Sort
- Create an Analogy
- Create a metaphor

A teacher might use more than one listed above for example:

*We have been studying a number of wars that were important historically for one reason or another. Organize these wars into two or more groups and explain how the wars within each group are similar. Also explain how the wars are different from group to group:*

*The French Revolution*

*The American Revolution*

*The Hundred Years’ War*

*The Vietnam War*

*The French & Indian War*

*The Spanish American War*

*World War I*

*World War II*

*Desert Storm*

*The War in Afghanistan*

A teacher might also use an analogy format. An analogy format requires students to identify how a relationship between one pair of elements is similar to the relationship between a second pair of elements--in this case, how the relationship between a bone and a skeleton is similar to the relationship between a word and a sentence. Such as: *Explain how the relationship between a bone and a skeleton is similar to and different from the relationship between a word and a sentence.*

*OR a teacher may use a metaphor format. Such as: Explain the following metaphor: Helen Keller was the Frederick Douglass of her family.*

To complete this task a student must determine how Helen Keller and Frederick Douglass are alike at an abstract level because they bear little resemblance at a concrete level. This is the essence of a metaphor--identifying abstract similarities when there are few or no concrete similarities. (all of the above are typically short constructed response).

Within level 2 (Comprehension) a teacher may also use these verbs:

- Classify
- Organize
- Sort
- Identify a broader category
- Identify categories
- Identify different types

OR

- Identify errors
- Identify problems
- Identify issues
- Identify misunderstanding
- Assess
- Critique
- Diagnose
- Evaluate
- Edit
- Revise

OR

- Generalize
- What conclusions can be drawn
- Create a generalization
- Create a rule
- Trace the development of
- Form conclusions

OR

- Make and defend

- Predict
- Judge
- Deduce/Under what conditions
- What would have to happen/Develop an argument for

**Examples of Comprehension Goals and Tasks (Level 3 of New Taxonomy):**

	Goal Statement	Sample Task
Math	Students will be able to distinguish between prime and non prime numbers	Organize the following numbers into two categories: prime numbers and non prime numbers. Then explain what is common to all prime numbers. 3, 4, 8, 9, 0,16,15
English	Students will be able to discriminate between fiction and nonfiction texts.	Explain the differences between fiction and non-fiction books.
Music	Students will be able to compare two types of dances.	Select and compare two specific types of dance we have been studying, such as jazz and hip hop. Focus on how the dance steps and movements are similar and different.
Science	Students will be able to categorize types of human organs according to their functions.	Which of the human organs are meant to clean our bodies? Explain each of your choices.
Health	Students will be able to identify categories of exercise according to their effects on the human cardiovascular system.	Phil wants an exercise program that reduces his stress level and increases his muscular strength. He does not need to burn many calories. Which exercise regimen would you recommend and why?

Social Studies	Students will be able to determine the accuracy of the content presented in a presidential debate.	Review the information delivered by each candidate in last night's debate to determine whether a candidate has simplified an issue in ways that could mislead anyone who is not familiar with details.
Business	Students will be able to diagnose errors in data formatting based on an understanding of the steps used to import data.	You've imported a table from a spreadsheet document into the paper you are writing, but the table loses some formatting and overruns the page margins. What is the likely cause of this error?
PE	Students will be able to diagnose specific problems they have with team work in a specific sport	Now that we have finished our game, sit down and evaluate your own performance in terms of teamwork. What problems do you have with things like passing the ball, encouraging teammates, and blocking for a member of your team.
PE	Students will be able to identify sport performance errors based on an understanding of sport specific skills.	Videotape your execution of a skill that you want to improve. Review the tape in slow motion to identify any incorrect body positions.
Math	Students will be able to evaluate errors made when solving a specific type of mathematical problem.	In front of you are a mathematical problem and three different approaches taken by different students to solve it. What error did each student make?
Science	Students will make and defend conclusions drawn from a set of results	Based on the result of our experiment with static electricity. What would

		you say causes it? Explain your answer.
Foreign Language	Students will be able to generalize about common gestures and their meanings to native speakers of a specific language.	What can be said generally about the motions and gestures common to native Spanish speakers? Explain what led to your conclusions.
Music	Students will be able to predict which chords will go well together in a musical composition.	Now that you know chords, explain which chords will always go well together in a musical composition. Explain why.
English	Students will be able to make a defend an inference about the development of a persuasive essay.	Based on what you know about writing a persuasive essay, what are some things you know a beginning writer has to watch out for? Explain the rules or principles you used to construct your knowledge.

**KNOWLEDGE UTILIZATION** (level 4) goals require students to use new knowledge in the context of a robust task. Robust tasks are the venue in which individuals use knowledge to address real world issues. (Decision making, Problem solving, Experimenting, Investigating).

This will require students to apply or use knowledge in specific situation.

Verbs that teachers frequently use include in a fairly extensive constructed response format:

(these typically require students to select among alternatives that initially appear equal.)

- Decide
- Select the best among the following alternatives
- Which among the following alternatives would be the best
- What is the best way
- Which of these is most suitable

OR (typically involves a student accomplished a goal for which obstacles or limiting conditions exist)

- Solve
- How would you overcome
- Adapt
- Develop a strategy to
- Figure out a way to
- How will you reach your goal under these conditions.

OR (generating and test hypotheses about a specific physical or psychological phenomenon. Typically based on newly collected data by the student and then they use that data they generated)

- Experiment
- Generate and test
- Test the idea that
- What would happen if
- How would you test that
- How would you determine if
- How can this be explained
- Based on the experiment, what can be predicted

OR (investigating or examining a past, present or future situation. Typically not a part of direct observation but instead using assertions and opinions that have been made by others)

- Investigate
- Research
- Find out about
- Take a position on
- What are the differing features of
- How did this happen
- Why did this happen
- What would have happened if

**Examples of Knowledge Utilization (Level 4 of New Taxonomy):**

	Goal Statement	Sample Task
Health	Students will be able to decide which foods in a list are healthier than others.	All of the foods on the list you have been given have dairy in them. Which are the three healthiest choices? Explain your criteria.
Social Studies	Students will be able to select the most effective peacetime leader from recent presidents.	Which of the last three presidents is the best peacetime leader? Explain your criteria
English	Students will be able to choose the best reference sources to determine the meaning of an unknown word.	Around the classroom are dictionaries, thesauruses, atlases, and almanacs. If you wanted to find the definition for a word, which one would you go to? Why?
Art	Students will be able to describe ways to make a two dimensional drawing appear three dimensional.	Describe how you would draw a three dimensional image of a person on a two dimensional page. What obstacles does this task present? How did you overcome them?
Tech Ed	Students will be able to propose a solution for the adoption of a specific alternative energy source based on an understanding of the obstacles and trade offs associated with its use.	We have been studying the solar powered house in town. All sources of energy, including alternative energy sources, present problems such as unevenness of supply, and trade-offs such as less expense at the cost of convenience. Identify the greatest costs and benefits of the solar powered house, and propose solutions to the problems or inconveniences you see.

Science, Social Studies, Tech Ed.	Students will be able to navigate to a specified unfamiliar destination using a map and compass.	Each of your teams is going to a different spot in the field outside our classroom to find an object I have hidden. Use your school map and the compass to find your way there before class ends. Be prepared to explain how you overcame problems you encountered.
English	Students will be able to create and resolve a conflict in an original story in a novel way.	Write a story that involves a conflict between good and evil in some way. Resolve the conflict in such a way that neither side has a decided victory.
Business Education	Students will be able to generate and test a hypothesis that demonstrates an understanding of the possible impact of a recent technology on society.	Select a development in technology that has occurred in the last twenty years. For example, you might select the iPod. Based on what we have discussed about how such changes impact society, develop a hypothesis about how that technology has had an impact on people's lives. Then gather information that will directly test your hypothesis.
Art	Students will be able to generate and test a hypothesis regarding design principles and their effects on the viewer.	Select three different visual structures that, according to the design principles we've been studying, can have effects on the viewer such as a sense of balance, anxiety, or rhythm. Create simple drawings that you believe exemplify each structure, and find out if you are successful in communicating what you intend. For example, survey your classmates to find out which drawing represents which affect. Decide, based on the results, if you can improve your design.
Business Education	Students will be able to generate and test a hypothesis about the likely usefulness of a specific keyboarding invention in a specific situation.	The QWERTY keyboard was designed to slow down typists because early mechanical typewriters were not well designed and would jam easily. Computer keyboards don't jam, though, and

		August Dvorak designed a keyboard to make typing more comfortable and a little faster. Compare the two keyboard designs, and generate a hypothesis that tests the usefulness of his design.
Social Studies	Students will be able to provide a cause and effect analysis of the rise and fall of the Roman Empire	When researching the Roman Empire, pay special attention to the events that allowed its rise and major factors that led to its demise.
Math	Students will be able to investigate the origins of calculus.	Who created calculus? What need did it originally fill, and what kinds of math were used to create it? Research and compare different theories.

**In Summary of the New Taxonomy:**

One of the key considerations in designing learning goals is level of difficulty. By designing goals at different difficulty levels, the teacher can ensure that each student is challenged without being overwhelmed. This is the core of effective differentiation. The four levels of cognition outlined in the New Taxonomy (retrieval, comprehension, analysis, and knowledge utilization) allow teachers to easily construct appropriate goals for every student as well as corresponding assessment items and tasks.

**ORGANIZING LEARNING GOALS INTO A SCALE**

The reason a teacher would want to design goals at different levels of complexity are two fold: 1) for goals to be effective instructional tools, they must be challenging but attainable by students; 2) given that students in any classroom will have differing levels of understanding regarding a topic in a unit of instruction, the **teacher must design multiple goals at different levels of complexity to meet the “challenging but attainable” criterion.**

Step 1: The process of creating multiple goals organized in a scale begins by identifying a target goal for a unit of instruction gleaned from standards documents. **This target is the goal for ALL students--Level 3.**

Step 2: Determine the level of complexity of the target learning goal using the New Taxonomy framework.

Step 3: The teacher would next construct a goal at a lower level. It is important to note that there are no hard and fast rules for designing goals at a lower level. The lower level goals should be selected on the basis of what makes the most sense instructionally.

Step 4: The teacher would next construct a goal at a higher level.

### **EXAMPLES:**

#### Health:

TARGET-LEVEL 3 Students will be able to discuss the body's most important dietary needs.

Level 2 Students will be able to recognize healthy versus unhealthy foods, given a list.

Level 4 Students will be able to discuss what would happen to the body if one of its needs was not met. (For example, what would happen if the body received no calcium for an extended period of time?)

#### Math:

TARGET -Level 3 Students will be able to translate between simple word problems and mathematical equations.

Level 2 Students will be able to recognize accurate statements about the mathematical processes embedded in word problems.

Level 4 Students will be able to design complex word problems based on given mathematical equations.

#### English:

TARGET-Level 3 Students will be able to write compound complex sentences in isolation.

Level 2 Students will be able to write a simple sentence with a subject and a predicate.

Level 4 Students will be able to combine simple, compound, and compound complex sentences fluently.

#### Science, Math, Tech Ed:

TARGET-Level 3 Students will be able to make simple conversions within standard or nonstandard unit measurements.

Level 2 Students will be able to make simple measurements in standard units.

Level 4 Students will be able to convert between standard and nonstandard unit measurements.

Social Studies:

TARGET-Level 3 Students will be able to discuss the key aspects of Roosevelt's foreign policy during World War II.

Level 2 Students will be able to recognize accurate statements about Roosevelt's foreign policy during World War II.

Level 4 Students will be able to compare the successes and failures of different presidents' foreign policies during times of conflict.

**Standards Referenced Grades 6-12:**

Ideally, overall or omnibus grades would not be assigned in a system organized around Power Standards. However the next best thing to reporting out by power standards is to average the final scores on each power standard addressed during that grading period and translate that average scale score to a traditional letter grade. For example, assume that 10 power standards had been addressed during the first quarter. Also assume that a particular student received the following scores on those 10 learning goals:

- Power Standard 1- 2.0
- Power Standard 2- 2.5
- Power Standard 3- 3.0
- Power Standard 4- 2.0
- Power Standard 5- 3.0
- Power Standard 6- 2.5
- Power Standard 7- 1.5
- Power Standard 8- 2.0
- Power Standard 9- 2.0
- Power Standard 10-3.0

The average of these scores is a 2.35. This could be translated into an overall grade using a scale like this:

4.0 Scale:		Moving away from a 100 point scale!
4.33	A+	100
4.0	A	92-99
3.67	A-	90-91

3.33	B+	88-89
3.0	B	82-87
2.67	B-	80-81
2.33	C+	78-79
2.0	C	72-77
1.67	C-	70-71
1.33	D+	68-69
1.0	D	62-67
.67	D-	60-61
0	NC	0-59

It is important to remember that during the semester, the student would have had the opportunity to raise scores on learning goals addressed during the first quarter. This system is quite different from one that does not allow students to demonstrate increased competence in content that has been previously taught. For example, a grading system that does not allow students to demonstrate that they have increased their knowledge of first quarter content during the second quarter (or later in the year) fails to acknowledge that students might now understand content they previously did not understand. Such a system is not in keeping with the spirit of most state standards documents. Specifically, most state standards documents identify content that should be learned by the *end of the school year*. It is implicit in most state standards documents that student should have opportunities to raise their scores on content that has been addressed previously in the year.

## Definitions

- **Achievement:** objective measure/score on a state or district assessment (ie: aimsweb, STAR, FORWARD, ACT etc.)
- **Formative Assessment:** Any assessment that is used to inform or guide instruction.
- **Grades:** the number or letter reported at the end of a period of time as a summary statement of performance
- **Grading Policy:** Official School Board Policy
- **Grading Philosophy:** Overarching theory of grading practices.
- **Growth:** improvement by an individual relative to prior performance
- **Progress:** improvement by an individual relative to a goal or standard
- **Scores:** the number or letter given to any student assessment or performance
- **Summative Assessment:** An assessment used to determine if mastery of standard(s) has been met and is used to determine student achievement.

