

TOTAL

**TRANSFORMING OUR TEACHING
AND LEARNING**

**STUDY
GUIDE**

About the Study Guide

This study guide includes Program Notes, PowerPoint Slides, Handouts, and Appendices with a list of Resources.

Program Notes:

The Program Notes include instructions on what to do before, during and after the show, background information, and suggestions for conducting discussion activities related to the information presented. Each show is presented in a common format: topic introduction by host, video segment simulating a workshop setting, live panel discussion and call-in opportunity, and final video segment with suggestions for continuing the learning.

PowerPoint Slides:

A series of PowerPoint slides related to standards-based education is included in PowerPoint handout format. All of these slides are available in PowerPoint format at the DOE website: (<http://standardstoolkit.k12.hi.us>).

“*PowerPoint Slide” identifies which slides are shown during the various segments.

Handouts:

The Handouts section includes the handouts used in the video segments and handouts that can be used to extend the learning. Also included are a schedule of shows, graphic displays of the standards implementation process and the training website, and note-taking forms.

Appendix:

Included in the Appendix are samples from the TOTAL Modules that can be used for further information and guidance, and a list of resources found in the complex resource kit. These modules are located on the Hawaii Department of Education website at <http://standardstoolkit.k12.hi.us>.

Video:

Videotaped copies of each show can be obtained from the DOE’s Teleschool Branch by going to their website <http://wetserver.net/teleschool/video/home.jsp>.

Program Notes

Before Every Show

- Make copies of the handouts for all faculty members for use during and after the show
- Make copies of the learning log for all faculty members to place in a binder and use during each show
- Have materials such as chart paper, pens and post-it notes available for use during the show
- Have a phone available to call in questions

Show 1: October 19, 2005

This first show varies slightly from the series format by presenting a dramatization of a teacher, who is not following standards-based grading practices. After the panel discussion, the program returns to the same teacher, but in this version of the dramatization, the teacher is prepared to grade according to standards-based guidelines.

During the Show

- *PowerPoint Slides 1-13 (Dramatization)
- Call in to ask questions on standards-based grading
 - a. On Oahu: 377-7712
 - b. Neighbor Islands: 1-800/243-2067

After the Show

- Continue the learning by discussing issues about grading that are unresolved at your school
- Prepare a list of unanswered questions to ask during next week's show
- Call or email via Lotus Notes Anna Viggiano to receive a copy of the series study guide (808/733-9141, ext. 243)
- Visit the Teleschool Branch website to order a video copy of the show (<http://wetserver.net/teleschool/video/home.jsp>)

Show 2: October 26, 2005

Show two continues the discussion on grading and asks the question, "Why do we grade?" In this episode, participants discuss the purpose of grading and how standards-based grading differs from traditional grading.

During the Show

- *PowerPoint Slides 1-16
- Use handouts 3 (Activity 10.3: The Dilemma of Late Work) and 4 (Activity 10.4: Agatha's Writing Grade)
- While participants on the video are discussing the topics, take time to discuss with a partner those same topics (Reasons why we grade; Considering late work; Inconsistent Scores)
- Call in to ask questions on standards-based grading

After the Show

- Continue the learning by discussing:
 - How is grading being accomplished at your school?
 - What changes still need to be implemented?
- If you are at a secondary school:
 - How can your faculty prepare for the secondary standards-based report card?
 - What action steps can you begin to take as a faculty?
- Compile a list of questions about next week's topic, formative and summative assessment
- Call your School Renewal Specialist to borrow the book, *Classroom Assessment for Student Learning: Doing it Right—Using it Well*. Copies of the handouts used on today's show are found in this book, as is a DVD by Rick Stiggins.

Show 3: November 2, 2005

There are two types of classroom assessment: formative and summative. Teachers use assessment FOR learning (formative) to inform instruction and aid the student in learning. This type of assessment is continuous and ongoing throughout the grading period. Assessment OF learning (Summative) is used in summation to make a judgment. Show three focuses on formative assessment and the use of the Five Standards of Assessment Quality.

During the Show

- *PowerPoint Slides 17-30
- Use handouts 5 (Deconstructing Standards) and 6 (Introduction to Assessment for Learning)
- Complete the post-it activity (explained on slide #1) with a partner while participants work on video
- Deconstruct and put into kid friendly terms a standard of your own choice
- Call in to ask questions regarding formative and summative assessment

After the Show

- Add to the list of formative and summative assessments
- Watch the Rick Stiggins' DVD *Assessment OF/FOR Learning: A Hopeful Vision of the Future*, located in the book *Classroom Assessment for Student Learning: Doing it Right—Using it Well*, found in the complex Resource Kit. Every School Renewal Specialist has a copy of this book in the complex resource kit
- Complete Figure 2.1 from Chapter 2 of this book (also found in this study guide, handout 6)
- Compile as list of questions about next week's topic, curriculum mapping

Show 4: November 9, 2005

In order to address all the grade level or course content standards during the school year, teachers must decide when to address the benchmarks and at what pace. Using curriculum maps to record the actual curriculum in the classroom, helps teachers guarantee total coverage of the standards and benchmarks. This week the participants learn about the parts of a map and how to start the process.

During the Show

- *PowerPoint Slides 31-60
- Use handouts 7 (Dot-to-Dot sheets), 8 (Common Disconnects), 9 (Is it a Map or Not), 10 (Mohonasen Central School District Map), 11 (Social Studies China Unit Map), 12 (Map Template), and Appendix A (Sample Maps)
- Follow along as participants discuss the activities and the sample maps
- Use a t-chart to list other disconnects seen in the classroom, school, and state
- Write essential questions for the China curriculum map
- Call in questions regarding curriculum mapping

After the Show

- Review and select relevant standards from the standards toolkit website (<http://standardstoolkit.k12.hi.us>)
- Using the map template, come up with an essential question
- Determine what assessments will produce evidence for that standard(s)
- Decide what content & skills need to be learned for students to meet the benchmark
- Compile a list of questions about next week's topic, rubrics

Show 5: November 16, 2005

An important part of formative assessment is giving feedback to students and informing them of their strengths and challenges. Rubrics can help students address the criteria for quality work. This week the participants learn the mechanics of a rubric and use it to score student work.

During the Show

- *PowerPoint Slides 61-74
- Use handouts 13 (Module 2 Handout 7: Criteria T-Chart Template), 14 (Module 2 Handout 8: Rubric Template), 15 (Five Standards of Assessment Quality) and student papers found in Appendix B
- Call in questions regarding rubrics and formative assessment tasks

After the Show

- Individually read and score three student work samples (Papers 1-3) using the Sample Student Rubric (found in Appendix B)
- Share the scores in your group
- Discuss the criteria on the rubric to develop common understandings
- Using the Scoring Criteria on the Item and Scoring Criteria sheet, revise the rubric to include criteria measuring Core Concepts as well as the criteria for Accessing Information

- Each member of the group should read and score 2-3 of the remaining samples (Practice Papers 4-7) using the revised rubric.
- Discuss the following questions in groups: If we were going to use this rubric again, would we want to add new criteria? Clarify existing criteria? Delete insignificant criteria?
- This activity provides an example of an invalid assessment. The tool does not match the prompt for the student work and therefore, scorers cannot rate student work.
- Work in groups to create an appropriate rubric for the criteria

Show 6: November 30, 2005

When viewing the entire system of standards, the glue that holds the system together is finding time to discuss what is happening in the classroom, get input from other teachers and try ideas and lessons shared at collaborative sessions. These collaborative sessions may be called study groups, learning teams or lesson study groups. A way to sustain professional development and deepen learning after workshops is to meet on a regular basis as teams.

During the Show

- *PowerPoint Slides 75-82
- Use handouts 15 (Five Standards of Assessment Quality), 16 (Rubric for Mapping) and Appendix C (Learning Team Log)
- Call in questions regarding learning teams or study groups

After the Show

- Visit the DOE Standards website to learn more about professional learning communities
- Read *Professional Learning Communities* by Rick DuFour (found in the complex resource kit)
- Compile a list of questions regarding the next topic, curriculum mapping

Show 7: December 7, 2005

A number of software products can assist with curriculum mapping. The DOE has developed a curriculum mapping database using Lotus Notes. Daryl Ishihara created this program to help all teachers begin the process of curriculum mapping.

During the Show

- *PowerPoint Slides 83-98
- Use handouts 16 (Rubric for Mapping), 17 (Vertical Team Read-through) and 18 (Horizontal Team Read-through)
- Call in questions regarding reviewing curriculum maps and Lotus Notes curriculum maps

After the Show

- Plan a review of maps at your next faculty meeting
- Go over the procedures for a large group review
- Analyze and plan action informational reports
- Compile a list of questions regarding the next topic, grading student work and rating the General Learner Outcomes

Show 8: December 14, 2005

Scoring student work can be done collaboratively by a learning team. When making decisions about grades for a report card, collaboration can be beneficial. Teachers can discuss which pieces of work to include as evidence of meeting the benchmarks, and make a determination on a final grade for the report card.

During the Show

- *PowerPoint Slide 99 (also found in Appendix D)
- Use handout 19 (Student Work Rating Sheet), 20 (Rubric for Evaluating Grading Practices) and Appendix E (Sample Grade Books)
- Call in questions regarding grading student work and the General Learner Outcomes

After the Show

- Look at a collection of work from one student
- Design a grade book to hold the evidence of meeting the standards
- Get input from a colleague on the usefulness of your recordkeeping system
- Compile a list of questions regarding the next topic, portfolios and student-led conferences

Show 9: January 11, 2005

Teachers can communicate to parents through report cards, portfolios and student-led conferences. When helping students prepare to put evidence of their learning in a portfolio, teachers need to use questions to spark self-reflection. Asking the students the right question or offering phrases to help them get started on their reflections can help students get headed in the right direction in the areas of annotation, goal setting, and self-reflection.

During the Show

- *PowerPoint Slides 100-102
- Use Appendix F (Portfolio Reflection Template) and Appendix G (Student-Led Conference Form)
- Call in questions regarding other reporting tools

After the Show

- Decide on steps your school can take to begin or improve student-led conferences
- Design a template to be used by the entire school to facilitate a student-led conference
- Compile a list of questions regarding the next topic, standards implementation

Show 10: January 18, 2005

There is a process for implementing standards that has six steps. Each step has sub-processes. The process is not linear, but cyclical. The key to using the process is a solid understanding of standards and the system of standards. Throughout the six-step process, teachers need to work collaboratively and always involve their students.

During the Show

- *PowerPoint Slides 103-112

- Use handout 21 (Standards Implementation Process) and Appendix H (Module 1 Handout 5: Standards-based Lesson Templates)
- Call in questions regarding implementation of standards

After the Show

- Continue the conversation on how teachers will work toward standards implementation
- Introduce the concept of professional learning communities to further learning on the Hawaii Content and Performance Standards III
- Use Appendix H (Module 1 Handout 5: Standards-based Lesson Templates) to plan a standards-based lesson
- Use the guiding questions found on the templates as points of discussion during a learning team session
- Compile a list of questions on the next topic, Hawaii Content and Performance Standards III

Show 11: January 25, 2005

A transition from HCPS II to HCPS III is happening during school year 2005-06. Teachers, students and parents need to understand the system of standards and be involved in all aspects of this process.

During the Show

- *PowerPoint Slides 113-114
- Use handout 22 (Student Involvement) and 23 (Brainstorm Sheet)
- Call in questions regarding Hawaii Content and Performance Standards III

After the Show

- Use handout 23 (Brainstorm Sheet) to brainstorm other ways student involvement can be used at each of the six steps in the standards implementation process.

Show 12: February 1, 2005

The end result of a successful journey through standards implementation is a system that reports student progress through a reporting system that is fair, consistent and supported by evidence. Students are partners with their teachers in producing these reports.

During the Show

- *PowerPoint Slides 115-117
- Use handout 24 (Report Card Slide Shots)

After the Show

- Continue to meet as learning teams to look at student work, curriculum map and make instructional decisions that will help all students meet the standards.

PowerPoint Slide Handouts

Show 1:

<p>What are the key concepts?</p> <ul style="list-style-type: none"> > Grades linked to the targets > Students and teachers--and parents--all need to know what is expected. > The report card should provide information on mastery of the learning goal. 	<p>Ingredients</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual achievement <input type="checkbox"/> Academic achievement 	<p>What about...</p> <p>Effort Attitude</p> <p>Behavior</p> <p>Attendance</p>
<p>Sources of Information</p> <p>Not everything needs to be included in grades</p> 	<p>Practice & Mistakes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice is important and is in preparation for the game <input type="checkbox"/> Marking everything contradicts the value of practice 	<p>Changing Grades</p> <p>Update grades periodically based on more recent learning; look at the preponderance of evidence</p> 
<ul style="list-style-type: none"> <input type="checkbox"/> Learning is an ongoing process <input type="checkbox"/> Students learn at different rates <input type="checkbox"/> Time is a variable. <input type="checkbox"/> We must offer students varied assessment opportunities 	<p>What if there is inconsistent evidence?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Priority to evidence related to the most important learning goals <input type="checkbox"/> Priority to most comprehensive form of evidence <input type="checkbox"/> More recent learning 	<p>Number Crunching</p> <p>Don't "average" or use "mean" scores</p> 
<p>Purpose</p> <p>Support learning and encourage student success</p>	<p>Weight</p> <p>Will assignment provide more evidence of the standard than other assignments?</p> <p>Do I need to count the other assignments?</p> <p>What scale am I using and is it consistent with other marks?</p> 	<p>Zeros</p> <p>What do zeros represent? Not enough evidence? Incomplete work? Absence?</p> <p>Does zeros affect the grade?</p>
<p>Student Understanding & Involvement</p> <p>Involve students in the assessment process, including grading, to increase motivation and learning</p> 		

Show 2-12
See accompanying power point slides.

HANDOUTS

- Handout 1: Schedule of Shows**
- Handout 2: Website Slide Shot**
- Handout 3: Activity 10.3: The Dilemma of Late Work**
- Handout 4: Activity 10.4: Agatha's Writing Grade**
- Handout 5: Deconstructing Standards**
- Handout 6: Introduction to Assessment for Learning (note page to accompany DVD)**
- Handout 7: Dot-to-Dot Activity Sheets**
- Handout 8: Common Disconnects**
- Handout 9: Mohonasen Central School District Map**
- Handout 10: Is It a Map or Not?**
- Handout 11: Social Studies China Unit Map**
- Handout 12: Map Template**
- Handout 13: Module 2 Handout 7: Criteria T-Chart Template**
- Handout 14: Module 2 Handout 8: Rubric Template**
- Handout 15: Five Standards of Assessment Quality**
- Handout 16: Rubrics for Mapping**
- Handout 17: Vertical Team Read-through**
- Handout 18: Horizontal Team Read-through**
- Handout 19: Student Work Rating Sheet**
- Handout 20: Rubric for Evaluating Grading Practices**
- Handout 21: Standards-based Implementation Process**
- Handout 22: Module 1 Handout 6: Student Involvement**

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Handout 23: Module 1 Handout 7: Brainstorm Sheet

Handout 24: Slide Shots of Elementary Report Card

Handout 25: Learning Log

**Transforming Our Teaching And Learning
 12-part TV Series**

<u>Segment</u>	<u>Segment Title/Topic</u>	<u>Study Guide Materials</u>	<u>Details</u>
Air Date: 10/19/05 Show 1	<i>Defending Grading Practices</i>	<ul style="list-style-type: none"> • Dramatization Slides 1-13 • Program Notes • Handouts 1-2 • Toolkit website • Resources • Call-in Phone Numbers Oahu: 377-7712 Neighbor Islands: 1-800/243-2067	A teacher is struggling with assigning grades for a student and makes an arbitrary decision. The parent attends a conference and challenges the grade. The teacher does not have a defensible reason for the grade.
	Panel: How can teachers defend grades?		
	<ul style="list-style-type: none"> • Revised dramatization 		Post Show Activity: Discuss grading practices at your school and compile unanswered questions
Air Date: 10/26/05 Show 2	<i>Why do we grade?</i>	<ul style="list-style-type: none"> • Slides 1-16 • Program Notes • Handouts 3-4 • Learning Log 	The purpose of grading is to communicate about student achievement. There are no “correct” grades that can be standardized across the state. Teachers need to use guidelines and collect evidence of students meeting the standards.
	Panel: What are guidelines for grading?		
	<ul style="list-style-type: none"> • Recap of guidelines • Directions for post show activity 		Post Show Activity: Compile a list of questions on formative and summative assessments
Air Date: 11/02/05 Show 3	<i>Assessment OF/FOR Learning</i>	<ul style="list-style-type: none"> • Slides 17-30 • Program Notes • Handouts 5-6 • Post-it Notes • Learning Log • Access to Internet 	Overview of assessment FOR learning: Target/Method Match Designing sound classroom assessments Developing a rubric Validity and Reliability of assessment How to go from student work to grades using a rubric
	Panel: How can teachers use rubrics to inform learning and instructing?		
	<ul style="list-style-type: none"> • Recap of rubric development • Directions for post show activity 		Post Show Activity: Watch Rick Stiggins’ DVD for more information
Air Date: 11/09/05 Show 4	<i>Getting Started with Curriculum Mapping</i>	<ul style="list-style-type: none"> • Slides 31-60 • Program Notes • Handouts 7-12 • Learning Log • Appendix A 	Overview of curriculum mapping: Parts of a map Types of curriculum maps

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 Handout 1: Schedule of Shows

11/09/05 Show 4	Panel: How can a faculty make decisions on a unified way to begin mapping? <ul style="list-style-type: none"> • Directions for post show activity 		Post Show Activity: Practice curriculum mapping with a colleague and create a projected map in one content area or go on the Curriculum Design website to view other maps (www.curriculumdesigners.com)
Air Date: 11/16/05 Show 5	<i>Standards-Based Grading: Collecting Evidence</i> <ul style="list-style-type: none"> • Classroom assessment • Rubric Development Panel: How are rubrics developed to show attainment of the benchmark? <ul style="list-style-type: none"> • Recap of rubric development • Directions for post show activity 	<ul style="list-style-type: none"> • Slides 61-74 • Program Notes • Handouts 13-15 • Learning Log • Appendix B 	Teachers need to gather evidence of meeting the benchmarks for all the standards for their grade level or course. A rubric can help eliminate bias when looking at student work. Students need to be involved in this entire process. Post Show Activity: Practice rating student work with colleagues and discuss rater reliability. Begin the practice of using student work as center for all instructional decisions.
Air Date: 11/30/05 Show 6	<i>Teacher Collaboration in Standards-based Grading</i> <ul style="list-style-type: none"> • Professional Learning Communities • Learning Teams Panel: How can leadership begin a professional discussion time at their school? <ul style="list-style-type: none"> • Directions for post show activity 	<ul style="list-style-type: none"> • Slides 75-82 • Program Notes • Handouts 15-16 • Appendix C • Learning Log 	Professional learning communities support standards-based education. Teachers need time to discuss student work, plan lessons, create units and align curriculum maps. Post Show Activity: Use the Leadership Module on the DOE standards website to learn more about Professional Learning Communities. Read <i>Professional Learning Communities</i> by Rick DuFour.
Air Date: 12/07/05 Show 7	<i>Curriculum Mapping as Part of a Standards-based System</i> <ul style="list-style-type: none"> • Map Reviews • Lotus Notes program demonstration Panel: How can schools use the phases of curriculum mapping as part of a school's academic plan?	<ul style="list-style-type: none"> • Slides 83-98 • Program Notes • Handouts 16-18 • Appendix A • Learning Log 	Different curriculum maps are used for different purposes. Teachers should start mapping on their own and then use their maps to collaborate with other teachers. Maps can create the data needed to thoughtfully examine a school's strengths and challenges. Post Show Activity: Plan a review of your school's maps and use the vertical and horizontal read-through forms found in Appendix B.

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 Handout 1: Schedule of Shows

Show 7	<ul style="list-style-type: none"> Review of mapping process & phases Directions for post show activity 		
Air Date: 12/14/05 Show 8	<i>Standards-based Record Keeping</i> <ul style="list-style-type: none"> Guidelines for grading Grade Books 	<ul style="list-style-type: none"> Slide 99 Program Notes Handouts 19-20 Appendix D Appendix E Learning Logs 	A clear connection between the student work and the standards/benchmarks must be the basis for grades. Grade books should store data and help with decisions for reporting out student progress.
	Panel: Does everything piece of work need a grade? What counts?		Post Show Activity: Work together as a faculty to practice looking at work from one student and making a determination for a grade on a report card.
	<ul style="list-style-type: none"> Directions for post show activity 		
Air Date: 01/11/06 Show 9	<i>Beyond the Standards-based Report Card</i> <ul style="list-style-type: none"> Other Reporting Forms 	<ul style="list-style-type: none"> Slides 100-102 Program Notes Learning Log Appendix F Appendix G 	Teachers can communicate to parents through report cards, portfolios, and student led conferences.
	Panel: What other ways can teachers communicate student progress to parents?		Post Show Activity: Discuss ways to begin using portfolios and student led conferences. Discuss improvements that can be made to your current procedures.
	<ul style="list-style-type: none"> Directions for post show activity 		
Air Date: 01/18/06 Show 10	<i>System of Standards Revisited</i> <ul style="list-style-type: none"> Foundation of standards based grading 	<ul style="list-style-type: none"> Slides 103-112 Program Notes Handout 21 Learning Log Appendix H 	There is a process for implementing standards that has six steps. Each step has sub-processes. The process is not linear, but cyclical.
	Panel: What are stumbling blocks to implementing standards?		Post Show Activity: Discuss how standards implementation can be supported through Professional Learning Communities. Use handout 5 from Module 1 (found in Appendix F) to plan a standards-based lesson.
	<ul style="list-style-type: none"> Directions for post show activity 		
Air Date: 01/25/06 Show 11	<i>Standards for All Students</i> <i>Hawaii Content and Performance Standards</i> <ul style="list-style-type: none"> System of Standards 	<ul style="list-style-type: none"> Slides 113-114 Program Notes Handout 22-23 Learning Log 	We are currently transitioning from HCPS II to HCPS III. Teachers, students and parents need to understand the system of standards and be involved in all aspects of it.
	Panel: How can students be involved in the system of standards?		Post Show Activity: Use handout 23 to brainstorm other ways student involvement can be used at each of the six steps in the standards implementation process.
	<ul style="list-style-type: none"> Directions for post show activity 		

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Handout 1: Schedule of Shows

Air Date: 02/01/06 Show 12	<i>Students Succeeding in Standards-based Schools</i> <ul style="list-style-type: none"> • Success Stories • Next Steps 	<ul style="list-style-type: none"> • Slides 115-117 • Program Notes • Handout 24 • Learning Log 	The end result of a successful journey through standards implementation is a system that reports student progress through a reporting system that is fair, consistent and backed by evidence. The students are partners with their teachers in producing these reports.	
	Panel: How did these schools become successful?			Post Show Activity: Plan
	<ul style="list-style-type: none"> • Directions for ordering video copies of entire series 			

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Transforming Our Teaching And Learning (TOTAL)
 A Professional Development Plan For Hawaii Schools

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  graph TD
    A[Mini Module: Leadership and Learning Teams] --> B[Module 1: Standards-Based Implementation and Instruction]
    A --> C[Module 2: Rubric Development]
    A --> D[Module 3: Curriculum and Assessment Mapping]
    A --> E[Module 4: Standards-Based Grading/Reporting]
  
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Activity 10.3 The Dilemma of Late Work

Imagine that your seventh-grade daughter's midterm progress report in social studies says she is getting a C, yet the only tests and assignments you have seen have had As or Bs on them. Your daughter tells you she's done all the required work and can't explain where the C came from.

You meet with the teacher, who checks your daughter's records on the computer. The printout shows the following list of entries leading to an average of 76 percent.

Unit 1 Test:	95%
"Effects of Migration" Report:	85%
Unit 2 Test:	85%
"Effects of Trade" Report:	40%

The teacher tells you that your daughter's last report was one week late. His policy is to subtract 10 points for each day an assignment is late, so had your daughter's "Effects of Trade" report been on time, she would have received a score of 90 percent. But, you point out, your daughter seems to be grasping the concepts very well. "Well, this is how we figure grades," the teacher replies.

With your learning team or another group of colleagues, discuss the following questions:

1. What does a C communicate to others?
2. What problems does the practice of reducing the grade for late work solve?
3. What problems does it cause?
4. What are the teacher's options for dealing with late work?

Activity 10.4 Agatha's Writing Grade

Look at Agatha's scores in Table 10.1 on eight writing samples over a grading period. These scores were based on a writing rubric that covers six dimensions, or traits, of a good paper: ideas, organization, voice, word choice, sentence fluency, and conventions. (For the sake of illustration, assume that all pieces of writing went through the whole writing process and were used formatively to help guide next steps in instruction. Also, although all writing in reality may not necessarily be assessed on all six traits, for this example we have scores on each trait for each paper.)

Decide two things: First, if you had to give a grade on paper number 4, what grade would you give? Why? What concerns do you have? Second, if you had to give a writing grade for the grading period, what would it be? Why? What concerns do you have?

Table 10.1 Agatha's Scores for Six Weeks

Agatha's Six-Trait Scores on Eight Papers								
Paper no & Date	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions	Total	Percent
1-9/5	2	2	2	2	3	3	14	14/30 = 47%
2-9/9	3	3	2	2	3	2	15	15/30 = 50%
3-9/13	3	3	3	3	3	3	18	18/30 = 50%
4-9/17	4	3	3	3	4	3	20	20/30 = 67%
5-9/21	3	4	4	4	3	4	22	22/30 = 73%
6-9/25	4	3	4	3	4	4	22	22/30 = 73%
7-9/29	5	5	5	4	4	3	26	26/30 = 87%
8-10/4	5	5	5	5	4	4	28	28/30 = 93%
Total	29	28	28	26	28	26	165	Average of percentages = 69% 165/240 = 69%

Key 2: Clear Targets Deconstructing Standards

The goal of state standards is to set priorities on what students need to know and be able to do. Sometimes standards are broken down into *benchmarks* or *indicators* to further define what is meant. But, have you ever looked at a content standard, benchmark, or indicator and still been confused on what it meant? Have you ever asked yourself:

- What am I going to teach here?
- How do I explain the target to students?
- Will my colleagues interpret this the same as I do?
- What do I *do* to enable students to do well on *this*?

No matter how careful we are in listing, describing, and breaking down content standards, many still need to be translated into daily classroom teaching activities. We've found that it's helpful to "deconstruct," or break down, unclear standards to see what knowledge, reasoning proficiencies, skills, and/or products underpin student success. Classroom instruction and assessment is then built around these "deconstructed" learning targets.

The Process:

1. Choose a standard, indicator, or benchmark that is unclear—it isn't immediately clear what you might teach—or—teachers might have different interpretations of what the indicator might mean. For example, "Knows the binomial theorem" might mean:
 - 1a. Knowledge interpretations: (1) Knows it by sight—can pick it out of a list. (2) Can reproduce it when asked.
 - 1b. Reasoning interpretations: (1) Can use it to solve a problem when instructed to do so. (2) Can choose the problems which would best be solved by using the binomial theorem. (3) Can write a problem that would require the binomial theorem to solve.

Each of these interpretations would have different implications for instruction. Which interpretation is correct?
2. For your chosen standard, identify whether it is, ultimately, a knowledge, reasoning, skills, or product learning target. Use definitions of target types and key words in *CASL* on p. 64.
3. Next, consider the knowledge, reasoning, and/or skills prerequisite to and underpinning competence on your selected standard, benchmark, or indicator. Ask yourself the following four questions. Don't list every little piece of knowledge or itty-bitty skill, just the major ones.
 1. What does a student need to *know* and *understand* to attain mastery on this standard?
 2. What *patterns of reasoning*, if any, are required to attain mastery on this standard?
 3. On what specific *performance skills*, if any, must students master to attain proficiency on this standard?

■ Table 2.1

Table 2.1 Assessment for and of Learning: Selected Key Differences

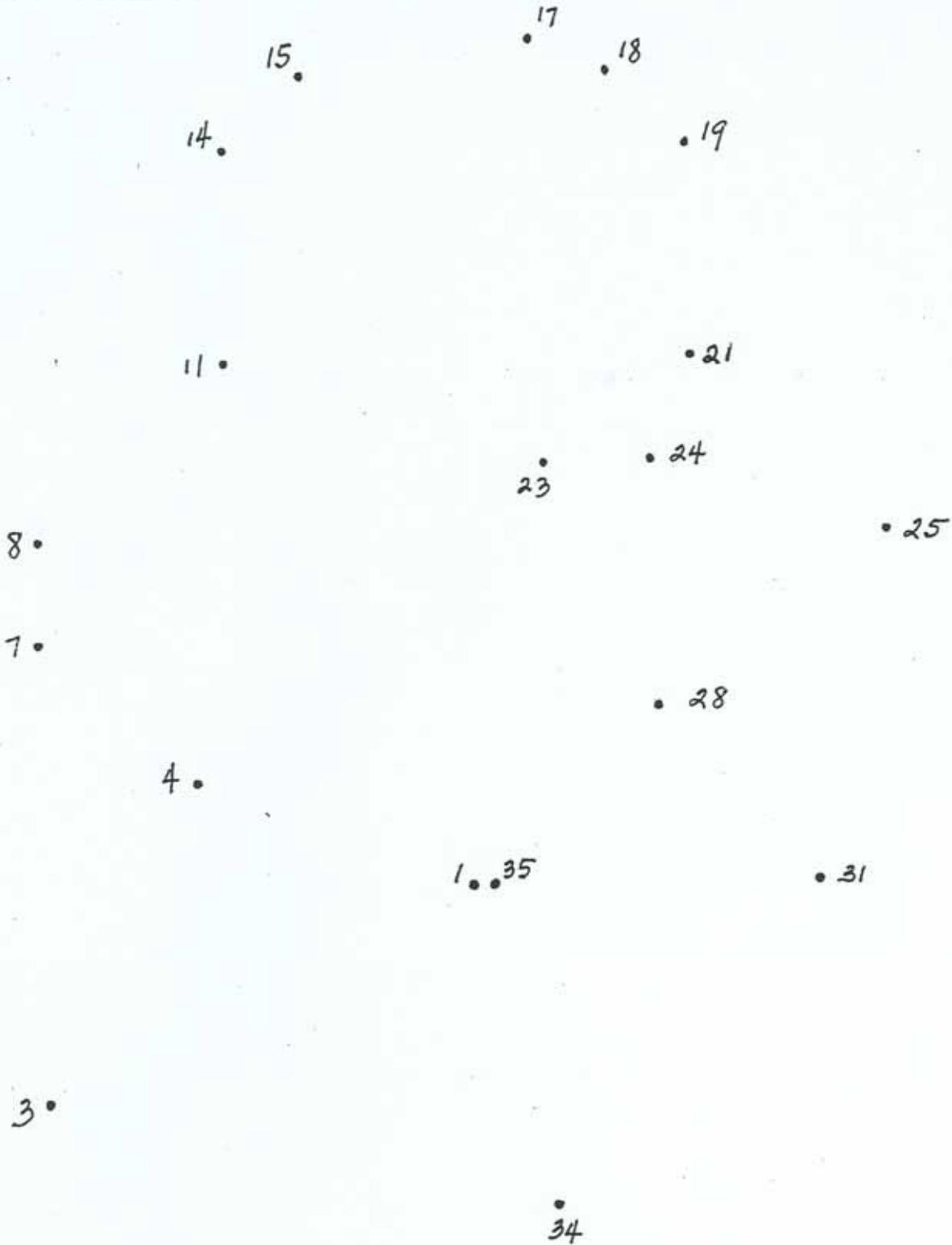
	Assessment FOR Learning	Assessment OF Learning
Reasons for Assessing		
Audience for Results		
Focus of Assessment— Learning Targets		
Place in Time		
Primary Users		
Typical Uses		
Teacher's Role		
Student's Role		
Primary Motivator for Students		
Example(s)		

State in your own words why the distinction between assessment *for* and *of* learning is important:

Connect the dots from 1 - 35.



Connect the dots from 1 - 35.



TOTAL
Study Guide
Handout 7: Dot-to-Dot Activity

5

Connect the dots from 1 - 35.



Disconnects and Curriculum Mapping T-Chart	
Educational Disconnects	Curriculum Mapping

Sample 1

MOHONASEN CENTRAL SCHOOL DISTRICT
 Curriculum Map for English Language Arts
 Grade 5

MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
SEPTEMBER/OCTOBER	Reading Comprehension Writing Process Literature Circle	Standards 1,2,3,4 Students will read, write, listen and speak for: -Information and understanding -Literary response and expression -Critical analysis and evaluation -Social interaction	Theme 1: Who am I? Selected trade books	-Draw inferences from reading -Identify cause and effect in a story -Sequence story events -Compare and contrast literary elements -Respond, analyze and interpret literature -Identify story structure -Recognize elements of text structure -Observe rules of punctuation, capitalization and spelling -Identify and use parts of speech and types of sentences -Write a well organized document based essay
	CONCEPTS	KEY QUESTIONS	ASSESSMENTS	RESOURCES
	-Comprehension -Critical thinking -Vocabulary -Literary analysis -Organization writing pieces -Four Square Methods -Grammar usage -Mechanics -Spelling -Generalizations -Text structure -Genre -Parts of speech/types of sentences -Expository writing -Spelling/vocabulary -Punctuation/capitalization	-How can you organize a writing piece? -How can we use Four Square to organize our writing? -What can you infer from the reading? -What is the difference between cause and effect? -What are the story elements?	-Theme tests -Vocabulary quiz/test -Writing samples -Spelling tests -Teacher-made tests -Journal responses -Oral responses in group discussions	-Four Square -Literature Works -Writer's Express -Chapter books -Leveled tests -Video -Listening/Speaking -Literature guides

TOTAL

Study Guide

Handout 11: Social Studies China Unit Map

Curriculum Map

Grade 6 Subject Social Studies Teacher Jane Doe

MONTH November

Standards	Essential Question	Content (noun)	Skills (verb)	Assessment (noun)
Students use geographic representation to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world		<ul style="list-style-type: none">❖ Physical geography of China❖ Interesting geographic features	<ul style="list-style-type: none">❖ Locate and describe the major physiographic features of China❖ Create relief maps of China❖ Explain how physiological features of China influenced the development of Chinese civilization and culture	Formative: <ul style="list-style-type: none">❖ Physiographic maps of China❖ Relief maps of China Summative: <ul style="list-style-type: none">❖ Cause & Effect Essay

MONTH December

Standards	Essential Question	Content (noun)	Skills (verb)	Assessment (noun)
Students understand economic concepts and the characteristics of various economic systems		<ul style="list-style-type: none">❖ Silk Road❖ Buddhism❖ Economics	<ul style="list-style-type: none">❖ Describe the Silk Road❖ Construct a definition of a global market❖ Trace the path of Buddhism along the Silk Road❖ Recommend ways cultures interact but still maintain integrity	Formative <ul style="list-style-type: none">❖ Maps❖ Timeline Summative: <ul style="list-style-type: none">❖ Persuasive Essay

MONTH _____

Standards	Essential Question	Content (noun)	Skills (verb)	Assessment (noun)

MONTH _____

Standards	Essential Question	Content (noun)	Skills (verb)	Assessment (noun)

TOTAL

Study Guide

Handout 13: Module 2 Handout 7 Criteria T-Chart for Rubric Development

Handout 7: Criteria T-Chart for Rubric Development

Criteria	Details

Handout 8: Rubric Template

Criteria	5	4	3	2	1

Five Standards of Assessment Quality

Professional development in classroom assessment must build a deep understanding of the difference between sound and unsound assessment and how to use assessment as a teaching tool. This translates into the following classroom assessment competencies for educators:

1. **Standard 1 – Clear Targets.** Educators must be crystal clear about the achievement targets that they want their students to hit. Different forms of achievement (e.g. mastery of content knowledge, reasoning proficiency, performance skills, and product creation proficiencies) require the application of different types of assessment. The first question to answer is “What do I want to assess?” Only with that answer in mind will it be determined how best to assess.
2. **Standard 2 – Clear and Appropriate Users and Uses.** Educators must understand the full range of users and uses of assessment. Users are found in the classroom, in instructional support roles and in the ranks of policy makers. No single assessment can meet everyone’s needs.
 - 2a. **Good Communication.** Different users in different contexts need different information about student achievement in different forms and at different times to do their jobs. Assessment-literate educators know who needs classroom assessment information and how to present information in such a manner that is clearly understood and can be acted upon.
 - 2b. **Student Involvement.** Students are one of the most essential users of assessment materials and results. Therefore, they merit a special bubble all their own. Assessment-literate educators understand the relationship between assessment and student motivation. They know how to bring students into the process of assessment and communicating results, thus turning these into confidence-building instructional interventions. They understand that this kind of deep student involvement greatly boosts the chances of student success.
3. **Standard 3 – Appropriate Assessment Method.** Educators must be prepared to use the full range of assessments to track student achievement, including selected response, essay, performance, and personal communication-based assessment formats. Assessment-literate educators know how to select an appropriate assessment method for their particular targets, users, and uses.
4. **Standard 4 – Sampling.** Assessment-literate educators know how to assemble assessment exercises in order to sample student performance effectively. They can gather just enough evidence of student achievement to lead them to a confident conclusion.
5. **Standard 5 – Potential Sources of Bias and Distortion.** Assessment-literate educators understand the potential sources of bias that can creep into each assessment and know the specific actions to take to prevent those potential problems from distorting assessment results.

Rubric for Implementation of Mapping

Aspect	Score of 4	Score of 3	Score of 2	Score of 1
Review of Data	Honest exchange employing mapping and assessment data with a focus on both horizontal and vertical articulation	Exchange between teachers employing mapping data and assessment data, but only on vertical <u>OR</u> horizontal articulation	Occasional reference to data in exchanges with limited articulation of concerns	No use of direct assessment or mapping data and no articulation
Resolution of Problems	Focus is maintained consistently on the needs of the population	Focus is maintained on learners but on occasion is lost	Focus is highly inconsistent on learners	No focus on learners
Range of Participation	Every teacher in the building has made entries consistent with the site criteria	Majority of teachers have made entries using the site criteria	Only some teachers have made entries using the site criteria	No entries have been made by any staff
Mechanics	Exhibits correct spelling, punctuation, paragraphing, grammar and usage. Error free	Exhibits generally correct spelling, punctuation, paragraphing, grammar and usage. Few errors	Exhibits minor errors in spelling, punctuation, paragraphing, grammar or usage that do not interfere with communication	Exhibits errors in spelling, punctuation, paragraphing, grammar or usage that interferes with communication
Presentation	Neat, professional; attractive, extra care in details. Employs template consistently	Neat, easy to read.	Sometimes hard to follow; inconsistent use of format; careless	Confusing and inconsistent entries with little attention to template

Rubric for Curriculum Map Entries

Map Component	Score of 4	Score of 3	Score of 2	Score of 1
Degree of Detail on Content	Details succinct, clear, specific references to key concepts, facts, materials	Describes main concepts and subject matter	Identifies title of unit or course	Generic heading, vague
Essential Questions	Engaging, targeted, insightful question that frames and aligns content, skills and assessment	Clear focus question	Simplistic, uneven in quality and lacking in relevance	Absent
Precise Skills	Commences with an action verb; reflects standards and desired proficiencies	Clear action verb	Generic verb; broad process verb	Vague, missing or inaccurate
Targeted Assessment	Specific product and performance providing evidence of student learning; aligns with other elements	Product or performance is listed	Generic products only; teacher role is noted but not students' roles (i.e. – teacher observation)	Absent, incomplete or unfocused
Developmental Focus	Age, stage of development is reflected in all entries	Uneven reflection of developmental appropriateness	Limited attention to developmental appropriateness	No attention to developmental considerations
Accuracy of Entries	Consistent and accurate reflection of operationalized curriculum anchored in real time	Reasonable representation of operational curriculum	General representation of curriculum with little attention to timeframes	Inaccurately displays data on maps
Conceptual Understanding	Conveys a depth of understanding of curriculum supported by salient details	Shows understanding with adequate support	Shows some understanding with some support	Understanding is not evident
Internal Alignment	Demonstrates a clear, coherent, complete correspondence between content, assessment, skills and essential questions	Demonstrates alignment between some of the key elements internally but not all	Minimal attention evident to alignment	No alignment; elements are missing
Alignment to Standards	Clear precise evidence of alignment to both content and proficiency standards throughout all entries	Alignment is evident to most standards; minor revision is necessary	Alignment is spotty; many entries do not correspond to external standards	No alignment; elements are missing

CURRICULUM MAPPING

Vertical Team Read-Through Review Protocol

In your vertical teams, please complete the items noted on the Vertical Team Read-Through Response Sheets as you proceed through the following steps of the process. This feedback will be used by team members in their Horizontal Team Read-Through sessions.

- ☉ Convene to the table or location your team is assigned.
- ☉ Appoint a facilitator to keep the group on task and discourage debate. (Keep in mind that the purpose of this process is to identify the questions and areas that need to be discussed further at a later time.)
- ☉ Appoint a recorder to neatly record the information discussed in the group on the Curriculum Mapping Response Sheets.

Option One based on Available Time:

- ☉ Each teacher distributes copies of their map report to the mailboxes of each member of their vertical team.
- ☉ Teachers **individually** read the maps of their team members. Feel free to underline, circle or write notes in the margins. You are looking for the following:
 - That the maps were written in such a way that you are clear about what the students experienced
 - Ah hahs - What was something you learned?
 - Possible gaps
 - Possible repetitions
 - Questions related to items on the curriculum maps that may need to be addressed

Option Two based on Available Time:

- ☉ Each teacher distributes copies of their maps to each member of their vertical team.
- ☉ Teachers **individually** read the maps of their team members. There should be no discussion among team members as you study the group of maps. Feel free to underline, circle or write notes in the margins. You are looking for the following:
 - That the maps were written in such a way that you are clear about what the students experienced
 - Ah hahs - What was something you learned?
 - Possible gaps
 - Possible repetitions
 - Questions related to items on the curriculum maps that may need to be addressed

TOTAL

Study Guide

Handout 17: Vertical Team Read-through

- Ⓢ Appoint a time keeper to keep the group focused and on task.
- Ⓢ Using a round robin format, the facilitator will ask each member of the group to take one minute and highlight aspects of his/her map.
- Ⓢ Next, the facilitator will ask the group to focus individually on each person's map in order and note feedback on each of the following areas:
 - ah hahs—What was something you learned?
 - possible repetitions
 - possible gaps
 - questions related to items on the curriculum maps that may need to be addressed
- Ⓢ These responses are recorded on large paper by the recorder. After everyone passes, the facilitator proceeds on to the next person's map and repeats the process until everyone's map has been reviewed.
- Ⓢ Individual members of the team should record the responses on their response sheets to bring to the table for discussion as part of the horizontal team read-throughs.
- Ⓢ After everyone's map has been reviewed, the group should discuss the items recorded and asterisk the priority areas.

Vertical Team Read-Through Response Sheet

1, Ah Hahs --- What was something learned?

2. Possible gaps identified

3. Possible repetitions identified

4. Questions related to items on the maps that may need to be addressed

CURRICULUM MAPPING

Horizontal Team Read-Through Review Protocol

In your horizontal teams, please complete the items noted on the Horizontal Team Read-Through Response Sheets as you proceed through the following steps of the process. This feedback will be used by the staff to consider curriculum revisions and/or refinements.

- ☉ Convene to the table or location your team is assigned.
- ☉ Appoint a facilitator to keep the group on task and discourage debate. (Keep in mind that the purpose of this process is to identify the questions and areas that need to be discussed further at a later time.)
- ☉ Appoint a recorder to neatly record the information discussed in the group on the Curriculum Mapping Response Sheets.

Option One based On Available Time

- ☉ Each teacher distributes copies of their map report to each member of their horizontal team.
- ☉ Teachers **individually** read the maps of their team members. There should be no discussion among team members as you study the group of maps. Feel free to underline, circle or write notes in the margins.
- ☉ Based on your reading of your team's maps and the feedback from any previous vertical team meetings, address the following questions:
 - What is essential for students to address in content and skills?
 - Are there agreed upon assessments that show evidence of student proficiency in the above content/skills?
 - What do we address that may be unnecessary or developmentally not appropriate?
 - Establishing formats for map entries to promote clarity for readers.

Option Two based On Available Time

- ☉ Each teacher distributes copies of their map report to the mailbox of each member of their vertical team.
- ☉ Teachers **individually** read the maps of their team members. Feel free to underline, circle or write notes in the margins.
- ☉ Based on your reading of your team's maps and the feedback from any previous vertical team meetings, address the following questions:
 - What is essential for students to address in content and skills?

TOTAL

Study Guide

Handout 18: Horizontal Team Read-through

- Are there agreed-upon assessments that show evidence of student proficiency in the above content/skills?
 - What do we address that may be unnecessary or developmentally not appropriate?
 - Establishing formats for map entries to promote clarity for readers.
-
- ⊙ Appoint a time keeper to keep the group focused and on task.
 - ⊙ Using a round robin format, the facilitator will ask each member of the group to highlight aspects of his/her map and their learning from their vertical team experience for the members of this team.
 - ⊙ Next, the facilitator will ask the group to discuss each of the focus questions
 - ⊙ Culmination of the discussion should be recorded and provided to the leadership in terms of:
 - Agreed-upon essential content and skills
 - Agreed-upon assessments
 - Any places of question or disagreement
 - Any observations for consideration

Horizontal Team Read-Through Response Sheet

1. Agreed upon essential content and skills

2. Any places or question or disagreement

3. Any observations for consideration

4. Questions related to items on the maps that may need to be addressed

DATA ANALYSIS

STANDARD 1: Students pose questions and collect, organize, and represent data to answer those questions.

Performance Indicators	Assessment Tasks	Proficiency
Data Analysis 1(1b) I can design a survey with consideration for sample size and bias.	1.	
Data Analysis 1(3, 4) I can organize collections of data and represent the data with box plots and scatter plots.	1. 2.	

DATA ANALYSIS

STANDARD 2: Students interpret data using methods of exploratory data analysis.

Performance Indicators	Assessment Tasks	Proficiency
Data Analysis 2(4) I can describe the spread of a set of data (range, five-number summary).	1. 2.	
Data Analysis 2(5) I can draw a conclusion based on the spread of data (five-number summary) and the box plot.	1. 2.	
Data Analysis 2(6) I can analyze and interpret relationships between variables by using a scatter plot.	1. 2.	

DATA ANALYSIS

STANDARD 3: Students develop and evaluate inferences, predictions, and arguments that are based on data.

Performance Indicators	Assessment Tasks	Proficiency
Data Analysis 3(1) I can develop conclusions about a characteristic in a population.	1. 2.	
Data Analysis 3(2) I can explain how differences in data may result from random variations in the samples.	1.	
Data Analysis 3(3) I can use data to answer questions, describe how the answers might be limited or biased, and pose new questions.	1.	

PROFICIENCY CRITERIA

+	√	-	0
<ul style="list-style-type: none"> Shows/explains how to find the correct solution(s). Work is done by self. Work meets the performance indicator. 	<ul style="list-style-type: none"> Explanation/work shown is on the right track. Work is done by self. Work generally meets the performance indicator 	<ul style="list-style-type: none"> Some parts are correct and some parts are not. Answers are correct, but no work is shown. Work may be done in group 	LOTS of assistance is needed!!!

Table 10.5 Rubric for Evaluating Grading Practices

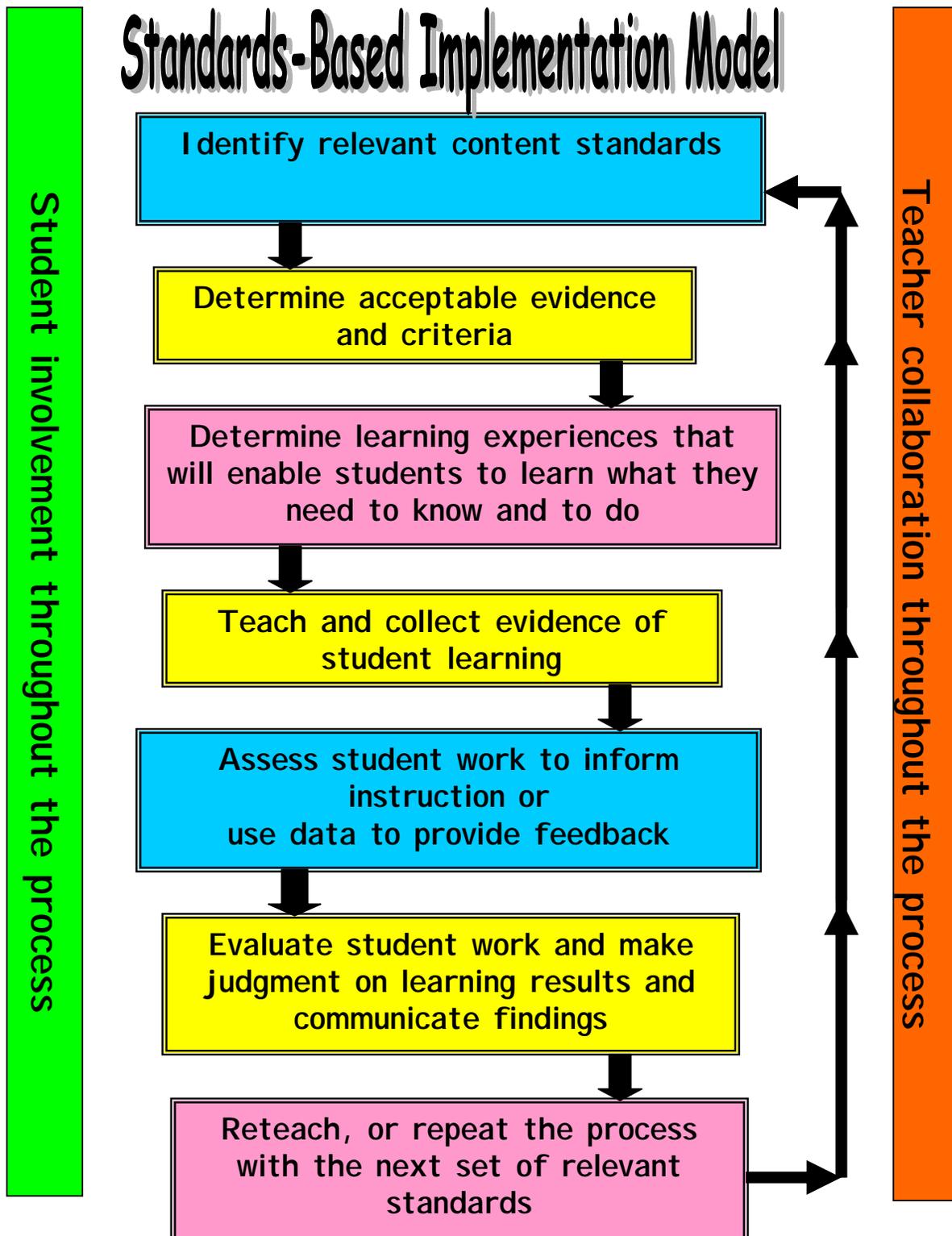
Criterion	Beginning	Developing	Fluent
1. Organizing the gradebook	The evidence of learning (e.g., a gradebook) is entirely organized by sources of information (e.g., tests, quizzes, homework, labs, etc.).	The evidence of learning (e.g., a gradebook) is organized by sources of information mixed with specific content standards.	The evidence of learning (e.g., a gradebook) is completely organized by student learning outcomes (e.g., content standards, benchmarks, grade level indicators, curriculum expectations, etc.).
2. Including factors in the grade	<p>Overall summary grades are based on a mix of achievement and nonachievement factors (e.g., timeliness of work, attitude, effort, cheating). Non-achievement factors have a major impact on grades.</p> <p>Extra credit points are given for extra work completed, without connection to extra learning.</p> <p>Cheating, late work, and missing work result in a zero (or a radically lower score) in the gradebook. There is no opportunity to make up such work, except in a few cases.</p> <p>Borderline grade cases are handled by considering non-achievement factors.</p>	<p>Overall summary grades are based on a mix of achievement and nonachievement factors, but achievement counts a lot more.</p> <p>Some extra credit points are given for extra work completed; some extra credit work is used to provide extra evidence of student learning.</p> <p>Cheating, late work, and missing work result in a zero (or lower score) in the gradebook. But, there is an opportunity to make up work and replace the zero or raise the lower score.</p> <p>Borderline cases are handled by considering a combination of nonachievement factors and collecting additional evidence of student learning.</p>	<p>Overall summary grades are based on achievement only.</p> <p>Extra credit work is evaluated for quality and is only used to provide extra evidence of learning. Credit is not awarded merely for completion of work.</p> <p>Cheating, late work, and missing work is recorded as "incomplete" or "not enough information" rather than as zero. There is an opportunity to replace an "incomplete" with a score without penalty.</p> <p>Borderline grade cases are handled by collecting additional evidence of student achievement, not by counting non-achievement factors.</p>
3. Considering assessment purpose	Everything each student does is given a score and every score goes into the final grade. There is no distinction between "scores" on practice work (formative assessment or many types of homework) and scores on work to demonstrate level of achievement (summative assessment).	Some distinctions are made between formative (practice such as homework) and summative assessment, but practice work still constitutes a significant part of the grade.	Student work is assessed frequently (formative assessment) and graded occasionally (summative assessment). "Scores" on formative assessments and other practice work (e.g., homework) are used descriptively to inform teachers and students of what has been learned and the next steps in learning. Grades are based only on summative assessments.

Table 10.5 (Continued)

<p>4. Considering most recent information</p>	<p>All assessment data are cumulative and used in calculating a final summative grade. No consideration is given to identifying or using the most current information.</p>	<p>More current evidence is given consideration at times, but does not entirely replace out-of-date evidence.</p>	<p>Most recent evidence completely replaces out-of-date evidence when it is reasonable to do so.</p>
<p>5. Summarizing information and determining final grade</p>	<p>The gradebook has a mixture of ABC, percentages, + √ -, and/or rubric scores, etc., with no explanation of how they are to be combined into a final summary grade.</p> <p>Rubric scores are converted to percentages when averaged with other scores; or, there is no provision for combining rubric and percentage scores.</p> <p>Final summary grades are based on a curve—a student's place in the rank order of student achievement.</p> <p>Final grades for special needs students are not based on learning IEP targets as specified in the IEP.</p> <p>Final summary grades are based on calculation of mean (average) only.</p>	<p>The gradebook may or may not have a mixture of symbols, but there is some attempt, even if incomplete, to explain how to combine them.</p> <p>Rubric scores are not directly converted to percentages; some type of decision rule is used, the final grade many times does not best depict level of student achievement.</p> <p>Final grades are criterion referenced, not norm referenced. They are based on preset standards such as A = 90–100% and B = 80–89%. But, there is no indication of the necessity to ensure shared meaning of symbols—i.e., there is no definition of each standard.</p> <p>There is an attempt to base final grades for special needs students on learning targets in the IEP, but the attempt is not always successful; or, it is not clear to all parties that modified learning targets are used to assign a grade.</p> <p>The teacher understands various measures of central tendency, but may not always choose the best one to accurately describe student achievement.</p>	<p>The gradebook may or may not have a mix of symbol types, but there is a sound explanation of how to combine them.</p> <p>Rubric scores are converted to a final grade using a decision rule that results in an accurate depiction of the level of student attainment of the learning targets.</p> <p>Final grades are criterion referenced, not norm referenced. They are based on preset standards with clear descriptions of what each symbol means. These descriptions go beyond A = 90–100% and B = 80–89%; they describe what A, B, etc. performance looks like.</p> <p>Final grades for special needs students are criterion referenced, and indicate level of attainment of the learning goals as specified in the IEP. The targets on which grades are based are clear to all parties.</p> <p>The teacher selects among measures of central tendency (average, median, mode) as appropriate.</p>

Table 10.5 (Continued)

<p>6. Verifying assessment quality</p>	<p>There is little evidence of consideration of the accuracy/quality of the individual assessments on which grades are based.</p> <p>Quality standards for classroom assessment are not considered and the teacher has trouble articulating standards for quality.</p> <p>Assessments are rarely modified for special needs students when such modifications would provide more accurate information about student learning.</p>	<p>The teacher tries to base grades on accurate assessment results only, but may not consciously understand all the features of a sound assessment.</p> <p>Some standards of quality are adhered to in judging the accuracy of the assessment results on which grades are based. The teacher can articulate some of these standards; or, uses standards for quality assessment intuitively, but has trouble articulating why an assessment is sound.</p> <p>Assessments are modified for special needs students, but the procedures used may not result in accurate information and/or match provisions in the IEP.</p>	<p>Grades are based only on accurate assessment results. Questionable results are not included.</p> <p>The teacher can articulate standards of quality, and can show evidence of consideration of these standards in classroom assessments.</p> <p>Assessments are modified for special needs students in ways that match instructional modifications described in IEPs. Such modifications result in generating accurate information on student achievement.</p>
<p>7. Involving students</p>	<p>Grades are a surprise to students because (1) students don't understand the bases on which they are determined, (2) students have not been involved in their own assessment (learning targets are not clear to them, and/or they do not self-assess and track progress toward the targets); or (3) teacher feedback is only evaluative (a judgment of level of quality) and includes no descriptive component.</p>	<p>Grades are somewhat of a surprise to students because student-involvement practices and descriptive feedback are too limited to give them insights into the nature of the learning targets being pursued and their own performance.</p>	<p>Grades are not a surprise to students because (1) students understand the basis for the grades received, (2) students have been involved in their own assessment (they understand the learning targets they are to hit, self-assess in relation to the targets, track their own progress toward the targets, and talk about their progress), and/or (3) teacher communication to students is frequent, descriptive, and focuses on what they have learned as well as the next steps in learning. Descriptive feedback is related directly to specific and clear learning targets.</p>



Adapted from WestEd's Learning from Assessment

Adapted from WestEd's Learning From Assessment
Standards-Based Implementation Model

Identify relevant standards.

The standards are the “targets” that define academic success. These are the concepts and skills that we want all students to achieve. The content standards define WHAT every student should know and be able to do. Benchmarks describe WHEN students can reasonably be expected to know a given content. Grade level sample performance assessments (according to your curriculum map) specify the evidence of student learning required by the standard that will be the central focus of the lesson.

Determine acceptable evidence and criteria.

Examples of student work provide clear pictures of the ways students are expected to demonstrate what they know and can do. Well-defined criteria can bring about a shared vocabulary and clearer understanding of the important dimensions of quality. Involve students in setting criteria so they understand the target.

Determine learning experiences.

Various learning opportunities must be designed to meet the diverse needs of student. The research (Marzano) has shown that effective teachers use research-based instructional strategies to increase student achievement. Provide students with choices to increase learning and motivation. Process standards and General Learner Outcomes are embedded in lessons. Expectations are displayed.

Teach and collect evidence.

When collecting and analyzing samples of student work, consideration should be given to the type of evidence to be collected; the conditions for collecting the evidence; the degree of scaffolding; and the assurance of ample time and opportunities to learn. Involve students in the documenting and record-keeping process. Evidence is not limited to homework and quizzes.

Assess learning.

Classroom assessment should help teachers make better educational decisions (Popham). Assessment is the process of gathering information to increase student learning and motivation. Based on assessment data, effective teachers make changes to improve students' learning. Student self-assessment is a powerful tool for learning.

Evaluate and communicate findings.

At some point, a judgment needs to be made based on preponderance of evidence in relation to the standard and the criteria. Evaluation based on most recent work; not based on an average of all tasks in the unit.

STANDARDS-BASED IMPLEMENTATION MODEL

1. Identify relevant standards.

Which benchmarks will be the central focus of the lesson/unit

2. Determine acceptable evidence and criteria.

What evidence will show that the student has met the standards?

3. Determine *learning experiences* that will enable students to learn what they need to know and to do.

What strategies/experiences will build understanding and help all students meet proficiency?

4. Teach and collect evidence of student learning.

5. Assess student work to inform instruction or use data to provide feedback.

What does the evidence indicate about the student's progress?

What *further* instruction or support is needed?

6. Evaluate student work and make judgment on learning results and communicate findings.

Reteach or repeat the process with the next set of relevant standards.

✦ Benchmark Map

- Developed by State w/input from field
- Includes sets of benchmarks clustered around Big Ideas or Major Understandings; clusters mapped out by quarters

✦ Curriculum Map

- Developed by teachers/schools
- Aligned to Benchmark Map

✦ Instructional Guide

- Developed by State w/input from field
- Aligned to Benchmark Map
- Includes sample assessment tasks and rubrics

✦ Curriculum Map

- Developed by teachers/schools
- Includes assessment tasks

✦ Instructional Guide

- Developed by State w/input from field
- Aligned to Benchmark Map
- Also includes sample instructional strategies, content, and skills

✦ Unit/Lesson Plans

- Developed by teachers
- Aligned to Curriculum Map

✦ Formative assessments to guide instruction and inform students of their progress

✦ Summative assessments to assess student's level of proficiency after the student has had a chance to learn, develop, and improve

✦ Standards-Based Grading and Reporting

Involving Students in the Six-Step Standards-Based Implementation Model

Steps	Ideas to Involve Students in the Process
<i>Select, then analyze the standard.</i>	
<i>Design or select an assessment (including criteria for meeting standards addressed in the assessment).</i>	
<i>Identify what students must know and be able to do to perform well on the assessment.</i>	
<i>Plan and conduct instructional activities. Provide adequate opportunities to learn.</i>	
<i>Assess learning and examine results.</i>	
<i>Evaluate, make judgment, and communicate results</i>	

Brainstorm Sheet

1. *Identify relevant standards*
 - a. Students see standards posted in the classroom and are able to explain what the standards mean.
 - b. Students know the performance indicator(s) that will be the focus for the day.
 - c. Students explain the expected learning outcome.
2. *Determine acceptable evidence and criteria.*
 - a. Students see samples of exemplary standards-based student work posted in the classroom.
 - b. Students participate in developing rubrics and/or grading criteria for assessing student work prior to work being assigned.
3. *Determine learning experiences that will enable students to learn what they need to know and to do.*
 - a. Students know their learning styles and adjust their learning strategies.
 - b. Students choose the method of developing their knowledge and skills (i.e., balance among direct instruction, inquiry and independent study).
4. *Teach and collect evidence of student learning.*
 - a. Students connect to the instructional strategies that are used and operate in independent, small group or large group settings.
 - b. Students take time to learn, practice, draft and reflect.
 - c. Students create meaning and produce evidence of learning.
 - d. Students use feedback to improve products/performance.
5. *Assess student work to inform instruction or use data to provide feedback.*
 - a. Students give feedback to the teacher about their learning so that the teacher can make adjustments in instruction (i.e., tests, learning logs, student questions, and other formative assessment tools/strategies).
 - b. Students know that assessment is taking place all of the time not just at a final point.
6. *Evaluate student work and make judgment on learning results and communicate findings.*
 - a. Students keep track of their progress throughout the term and are not surprised by the final evaluation.

Fill out School and Student Demographics and attendance

 <p>STATE OF HAWAII Department of Education</p>	Quarter & Status Report		School _____
	Elementary (K-5/6)		Address _____
	School Year 2005 – 2006		_____
	Quarter 1 _____ to _____	_____	Principal _____
	Quarter 2 _____ to _____	_____	Phone _____
Quarter 3 _____ to _____	_____		
Quarter 4 _____ to _____	_____		

Student: _____

ID# _____ Grade Level: _____ Teacher: _____

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Year
Absent					
Tardy					
Days Present					

Rate Student on General Learner Outcomes by placing a check in the appropriate box

The six General Learner Outcomes are the essential goals of standards-based learning for students in all grade levels.	General Learner Outcomes (GLOs)								
	Quarter 1				Quarter 2				
	Consistently	Usually	Sometimes	Rarely	Consistently	Usually	Sometimes	Rarely	
GLO 1: Self-Directed Learner The ability to be responsible for one's own learning									
GLO 2: Community Contributor The understanding that it is essential for human beings to work together									
GLO 3: Complex Thinker The ability to demonstrate critical thinking and problem-solving strategies									
GLO 4: Quality Producer The ability to recognize and produce quality performance and quality products									
GLO 5: Effective Communicator The ability to communicate effectively									
GLO 6: Effective and Ethical User of Technology The ability to use a variety of technologies effectively and ethically									

Content Areas
Language Arts
Reading and Literature
Writing
Oral Communication
Mathematics
Numbers and Operations
Measurement
Geometry and Spatial Sense
Patterns, Functions, and Algebra
Data Analysis, Statistics and Probability
Science
Physical Science
Life Science
Earth/Space Science

When reporting, the level of detail is related to the Hawaii Content and Performance Standards

Social Studies
History
Political Science
Cultural Anthropology
Geography
Economics
Fine Arts
Visual
Performance
Health
Physical Education
World Languages:
Educational Technology
Career and Life Skills

About the Reports	Quarter Report Scale
<p>The Quarter Report provides a preliminary indication of the student's progress toward attaining the standards.</p>	More than adequate progress
<p>The Status Report, given at the end of each semester, provides a standards-based grade of the student's achievement for the semester.</p>	Adequate progress
	Little progress
	No progress
	Not applicable

Progress Descriptors
Expected to meet standards if the present level of excellent performance continues .
Expected to meet standards if the present level of acceptable performance continues .
Expected to meet standards if the present level of performance improves .
Expected to meet standards if the present level of performance improves considerably .
These standards have not been addressed at this time.

Place a check mark in the appropriate box. This report provides a preliminary indication of student progress toward attainment of the standards.

		Quarter 1				
		More than adequate progress	Adequate progress	Little progress	No progress	Not applicable
Content Areas						
Language Arts						
	Reading and Literature					
	Writing					
	Oral Communication					
Mathematics						
	Numbers and Operations					
	Measurement					
	Geometry and Spatial Sense					
	Patterns, Functions, and Algebra					
	Data Analysis, Statistics and Probability					
Science						
	Physical Science					
	Life Science					
	Earth/Space Science					

Status Report Scale	
ME	Meets with Excellence
MP	Meets Proficiency
N	Approaches Proficiency
U	Well Below proficiency
NA	Not applicable at this time
SC	See Teacher Comments

Proficiency Level Descriptors
Demonstrates excellent achievement of the standards.
Demonstrates acceptable achievement of the standards.
Is approaching acceptable achievement of the standards.
Does not demonstrate acceptable achievement of the standards or provides no evidence.
These standards have not been addressed at this time.

Place a standards-based grade in each area. This grade is based on a student's achievement of the standards

Content Areas	Quarter 1					S1	
	More than adequate progress	Adequate progress	Little progress	No progress	Not applicable		
Language Arts							ME
Reading and Literature							
Writing							
Oral Communication							N
Mathematics							U
Numbers and Operations							NA
Measurement							
Geometry and Spatial Sense							SC
Patterns, Functions, and Algebra							
Data Analysis, Statistics and Probability							
Science							
Physical Science							
Life Science							
Earth/Space Science							

A SPECIAL NOTE: The year grade is not an average of the two semester grades. Teachers should re-examine their records of a student's achievement for the year as a *whole* to determine this grade.

	S1	Quarter 3				S2	Year
	More than adequate progress	Adequate progress	Little progress	No progress	Not applicable		
Language Arts							
Reading and Literature							
Writing							
Oral Communication							

Teacher Comments Quarter
1
Teacher Signature _____ Date _____

Each quarter, teachers should share comments regarding students progress, suggested actions for improvement, and offer support for students