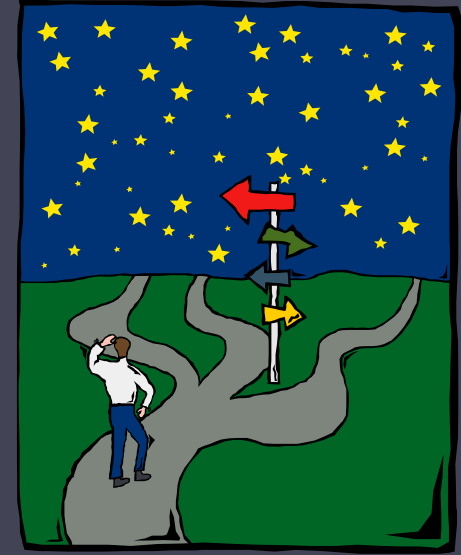


SAU 17 District Competencies

*Connecting Student Accountability and
Instructionally Supportive Assessment*



Sanborn Regional School District


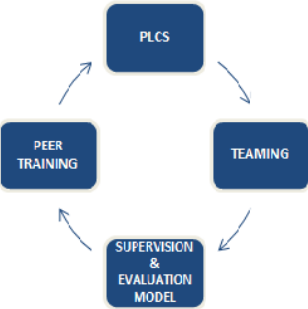

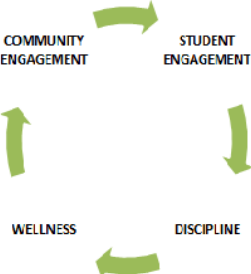


Ellen Hume-Howard
Michael Turmelle
Jon VanderEls

District Curriculum Director
High School Curriculum Director & Assistant Principal
Memorial Principal

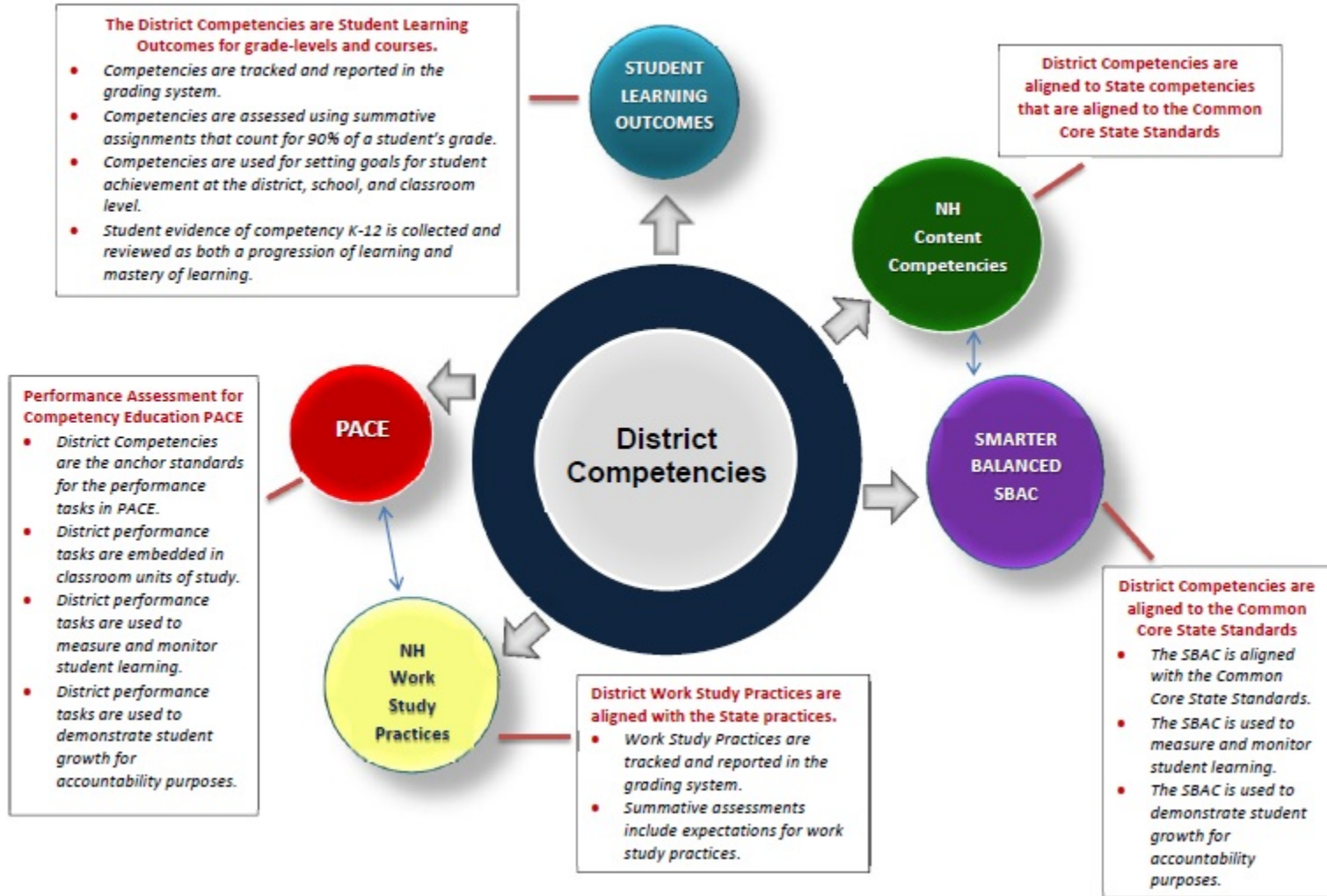
Steps in the Journey to 2014

- Adopt District Big Ideas; Focusing the Work
- Adopt District Competencies K-12
- Supporting teacher expertise
- Develop Grading Policies K-12 (4 years)
- Improving the grading and reporting of student learning
- K-12 Relearning and Enrichment Lab in all schedules
- Reassessment at all levels with a plan
- Professional Learning Communities (PLCs) using data cycles to create student achievement goals
- Assessment focused on looking at student work (performance tasks)
- Focused PD on Assessment Literacy
- Creating pathways for learning

SANBORN REGIONAL SCHOOL DISTRICT

| DISTRICT BIG IDEAS | COLLABORATION | COMPETENCY | CULTURE & CLIMATE |
|--|--|---|---|
| ESSENTIAL QUESTIONS | How can working collaboratively improve student achievement? | How can focusing on standards and competencies raise the expectations for student achievement in the district? | What characteristics of culture and climate support student engagement and a positive and productive learning environment? |
| KNOWLEDGE, UNDERSTANDING, & SKILLS  |  |  |  |
| STRUCTURES | <ul style="list-style-type: none"> • PLC MODEL • TEAM LEADERS • TRAINING TEAM • PLC LEADERS, GRADE LEVEL TEAMS, DISCIPLINE TEAMS • SUPERVISION AND EVALUATION MODEL • SMALL LEARNING COMMUNITY | <ul style="list-style-type: none"> • COMMON ASSESSMENT • COMPETENCY GRADING • RESEARCH BASED PROGRAMS • SCHEDULE CONFIGURATIONS SUPPORTING BEST PRACTICES • UNDERSTANDING BY DESIGN • RELEARN-ENRICH | <ul style="list-style-type: none"> • RESPONSIVE CLASSROOM (CARES) • ADVISORY, RAP • INTERDISCIPLINARY TEAMS • SMALL LEARNING COMMUNITIES • RELEARN-ENRICH • FLEXIBLE GROUPING |
| CURRICULUM, INSTRUCTION, & ASSESSMENT | <ul style="list-style-type: none"> • RUBICON ATLAS • PERFORMANCE + • DATA CYCLE | <ul style="list-style-type: none"> • COMMON CORE STATE STANDARDS • NATIONAL STANDARDS • COLLEGE AND CAREER READINESS • K-12 DISTRICT COMPETENCIES • ACADEMIC, SOCIAL & PERSONAL BEHAVIORS, GLOES, CARES • PERFORMANCE INDICATORS, RUBRICS • BEST PRACTICES | <ul style="list-style-type: none"> • INTERDISCIPLINARY UNITS OF STUDY • CAREER PATHWAYS • EXTENDED LEARNING OPPORTUNITIES, INTERNSHIPS • PROJECT BASED LEARNING (PBL) • VOCATIONAL-TECHNICAL EDUCATION • COLLEGE COURSES, RUNNING START, AP |
| TOOLBOX/ RESOURCES  | <ul style="list-style-type: none"> • RUBICON ATLAS • PERFORMANCE + • LOOKING AT STUDENT WORK PROTOCOLS • MLP, CASYS • STUDENT LEARNING GOALS | <ul style="list-style-type: none"> • DEPTH OF KNOWLEDGE-HESS'S RIGOR MATRIX • COMPETENCY GRADEBOOK • TECHNOLOGY • RUBICON ATLAS | <ul style="list-style-type: none"> • TECHNOLOGY • ON-LINE COURSES: VLACS, ALEKS, NOVANET • SEACOAST SCHOOL OF TECHNOLOGY • NAVIANCE |
| MEASUREMENT  | <ul style="list-style-type: none"> • PLC RUBRIC • TRAINING REFLECTIONS • PROFESSIONAL DEVELOPMENT SURVEYS • DATA WALKS, EVALUATIONS • PEER OBSERVATIONS • SMARTERBALANCE • <u>PERFORMANCE ASSESSMENT</u> • COMMON ASSESSMENT • SLOs | <ul style="list-style-type: none"> • DIAGNOSTIC, FORMATIVE, SUMMATIVE • SMARTER-BALANCED ASSESSMENT • NWEA, DIBLES, FOUNTAS & PINNELL, WORDS THEIR WAY • <u>PERFORMANCE ASSESSMENT</u> • STUDENT COMPETENCIES • COMMON ASSESSMENT • SLOs | <ul style="list-style-type: none"> • PHYSICAL FITNESS DATA • STUDENT VOICE SURVEY • STUDENT SURVEYS • DATA WALKS • FORMAL OBSERVATIONS • <u>PERFORMANCE ASSESSMENT</u> • STUDENT COMPETENCIES • SLOs |

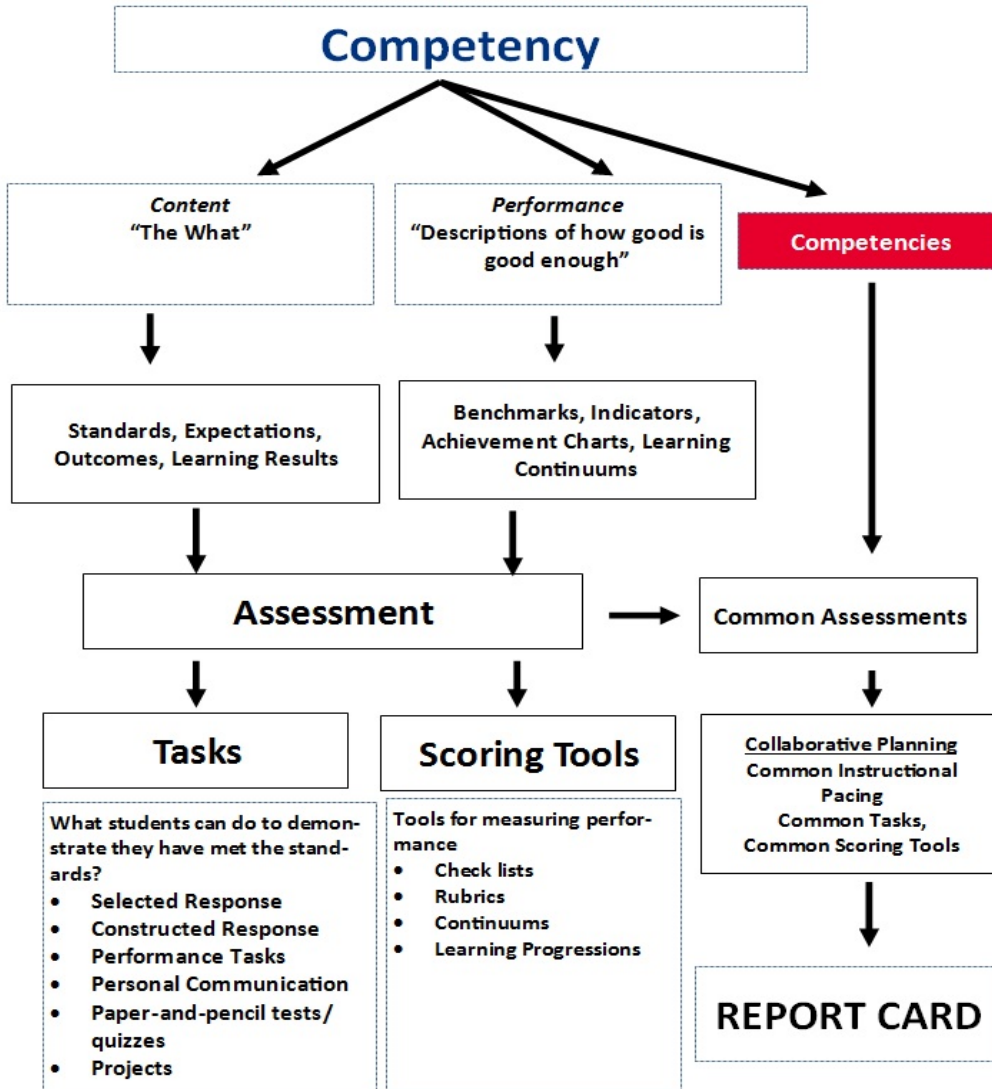
Sanborn Regional School District Competency Connections



The District Competencies are Student Learning Outcomes for grade-levels and courses.

- *Competencies are tracked and reported in the grading system.*
- *Competencies are assessed using summative assignments that count for 90% of a student's grade.*
- *Competencies are used for setting goals for student achievement at the district, school, and classroom level.*
- *Student evidence of competency K-12 is collected and reviewed as both a progression of learning and mastery of learning.*

Assessment, Evaluation, and Reporting Connections Chart



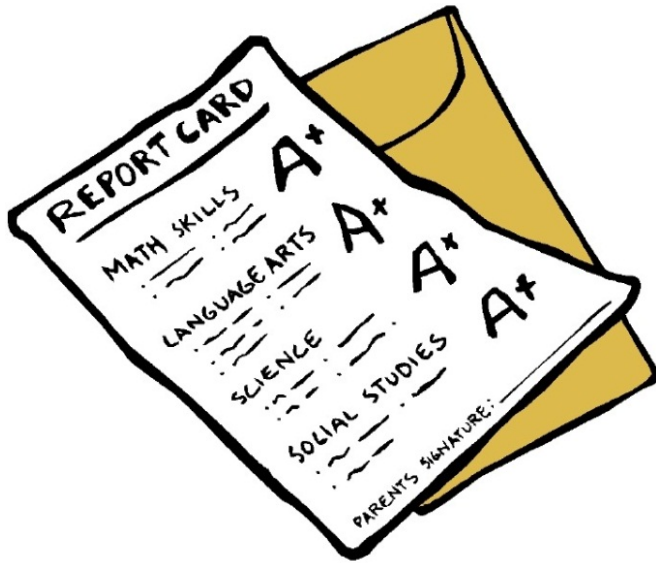
Learning For All

KEY

- Competencies** encompass the most enduring learning goals that educators should be consciously teaching and scaffolding so that students graduate equipped with the knowledge and skills they will need to succeed in every area of adult life.
- Standard:** a general statement that describes what and/or how well students are expected to understand or perform.
- Performance Indicators:** The fundamental building block of an academic standard; learning goal.
- Performance Standards:** How well students are expected to demonstrate knowledge and skill; performance expectations.
- Rubric:** A set of guidelines/checklist for assessment that state the characteristics and/or dimensions being assessed with clear performance criteria and a rating scale.
- Formative Assessment:** Assessment *FOR* learning; designed to provide direction for improvement and/or a adjustment to a program, individual students or for a whole class.
- Summative Assessment:** Assessment *OF* learning; designed to provide information about a student's achievement at the end of a period of instruction.
- Common Assessments:** Assessments based on carefully selected goals or standards; common pacing is a prerequisite for common assessments; (Dufour pg. 55)
- Balanced Assessments:** An assessment strategy that recognizes no single assessment yields the comprehensive results necessary to inform and inform practice; multiple measures of student achievement including both formative and summative assessments create a balance.
- Collaboration:** A systematic process in which people work together, inter-dependently, to analyze and impact professional practice in order to improve individual and collective results.

Ground Level-Classroom Assignments

Reporting More Information.....



- Purpose
- Performance Standards for Competency
- Work Study Practices
- Skill by Course / Content Area

Assignment Narrative Assessment Standards Import Scores Classes

Class 1st-READING

Description Example Reading Assessment Grade 3

Grading Scale Rubric

Category Summative

Date Assigned Thu 2/28/2013

Date Due Fri 3/1/2013

Max Value 4

Weight 1

Extra Credit

Private

Type Formative Summative Diagnostic

Assignment

Narrative

Assessment

Standards

Import Scores

Classes

Selected:

| | Description |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 3.RF.3: Reading Foundational Skills: Phonics and Word recognition: Know and apply grade-level |
| <input checked="" type="checkbox"/> | 3.RI.4: Reading Informational: Craft and Structure: Determine the meaning of general academic a |
| <input checked="" type="checkbox"/> | 3.RI.7: Reading Informational: Integration of Knowledge and Ideas: Use information gained from ill |

Available:

| | Description |
|--------------------------|---|
| <input type="checkbox"/> | 3.RF.4: Reading Foundational Skills: Fluency: Read with accuracy and fluency to supp |
| <input type="checkbox"/> | 3.RI.1: RI: KID: Ask and answer questions to demonstrate understanding of a text, referring expli |
| <input type="checkbox"/> | 3.RI.2: RI: KID: Determine the main idea of a text; recount the key details and explain how they s |
| <input type="checkbox"/> | 3.RI.3: RI: KID: Describe the relationship between a series of historical events, scientific ideas or |
| <input type="checkbox"/> | 3.RI.5: Reading Informational: Craft and Structure: Use text features and search tools (e.g., key v |
| <input type="checkbox"/> | 3.RI.6: Reading Informational: Craft and Structure: Distinguish their own point of view from that of |
| <input type="checkbox"/> | 3.RI.8: Reading Informational: Integration of Knowledge and Ideas: Describe the logical connectio |
| <input type="checkbox"/> | 3.RI.9: Reading Informational: Integration of Knowledge and Ideas: Compare and contrast the mo |
| <input type="checkbox"/> | 3.RI.10: Reading Informational: Range of Reading and Level of Text Complexity: By the end of the |
| <input type="checkbox"/> | 3.RL.1: Reading Literature: Key Ideas and Details: Ask and answer questions to demonstrate un |
| <input type="checkbox"/> | 3.RL.2: Reading Literature: Key Ideas and Details: Recount stories, including fables, folktales, ar |
| <input type="checkbox"/> | 3.RL.3: Reading Literature: Key Ideas and Details: Describe characters in a story (e.g., their trait |
| <input type="checkbox"/> | 3.RL.4: Reading Literature: Craft and Structure: Determine the meaning of words and phrases as |
| <input type="checkbox"/> | 3.RL.5: Reading Literature: Craft and Structure: Refer to parts of stories, dramas, and poems wh |
| <input type="checkbox"/> | 3.RL.6: Reading Literature: Craft and Structure: Distinguish their own point of view from that of th |
| <input type="checkbox"/> | 3.RL.7: Reading Literature: Integration of Knowledge and Ideas: Explain how specific aspects of ; |

Teachers attach standards to assignments



| st-HOMEROOM... | | 1st-MATHEMATICS | | 1st-READING | | 1st-SCIENCE | | 1st-SOCIAL STU... | | 1st-SPEAK-VIEW... | | 1st-WRITING | | | | | |
|--------------------|--|--|---|---|---|---------------------------------|------|---|-----|--|--|--|------|--|------|--|------|
| | | Standards - Level 3 ▼ | | | | | | | | | | | | | | | |
| Name (Last, First) | | 3.RF.3: Reading Foundational Skills: Phonics | | 3.RF.4: Reading Foundational Skills: Fluency: | | 3.RI.1: RI: KID: Ask and answer | | 3.RI.2: RI: KID: Determine the main idea of a | | 3.RI.3: RI: KID: Describe the relationship | | 3.RI.4: Reading Informational: Craft and | | 3.RI.5: Reading Informational: Craft and | | 3.RI.6: Reading Informational: Craft and | |
| 1 | | E | 4 | E | 4 | M | 3.5 | E | 4 | | | M | 3.67 | M | 3.67 | M | 3.5 |
| 2 | | M | 3 | M | 3 | M | 3.25 | M | 3 | | | M | 3.33 | M | 3.33 | M | 3.5 |
| 3 | | E | 4 | E | 4 | M | 3.38 | M | 3 | | | M | 3.33 | M | 3.33 | M | 3.75 |
| 4 | | M | 3 | M | 3 | M | 3.13 | IP | 2.5 | | | M | 3.17 | M | 3.17 | M | 3.5 |
| 5 | | E | 4 | E | 4 | M | 3.38 | M | 3 | | | M | 3.33 | M | 3.33 | M | 3.75 |
| 6 | | E | 4 | E | 4 | M | 3.63 | E | 4 | | | M | 3.67 | M | 3.67 | M | 3.75 |
| 7 | | M | 3 | M | 3 | IP | 2.75 | IP | 2 | | | IP | 2.67 | IP | 2.67 | M | 3 |
| 8 | | E | 4 | E | 4 | IP | 2.63 | IP | 2 | | | IP | 2.67 | IP | 2.67 | IP | 2.75 |
| 9 | | E | 4 | E | 4 | M | 3 | M | 3 | | | M | 3 | M | 3 | M | 3 |
| 0 | | M | 3 | M | 3 | IP | 2.63 | IP | 2 | | | IP | 2.67 | IP | 2.67 | IP | 2.75 |
| 1 | | M | 3 | M | 3 | IP | 2.88 | M | 3 | | | M | 3 | M | 3 | IP | 2.75 |
| 2 | | M | 3 | M | 3 | M | 3.13 | E | 4 | | | M | 3.33 | M | 3.33 | IP | 2.75 |
| 3 | | M | 3 | M | 3 | IP | 2.88 | M | 3 | | | M | 3 | M | 3 | IP | 2.75 |



Tracked Standards

A Continuous Model of Assessment

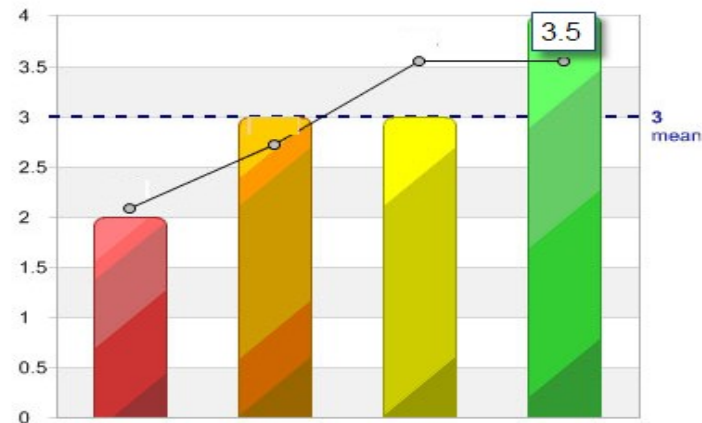
- Looking at learning within a continuum requires that the reporting of a grade for competency, reflect a trend of performance rather than the average of all performances.
- This means that at the individual standard level students are evaluated based on evidence of their progress toward meeting the standard. The system recognizes that assessments at the start of a school year are reflective of learning new skills; the accurate measure of competency is how a student performs later in the year after the skills are practiced and fine-tuned.
- Marzano uses the term “learning trend” to represent the learning that has occurred over time toward demonstrating competency or meeting a benchmark skill.
- For a competency grade to be accurate it needs to be reflective of where a student is at the end of the learning experience. The difference in grading is moving away from averaging all grades in a year to focusing on the most current grades a student has earned.

The comparison is.....

- **Averaging:** For the child below, the average rubric score is 3.0. Since the first score of 2.0 was much lower than the later scores, it pulled down the average. The child has gained a considerable amount of knowledge from the first to the last assessment, but this is not considered in an average.

Vs.

- **Learning Trend:** By measuring the “learning trend” the child was not penalized since he or she was still learning the concept on the first assessment. The “learning trend” measures the learning from the first to the last assessment and shows the child’s rubric score as 3.5. The rubric score of 3.5 best represents this child’s learning and the average underestimates this child’s learning.



DISTRICT-WIDE ELA COMPETENCIES [STATE OF NH]

High School Grades 9-12

| Reading | | Writing | | Language | Speaking & Listening | |
|--|---|---|---|--|--|---|
| Read and comprehend complex literary and informational texts independently and proficiently. | Interpret, analyze and evaluate complex literary and informational texts. | Produce clear and coherent writing for a range of tasks and purposes. | Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively. | Present information, findings, and supportive evidence, conveying a clear and distinct perspective. |

Middle School Grades 6-8

| Reading | | Writing | | Language | Speaking & Listening | |
|--|---|---|---|--|--|---|
| Read and comprehend complex literary and informational texts independently and proficiently. | Interpret, analyze and evaluate complex literary and informational texts. | Produce clear and coherent writing for a range of tasks and purposes. | Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively. | Present information, findings, and supportive evidence, conveying a clear and distinct perspective. |

Elementary School Grades K-5

| Reading | | Writing | Language | Speaking & Listening |
|---|---|--|---|--|
| Understand and demonstrate working knowledge of concepts of print, the alphabetical principle, and other basic conventions of the English writing system. | Read, comprehend, interpret, and analyze literary texts independently and proficiently. | Read, comprehend, interpret, and analyze information texts independently and proficiently. | Produce clear and coherent writing for a range of tasks and purposes. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |



Competencies in the Grade book

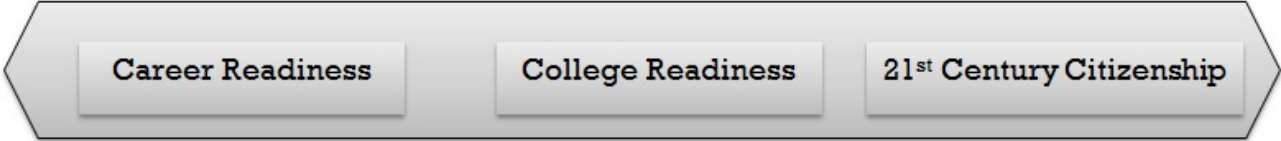
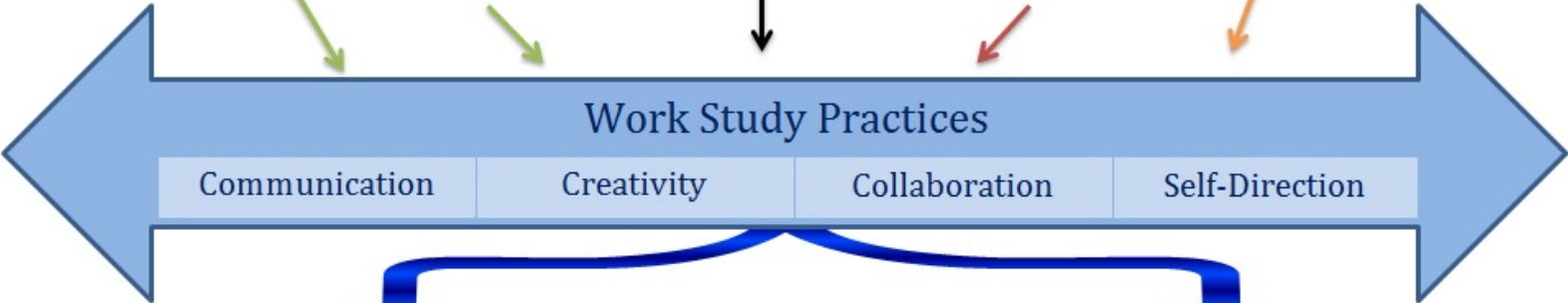
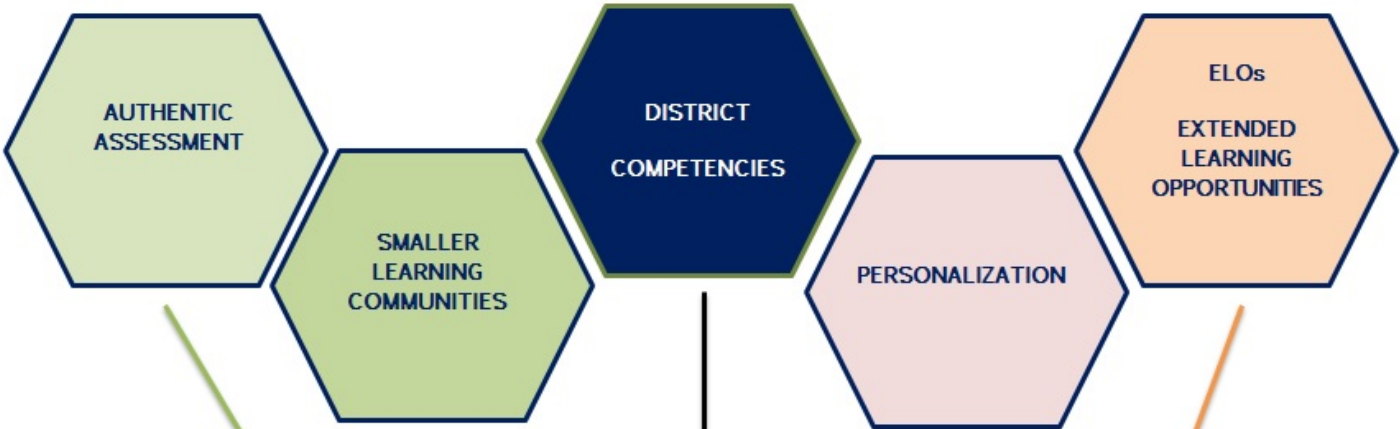
DISTRICT-WIDE SOCIAL STUDIES COMPETENCIES

District K-12 Social Studies Competencies

| Applications of Social Studies Processes, Knowledge, and Skill | Civic Engagement | Civics and Government | Economics | Geography | History |
|--|---|---|--|---|--|
| Collaboratively and independently, research, present, and defend positions on societal issues, trends, and events by developing and modifying research questions and selecting, evaluating, and synthesizing information from multiple and varied resources. | Select, plan, and implement a civic action or service learning project based on a community, school, state, national, international asset or need and evaluate the projects effectiveness and civic contribution. | Apply understanding of ideals and purposes of founding documents, the principles and structures of constitutional government in the United States and American political system to analyze the interpersonal relationships among civic, government, and politics in the past and present. | Assess personal, national, and global economic decisions using principles and processes of personal economics, the interaction of production, distribution, consumption and the role of markets in various economic and political systems. | Analyze the physical, human, and environmental geography of United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in order to solve problems and make decisions in the past, present, and future. | Apply and demonstrate knowledge of major eras, enduring themes, turning points, and historical influences to analyze the forces of change in the community, the state, the United States, and the world. |
| High School 9-12 | | | | | |
| Develop and defend positions on issues and events, using evidence from research gathered from a variety of sources. | Develop, implement and evaluate a civic or service learning project based on a local, national, or global issue. | Use evidence from founding documents, principles and structures of the constitutional government and political system in America to analyze relationships between citizens, governments and politics over time. | Assess personal, national and global economic decisions using principles of various economic and political systems. | Analyze how geography affects the interdependence of human societies and civilizations, and solve issues related to geography. | Demonstrate and apply knowledge of major eras, themes and historical influences, and analyze how they affect the community, the state, the United States and the world. |
| Middle School Grades 6-8 | | | | | |
| Independently researching and gathering information from various resources. Ask questions, analyze information and evaluate sources for effective support as students develop historical, geographical, and cultural perspectives. | Identify the needs of the local and national community and create a plan, and take action to solve the problem. | Distinguish the similarities and differences of government past, present, and globally through the use of primary sources. Identify the shifting role of government through history and apply an understanding of the American political system to both global and ancient civilizations. | Gain a basic understanding of economic systems and the roles they have played on past, present, and global events. | Identify how political, physical, environmental, and human geography impacts the past, present, and future world. | Focus on the impacts of historical events and its influences over time through an investigation of turning points and key figures. Analyze primary sources with increasing |
| Elementary School Grades 3-5 | | | | | |
| Develop and present research-based projects which synthesize information from multiple resources | Students examine how they can actively improve and solve problems their classroom, school, or local community. | Understand why society needs rules, laws and government. Examine responsibilities of citizens at the local, state, or national level. | Demonstrate an understanding of the foundational concepts of economics. | Analyze maps to understand the ways in which geographic features influence life in New Hampshire and the United States. | Apply and demonstrate knowledge of major eras, individuals and/or groups who have profoundly affected life in the United States. |
| Elementary School Grades K-2 | | | | | |
| With support develop and present research-based projects which synthesize information from multiple resources. | Students examine how they can actively improve and solve problems in their classroom, school, or local community. | Examine and compare rules and responsibilities as members of a community. | Distinguish between needs and wants in order to apply understanding of how these are met within a community. | Understand that maps are an tools that convey information. | Apply and demonstrate knowledge of events, individuals, and groups that affect the community |

Work Study Practices

The Key to Unlocking the Power of Competency Education



DISTRICT-WIDE WORK STUDY PRACTICES

STATE OF NEW HAMPSHIRE: *WORK STUDY PRACTICES*

| COMMUNICATION | CREATIVITY | COLLABORATION | SELF-DIRECTION |
|--|---|--|---|
| Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding. | Use original and flexible thinking to communicate my ideas or construct a unique product or solution. | Work in diverse groups to achieve a common goal. | Initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner. |
| <i>Graduating seniors will be able to demonstrate that they can:</i> <ul style="list-style-type: none"> • Communicate effectively using multiple modalities • Interpret information using multiple senses • Demonstrate ownership of the work | <i>Graduating seniors should be able to demonstrate that they can:</i> <ul style="list-style-type: none"> • Think originally and independently • Take risks • Consider alternate perspectives • Incorporate diverse resources | <i>Graduating seniors will be able to demonstrate that they can:</i> <ul style="list-style-type: none"> • Contribute respectfully • Listen and share resources and ideas • Accept and fulfill roles • Exercise flexibility and willingness to compromise | <i>Graduating seniors will be able to demonstrate that they can:</i> <ul style="list-style-type: none"> • Persevere in completing complex, challenging tasks • Use self-reflection to influence work and goals • Engage stakeholders to gain support |

High School Grades 9-12 *21ST Century Skills*

| Effectively Communicate | Creatively Solve Problems | Contribute To Their Community | Self-Manage Their Learning | Produce Quality Work | Responsibly Use Information |
|---|---|---|--|--|---|
| Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding | Use original and flexible thinking to communicate ideas or construct a unique product or solution | Work in diverse groups to achieve a common goal | Initiate and manage learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner | Recognize and produce work of high quality | Demonstrate a proficiency to effectively and ethically find and use information |

Middle School Grades 6-8 *General Learning Outcomes*

| Effectively Communicate | Creatively Solve Problems | Contribute To Their Community | Self-Manage Their Learning | Produce Quality Work | Responsibly Use Information |
|---|---|---|--|--|---|
| Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding | Use original and flexible thinking to communicate ideas or construct a unique product or solution | Work in diverse groups to achieve a common goal | Initiate and manage learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner | Recognize and produce work of high quality | Demonstrate a proficiency to effectively and ethically find and use information |

Elementary School Grades K-5 *C.A.R.E.S*

| COOPERATION | ASSERTION | RESPONSIBILITY | EMPATHY | SELF-REGULATION/CONTROL |
|--|---|---|--|--|
| Works productively in a group. Displays a positive attitude. | Shows initiative and effort. Seeks help when needed. Participates in class. <i>The ability to demonstrate creativity, critical thinking and problem solving strategies.</i> | Works to the best of their ability. Completes assigned tasks. Completes homework. | Shows respect for others and their property. Shows respect for other's opinions. Values the community of the classroom and school. | Listens attentively. Follows school and classroom rules. Stays on task (stamina-perseverance). Demonstrates self-control in structured settings. |

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details – Literature & Informational Texts

| Anchor | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|--|--|---|--|--|--|
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 1. With prompting and support, ask and answer questions about key details in a text. | 1. Ask and answer questions about key details in a text. | 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. | 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| | Grade 6 | | Grade 7 | | Grade 8 | |
| | 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | |
| | Grade 9 & 10 | | | Grade 11 & 12 | | |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | |

GRADE THREE

| LITERACY | | KNOW | UNDERSTAND | DO |
|-----------------------|---|---|--|--|
| COMMON CORE STANDARDS | | <i>(Factual)</i> | <i>(Conceptual)</i> | <i>(Procedural, Application, Extended Thinking)</i> |
| READING INFORMATION | | | | |
| IDEAS & DETAILS | <p>3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> | <ul style="list-style-type: none"> Inference Prediction Generalizations Key Details Background knowledge Explicitly stated information from the text | <ul style="list-style-type: none"> Authors include key details in informational texts which can help a reader ask and answer questions. Good readers know a question is different from a statement and requires an answer. Good readers ask questions about a text to help better understand the content within it. | <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information, and background knowledge, to answer questions they have as they read Demonstrate an understanding of the text when answering questions about the text Refer explicitly to the text as a basis for answering questions about the text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers |
| | <p>3.RI.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> | <ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Main topic Key Details Difference between the main topic and key details Informational text features and/or structure(s) that help suggest main idea How to explain | <ul style="list-style-type: none"> Authors of informational text(s) include key details in order to help readers make meaning of the text. Good readers use key details in an informational text to identify the main topic. Informational texts have a pattern/plan as well as details which can help a reader determine the main ideas of informational text. | <ul style="list-style-type: none"> Determine the main idea of an informational text Recognize how ideas are organized in an informational text Describe or graphically represent the relationship between main idea and details. Explain how the main idea is supported by key details Determine the main idea of a text and explain how it is supported by key details |

Sample Generic 4-point Informative-Explanatory Writing Rubric (Grade 3-5)

| Score | Statement of Purpose/Focus and Organization | | Development: Language and Elaboration of Evidence | | Conventions |
|-------|--|--|--|---|--|
| | Statement of Purpose/Focus | Organization | Elaboration of Evidence | Language and Vocabulary | |
| 4 | <p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context | <p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose | <p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of elaborative techniques | <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | <p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling |
| 3 | <p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> focus is clear and for the most part maintained, though some loosely related material may be present some context provided for the controlling idea or main idea of the topic is adequate | <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion | <p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details.</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques | <p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling |
| 2 | <p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the controlling or main idea but is insufficiently sustained controlling idea or main idea may be somewhat unclear and somewhat unfocused | <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of basic transitional strategies with little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak | <p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques | <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary may at times be inappropriate for the audience and purpose | <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> frequent errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling |
| 1 | <p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> may be very brief may have a major drift focus may be confusing or ambiguous | <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude | <p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from the source material is minimal, absent, in error, or irrelevant | <p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary may have little sense of audience and purpose | <p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> errors are frequent and severe and meaning is often obscure |
| 0 | A response gets no credit if it provides no evidence of the ability to (fill in with any key language from the intended target). | | | | |

Performance Tasks/Assessments

- Creating a climate for performance tasks/assessment
- Identifying the “target” Performance Tasks/Assessments for PACE ELA-MATH-SCIENCE
- Developing a template for alignment
- Creating entry points for all content areas and topics
- Creating entry points for personalized learning
- Submitting tasks for review (student work) timing?
- Work Study Practices

Determining Competency

Step 1: Analyze Student Work for Completeness

- Assure that there is sufficient evidence for each of the competencies.
- Gather additional evidence as needed.

Key questions to consider:

- What is a body of student work?
- How does the evidence align with the standards and the content strands?
- Is the body of evidence complete? If not, how will you collect what you need?

Determining Competency

Step 2: Analyze the Student Work for Quality

- Analyze the quality of student work across the reporting period using content area curriculum embedded rubrics as appropriate.
- Teachers and grade level teams have developed rubrics that provide a continuum of expectations for students that identify what evidence a student should demonstrate to be meeting the standard. Additionally, the rubrics provide what to look for if students are exceeding the standard.
- At the end of a reporting period, organize and synthesize these assessments to determine the proficiency level for each reporting competency.

Key questions to consider:

- What is the quality of the body of student work?
- What parts of the body of evidence are proficient? In progress? Limited Progress? Exemplary? How do you know?

Determining Competency

Step 3: Analyzing Student Work for Competency Using Depth of Knowledge

- Analyze the quality of student work based on assessment questions that reflect a depth of knowledge of level 3 (Hess Rigor Matrix.)
- Evaluate student work to attain competency based on pathways for learned designed by students and monitored by teachers.

Key questions to consider:

- Does the work sample provide sufficient evidence that the student can transfer their competency to future work?
- What different pathways can a student take to achieve competency?
- Does the student demonstrate competency in varying tasks?