

Standards-Based Teaching and Assessment

Gresham Middle School

May 16, 2013

Benefits of Standards-Based Teaching

Benefits of Standards-Based Teaching

- ✓ Focused Lessons– parents know where to help
 - ✓ Teacher Driven vs. Textbook Driven
 - ✓ Mastery vs. quantity of work
 - ✓ Student Motivation
 - ✓ Provides the Vision and Expectations
 - ✓ Identifies Student's Strengths and Weaknesses
 - ✓ Identifies Teacher's Strengths and Weaknesses
 - ✓ Progress Reports
 - ✓ Parent-Teacher Conferences
 - ✓ Common Core
-
- ✓ Focus of last year:
 - ✓ The learning and mastery– not the grade
 - ✓ Student ownership of learning

Scientific Method (Inquiry 4-5)

Strand: Inquiry and Technology

SPI 0607.Inq.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.

SPI 0607.Inq.5 Identify a faulty interpretation of data that is due to bias or experimental error.

✓0607.Inq.4

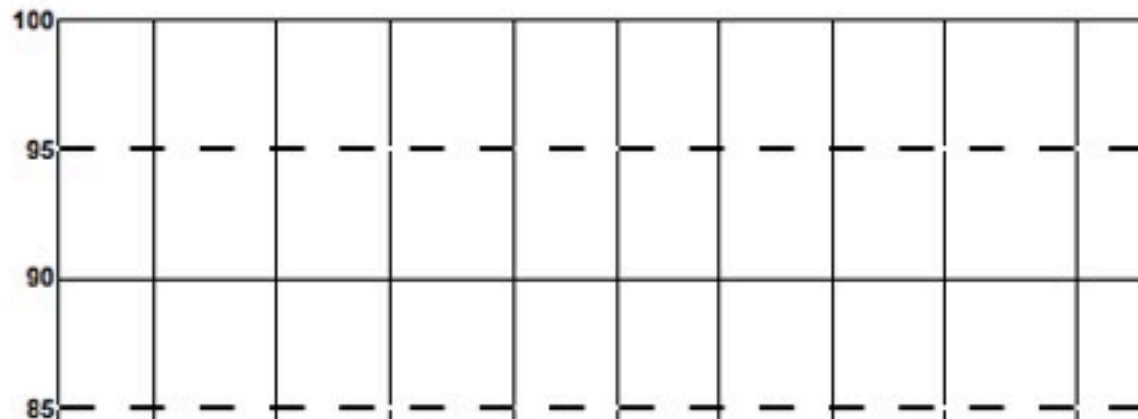
Review an experimental design to determine possible sources of bias or error, state alternative explanations, and identify questions for further investigation.

✓0607.Inq.5

Design a method to explain the results of an investigation using descriptions, explanations, or models.

KEY VOCABULARY: science, scientific methods, observation, hypothesis, data, model, theory, law, technology, bias, error, control, and variable

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<ul style="list-style-type: none">• Define key vocabulary terms• Identify tools and techniques needed to collect data• Identify appropriate variables and controls	<ul style="list-style-type: none">• Analyze and Interpret the data from a complex scientific investigation• Sequence the Steps of the Scientific Method• Interpret and translate data in a table, graph, or diagram.	<ul style="list-style-type: none">• Design and construct a scientific investigation• Determine cause and effect relationships that explain a phenomenon• Hypothesize future results of an experiment



3—Applying

Evaluate	Generalize	Imagine
Judge	Predict	Speculate
If/Then	Hypothesize	Forecast

2—Processing

Compare	Contrast	Classify
Sort	Distinguish	Explain (Why?)
Infer	Analyze	

1—Gathering

Complete	Define	Describe
Identify	List	Observe
Recite	Select	

Group Participation Assessment Rubric

BB Apprentice 65 1	B Basic 80 2	P Learned 90	ADV Exemplary 100 4
<ul style="list-style-type: none"> * Rarely contributed to the group's project; often needed to be begged to focus and produce; frequently off task; distracted group. * Rarely completed his or her share; almost always needed to be prodded. 	<ul style="list-style-type: none"> * Contributed good effort to the group's project. * Was helpful and cooperative in completing his or her share. 	<ul style="list-style-type: none"> * Contributed great effort to the group's project. * Did a good job of organizing group efforts and keeping people on track. * Completed his or her share with great effort. 	<ul style="list-style-type: none"> * Contributed exceptional effort to the group's project. * Did a fantastic job in organizing group efforts and keeping people on track. * Went above and beyond the call of duty to further group's work.

Your Name _____ Score _____
 Group Member _____ Score _____
 Group Member _____ Score _____

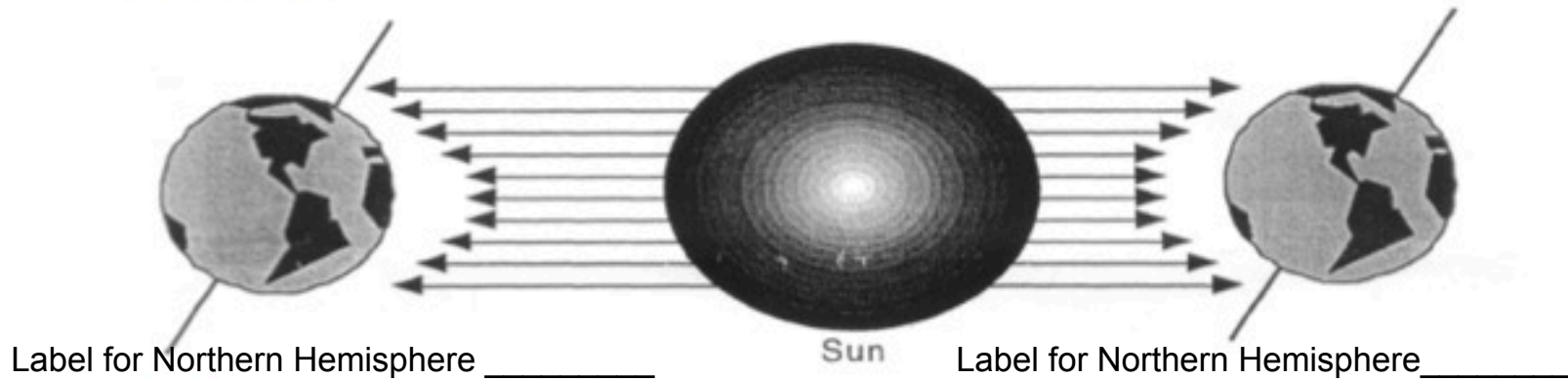
Remediation

* Students should see a teacher in the morning during **Homeroom** to get remediation and to also turn in remediation and retake tests. The work should be completed at home and notes and previous test should be restudied.

* Some students will be pulled into a **Focus Group** after homeroom for a subject area to do a small group reteaching lesson. These students have to be shared between subject areas so if a student has more than one test to retake in a week then it will be up to that student to go to the teacher during homeroom and get help or remediation on their own.

The Reasons For The Seasons The Earth's Tilt

The earth spins around an imaginary axis. A planet's axis is an imaginary line that goes through the North and South poles of the planet. It takes the earth 24 hours to spin around once on its axis. We call this a day. The earth's axis is tilted at 23.5 degrees. If the axis wasn't tilted, we would only have one season. Parts of the planet would receive the same amount of sunlight every day, so weather and climate would not change very much. Because the earth's axis is tilted, we have different seasons. As the earth orbits around the sun, the axis sometimes points toward the sun and sometimes away from the sun. When this happens, there are times when the Northern Hemisphere is receiving more light than the Southern Hemisphere. The Northern Hemisphere would be having spring or summer, while the Southern Hemisphere would be having fall or winter.



Questions:

1. Why is the tilt of the earth the cause for seasons on our planet?
2. The North Pole and South Pole each have long periods of complete sunlight and complete darkness. Why?



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[8th Grade Transition Information](#)



ANNOUNCEMENTS

UPCOMING

SEPTEMBER

<< September 2012 >>

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

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6TH SCIENCE: FY61

Instructor: NICOLE RESMONDO [FusionPage Members](#) | [Edit Configuration](#) | [Help](#)[Edit Description](#) | [Add Picture](#) | [Enable Admin Mode](#)

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6th Grade Science

(Displays 8/12/2012)

Welcome to 6A science. I am glad to have a whole new group of future scientists. We will be going to our science lab and learning a lot this year, so I will need lots of engaged students and helpful parents to make it a successful year. There is a science fee of \$2 per student to help pay for the supplies needed for our labs. Please pay this as soon as possible so we can begin our labs the next week of school.



"Science Rules"-Bill Nye

STANDARDS BASED GRADING

(Displays 9/15/2011)

We would like to remind parents about the implementation of the standards based assessment program this year. This program will allow the students to improve their learning of the standards and increase their level of understanding and retention. If your student has not reached mastery on a quiz or test grade in any class, we would like to remind parents and students that grades can be improved through remediation and re-testing. Ask your teachers for ways to remediate and re-test to improve your proficiency on a standard. The times to re-test are during homeroom and focus group (from 8am-9am). Remember, an A now means you are **ADVANCED** in a skill, not that you completed an assignment and turned it in on time. All level one questions must be mastered to score advanced.

Science Supplies

(Displays 8/24/2011)

Please be sure to have the following supplies on you everyday for class:

1. scissors
2. tape, or stapler
3. highlighter
4. PENCILS

Other items that will be used less frequently are:

colored pencils
multi colored sticky notes

Add FusionTool ▾

September 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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Homework

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Brain Pop videos to watch (click here for info)

Due May 30, 2013

Absent and missed a video? click for directions how to make it up

Due May 30, 2013

Links

[Create Category](#) | [Create Link](#)

• animal diet game

Discussion Topics

8th Grade Science
State Standards Based Progress Report

Student:

Date:

Local #	STATE STANDARD	Student's Score
801	SPI 0807.Inq.1 Design a simple experimental procedure with an identified control and appropriate variables.	60
802	SPI 0807.T/E.2 Evaluate a protocol to determine if the engineering design process was successfully applied.	92
803	SPI 0807.T/E.1 Identify the tools and procedures needed to test the design features of a prototype.	73.5
804	SPI 0807.T/E.3 Distinguish between the intended benefits and the unintended consequences of a new technology.	92
805	SPI 0807.T/E.4 Differentiate between adaptive and assistive bioengineered products (e.g., food, biofuels, medicines,	50

Standards Based Grading Rubric

The students will have a copy of each of the assessment rubrics. With rigorous standards in place, support for students is vital in and out of the classroom. Please encourage your child to ask questions to ensure their academic success. Please sign the attached form and send it back with your child to return to their teacher. Thank you and remember to check our websites for additional information.

Level 1 and Level 2 questions correct. Minor errors made in answering Level 3 questions. All supporting work shown as required.	100 - 93	A	ADVANCED
Level 1 questions correct. Errors made in Level 2 and Level 3. All supporting work shown as required.	92 - 85	B	PROFICIENT
Errors made in Level 1 questions. Major errors made in Level 2 and level 3 questions. All supporting work shown as required.	84 - 70	C/D	BASIC
Major errors made in Level 1 and major errors made in Level 2 and 3. Some supporting work shown as required. Demonstrates very little knowledge of the subject matter.	69 - 0	F	BELOW BASIC

Grade Category Breakdown (approximate)

- ▶ **Semester 1** non honors classes
 - ▶ 90% SBG quizzes/unit tests/project
 - ▶ 10% homework/classwork
- ▶ **Semester 2** non honors classes
 - ▶ 80% SBG quizzes/unit tests/projects
 - ▶ 15% TCAP test 5% homework/classwork
- ▶ **Semester 1 Honors** classes
 - ▶ 80% SBG quizzes/unit test/projects
 - ▶ 10% mid term test 5% homework/classwork
- ▶ **Semester 2 Honors** Classes
 - ▶ 65% SBG quizzes/unit test/projects 15% TCAP
 - ▶ 10% mid term test 5% homework/classwork