

Transformations Personal, Professional and Pressing

**CEESA Fall Assessment Summit
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Design Technology 10

Student: _____

ACHIEVEMENT EVIDENCE								
Criteria	Assessments						Strengths, Areas for Improvement/ Observations	Summary
	10/1 Test	10/15 PA	11/7 PA	11/18 PA	12/8 PA	12/17 Test		
Investigate	³ (17/20)	3		3	3	³ (17/20)		3
Design					1			NA
Plan	² (15/20)		4	2	2	² (15/20)		2
Create	⁴ (19/20)	4	4	1		⁴ (19/20)		4
Evaluate		1	2	3	4	⁴ (20/20)		4
Attitudes in technology		3						NA
Comments: 								

III. Academic Achievement

- The Academic Achievement grade is an indicator of a student's mastery of

grade-level Power Standards. Students demonstrate what they know, understand

and can do as measured through multiple assessments and observations.

4 <i>Exemplary</i> (exceeds)	3 <i>Proficient</i> (meets)	2 <i>Partially Proficient</i> (approaching)	1 <i>Non-Proficient</i> (below)
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4 Exemplary: The student demonstrates mastery, with excellence, of the grade level standards with relative ease and consistency, and often exceeds the cognitive level of the standards. The student applies and extends the key concepts, processes and skills. The student is working **at** grade level yet at a higher level of Bloom's Taxonomy. There is no mark of 4+ or 4_.

3 Proficient: The student demonstrates mastery of the grade level standards at the cognitive level the standard is written. The student consistently grasps and applies key concepts, processes and skills with limited errors. There is no mark of 3+ or 3_.

2 Partially Proficient: The student demonstrates mastery of some grade level standards. The student inconsistently grasps and applies some of the key concepts, processes and skills with significant errors. There is no mark of 2+ or 2_.

1 Non-Proficient: The student has not demonstrated mastery of grade level standards and is not yet performing at grade level. There is no mark of 1+ or 1_.


Fargo Public Schools - Behaviors

FIFTH GRADE APPROACH TO LEARNING

APPROACH TO LEARNING	1st	2nd	3rd
Follows class and school rules			
Follows directions			
Respects self, others, and property			
Accepts responsibility for actions			
Participates in classroom activities			
Works cooperatively in groups			
Works independently to complete classwork			
Uses time appropriately			
Completes homework on time			
Produces and maintains quality work/writes legibly			
Keeps material organized			

Your child's absences/tardies negatively affect your child's progress. (Yes/No)

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 SUMMARY JUDGMENT TO LETTER GRADE CONVERSION 2012-13			
A	At least one-third of the summary judgments on the long-term academic learning targets must be rated Highly Proficient . All others must be rated Proficient or better	At least one-third 4's. No ratings of 1 or 2.	An "A" letter grade has traditionally communicated that a student has mastered, at a very high level, the academic learning of the course. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.
B	At least two-thirds of the summary judgments on the long-term academic learning targets must be rated Highly Proficient or Proficient . None may be rated Working Toward Proficiency .	At least two-thirds 3's and 4's. No ratings of 1.	A "B" letter grade has traditionally communicated that a student has the academic learning of a course strongly in place and is well equipped to move forward. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.
C	At least half of the summary judgments on the long-term academic learning targets must be rated Highly Proficient or Proficient . None may be rated Working Toward Proficiency .	At least half 3's and 4's. No ratings of 1.	A "C" letter grade has traditionally communicated that a student has a basic understanding of the academic learning of a course. This student has attained the minimum required knowledge and skills to move on to the next course. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.
F	Any combination of summary judgments that falls below the criteria outlined for a C	Less than half 3's and 4's	An "F" letter grade has traditionally communicated that a student has not mastered enough academic learning in a course to receive transcribed credit. This student is not able to move forward to the next course. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.

Transforming from a culture of grading to a culture of learning

- 6. Include only achievement in grades and report behaviors separately.**
 - 7. Include only evidence from summative assessments in the determination of grades.**
 - 8. Make formative assessments “no score, comment only” thus eliminating almost all homework from grades.**
 - 9. Determine grades on the most consistent level of achievement with considerable emphasis on more recent achievement.**
 - 10. Crunch numbers carefully and sparingly, which includes eliminating averaging and zeros.**
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Transforming from a culture of grading to a culture of learning

- 1. Agreement, clarity and transparency about purpose.**
- 2. Base grades on learning goals (“standards,” “expectations,” “outcomes,” etc.) not assessment methods or activities.**
- 3. Provide grades for learning goals not subjects, except for grades 11 and 12.**
- 4. Use performance scales with two to seven levels that are clearly described so that they have real not symbolic meaning.**
- 5. Eliminate the use of percentages.**
- 6. Include only achievement in grades and report behaviors separately.**
- 7. Include only evidence from summative assessments in the determination of grades.**
- 8. Make formative assessments “no score, comment only” thus eliminating almost all homework from grades.**
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- 10. Crunch numbers carefully and sparingly, which includes eliminating averaging and zeros.**

11. Develop students as self-assessors and reflective learners.

What do students need to learn/improve?

- 1. Agreement, clarity and transparency about purpose.**
- 14. Honor teachers professional judgment.**

Where am I going?

- 2. Base grades on learning goals (“standards,” “expectations,” “outcomes,” etc.) not assessment methods or activities;**
- 3. Provide grades for learning goals not subjects, except for grades 11 and 12;**
- 4. Use performance scales with two to seven levels that are clearly described so that they have real not symbolic meaning;**
- 6. Include only achievement in grades and report behaviors separately;**

Where am I now? 4, 6 and

- 5. Eliminate the use of percentages;**
- 7. Include only evidence from summative assessments in the determination of grades;**
- 8. Make formative assessments “no score, comment only” thus eliminating almost all homework from grades;**
- 9. Determine grades on the most consistent level of achievement with considerable emphasis on more recent achievement;**
- 10. Crunch numbers carefully and sparingly, which includes eliminating averaging and zeros; and**
- 11. Develop students as self-assessors and reflective learners.**

How can I close the gap?

7 8 9 11 and

- 12. Practice fairness as equity of opportunity not uniformity.**
- 13. Maximize intrinsic motivation and minimize extrinsic motivation.**