

# **Newberg High Yellow School Grading Practices 2013-2014**



***NW Proficiency/Competency Conference  
March 7, 2014***

## **Who We Are**

- **Stafford Boyd** – *Principal*
- **Khara Puncochar** – *Social Studies*
- **Doyle Huelsman** – *Language Arts*
- **Amanda Stewart** – *Science*
- **Michelle Terry** – *Math*



## Outcomes

- Understand focus & key factors of NHS Yellow School standards-based grading system
- Understand where your school is with change process towards school-wide practices
  - Ready, Fire, Aim
- Reaffirm current standards- and proficiency-based practices and identify areas for adjustment



***Change is non-linear.***



***It's just one***



***damn thing after another.***

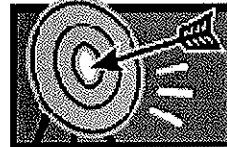
-- Michael Fullan



## Ready, Fire, Aim!

- **Ready!**

- Teachers: History with proficiency
- Middle School Graduation Project
- District Policy
- Mission & Vision



- **Fire!**

- Build together: staff, students, parents, district
- Leverage other change: i.e. – Synergy, Evaluation

- **Aim!**

- Stay focused and make adjustments



## District Policy: Academic Achievement

1. Parents informed regularly of progress
2. Parents notified - performance unsatisfactory
3. Parents notified - assignment to different level
4. Grades based on academic achievement
5. Strive for consistency
6. Explain to parents meaning of marks and symbols

Newberg Policy IK: <http://policy.osba.org/newberg/II/IK%20D1.PDF>



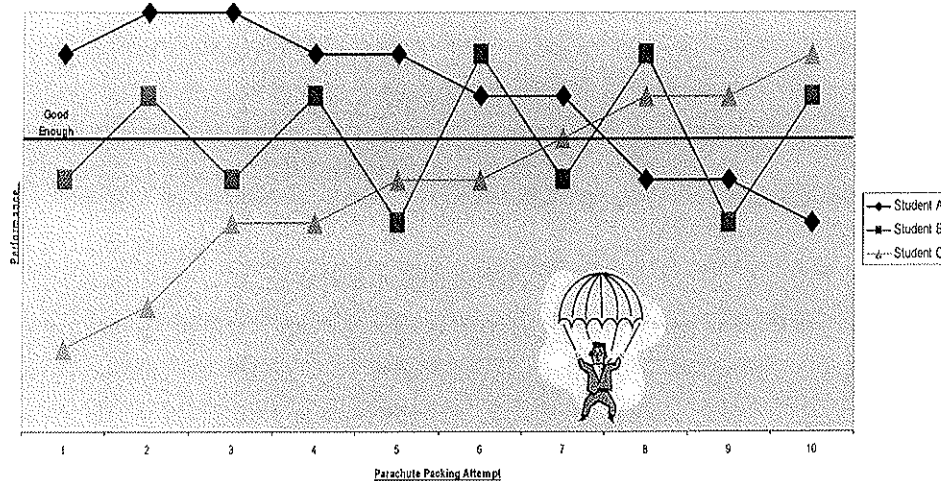
## Mission & Vision

*The mission of Yellow School is to inspire and educate all students to achieve personal and academic excellence.*

- *College & Careers*
- *Community Participation*
- *Continued Learning*



Who Would You Want to Pack Your Parachute?



## Focus: Primary Purpose of Grades

### ***Grades = Communication***

- ***Academic achievement at point in time***
  - *Summary of Performance*
- ***Content Area Standards***
  - *Knowledge & Skills*
- ***Show what you KNOW and CAN DO!***
  - *College & Careers*
  - *Community Participation*
  - *Continued Learning*



## Key Factors

- **Standards, Outcomes, Learning Targets**
  - Knowledge & Skills
- **Assessments**
  - Summative & Formative
  - Feedback on Performance
- **Descriptors of Performance**
  - Marks: 1-5
- **Multiple Opportunities**
- **Behaviors for Success**



## Marks = Achievement Levels

- 5 = Mastery
- 4 = Proficient
- 3 = Nearly Proficient
- 2 = Emerging
- 1 = Insufficient Evidence



## Grades = Summary of Achievement

- *A=Mostly (or all) Mastery, some Proficient*
- *B=Mostly (or all) Proficient, some Mastery*
- *C=Mostly Proficient/Mastery, some Near Proficient*
- *D=Mostly Near Proficient, some Proficient/Mastery*
- *F=Insufficient Performance*



## Traditional vs. Standards-Based

Traditional	Y.S. Standards-Based
<i>"How do I get an A?" "How do I pass?"</i>	<i>"How do I demonstrate proficiency &amp; mastery?"</i>
<i>Assignments: Complete &amp; Turn-in</i>	<i>Assessments: Demonstrate &amp; Perform</i>
<i>Weighted Assignments &amp; Different Point Values</i>	<i>Not all Standards or Assessments created equal</i>
<i>Calculation: Averaging of Points</i>	<i>Determination: Teacher Judgment</i>



***Even the grandest design  
eventually degenerates into  
hard work.***



-- Rick DuFour



# Standards View – Social Studies

ms.cascadetech.org

NEW BERG

Standards Summary for Semester 1 Final Semester (ending on 01/02/2018)

Standard	Count	Score
1. Social Science Practice	4	40715.00
2. Liberty, Justice, and the Rule of Law	3	50315.00
3. History, Geography, and Civics	3	20315.00
4. Citizenship	4	40315.00

Edupoint

# Standards View – Language Arts

ms.cascadetech.org

NEW BERG

Standards Summary for Semester 1 Final Semester (ending on 01/02/2018)

Standard	Count	Score
1. Texts and their genres, purposes, and forms	5	40715.00
2. Language structure and conventions	4	40915.00
3. Language acquisition and fluency	4	42515.00
4. Speaking and listening skills and strategies	5	50315.00
5. Reading and content area knowledge	4	40315.00
6. Citizenship and civic participation	5	50915.00

Edupoint



# Standards View - Science

STHS | sb.ccsd.k12.tx.us | Home | About Us | Contact Us | News | Calendar

NEWBATIC

Home | My Account | My Dashboard | My Progress | My Assignments | My Grades | My Reports | My Settings | My Help

Student: [REDACTED] | Course: SCIENCE | Semester: [REDACTED] | Term: [REDACTED]

Final Grade: [REDACTED]

Standards Summary by Semester Final Semester (including all courses)

Standard	Score	Weight	Final Grade
Standard 1: [REDACTED]	4	30%	3.00
Standard 2: [REDACTED]	5	30%	5.00
Standard 3: [REDACTED]	5	40%	5.00

Edupoint

70%

# Standards View - Math

STHS | sb.ccsd.k12.tx.us | Home | About Us | Contact Us | News | Calendar

NEWBATIC

Home | My Account | My Dashboard | My Progress | My Assignments | My Grades | My Reports | My Settings | My Help

Student: [REDACTED] | Course: MATH | Semester: [REDACTED] | Term: [REDACTED]

Final Grade: [REDACTED]

Standards Summary by Semester Final Semester (including all courses)

Standard	Score	Weight	Final Grade
Standard 1: [REDACTED]	3	30%	3.00
Standard 2: [REDACTED]	4	30%	4.00
Standard 3: [REDACTED]	4	40%	4.00

Edupoint

80%

# Standards View – Math Expanded

sls.cascadatech.org

NEWBEC

Grade 5

Math

Standards View

Standard	Grade	Year	Assessment	Score
5.NF.A.1	5	2013	Test 4, Test 5	40/50
5.NF.A.2	5	2013	Test 4, Test 5	40/50
5.NF.A.3	5	2013	Test 4, Test 5	40/50
5.NF.B.1	5	2013	Test 4, Test 5	40/50
5.NF.B.2	5	2013	Test 4, Test 5	40/50
5.NF.B.3	5	2013	Test 4, Test 5	40/50
5.NF.C.1	5	2013	Test 4, Test 5	40/50
5.NF.C.2	5	2013	Test 4, Test 5	40/50
5.NF.C.3	5	2013	Test 4, Test 5	40/50
5.NF.D.1	5	2013	Test 4, Test 5	40/50
5.NF.D.2	5	2013	Test 4, Test 5	40/50
5.NF.D.3	5	2013	Test 4, Test 5	40/50
5.NF.D.4	5	2013	Test 4, Test 5	40/50
5.NF.D.5	5	2013	Test 4, Test 5	40/50
5.NF.D.6	5	2013	Test 4, Test 5	40/50
5.NF.D.7	5	2013	Test 4, Test 5	40/50
5.NF.D.8	5	2013	Test 4, Test 5	40/50
5.NF.D.9	5	2013	Test 4, Test 5	40/50
5.NF.D.10	5	2013	Test 4, Test 5	40/50
5.NF.D.11	5	2013	Test 4, Test 5	40/50
5.NF.D.12	5	2013	Test 4, Test 5	40/50
5.NF.D.13	5	2013	Test 4, Test 5	40/50
5.NF.D.14	5	2013	Test 4, Test 5	40/50
5.NF.D.15	5	2013	Test 4, Test 5	40/50
5.NF.D.16	5	2013	Test 4, Test 5	40/50
5.NF.D.17	5	2013	Test 4, Test 5	40/50
5.NF.D.18	5	2013	Test 4, Test 5	40/50
5.NF.D.19	5	2013	Test 4, Test 5	40/50
5.NF.D.20	5	2013	Test 4, Test 5	40/50
5.NF.D.21	5	2013	Test 4, Test 5	40/50
5.NF.D.22	5	2013	Test 4, Test 5	40/50
5.NF.D.23	5	2013	Test 4, Test 5	40/50
5.NF.D.24	5	2013	Test 4, Test 5	40/50
5.NF.D.25	5	2013	Test 4, Test 5	40/50
5.NF.D.26	5	2013	Test 4, Test 5	40/50
5.NF.D.27	5	2013	Test 4, Test 5	40/50
5.NF.D.28	5	2013	Test 4, Test 5	40/50
5.NF.D.29	5	2013	Test 4, Test 5	40/50
5.NF.D.30	5	2013	Test 4, Test 5	40/50
5.NF.D.31	5	2013	Test 4, Test 5	40/50
5.NF.D.32	5	2013	Test 4, Test 5	40/50
5.NF.D.33	5	2013	Test 4, Test 5	40/50
5.NF.D.34	5	2013	Test 4, Test 5	40/50
5.NF.D.35	5	2013	Test 4, Test 5	40/50
5.NF.D.36	5	2013	Test 4, Test 5	40/50
5.NF.D.37	5	2013	Test 4, Test 5	40/50
5.NF.D.38	5	2013	Test 4, Test 5	40/50
5.NF.D.39	5	2013	Test 4, Test 5	40/50
5.NF.D.40	5	2013	Test 4, Test 5	40/50
5.NF.D.41	5	2013	Test 4, Test 5	40/50
5.NF.D.42	5	2013	Test 4, Test 5	40/50
5.NF.D.43	5	2013	Test 4, Test 5	40/50
5.NF.D.44	5	2013	Test 4, Test 5	40/50
5.NF.D.45	5	2013	Test 4, Test 5	40/50
5.NF.D.46	5	2013	Test 4, Test 5	40/50
5.NF.D.47	5	2013	Test 4, Test 5	40/50
5.NF.D.48	5	2013	Test 4, Test 5	40/50
5.NF.D.49	5	2013	Test 4, Test 5	40/50
5.NF.D.50	5	2013	Test 4, Test 5	40/50

## Social Studies: Planning

- Standards categories
- Clear learning targets (I can...)
- Student progress tracking
- Tie lessons to targets
- Pre-assessment (Study-guide)
- Create summative assessment
- Clear rubrics up-front
- Student work exemplars: proficient/mastery



**Historical Content Knowledge Standard:**

**HS.9. Identify historical events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.**

Text Chapter 23: World War II

**Essential Question: Why was there another global conflict so soon after World War One?**

Unit Content Objective: *I can ...*

PA F1 F2

		PA	F1	F2
1	Explain the political, social, and economic factors that led to the outbreak of war. -Japanese militarism -Totalitarian regimes in Europe -The role of the League of Nations -Policy of appeasement, the Munich Pact, and U.S. Neutrality -Political stance of global leaders (USA, GB, France, USSR)			
2	Explain the motives and role that Germany played in starting the war. -non-aggression treaty with USSR -Hitler's idea of <i>Lebensraum</i> , use of <i>Blitzkrieg</i> , Nazi takeover of Eastern Europe, the Nazi takeover of France and key battles with the Allies			
3	Explain the foreign policy of the United States at the outbreak of WWII and the factors that cause the US to mobilize for war. -Atlantic Charter -Motives for and reaction for the attack on Pearl Harbor - Describe the mobilization for war in the US economy/society			



## Language Arts





## Science: Communication & Objectives

- Clarify learning objectives & expectations
- Personalized feedback
- Multiple opportunities
  - On timeline
- Students communicate grade beyond a letter
- Address student learning techniques
  - Self-score formative assessment
  - Track learning



### Life Science Standards

H.1.A system's characteristics, form, and function are attributed to the quantity, type, and nature of its components.

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

### Essential Question

Why do I look like my parents? OR Why do I not look like my parents?

**Track your understanding of cellular processes.**

Objective #	Objective (I can...)	Progress (shade this in)
1	Draw/label the double helix, four bases, and phosphate/sugar backbone of DNA.	<input type="checkbox"/> Not started <input type="checkbox"/> Getting there <input type="checkbox"/> Almost!
2	Explain and model the process and function of DNA Replication.	<input type="checkbox"/> Not started <input type="checkbox"/> Getting there <input type="checkbox"/> Almost!
3	Explain the differences between DNA and RNA.	<input type="checkbox"/> Not started <input type="checkbox"/> Getting there <input type="checkbox"/> Almost!
4	Explain and model the process of Protein Synthesis. (making proteins)	<input type="checkbox"/> Not started <input type="checkbox"/> Getting there <input type="checkbox"/> Almost!

## Math: Unit Sequence

- Assignment/Learning Tracker
- Assignments and Learning – students rate, teacher rates
- Quizzes – 1st opportunity to show understanding and skill
- Student files quiz after it has been scored
- Unit assessment – 2nd opportunity to show understanding and skill
- Unit reflection and evaluation
- File assessment, reflection and tracker
- Dates set for re-assessment
- Mandatory practice
- Re-assessment – 3rd opportunity to show understanding and skill



### Quiz 4: Interpret and Solve Application Exercise

Exercise number	Right	Wrong	Small Error	Don't Get It
1				
2				
3				

Level of understanding my work shows:

1      2      3      4      5

Was I able to solve and get an answer?

Did I look at my answer and see if it made sense for the problem I was solving?

What do the directions tell me to do?

Did I check my answers?

Was I able to write 2 equations for each exercise?

Do I need to be re-assessed on this learning target? YES  
NO

If I could go back in time I would have done these two things so I would have been better prepared for the test:

1.

2.

## **Continued Challenges - Teachers**

- Creating “Mastery Assessments”
- Understanding performance levels
  - %s
  - Learning target specific
- Managing multiple opportunities
- Integrating student reflection: Time!
- Articulating Standards
  - Knowledge & Skill



## **Continued Challenges - Admin**

- Assessment: Quality & Sufficiency
- What is Mastery?
- Variation in Teaching Practice
  - Consistency: What & How?
- Rigor: Value vs. Fairness
- Whole H.S.? District?



## KISS 2.0 – “Simplexity”

- Few ambitious goals
- Key factors
- Coherent strategy
- Gel with large groups of people
- Ready, Fire, Aim!
  - Stay focused and make adjustments



***Life uses processes we find hard to tolerate and difficult to believe in—  
mess upon mess until something workable emerges.  
It takes a lot of repeated mess to get it right .***

-- Margaret Wheatley





Ensuring our kids **KNOW** how to and **CAN**

*“pack parachutes” before jumping to:*

- *College & Careers*
- *Community Participation*
- *Continued Learning*

Questions?: [boyds@newberg.k12.or.us](mailto:boyds@newberg.k12.or.us)



# Effective Feedback

**Students have 3 different goal orientations (what is the purpose of school or lessons):**

1. Learning orientation: This student want to get better. If I work hard I will improve. Effort leads to success.
2. Performance goal/Ego-involved orientation: Ability is what determines how good of a student you are. “How do I get an A?” “How can I not look stupid?”
3. Task completion orientation: I get points for everything I finish. “When is this due?” “How many points is it worth?”

**Establish a learning orientation in your classroom.**

- Clear learning targets.
- Examples of strong and weak.
- Regular descriptive feedback – strengths and what needs to be worked on.
- Teach students to self-assess
- Design lessons that focus on 1 learning target.
- Focused revision – break a learning target into smaller segments and focus on specifics
- Self-reflection

Instead of a header,  
put the learning  
target on the paper.

**MASTER TEMPLATE = KEEP IN BINDER ALL YEAR**

This document will serve as your template for the current events you will analyze all year in this course. You may create an electronic copy to use each week, or write on notebook paper. Please clearly label all headings and steps of your current event. Be sure that your assignment includes all of the information and analysis outlined on this template. This will be assessed as a Social Science Analysis proficiency on the 1-5 scale outlined on your scoring rubric.

**Standards and learning targets addressed through this activity:**

LT1: I can research and explain an event/issue and its significance to society. (HS.57)

LT2: I can analyze and event/issue identifying characteristics, influences, causes, and both short- and long-term effects. (HS.61)

LT3: Analyze the role of United States and World history, and government in various current events. (HS.2 & HS.33)

**Assignment Directions:**

**Step 1** – Find an article in a credible news publication that relates to your assigned topic. Make sure that you understand the information being discussed in the article, or ask your parent or teachers for help before moving on to the rest of the assignment. Be prepared to share the article and discuss it with the class on the day that it is due. Current events will be due on the last day of class on specified weeks, either a Thursday or Friday depending on the A/B schedule.

**Step 2 – Read the article.** Write a ½ page summary that covers the pertinent information in the article and states how the article pertains to your topic specifically. (Who? What? Where? When? Why?)

**Step 3 – Critical thinking response.** After thinking critically about your article, answer the social science analysis questions in complete sentence.

**Your assignment should be organized like this:**

Analyzing Current Events

CE # \_\_\_\_\_

DUE: \_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_ Group \_\_\_\_\_

Topic \_\_\_\_\_

Source of information (web address/newspaper): \_\_\_\_\_

Date of article: \_\_\_\_\_

Article title: \_\_\_\_\_

Writer/author: \_\_\_\_\_

**Part 1: Article summary:** This paragraph should be written in complete sentence and include the Who? What? Where? When? and Why? information from the text.

**Part 2: Social Science Analysis:** Answer these questions in complete sentences using paragraph form. Refer to the writing and analysis scoring rubrics in your syllabus for proficiency expectations.

A. What does the article demonstrate about the social, political, or economic systems (government, values, institutions, etc.), way of life in the country/region you read about? What can we learn about the nation or its people from this article?

**- Three specific conclusions must be explained for a proficient grade.**

B. What impact (short-term or long-term effects) will the event/incident/information discussed in the article have on this country/region, socially, politically, or economically?

C. What impact can this have on shaping societies understanding or point of view on an issue or event? Identify and discuss any opinions, inferences, biases, stereotypes, or persuasive appeals presented in the article.

D. Explain how this article connects to/impacts your life or community.

Name :

The World in Conflict

Historical Content Knowledge Standard:

HS.9. Identify historical events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.

Text Chapter 23: World War II

**Essential Question: Why was there another global conflict so soon after World War One?**

Unit Content Objective: ***I can ...***

PA F1 F2

		PA	F1	F2
1	Explain the political, social, and economic factors that led to the outbreak of war. <ul style="list-style-type: none"><li>- Japanese militarism</li><li>- Totalitarian regimes in Europe</li><li>- The role of the League of Nations</li><li>- Policy of appeasement, the Munich Pact, and U.S. Neutrality</li><li>- Political stance of global leaders (USA, GB, France, USSR)</li></ul>			
2	Explain the motives and role that Germany played in starting the war. <ul style="list-style-type: none"><li>- non-aggression treaty with USSR</li><li>- Hitler's idea of <i>Lebensraum</i>, use of <i>Blitzkrieg</i>, Nazi takeover of Eastern Europe, the Nazi takeover of France and key battles with the Allies</li></ul>			
3	Explain the foreign policy of the United States at the outbreak of WWII and the factors that cause the US to mobilize for war. <ul style="list-style-type: none"><li>- Atlantic Charter</li><li>- Motives for and reaction for the attack on Pearl Harbor</li><li>- Describe the mobilization for war in the US economy/society</li></ul>			
4	Explain the full-blown warfare that took place in Europe and the Pacific Theaters between 1942-1945. <ul style="list-style-type: none"><li>- identify the Allied and Axis powers</li><li>- Nazi invasion of the Soviet Union</li><li>- Allied war strategy: specific bombing campaigns in Europe, North Africa, Asia Pacific</li><li>- Liberation of France</li><li>- Policy of <i>Unconditional Surrender</i></li></ul>			
5	Explain the Nazi persecution of the Jews and the Holocaust. <ul style="list-style-type: none"><li>- anti-Semitism, use of ghettos, and concentration camps</li></ul>			
6	Explain the war in the Pacific Theater. <ul style="list-style-type: none"><li>- Japanese imperialistic motives and kamikaze tactics</li><li>- United States offensive: Battle of Midway</li><li>- The purpose for development and use of the atomic bomb</li></ul>			
7	Discuss the social, political, and costs of WWI. <ul style="list-style-type: none"><li>- terms of surrender in Europe and Japan</li><li>- war crimes and the Nuremberg Trials</li><li>- the rise of the United States and implementation of democracy in the former Axis states</li></ul>			

Study Guide:

1. How did militarism and nationalism lead to war for the Japanese, Germans, and Italians?
2. What were Japan's motives for expansion and what aggressive actions did they take?
3. What actions were taken by the League of Nations to reduce tensions in the world? How effective was the League of Nations in reducing tensions? Why?

4. Who were the Axis Powers? What ideas and motives tied these countries together?
5. What was the policy of appeasement? Why did the Allied leaders choose this approach with Hitler? What was the reaction from the Nazi's?
6. What was the stance of the United States on intervening in Europe? Explain the Lend-Lease program.
7. Who attacked Pearl Harbor? Why? And what was the American response?
8. Name the Allied Powers and their leaders. Name the Axis Powers and their leaders.
9. Explain the relationship between Nazi Germany and the Soviet Union at the outbreak of the war. Why did Hitler need to reduce the Soviet threat?
10. Why was the Nazi military so effective in conquering most of the European continent in a very short time and without much resistance? Explain *Blitzkrieg*.
11. How did Hitler conquer Western Europe? What became of France? Who was left to defend democracy in Europe? (explain Vichy France, Dunkirk, Battle of Britain and the *Blitz*)

12. How prepared for war was the United States in 1941? What steps did Roosevelt take to mobilize the nation for war? Explain the Atlantic Charter.
  
  
  
  
  
  
  
  
  
  
13. Explain the Nazi invasion of the Soviet Union and why this was such a blow to Stalin. Why was the Battle of Stalingrad so significant? (*Enemy at the Gate*)
  
  
  
  
  
  
  
  
  
  
14. Why did Hitler target the Jews for persecution? Describe the measures taken against the Jews across Eastern Europe.
  
  
  
  
  
  
  
  
  
  
15. How did the Allies finally decide to engage in the European theater? Describe their strategy, who was involved, and the outcome of the invasion of North Africa.
  
  
  
  
  
  
  
  
  
  
16. When and how was France liberated from the Nazis? Describe the D-Day invasion.
  
  
  
  
  
  
  
  
  
  
17. Describe the fighting in Europe at the end of the war including the Battle of the Bulge, the fall of Berlin and Victory in Europe Day.
  
  
  
  
  
  
  
  
  
  
18. Describe the fighting that took place in the Pacific theater. Who led the Axis powers and what tactics did they use? Who led the US forces, how successful were they?

19. What was the significance of the Battle of Midway? Of Guadalcanal?
  
  
  
  
  
  
  
  
  
  
20. What terms for ending the war set by the Allies with regard to Japan?
  
  
  
  
  
  
  
  
  
  
21. Why did the United States develop the atomic bomb? What strategy did this support?
  
  
  
  
  
  
  
  
  
  
22. When, where, and why was the atomic bomb used by the Americans?
  
  
  
  
  
  
  
  
  
  
23. What were the social, political, and economic costs of the war? How does this compare to WWI?
  
  
  
  
  
  
  
  
  
  
24. What type of justice was sought for the crimes that occurred during the war? Who were identified as criminals and why? Describe the Nuremberg Trials and their outcome.
  
  
  
  
  
  
  
  
  
  
25. What was America's stance in the world at the end of the war? What role did the United States play in establishing democracy in the post war world?



Term: \_\_\_\_\_

Definition: \_\_\_\_\_

Historical Example: \_\_\_\_\_

Significance of the example: \_\_\_\_\_

General Significance: \_\_\_\_\_

Term: \_\_\_\_\_

Definition: \_\_\_\_\_

Historical Example: \_\_\_\_\_

Significance of the example: \_\_\_\_\_

General Significance: \_\_\_\_\_

Term: \_\_\_\_\_

Definition: \_\_\_\_\_

Historical Example: \_\_\_\_\_

Significance of the example: \_\_\_\_\_

General Significance: \_\_\_\_\_

Proficiency Standards:

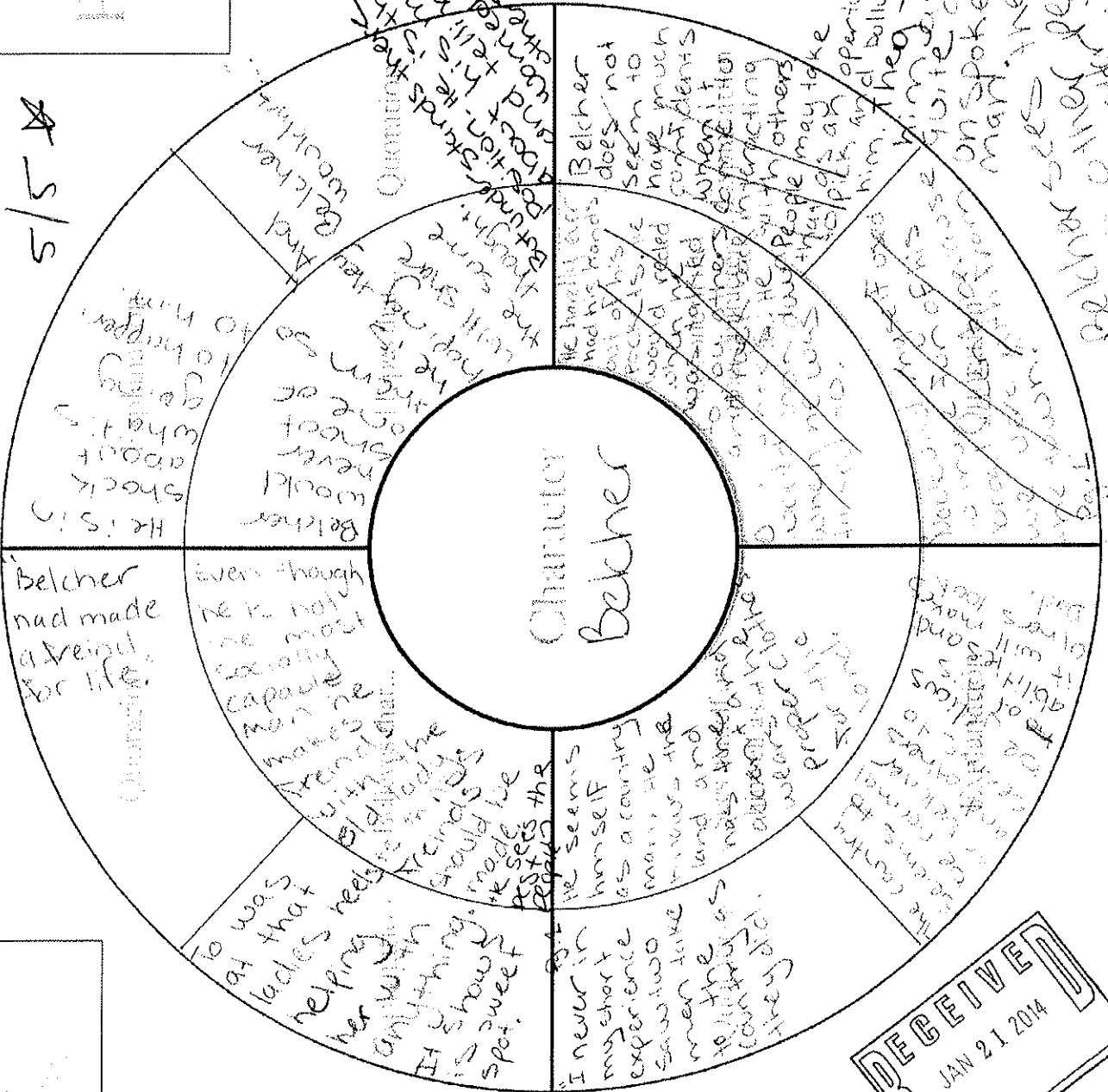
CC.RL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Period

Next Thursday

5/5



Mr. Miller

Criteria for Demonstrating Proficiency: Identify and describe the explicit motivations and perspectives of three or more characters from a text, using quotations as evidence.

RECEIVED  
By JAN 21 2014

Criteria for Demonstrating Mastery: Identify and thoroughly describe in detail the underlying motivations and perspectives of three or more characters from a text, using correctly cited quotations as evidence.



Revised

Name Y. J. ... DEB NOV 08 2013

**Macbeth Dialectical Journal Rubric**

<p><b>A</b> <input checked="" type="checkbox"/> <b>Demonstrates Mastery</b></p> <p>CCRL 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details</p> <p><b>Demonstrates Mastery</b></p> <ul style="list-style-type: none"> <li>Clearly identifies and describes a prominent theme or pattern that emerges from the text</li> <li>Records relevant details and nuances that shape or define the theme or pattern</li> <li>Describes the larger importance of the theme or pattern to text's audience or central message</li> <li>Uses multiple quotations effectively as evidence</li> </ul> <p><b>Demonstrates Proficiency</b></p> <ul style="list-style-type: none"> <li>Identifies and sufficiently describes a theme or pattern that emerges from the text</li> <li>Records and explains relevant details that define the relevant theme or pattern</li> <li>Inadequately describes the larger importance of a theme or pattern in the text's audience or central message</li> <li>Uses one quotation effectively as evidence</li> </ul> <p style="text-align: right;">5</p>	<p><b>B</b> <input checked="" type="checkbox"/> <b>Demonstrates Mastery</b></p> <p>CCRL 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text...</p> <p><b>Demonstrates Mastery</b></p> <ul style="list-style-type: none"> <li>Clearly identifies and describes an important perspective or motivation in a central character</li> <li>Records relevant details and nuances that shape or define a central character</li> <li>Describes the larger importance and implications of your observation in the audience</li> <li>Uses multiple quotations effectively as evidence</li> </ul> <p><b>Demonstrates Proficiency</b></p> <ul style="list-style-type: none"> <li>Identifies and sufficiently describes an important perspective or motivation in a central character</li> <li>Records and explains relevant details that define or distinguish a central character</li> <li>Uses one quotation effectively as evidence</li> </ul> <p style="text-align: right;">4</p>	<p><b>C</b> <input checked="" type="checkbox"/> <b>Demonstrates Mastery</b></p> <p>CCRL 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings...</p> <p><b>Demonstrates Mastery</b></p> <ul style="list-style-type: none"> <li>Clearly identifies and describes the figurative and connotative importance of a word that expresses or defines an important idea, emotion, or effect of a text</li> <li>Uses multiple quotations effectively as evidence</li> </ul> <p><b>Demonstrates Proficiency</b></p> <ul style="list-style-type: none"> <li>Clearly identifies and describes the figurative importance of a word that expresses or defines an important idea, emotion, or effect of a text</li> <li>Uses one quotation effectively as evidence</li> </ul> <p style="text-align: right;">3</p>	<p><b>D</b> <input checked="" type="checkbox"/> <b>Demonstrates Mastery</b></p> <p>CCRL 5. Analyze a particular point of view or cultural experience reflected in a work of literature...</p> <p><b>Demonstrates Mastery</b></p> <ul style="list-style-type: none"> <li>Clearly identifies and describes how a cultural group, social class, gender, or other group of people is portrayed or generalized by implication in a text</li> <li>Identifies and describes both positive and negative traits or characterizations implied by the text</li> <li>Uses multiple quotations effectively as evidence</li> </ul> <p><b>Demonstrates Proficiency</b></p> <ul style="list-style-type: none"> <li>Clearly identifies and describes how a cultural group, social class, gender, or other group of people is portrayed or generalized by implication in a text</li> <li>Uses one quotation effectively as evidence</li> </ul> <p style="text-align: right;">5</p>	<p><b>E</b> <input checked="" type="checkbox"/> <b>Demonstrates Mastery</b></p> <p>CCRL 7. Analyze the representation of a subject or a key scene in two different artistic mediums...</p> <p><b>Demonstrates Mastery</b></p> <ul style="list-style-type: none"> <li>Clearly identifies key traits or themes that are present in both mediums</li> <li>Describes in detail the limitations and advantages that of each medium in addressing the key traits or themes</li> <li>Includes images of the relevant excerpts or transitions for comparison</li> </ul> <p><b>Demonstrates Proficiency</b></p> <ul style="list-style-type: none"> <li>Identifies key traits or themes that are present in both mediums</li> <li>Includes images of the relevant excerpts or transitions for comparison</li> </ul> <p style="text-align: right;">5</p>
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# Biology Learning Objectives for Deoxyribose Nucleic Acid

## Unit: DNA, Replication, Protein Synthesis

Name \_\_\_\_\_

### Life Science Standards

- H.1.A system's characteristics, form, and function are attributed to the quantity, type, and nature of its components.
- HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
- HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

### Essential Question

- Why do I look like my parents? OR Why do I not look like my parents?

### Track your understanding of cellular processes.

Objective #	Objective <b>(I can...)</b>	Progress (shade this in)
1	Draw/label the double helix, four bases, and phosphate/sugar backbone of DNA.	Starting... (color in)
2	Explain and model the process and function of DNA Replication.	Starting... (color in)
3	Explain the differences between DNA and RNA.	Starting... (color in)
4	Explain and model the process of Protein Synthesis. {making proteins}	Starting... (color in)

## **Mathematics – A Unit of Study**

1. Assignment/Learning Tracker
2. Assignments and Learning – students rates, teacher rates
3. Quizzes – 1<sup>st</sup> opportunity to show understanding and skill
4. Student files quiz after it has been scored
5. Unit assessment – 2<sup>nd</sup> opportunity to show understanding and skill
6. Unit reflection and evaluation
7. File assessment, reflection and tracker
8. Dates set for re-assessment
9. Mandatory practice
10. Re-assessment – 3<sup>rd</sup> opportunity to show understanding and skill

## Unit 6: Solving Linear Systems of Equations

### Learning Targets:

- 10.I can solve a system of linear equations by graphing.
- 11.I can solve a system of linear equations using the substitution method.
- 12.I can solve a system of linear equations using the elimination method.
- 13.I can read a scenario and write the equations that represent the information.
- 5. I can determine when a system of equations has one solution, no solution or infinite solutions.
- 6. I can verify my solution to a system is correct by checking my work.

<u>Date</u>	<u>Lesson/Activity</u>	<u>Specified Practice Assignment</u>	<u>My score</u>
Jan. 17	Solve by graphing	Page 339 (27 – 32)	
	Solve using substitution	Page 347 (8 – 13)	
Jan. 22	Solve by graphing & substitution	White board exercises	
	Translate & solve word problems	Worksheet	
Jan. 24	QUIZ – Graphing & Substitution	QUIZ Graphing & Substitution	QUIZ Graphing & Substitution
	Solve using elimination	Page 354 (10 – 18)	
Jan. 28	Solve using elimination	Page 360 (7 – 16)	
	Solve all 3 ways – graph, substitution & elimination	Worksheet	
Jan. 30	QUIZ – Elimination	QUIZ Elimination Method	QUIZ Elimination Method
	Translate scenarios then solve using method of choice	Worksheet	
Feb. 4	Translate scenarios then solve using method of choice		
Feb. 6	TEST	TEST	
Feb. 10			

**What do I need to do to prepare so I can show that I am proficient on each of the learning targets?**

Name \_\_\_\_\_ Period \_\_\_\_\_

For teacher use only. Do not write in this box.

Score: 1 2 3 4 5

**Proficiency 13 – Solving a System using Substitution (v1)**

**Solve each system using the SUBSTITUTION method. Show all mathematics necessary to justify your solution.**

1.  $y = 3 + 2x$   
 $x + y = 4.5$

2.  $4x - 2y = 4$   
 $3x + y = 8$

Name \_\_\_\_\_ Period \_\_\_\_\_

For teacher use only. Do not write in this box.

Score: 1 2 3 4 5

**Quiz 2 – Solving a System using Substitution (v2)**

**Solve each system using the SUBSTITUTION method. Show all mathematics necessary to justify your solution.**

1.  $y = 3x + 10$   
 $2x - 1y = 10$

2.  $2x + y = 6$   
 $5x + 3y = 26$

**PART 1: Below are 9 linear systems. Solve. *SHOW WORK!!!* Clearly identify your solutions!!!**

- two must be solved using substitution
- two must be solved using elimination
- two must be solved by graphing (use one of the graphs below)
- the other 3 may be solved using the method of your choice

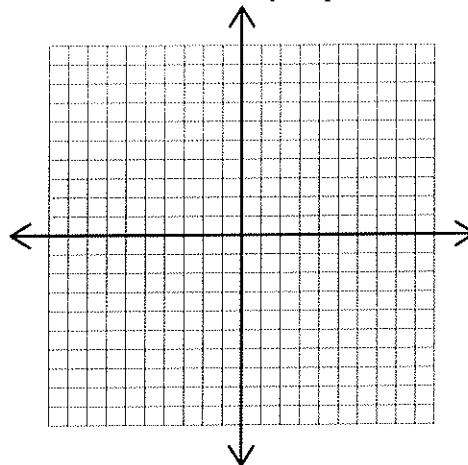
- |                                   |                                     |                                       |
|-----------------------------------|-------------------------------------|---------------------------------------|
| 1. $y = 5x - 3$<br>$3x - 8y = 24$ | 2. $3x + 4y = -2$<br>$3x + 3y = -3$ | 3. $2x + y = 8$<br>$6x - 4y = 10$     |
| 4. $2x - 3y = -1$<br>$x - y = -5$ | 5. $2x + y = 6$<br>$4x + 8y = -24$  | 6. $7x - y = -19$<br>$-2x + 3y = -19$ |
| 7. $x - y = 1$<br>$x + y = 5$     | 8. $2x - 3y = -6$<br>$y = -3x + 2$  | 9. $2x + y = -5$<br>$x = y + 2$       |

**Part 2: Write a system of linear equations for each scenario then answer the question asked. Show all work necessary to justify your answer.**

1. Carla is raising money for her youth group. She is selling pies and cakes. Today she sold 40 total items. Pies sell for \$10.00 each and cakes sell for \$8.00. To date Carla has raised \$356.00. Determine how many pies Carla has sold.
2. At the county fair, the cost for 4 slices of pizza and 2 orders of fries is \$21.00. The cost of 2 slices for pizza and 3 orders of fries is \$16.50. How much will an order of 2 slices of pizza and 1 order of fries cost?
3. The sum of two numbers is 42. The difference between the two numbers is 20. What are the numbers.

**Part 3: Questions & Responses**

1. When does a system of linear equations have infinite solutions? Clearly explain.
2. On the graph at right show a system of linear equations that has NO SOLUTION. Then, explain why it does not have a solution.





## Algebra 1 – Linear Systems Assessment

Target 1: Graphing \_\_\_\_\_

Target 2: Substitution \_\_\_\_\_

Target 3: Elimination \_\_\_\_\_

Target 4: Interpret & Solve Apps \_\_\_\_\_

# Unit 6 Assessment – Systems of Linear Equations

Name \_\_\_\_\_

1. Circle the method that you prefer using to solve a system of linear equations.

Graphing

Substitution

Elimination

2. Why do you prefer this method? What about it makes it easy for you?

3. How can you check if the answer you get is correct?

4. What did you do to prepare yourself for the test? Explain or list all things that you did to prepare yourself to be successful on the assessment.

## Quiz 1: Graphing

Level of understanding my work shows: 1 2 3 4 5

Exercise number	Right	Wrong	Small Error	Don't Get it

Did I plot the y-intercept correctly?

Was I able to show that I know how to use slope to graph a line?

Did I put each linear equation into slope intercept form correctly?

Did I verify that my answer was correct?

What mistakes do I make when I try to write equations in slope intercept form?

My specific errors are:

Do I need to be re-assessed on this learning target?

YES

NO

**Quiz 2: Substitution Method**      Level of understanding my work shows:    1    2    3    4    5

Exercise number	Right	Wrong	Small Error	Don't Get it

When is the substitution method a good option to use?

- Was I able to solve for a single variable correctly?
- Did I plug into the other equation correctly?
- Did I solve the first equation correctly?
- Did I plug in and find the second variable correctly?
- Did I verify that my answers were correct?
- Do I need to be re-assessed on this learning target?    YES    NO

**Quiz 3: Elimination Method**      Level of understanding my work shows:    1    2    3    4    5

Exercise number	Right	Wrong	Small Error	Don't Get it

When should the elimination method be used?

- Was I able to multiply the equations correctly?
- Was one of the variables negative and the other positive that I eliminated?
- Did I eliminate and solve for the first variable correctly?
- Did I solve for the second variable correctly?
- Did I check my answer?
- Do I need to be re-assessed on this learning target?    YES    NO

**Quiz 4: Interpret and Solve Application Exercises**      Level of understanding my work shows:    1    2    3    4    5

Exercise number	Right	Wrong	Small Error	Don't Get it
1				
2				
3				

What do the directions tell me to do?

Was I able to write 2 equations for each exercise?

- Was I able to solve and get an answer?
- Did I look at my answer and see if it made sense for the problem I was solving?
- Did I check my answers?
- Do I need to be re-assessed on this learning target?    YES    NO

If I could go back in time I would have done these two things so I would have been better prepared for the test:

- 1.
- 2.