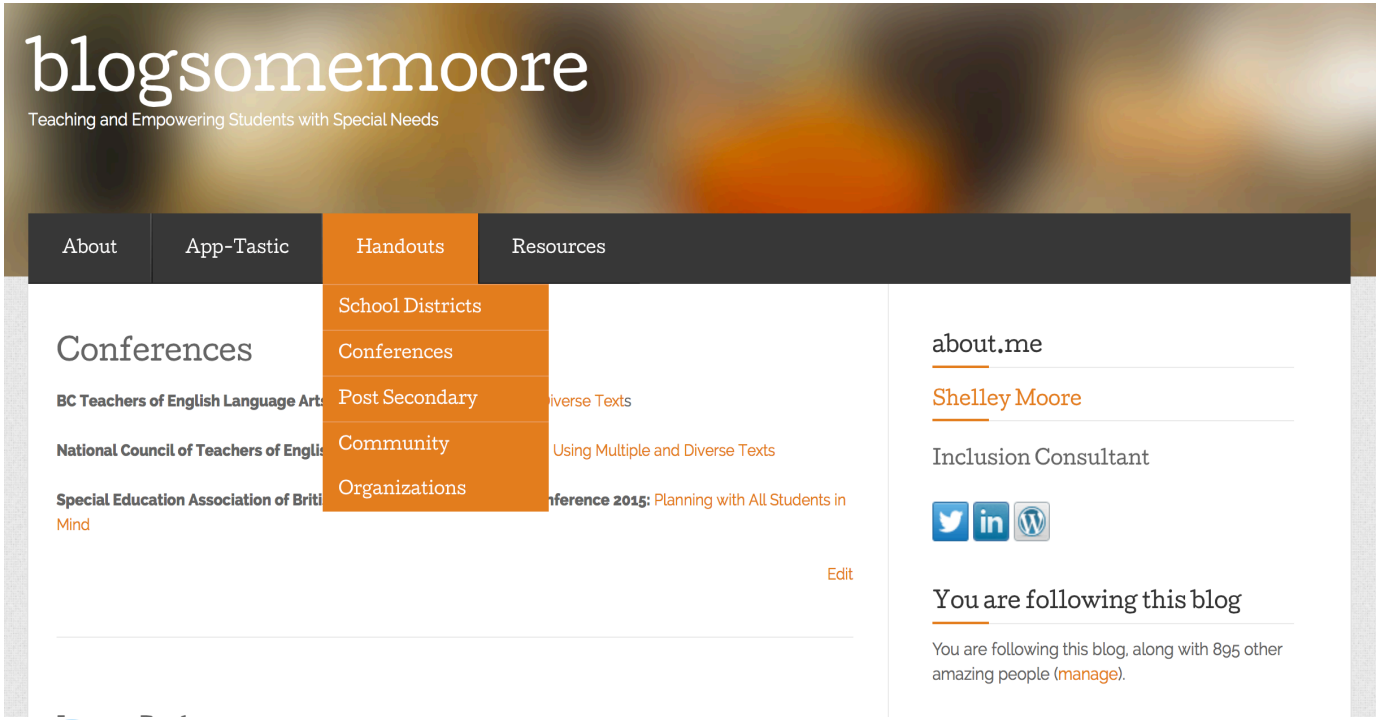
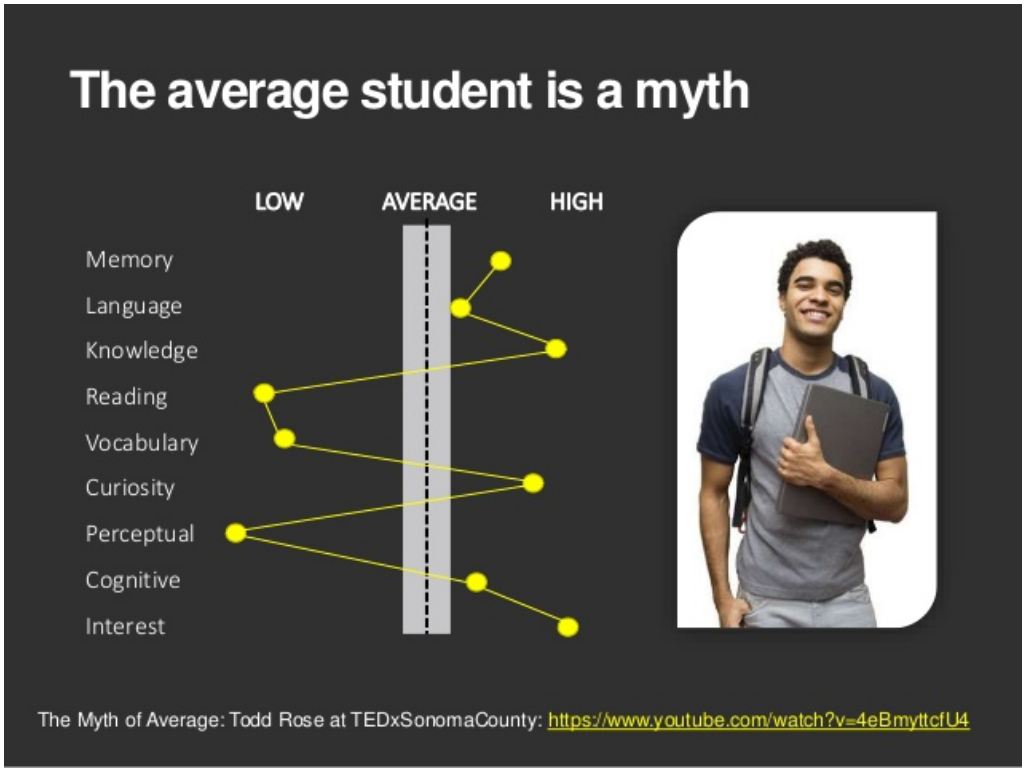
www.blogsomemoore.com

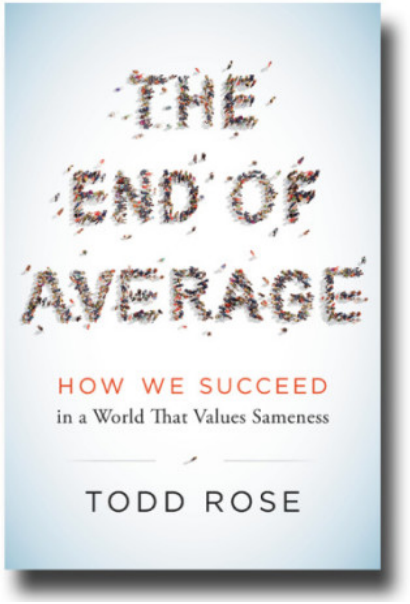


@tweetsomemoore

@proudtobeanoutsidepin

The End of Average!





Teaching to a range of diversity?

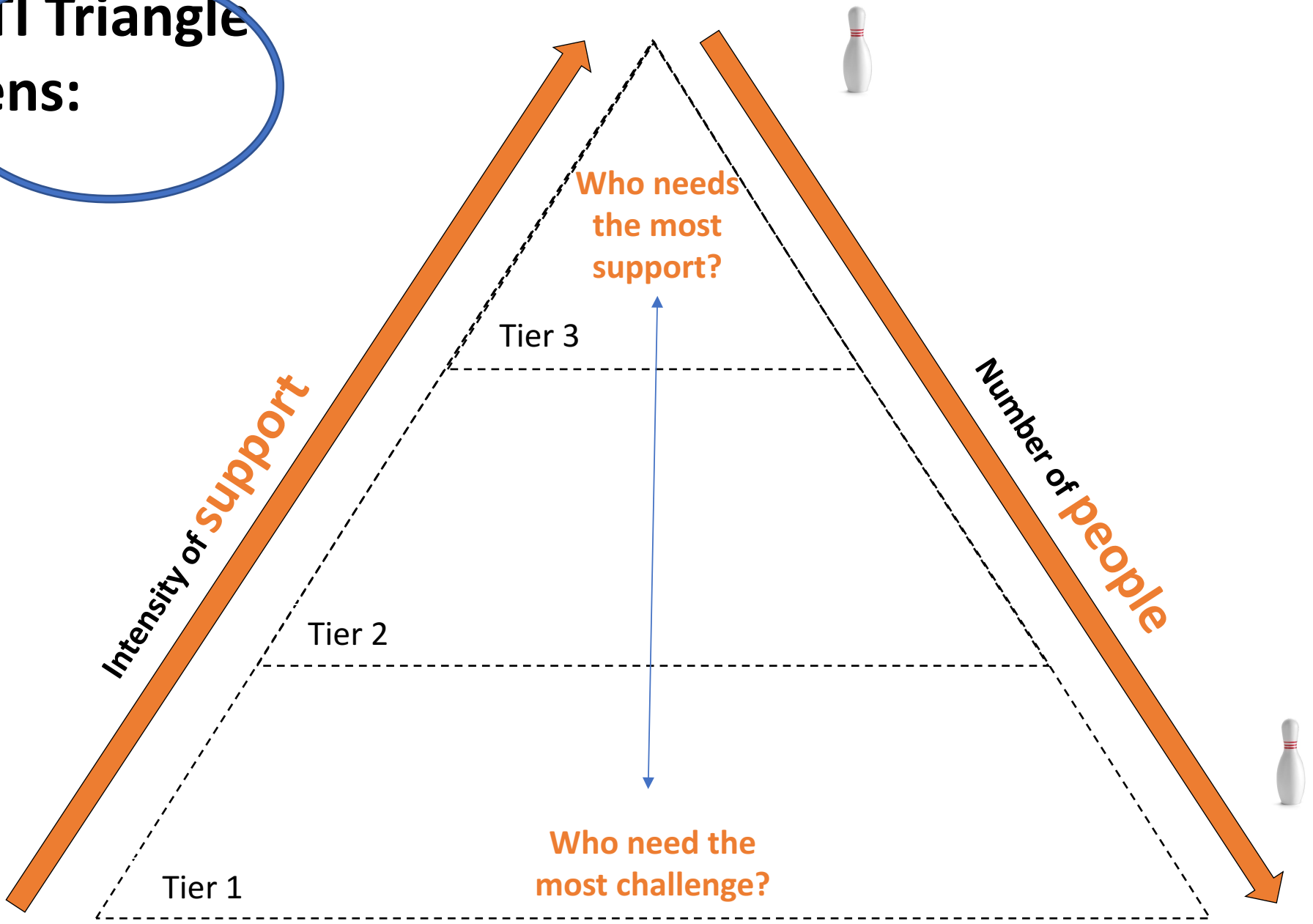
- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

Who are our pilots!?

RTI

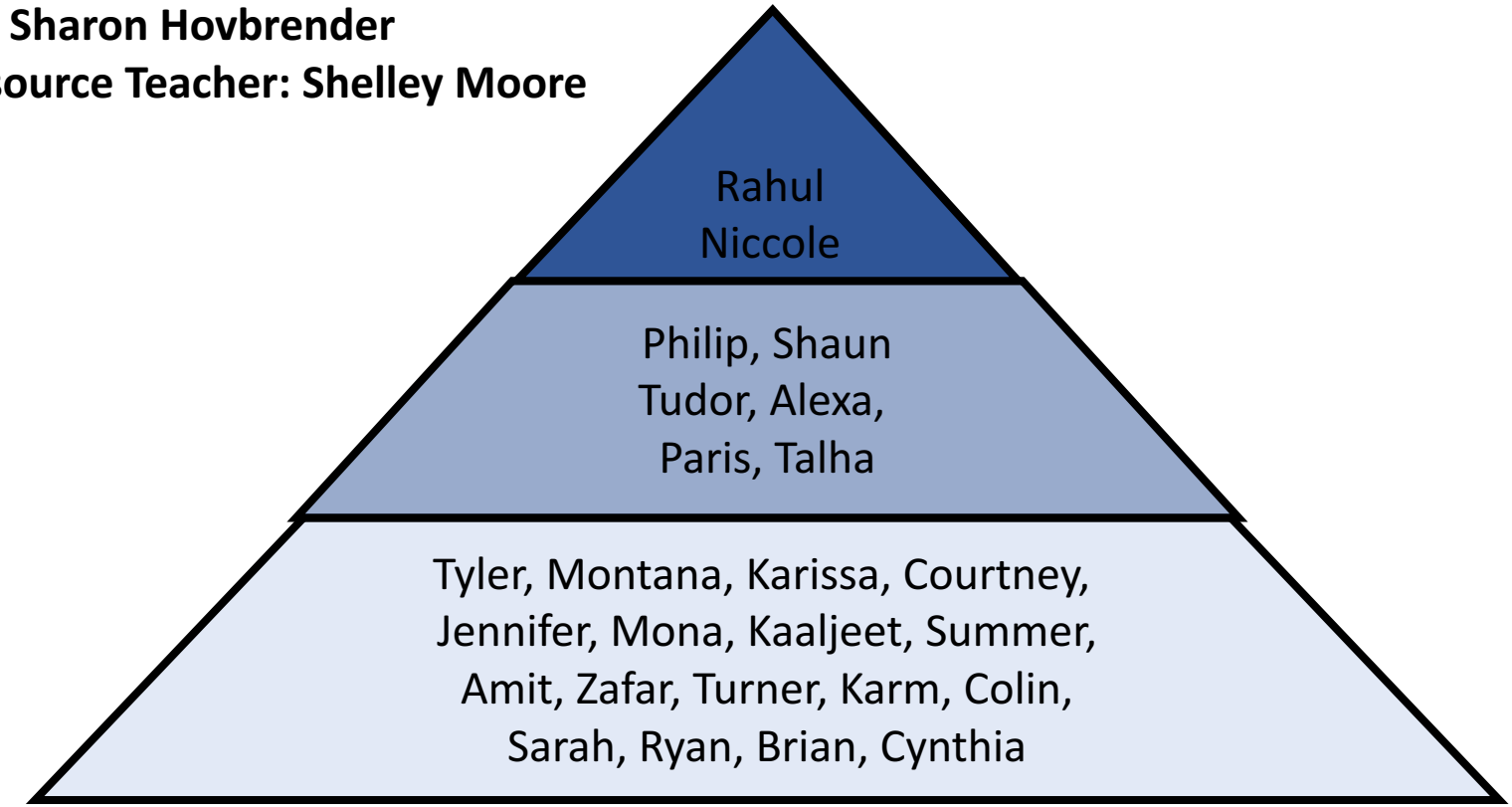
Response to Instruction

RTI Triangle Lens:



Lens: Grade 9 – Social Studies
Teacher: Bryce Miller

EA: Sharon Hovbrender
Resource Teacher: Shelley Moore

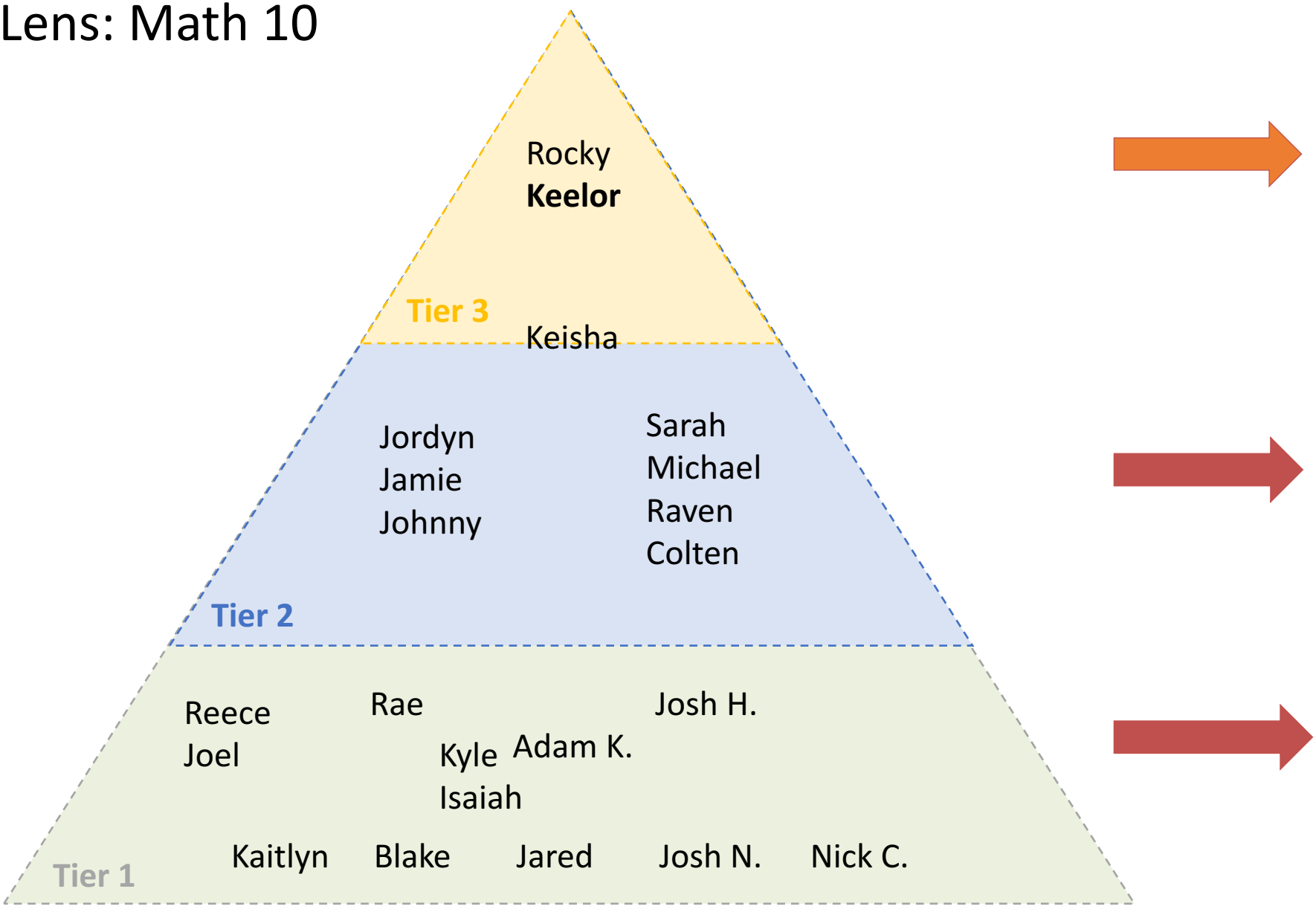


Regular Outcomes

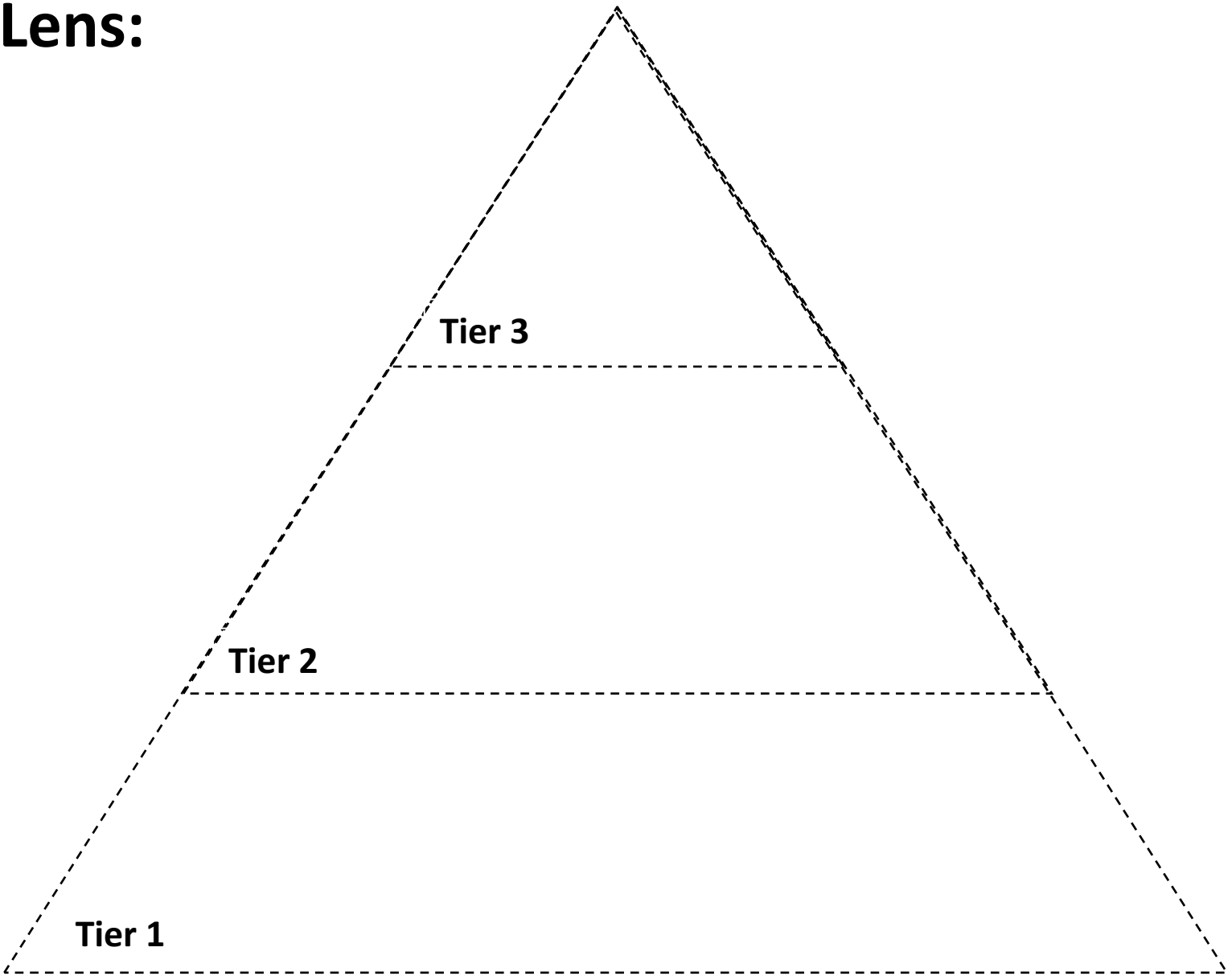
Modified Schmodifed. Shelley Moore, 2012

RTI Triangle

Lens: Math 10



RTI Triangle Lens:



RTI Triangle

Grade/Course/Subject (place)

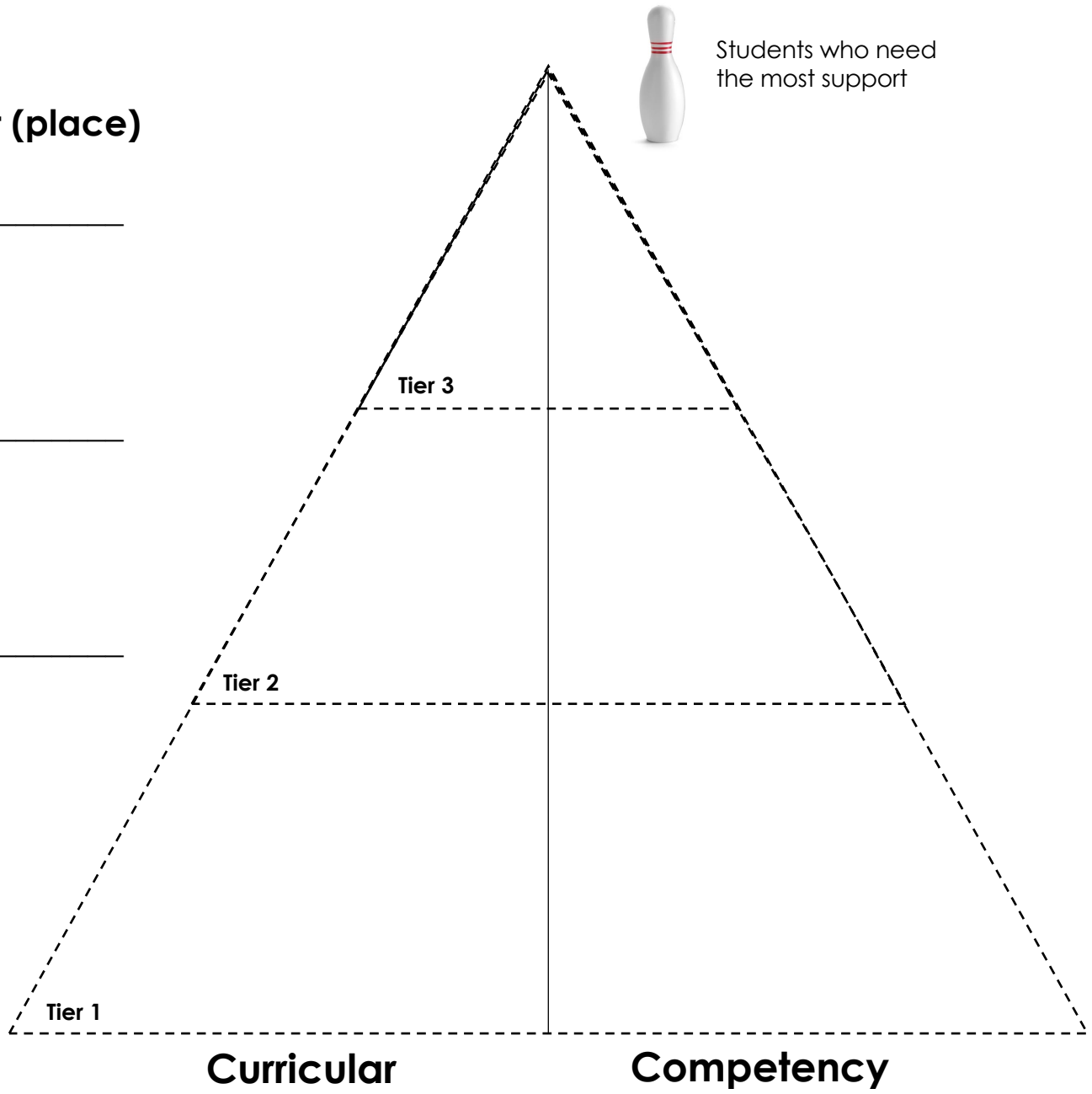
_____

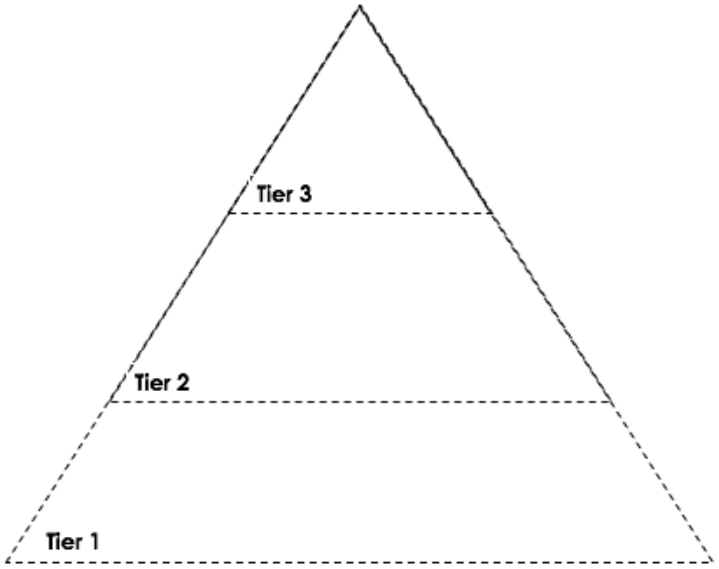
Lens 1:

_____

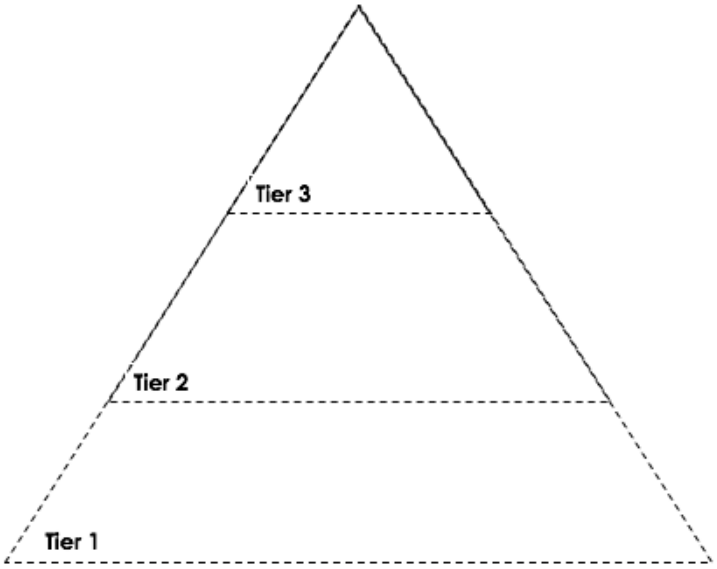
Lens 2:

_____

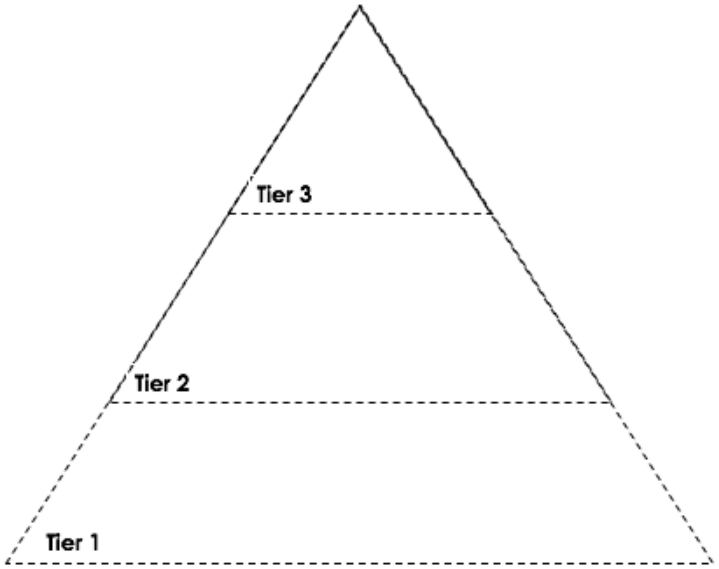




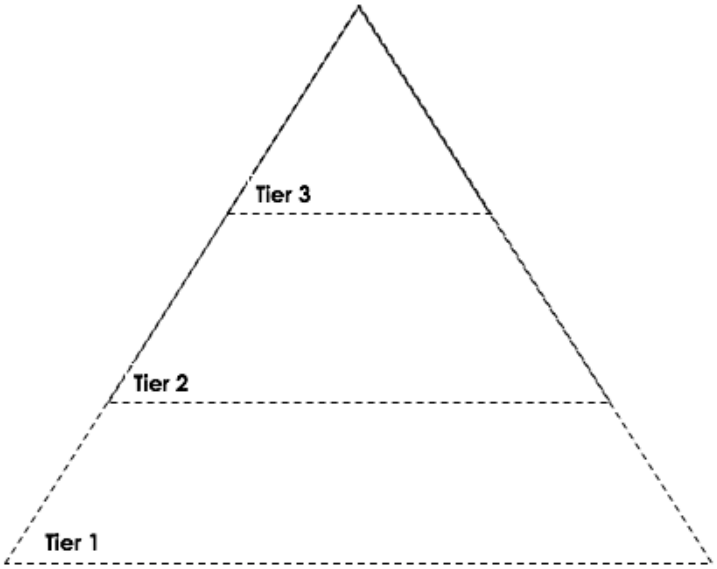
Literacy



Numeracy



Behaviour



Social Emotional

Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

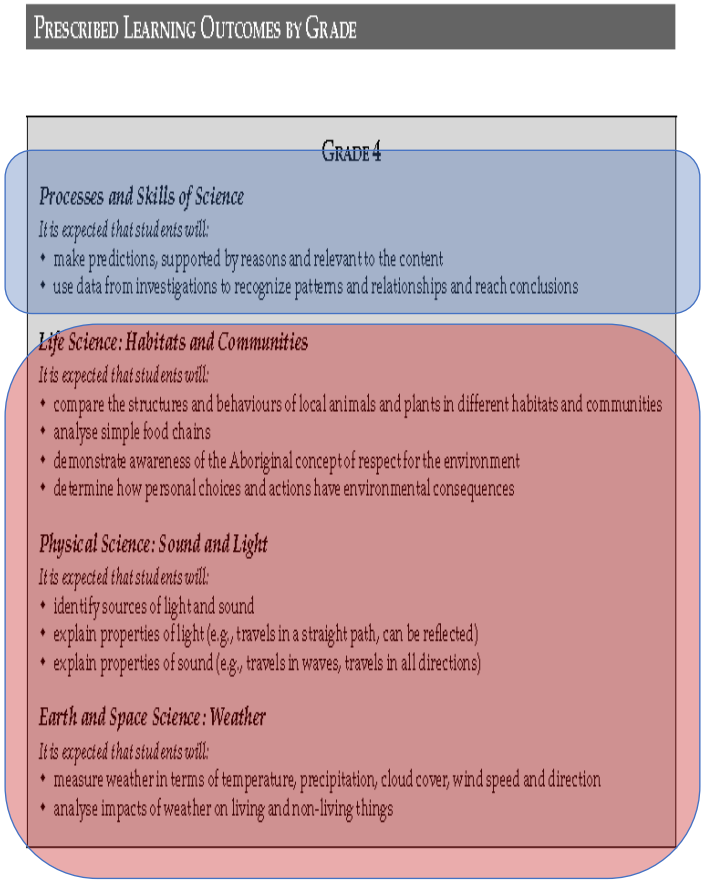
How to Build a curricular “Plane”

- Backwards Design
  1. Choose a grade and topic
  2. Choose big idea
  3. Choose goals for unit

Backwards Design: Choose the goals

- **Content**
  - What do we need to know?
- **Process**
  - What do we need to do?

Choosing Unit Goals…



PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

Processes and Skills of Science

It is expected that students will:

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

Life Science: Habitats and Communities

It is expected that students will:

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

Physical Science: Sound and Light

It is expected that students will:

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

Earth and Space Science: Weather

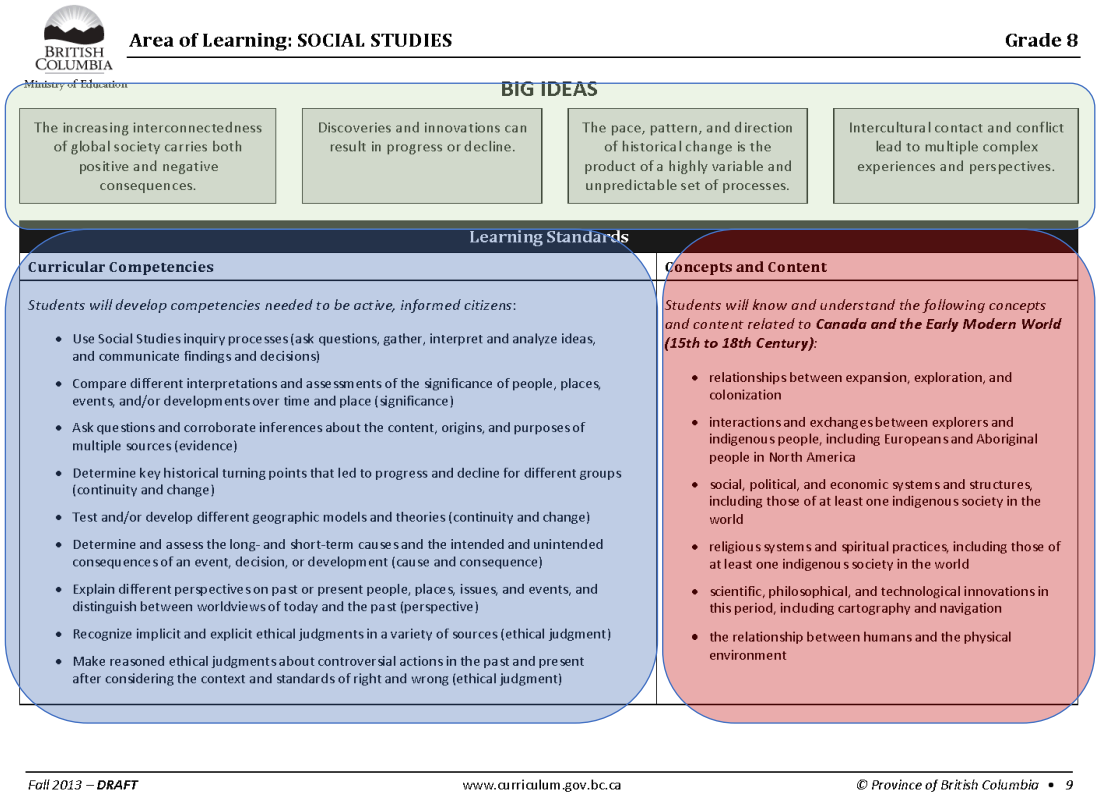
It is expected that students will:

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things

Backwards Design: Choose the goals

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

The goal ratios have shifted



BRITISH COLUMBIA
Ministry of Education

Area of Learning: SOCIAL STUDIES **Grade 8**

BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline.	The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.	Intercultural contact and conflict lead to multiple complex experiences and perspectives.

Learning Standards

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

Concepts and Content

*Students will know and understand the following concepts and content related to **Canada and the Early Modern World (15th to 18th Century)**:*

- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment

Backwards Design: Choose the goals

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

Flip Book

Miserable

Two-toed

Lizard

Miserable

Two-toed

Lizard

BIG IDEA

Context
(Teacher & Student interests decide what kids need to understand)

Teacher Evaluation

Content

Scope & Sequence
(Society/department decides what kids need to know)

Curricular Competencies

Responsive
(Teacher decides what their class needs to do**)**

Student Evaluation

Core Competencies

Responsive
(Kids decide what they/ their class need to become)

Shelley Moore, 2107

Backwards Design
What are we teaching?

Grade:	**Subject Area:**	**Planning Team:**
Big Idea:		Unit Guiding question:
Content Goal		
Curricular Competency Goal		
Curricular Competency Goal		
Curricular Competency Goal		
Core Competency Goal		

Backwards Design: The Plane

Grade: Grade 11	Subject Area: Bio	Planning Team: Timberline Secondary
Big Idea: All living things have common characteristics. Living things evolve over time.		Unit Guiding question: Why is our forest in Campbell River unique? How and why have our forest ecosystems in Campbell River evolved over time?

Content Goal:	I know speciation that occurs within our forest - I know divergent evolution - I know convergent evolution - I know co-evolution
Curricular Competency Goal: I can process and analyze data and information by:	I can experience and interpret the local environment
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies
	I can Construct, analyze, and interpret graphs, models, and/or diagrams

Backwards Design: The Plane

Grade: Grade 10	Subject Area: Science	Planning Team: Carihi Secondary
Big Idea: Chemical processes require energy change as atoms rearrange		Unit Guiding question: What is an atom? How and why to they rearrange?
Content Goal 1:	**I know that energy changes** during chemical reactions	
Content Goal 2:	**I know the practical applications and implications** of chemical processes, including First Peoples perspectives	
Curricular Competency Goal: I can plan and construct by:	Assessing risk and addressing ethical, cultural, and/or environmental issues associated with their proposed methods and those of others	
Curricular Competency Goal: I can process and analyze data and information by:	Applying First People's principles perspectives and knowledge, other ways of knowing and local knowledge sources of information	
Curricular Competency Goal: I can evaluate by:	Considering social, ethical, and environmental implications of the findings from their own and others' investigations	
Curricular Competency Goal: I can communicate by:	Formulating physical or mental theoretical models to describe a phenomenon	

Backwards Design: What are we teaching?

Grade: 8	**Subject Area: French**	**Planning Team:**
Big Idea: We can express ourselves and talk about the world around us in French		Unit Guiding question: How is Canadian culture similar/ different to Francophone cultures around the world?
Content Goal:	I know French culture	
Curricular Competency Goal	I can Identify & Share info	
Curricular Competency Goal	I can Describe similarities & differences	
Curricular Competency Goal	I can Exchange ideas & information orally & in writing	

Backwards Design: The Plane

Grade:9	Subject Area: English	Planning Team:
Big Idea: Exploring *stories* and other *texts* helps us understand ourselves and make connections to others and to the world.		Unit Guiding question: What is oral language? How can I use oral language to help me understand and connect to myself? How can I use oral language to help others to understand and connect to me?
Content Goal	I know oral language features and strategies	
Curricular Competency Goal	I can construct meaningful personal connections between self, text, and world	
Curricular Competency Goal	I can apply appropriate strategies to comprehend written, oral, texts, guide inquiry, and extend thinking	
Curricular Competency Goal	I can assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	
Core Competency Goal	I can persevere through a challenge task	

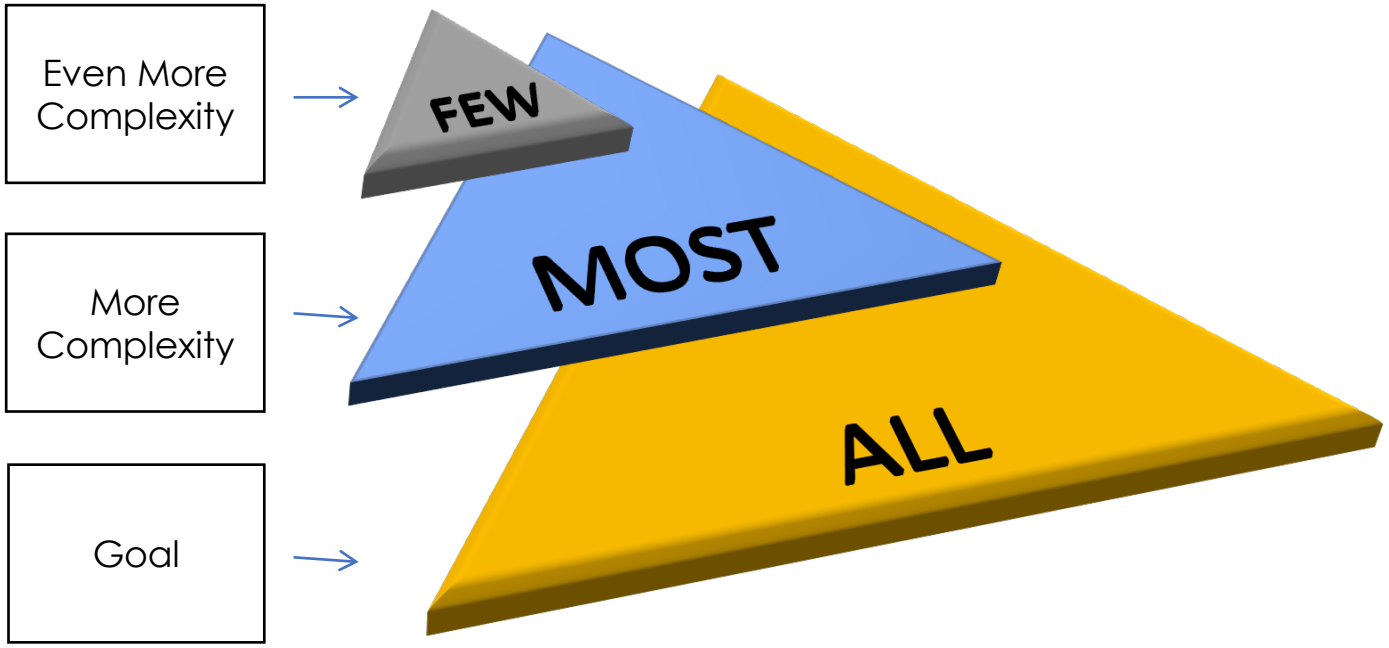
Grade: 2/3	Subject Area:	Planning Team:
Big Idea: ADST, Science, Art, Language Arts (output) - play, curiosity, forces, influence movement, creative expression, risk taking, language & joy		Unit Guiding question: Who are our monsters? How many ways can we catch a monster?
Content Goal - Art		I know expectations to use materials safely I know expectation for working on my own and in a group when I am creating
Content Goal: Science		I know types of forces
Content Goal: Language arts		I know elements of a story
Curricular Competency Goal: ADST		I can make a monster trap
Curricular Competency Goal: Science		I can plan and test my monster trap
Curricular Competency Goal: Art		I can explore and create using art processes and materials
Curricular Competency Goal: LA		I can create a story for an audience

Grade: 8	**Subject Area: Language Arts/ Science**	**Planning Team: Angela, Crow, Jessa Shelley**
Big Idea: People understand text differently depending on their worldviews and perspectives. Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Unit Guiding question: How do we understand text differently depending on our perspectives? How can questioning what we hear, read and view allow us to be educated and engaged citizens?
Content Goal	I know the relationship of micro- organisms with living thing (vaccination and antibiotics)	
Curricular Competency Goal: Comprehend and connect	I can assess information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability	
Curricular Competency Goal: Comprehend and connect	I can apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking	
Curricular Competency Goal: Create and communicate	I can exchange ideas and viewpoints to build shared understanding and extend thinking	
Curricular Competency Goal: Create and communicate	I can use writing and design processes to plan, develop and create engaging and meaningful literary and informational texts for a variety of purposes and audiences	

Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots and their dimensions)
- What is the curriculum that we teaching? (designing the plane)
- How does the curriculum represent the range of our learners? (designing the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots make the adjustments they need to fly the plane)

How to make a plan adjustable: Planning Pyramid



Planning for the RANGE: Extending for further access and challenge

Challenge

Even more goals

More goals

Goals

Access

Planning Pyramid - Learning Map

- Adjustable curriculum
- More than one “standard” designed for the average
- Multiple exit points
- Multiple complexity measures
- Start from access, add on challenge
- Different from a rubric

Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			

THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON

The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH

Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT

Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!

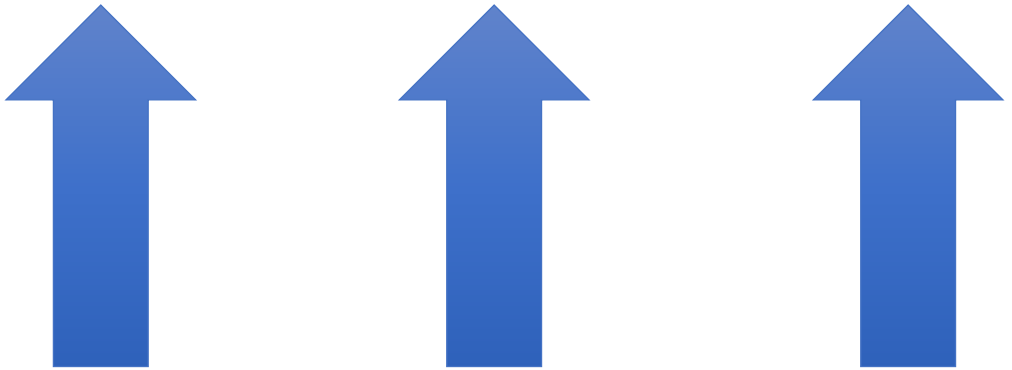
Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

Rubric

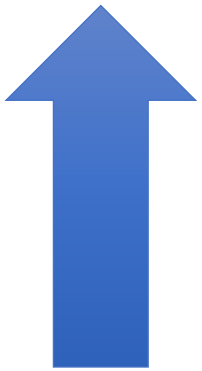
Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			



One point rubric

	Standard
goal	



One Point Rubric

Backwards Design: The Plane

<table>
<tr><td>Grade: Grade 11</td><td>Subject Area: Bio</td><td>Planning Team:</td></tr>
<tr><td colspan="2">Big Idea: All living things have common characteristics.

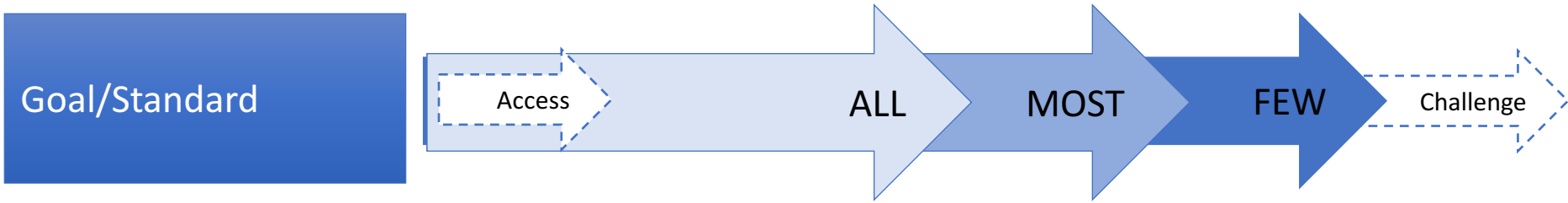
Living things evolve over time.</td><td>Unit Guiding question: Why is our forest unique?
- How and why have our forest ecosystems evolved over time?</td></tr>
<tr><td>Content Goal:</td><td colspan="2">I know speciation that occurs within our forest
- I know divergent evolution
- I know convergent evolution
- I know co-evolution</td></tr>
<tr><td rowspan="3">I can process and analyze data and information by:
Curricular Competency Goal
Curricular Competency Goal</td><td colspan="2">I can experience and interpret the local environment</td></tr>
<tr><td colspan="2">I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies</td></tr>
<tr><td colspan="2">I can Construct, analyze, and interpret graphs, models, and/or diagrams</td></tr>
</table>

One point rubric

Name:	Date:	
Unit Guiding question: Why is our forest unique? - How and why have our forest ecosystems evolved over time?		
I still need support	**I can do this!**	**I need some challenge**
	I know speciation that occurs within our local ecosystems	
	I can process and analyze data and information by experiencing and interpreting the local environment	
	I can process and analyze data and information by seeking evidence and analyze data	
	I can process and analyze data and information by constructing, analyzing, and interpreting visual representations of data (graphs, models, diagrams)	

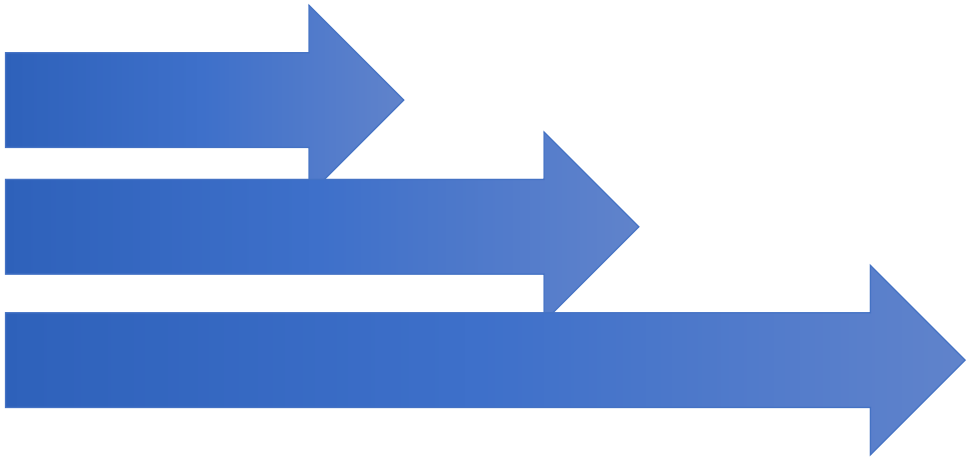
Learning Maps

- For every goal there is a negotiation of its range
  - How can we make this goal more accessible?
  - How can we make this goal more challenging?



Learning Map

	Standard (Essential/ Core)	More complex	More complex
goal			



Learning Map

It’s the journey, not the destination

Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			
goal			
goal			

Building an Assessment Map!

Course/Subject/Grade(s):	Planning Team:
Unit Big Idea:	Unit Guiding Question:

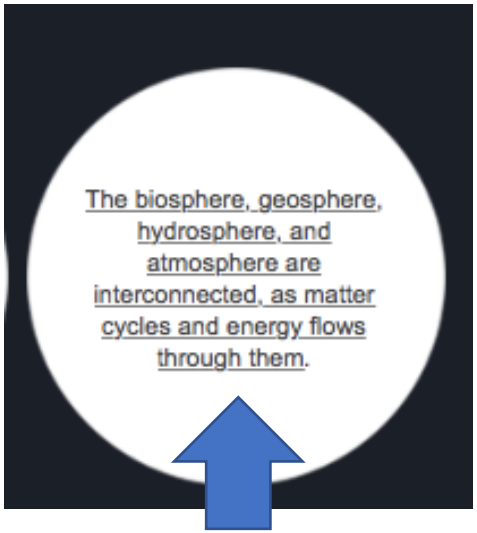
Goals		Access	All	Most	Few	Challenge
Content:						
Curricular Competencies						

Prior knowledge | Grade Level Curriculum | Extension

Science 9

Need to know

- asexual reproduction:
  - mitosis
  - different forms
- sexual reproduction:
  - meiosis
  - human sexual reproduction
- element properties as organized in the periodic table
- The arrangement of electrons determines the compounds formed by elements
- circuits — must be complete for electrons to flow
- voltage, current, and resistance
- effects of solar radiation on the cycling of matter and energy
- matter cycles within biotic and abiotic components of ecosystems
- sustainability of systems
- First Peoples knowledge of interconnectedness and sustainability



Need to understand

Need do

Questioning and predicting

- Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
- Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world
- Formulate multiple hypotheses and predict multiple outcomes

Backwards Design
What are we teaching?

Grade: 9	**Subject Area: Science**	**Planning Team:**
Big Idea: **The biosphere, geosphere and atmosphere are interconnected as matter cycles and energy flow through them**		Unit Guiding question: **Why do we need the sun?**
Content Goal:	I know the effects of solar radiation	
Curricular Competency Goal	I can sustain intellectual curiosity	
Curricular Competency Goal	I can make observations	
Curricular Competency Goal	I can hypothesize	

Building a Learning Map!

Course/Subject/Grade(s):	**Planning Team:**
Unit Big Idea: **The biosphere, geosphere and atmosphere are interconnected as matter cycles and energy flow through them**	Unit Guiding Question: **Why do we need the sun?**

Goals		
Content: **Effects of Solar Radiation**		
Curricular Competencies	**Sustained intellectual curiosity**	
	Make observations	
	Hypothesize	

1. Choose Big Idea & turn into unit guiding questions			
2. Choose content goals	4. Create access	3. Stretch content goals	5. Create challenge
6. Choose curricular competency goals	8. create access	7. Stretch competency goals	9. Create challenge

Course/Subject/Grade(s): Science 9		Planning Team:			
Unit Big Idea: The biosphere, geosphere and atmosphere are interconnected as matter cycles and energy flow through them		Unit Guiding Question: Why do we need the sun?			
Goals		**Access**	**All**	**Most**	**Few**	**Challenge**
Content: Effects of Solar Radiation		I know that the sun gives **light** I know why the **Earth** needs light from the **sun**	I know **solar radiation** I know the **different types** of light radiation	I know the **effects** of solar energy on the **cycling** of **matter** and **energy** on the Earth I know the **connection** of solar radiation to the **water cycle**	I know the connection of solar radiation to **wind and ocean currents**	I know how solar radiation is connected to the **distribution** of **energy and nutrients** around the planet
Curricular Competencies: Questioning	**Sustained intellectual curiosity**	I can wonder about about a scientific topic	I can ask questions about a scientific topic	I can ask questions to further my inquiry about a scientific topic	I can sustain my inquiry about a scientific topic over time	I can sustain an inquiry about a scientific topic of my own interest over time
	Make observations	I can use my senses to observe and describe	I can make observations to identify questions about a topic	I can observe to find patterns to help explain or support a hypothesis	I can observe & make connections to phenomena in the natural world connected to my inquiry	I can observe ethically in the natural world
	Hypothesize	I can come up with possible explanations to my wonderings	I can make an informed hypothesis about a scientific question	I can come up with multiple informed hypothesis about a scientific topic	I can formulate new hypothesis based on new information in an scientific inquiry	I can predict multiple outcomes to my own inquiry

Backwards Design: What are we teaching?

Grade: 8	**Subject Area: Math**	**Planning Team:**
Big Idea: The relationship between surface area and volume of **3D objects** can be used to describe, measure, and compare spatial relationships.		Unit Guiding question: What is Pythagorean Theory and how does Pythagorean Theory connect, relate, describe and measure, lines and shapes in our world?
Content Goal:	I know Pythagorean Theorem	
Curricular Competency Goal	I can reasoning and analyze	
Curricular Competency Goal	I can Understand and Solve	
Curricular Competency Goal	I can Communicate and represent	
Curricular Competency Goal	I can Connecting and reflecting	
Core Competency	I can become self regulated	

Course/Subject/Grade(s): Math 8	Planning Team: Graeme & Shelley

1. Choose Big Idea & turn into unit guiding questions

Goals	Access	All	Most	Few
	I know square root, square			

2. Choose content goals

4. Create access

3. Stretch grade level content goals

4. Choose curricular competency goals

5. create access

6. Stretch competency goals

Backwards Design: What are we teaching?

Grade: 8	**Subject Area: French**	**Planning Team:**
Big Idea: We can express ourselves and talk about the world around us in French		Unit Guiding question: How is Canadian culture similar/ different to Francophone cultures around the world?
Content Goal:	I know French culture	
Curricular Competency Goal	I can Identify & Share info	
Curricular Competency Goal	I can Describe similarities & differences	
Curricular Competency Goal	I can Exchange ideas & information orally & in writing	

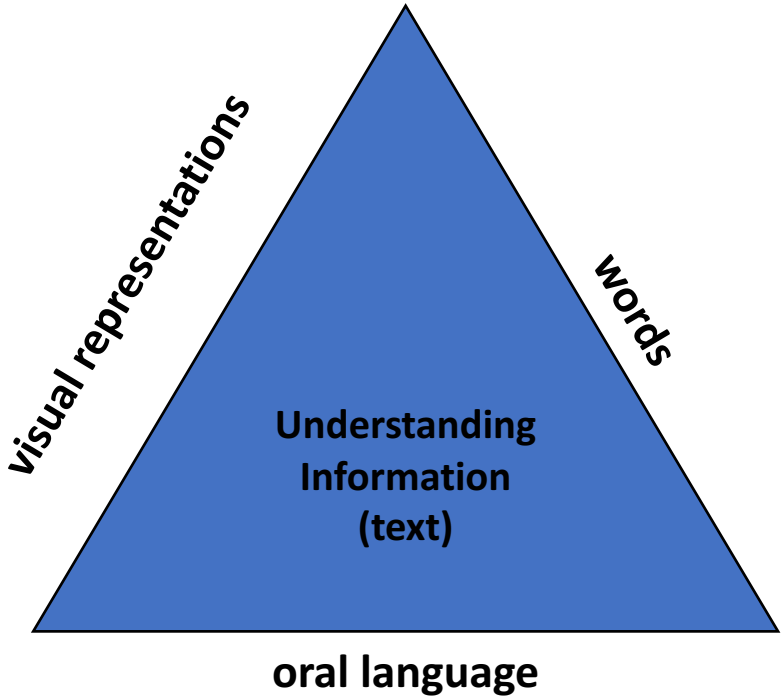
Course/Subject/Grade(s): French 8	Planning Team: Preddy, Fischer & Moore

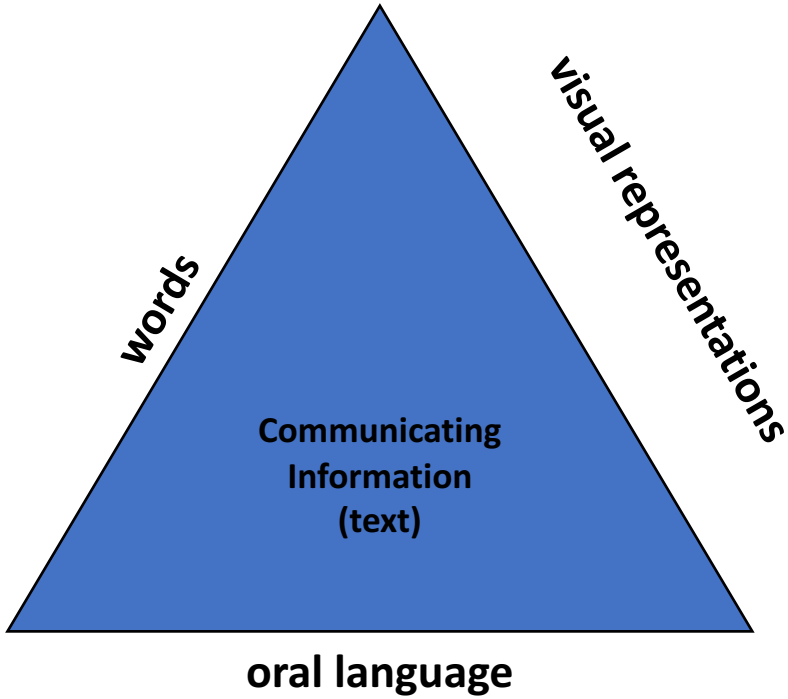
1. Choose Big Idea & turn into unit guiding questions					
Goals	**Access**	**All**	**Most**	**Few**	**Challenge**
2. Choose content goals	4. Create access	3. Stretch content goals			5. Create challenge
6. Choose curricular competency goals	8. create access	7. Stretch competency goals			9. Create challenge

Deborah Preddy & Heather Fischer – Thomas Haney

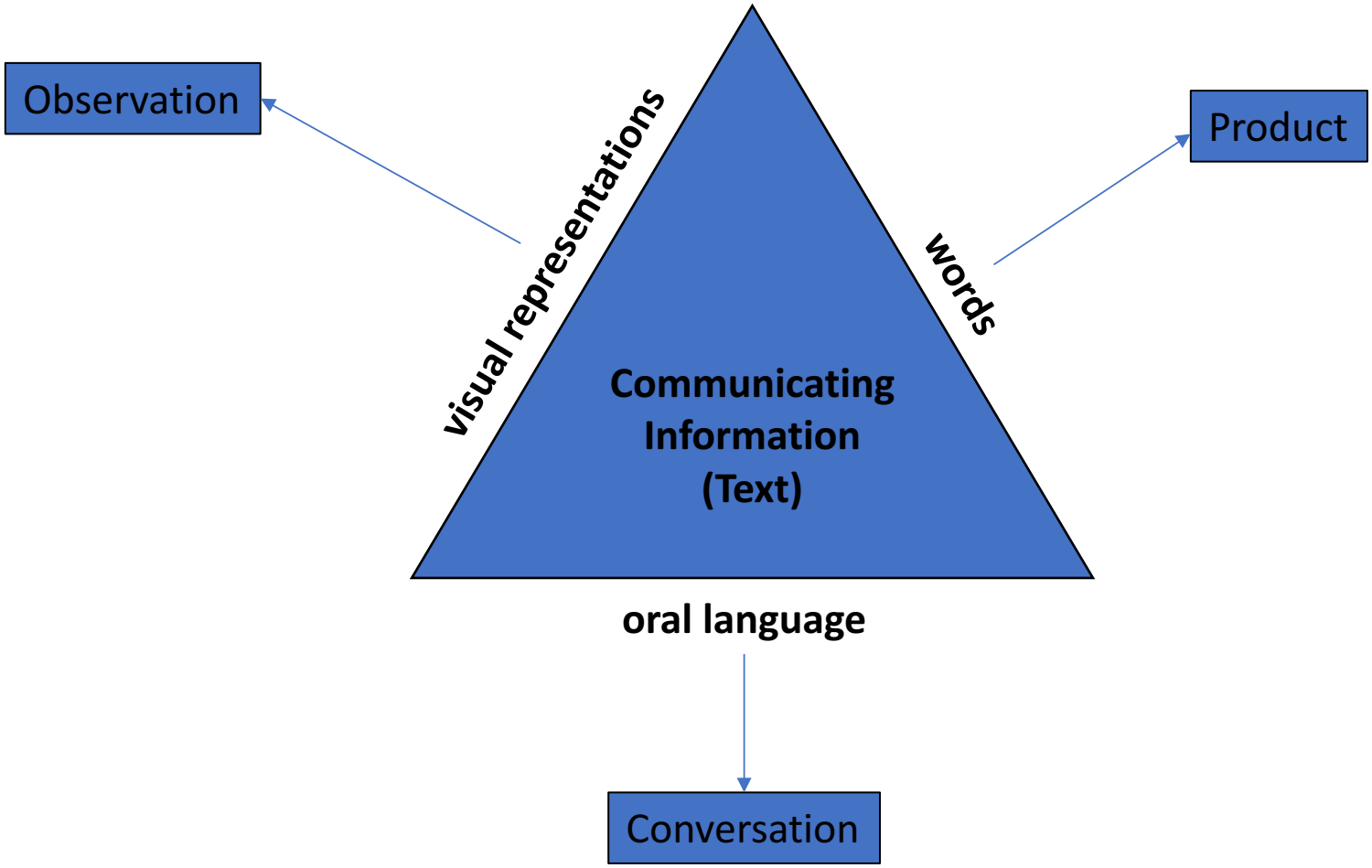
Assessment!

Teaching & Assessing

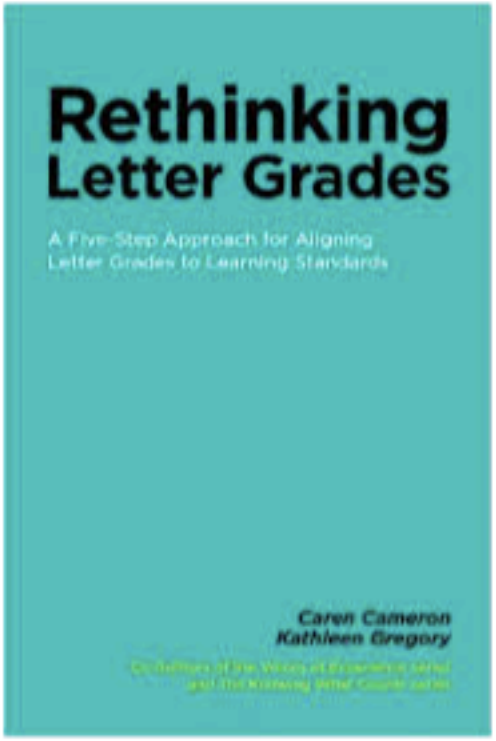




1. How do students show what they know?



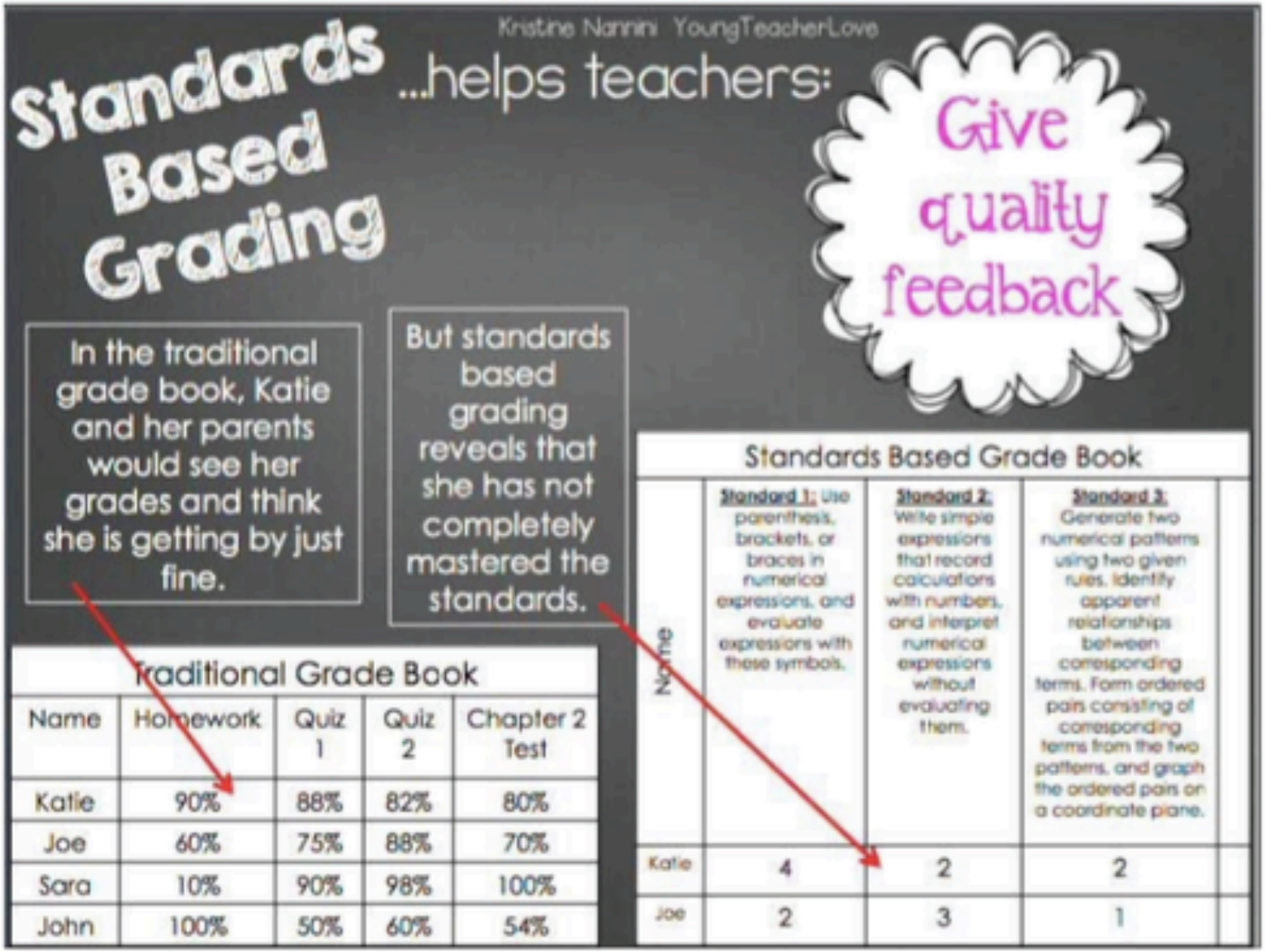
Rethinking Letter Grades



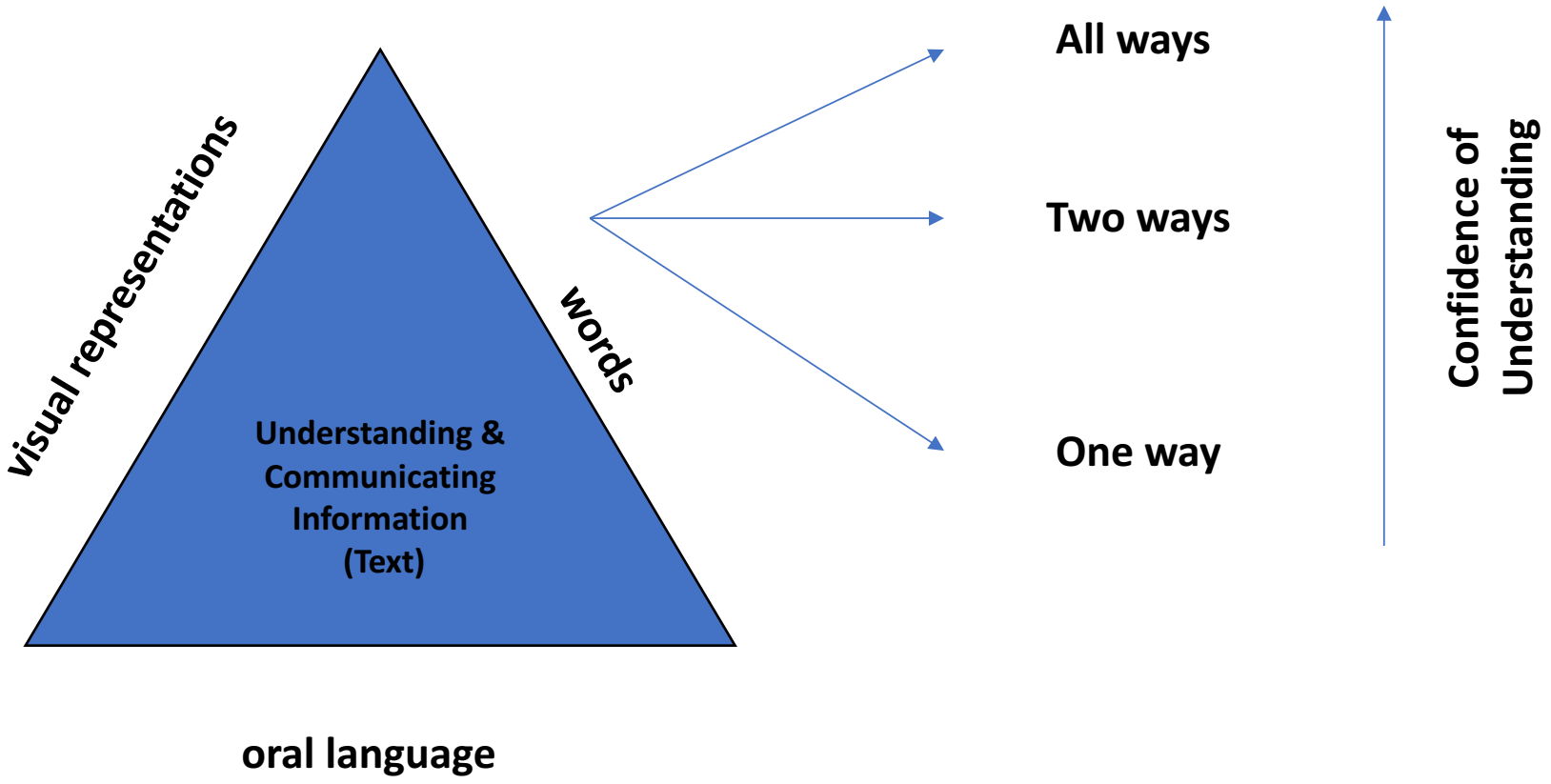
Evidence & Grading

- 2. How do we keep track of progress?

1. Standards based vs. standardized curriculum



1. How do student show what they know?



Evidence & Grading

- 3. How do we communicate progress?
  - How to we communicate progress if we still have to provide a grade

Course/Subject/Grade(s): Science 9				Planning Team:		
Unit Big Idea: The biosphere, geosphere and atmosphere are interconnected as matter cycles and energy flow through them				Unit Guiding Question: Why do we need the sun?		
Goals		**Access (NEED)**	**All (MUST)**	**Most (CAN)**	**Few (COULD)**	**Extension (TRY)**
Content: Effects of Solar Radiation		I know that the sun gives **light** I know why the **Earth** needs light from the **sun**	I know **solar radiation** I know the **different types** of light radiation	I know the **effects** of solar energy on the **cycling** of **matter** and **energy** on the Earth I know the **connection** of solar radiation to the **water cycle**	I know the connection of solar radiation to **wind and ocean currents**	I know how solar radiation is connected to the **distribution** of **energy and nutrients** around the planet
Curricular Competencies: Questioning	**Sustained intellectual curiosity**	I can wonder about about a scientific topic	I can ask questions about a scientific topic	I can ask questions to further my inquiry about a scientific topic	I can sustain my inquiry about a scientific topic over time	I can sustain an inquiry about a scientific topic of my own interest over time
	Make observations	I can use my senses to observe and describe	I can make observations to identify questions about a topic	I can observe to find patterns to help explain or support a hypothesis	I can observe & make connections to phenomena in the natural world connected to my inquiry	I can observe ethically in the natural world
	Hypothesize	I can come up with possible explanations to my wonderings	I can make an informed hypothesis about a scientific question	I can come up with multiple informed hypothesis about a scientific topic	I can formulate new hypothesis based on new information in an scientific inquiry	I can predict multiple outcomes to my own inquiry

	Content					Curricular Competencies															
	Student I know the effects of solar radiation					I can show intellectual curiosity					I can make observations					I can hypothesize					
	C-		C+	B	A	C		C+	B	A	C		C+	B	A	C		C+	B	A	
Learning Map	need	must	can	could	try	need	must	can	could	try	need	must	can	could	try	need	must	can	could	try	
Student																					
Student																					
Student																					
Student																					
Student																					

	Content					Curricular Competencies														
	Student I know the effects of solar radiation					I can show intellectual curiosity					I can make observations					I can hypothesize				
	C-		C+	B	A	C		C+	B	A	C		C+	B	A	C		C+	B	A
Learning Map	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding
Student																				
Student																				
Student																				
Student																				
Student																				

	Content					Curricular Competencies														
	Student I know the effects of solar radiation					I can show intellectual curiosity					I can make observations					I can hypothesize					Total
	10		5	3	2	10		5	3	2	10		5	3	2	10		5	3	2	80
Learning Map	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Date:
Student																					
Student																					
Student																					
Student																					
Student																					

Course/Subject/Grade(s): Science 9				Planning Team:		
Unit Big Idea: The biosphere, geosphere and atmosphere are interconnected as matter cycles and energy flow through them				Unit Guiding Question: Why do we need the sun?		
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Content: Effects of Solar Radiation		I know that the sun gives **light** I know why the **Earth** needs light from the **sun**	I know **solar radiation** I know the **different types** of light radiation	I know the **effects** of solar energy on the **cycling** of **matter** and **energy** on the Earth I know the **connection** of solar radiation to the **water cycle**	I know the connection of solar radiation to **wind and ocean currents**	I know how solar radiation is connected to the **distribution** of **energy and nutrients** around the planet
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	Content					Curricular Competencies																
	Student I know the effects of solar radiation					I can show intellectual curiosity					I can make observations					I can hypothesize					Total	Percentage %
	10		5	3	2	10		5	3	2	10		5	3	2	10		5	3	2	80	
Learning Map	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Approaching	Minimally Meeting	Meeting	Fully Meeting	Exceeding	Date:	
Student	✓	✓				✓	✓				✓	✓				✓	✓				40	50% C -
Student	✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓	✓			60	75% B
Student	✓	✓	✓			✓	✓				✓	✓	✓			✓	✓				50	63% C
Student	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		72	90% A
Student	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓				66	83% B

Making a plan!

- What is one thing that is useful from today?
- What is one thing you are going to try?
- What is your first step?
- Who can support you?

Next time!

- Bring back an artifact!
  - Something you tried
  - Something you noticed

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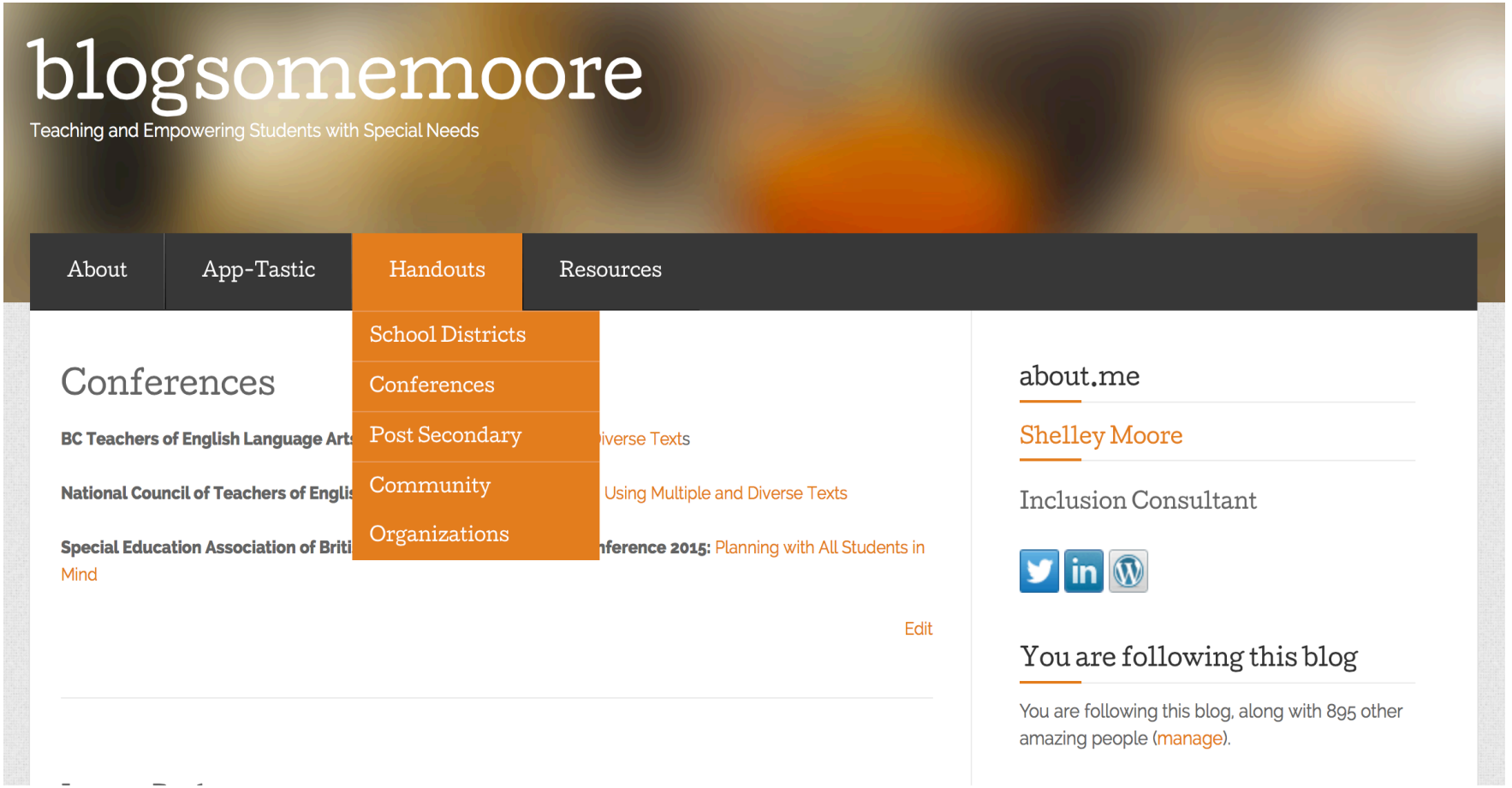

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