# SHELLEY MOORE

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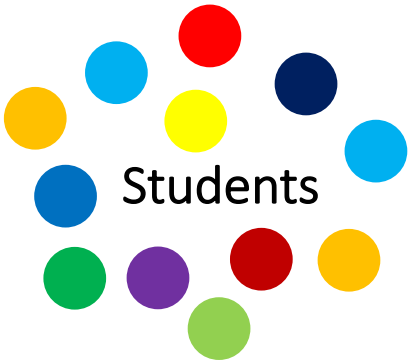
# Thinking back! Looking forward!

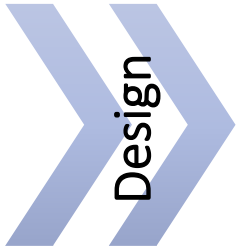
- What are some big ideas that you remember from our last session?
- What have you tried since out last session?
- What did you notice?
- What questions are coming up?

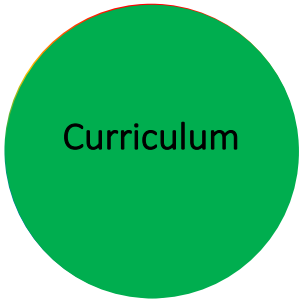
# Today

- Review
- Making curriculum adjustable
- Assessment
- Lesson design

# DESIGN: THE MOST UNDERUTILIZED SUPPORT



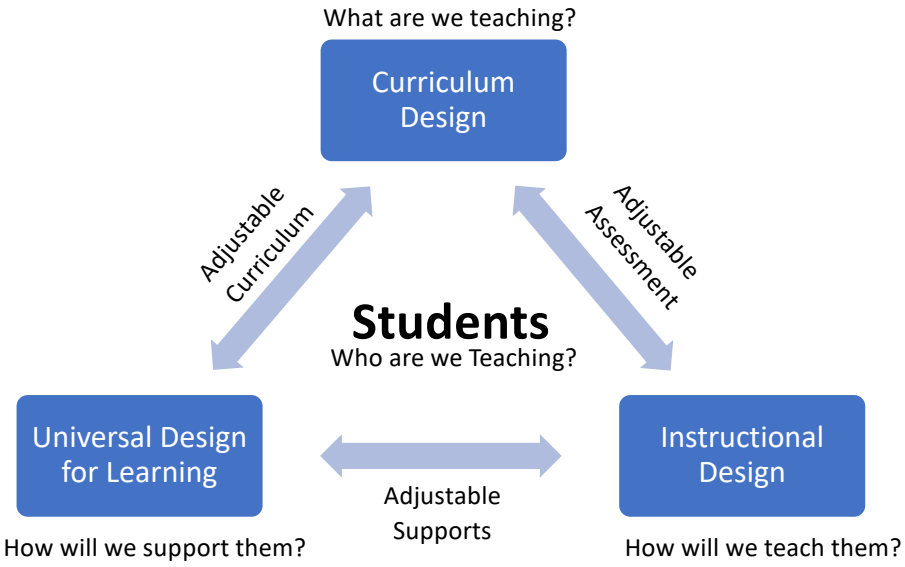

# HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

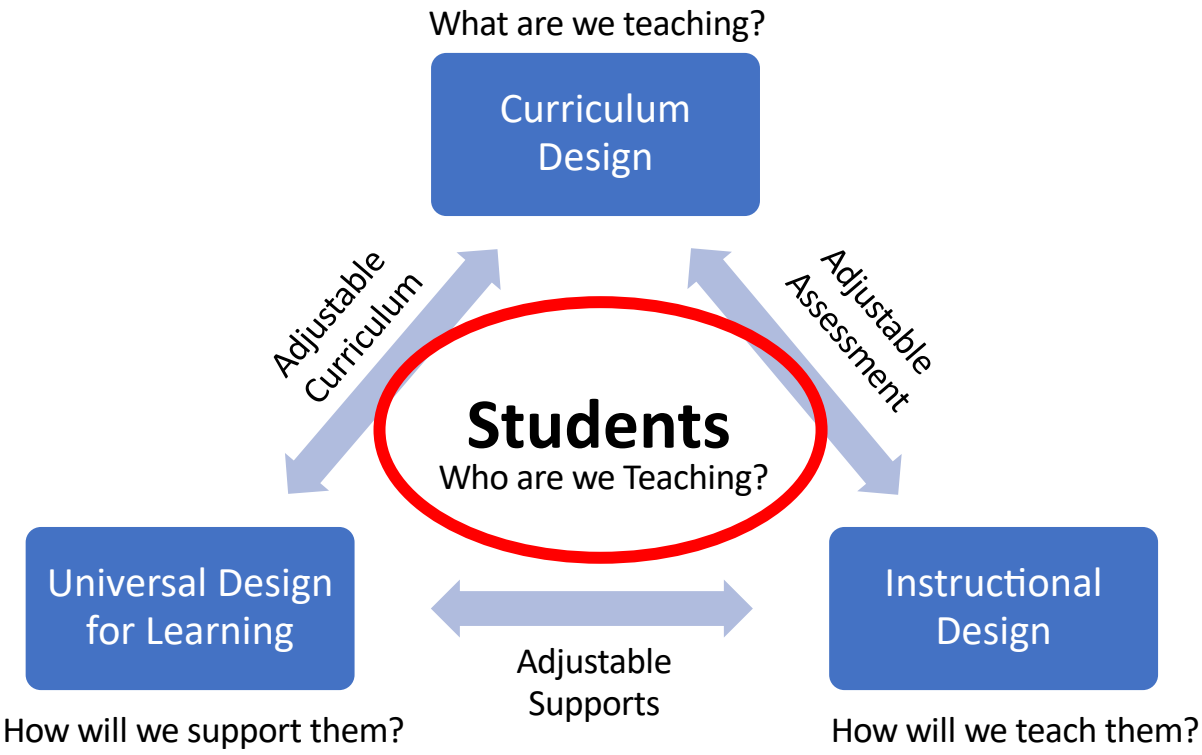
# How can we design an adjustable curriculum?

- **Who are our Learners?**
  - Getting to know who are learners are and their their range of diversity
- **What is the curriculum we are using?**
  - Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)
- **How is the curriculum responsive to the learners?**
  - Designing curriculum with both access and challenge as well as considering specific supports needed for this group of learners
- **How are we teaching students to make the adjustments they need to use the curriculum?**
  - Students knowing what they need to fit into and use the curriculum

# Educational Architects:
# Designing with Equity in Mind



# Educational Architects:
# Designing with Equity in Mind



**Class Review for:** _____

**Teacher(s):** _____

WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

(adapted from Brownlie & King, 2000)

| Interests |
|---|

| Classroom Strengths | Classroom Stretches |
|---|---|
| | |

| Class Wide Structures | Class Wide Goals/ Competencies |
|---|---|
| | |

| Individual Considerations | | | | |
|---|---|---|---|---|
| Medical | Language | Learning | Socio-Emotional | Other |
| | | | | |

# Who Am I? Profile

Name:

Words that describe me

My favorite books/ stories

Things I like to do when I'm alone

Things I like to do with my friends

Things I like to do with my family

Things I'm very good at or interested in

Things I'd like (or need) you to know about me

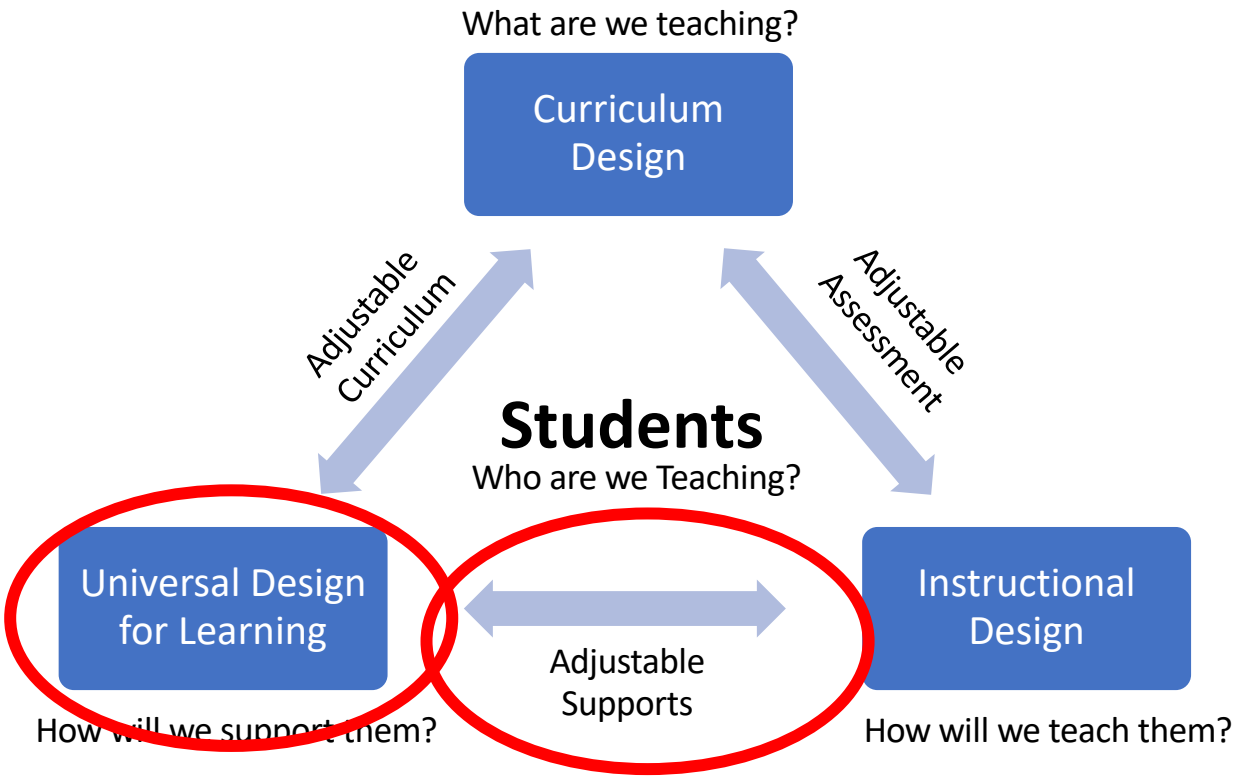
My hopes and dreams for myself

The easiest way for me to show what I know is:

Things I would like to get better at in this class are:

# SHIFTING OUR SUPPORT MODELS

# Educational Architects:
# Designing with Equity in Mind



# The cupcake Model


## Special Education

## Medical Model

Shelley Moore, 2019

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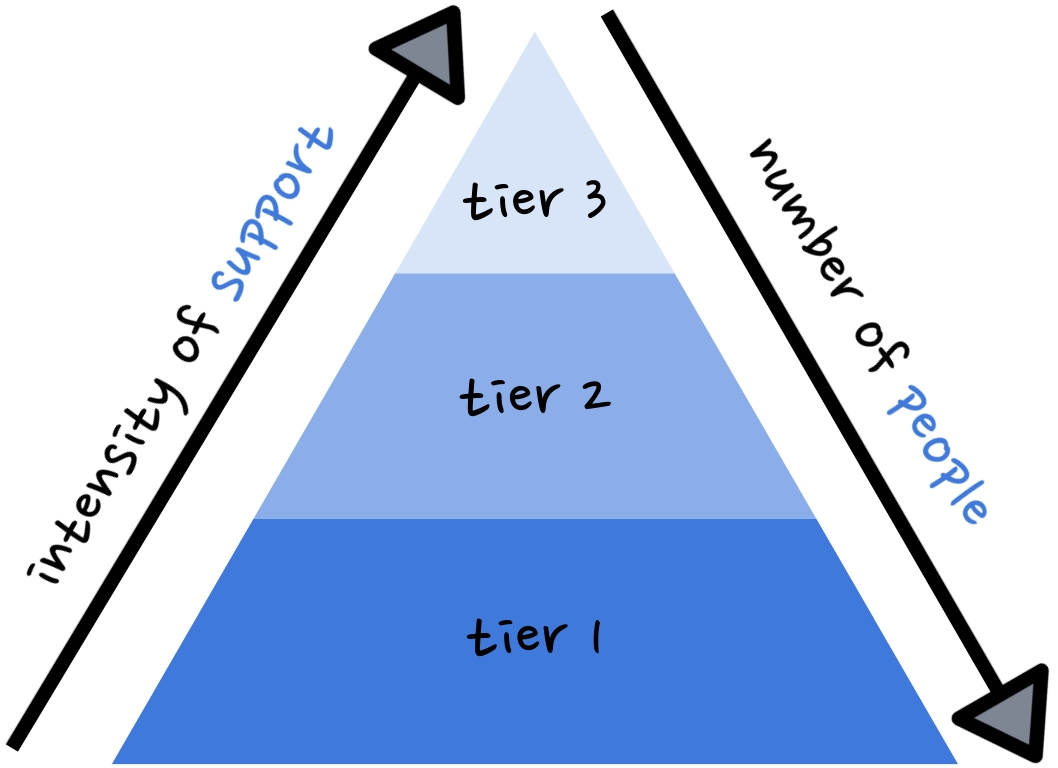
# The cupcake model

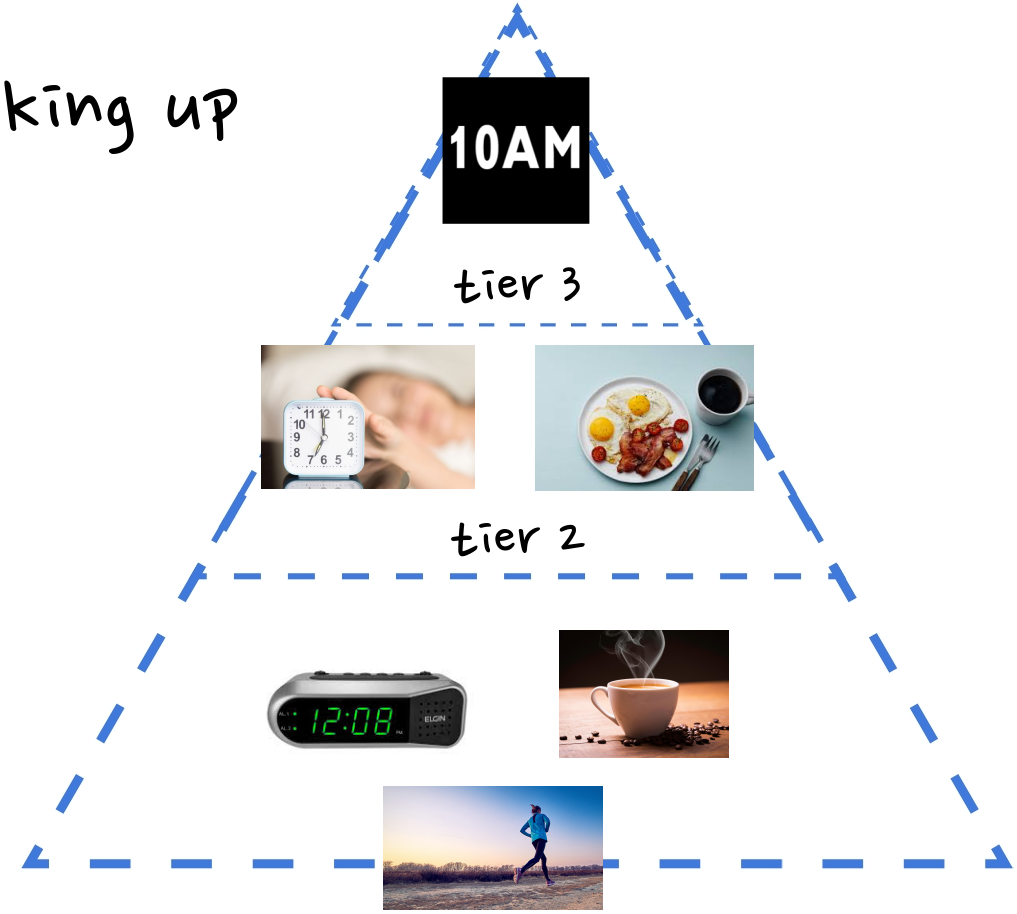

# The layered cake model

# RTI: RESPONSE TO INTERVENTION

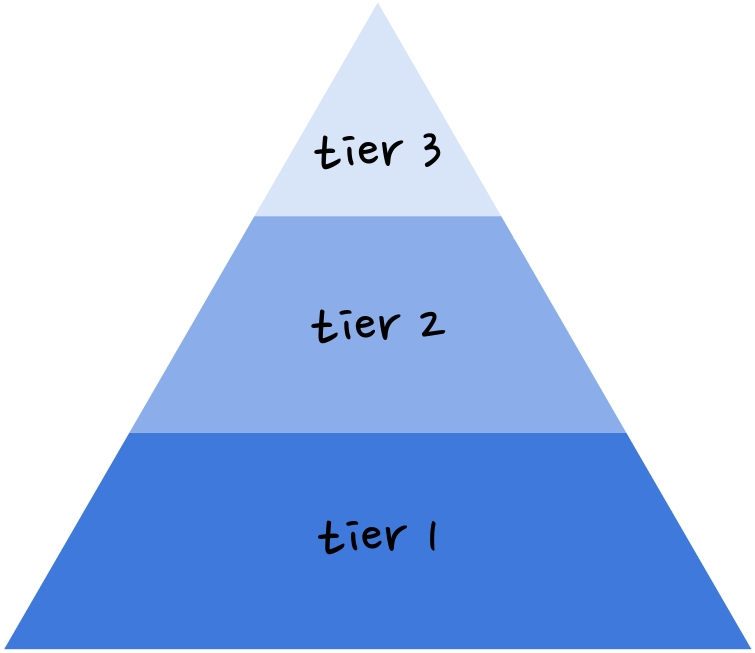


# RESPONSE TO INSTRUCTION

Lens: waking up

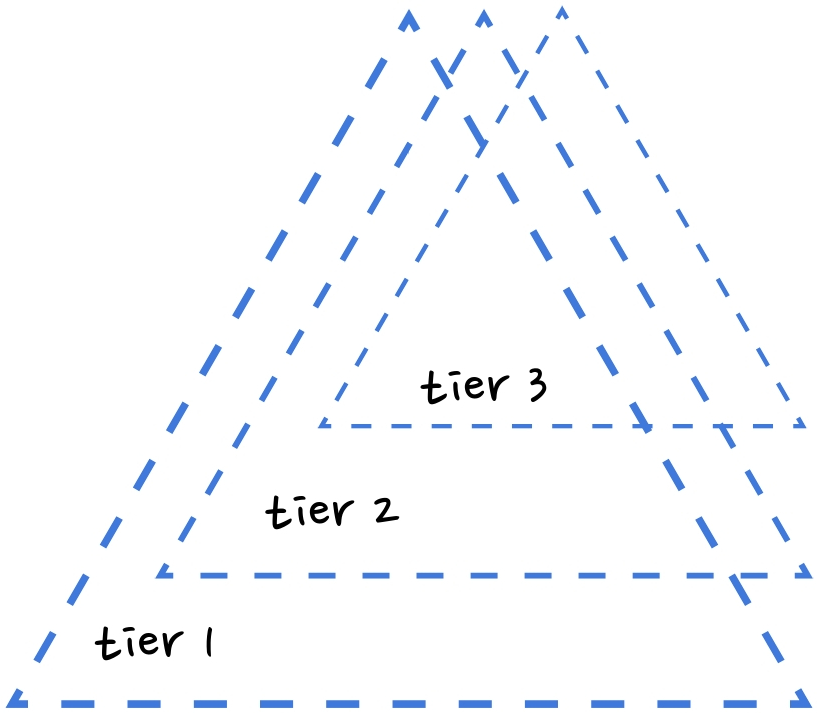


# RTI: RESPONSE TO INTERVENTION




- early intervention of support
- assessment of students
- regulated supports

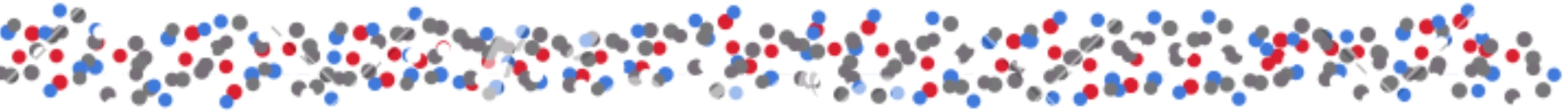
# RTI: RESPONSE TO INSTRUCTION




- early instruction of support
- assessment of the environment
- universal supports

# RESPONSE TO INSTRUCTION

- supports are determined BEFORE teaching
- supports are designed for specific students
- supports are taught to ALL students
- supports are available to ALL students



# THE SUPPORT EQUATION

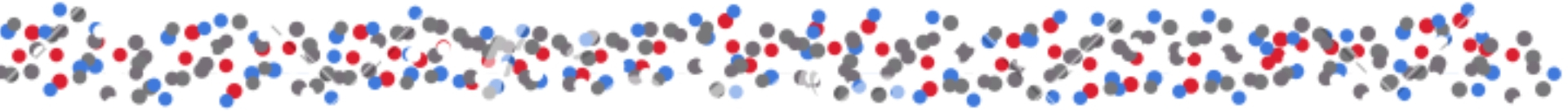
**RTI** Response to Instruction

**+**

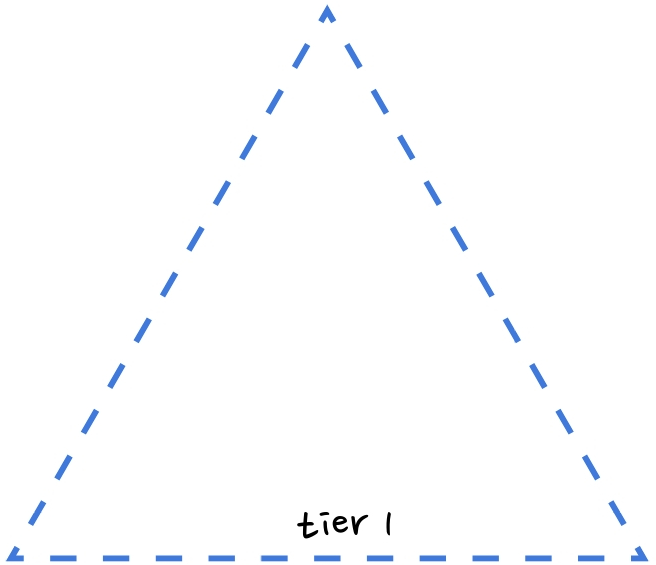
**UDL** Universal Design for Learning

**=**

**SRL** Self Regulation for Learning



# RTI/MTLS: UNIVERSAL SUPPORTS




Designed for one or more; useful for ALL

# WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

## Universal Design for Learning Guidelines

Provide Multiple Means of
**Engagement**

Provide Multiple Means of
**Representation**

Provide Multiple Means of
**Action & Expression**

# WHAT ARE THE RAILS FOR LEARNING?

what additional supports are needed for targeted needs to meet the goal?

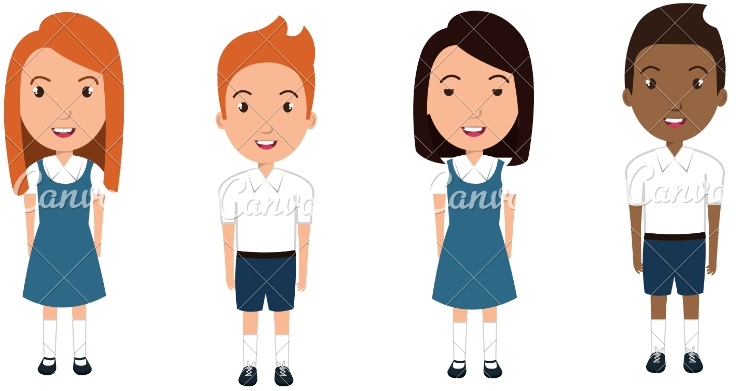
Learning Disability (LD)

Autism Spectrum

LGBTQ2S

Fetal Alcohol Syndrome

Trauma



Attention Deficit/ Hyperactivity (AD/HD

Anxiety/ Mental Health

Behaviour

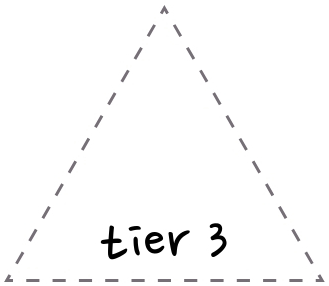
Refugee

English Language Learners (ELL)

At risk

cultural/ Indigenous

# RTI/MTLS: ESSENTIAL SUPPORTS




Designed for one; useful for one

# WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

what essential supports are needed to meet the goal?

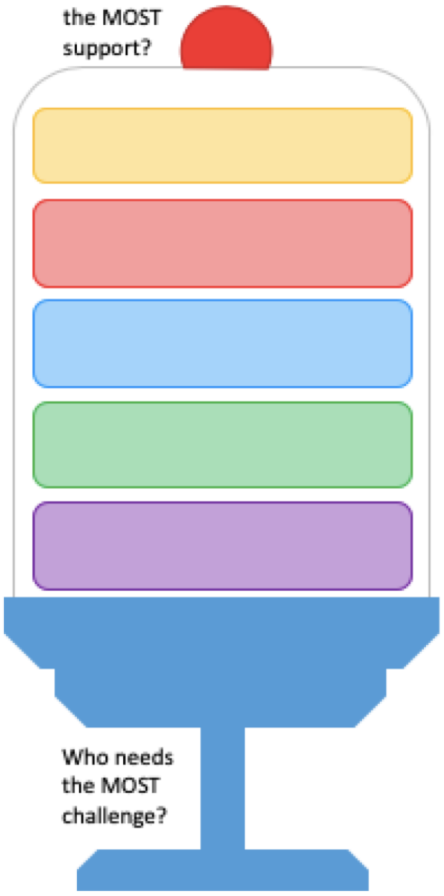
# Layered Support Cake of Love: Classroom Support Plan

Essential (E)
Targeted (T)
Universal (U)

**Party (Class):**

**Cake Flavour (Lens):**

Who needs the TARGETED support?




**Toppings** (Even More Supports)

Student(s) in mind — Support/ Strategy

Student(s) in mind — Support/ Strategy

**Layers of The Cake** (More Supports)

**Cake Stand** (Supports for ALL)

UDL Structures for this Class:

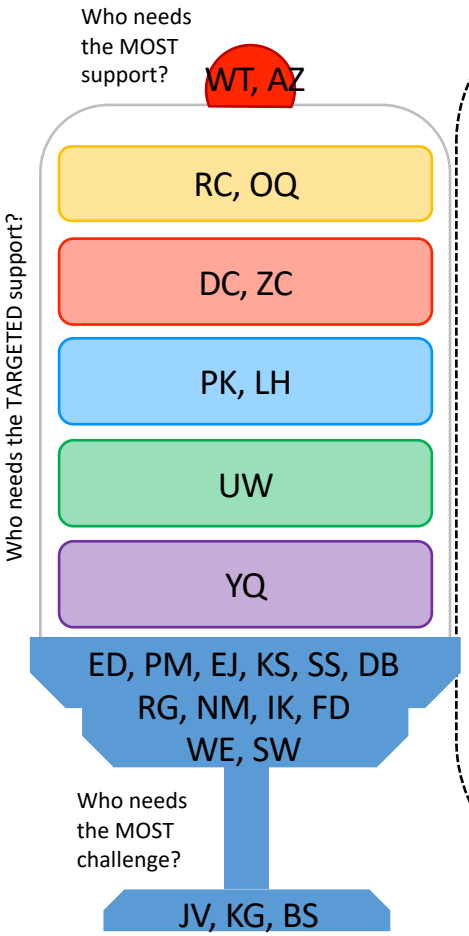
Reconciliation Structures for this Class:

Classroom Support Plan: S, Moore, 2019

# Layered Support Cake of Love: Classroom Support Plan

**Party (Class): Grade 2** **Cake Flavour (Lens): Literacy**

Essential (E)
Targeted (T)
Universal (U)




**Toppings** (Even More Supports)

| Student(s) in mind | Support/ Strategies |
|---|---|
| W.T (Cognitive/SLP) | - AAC device, Accessible text/ goal, objects |
| A.Z. (Behaviour) | - Quiet zone, 2 min breaks, check ins, incentive system, multiple levels of text, high interest |

**Layers of The Cake** (More Supports)

| Student(s) in mind | Support/ Strategy |
|---|---|
| R.C./ P.K/ I.H. (ELL) | - Visuals, vocabulary connections, word walls, strategic partnering |
| U.V. / D.C./ Z.C. (Learning) | - choice of challenge, clear learning intentions/ goals, video, outside learning, strategic groupings |
| P.S./ U.W./ O.Q. (Behaviour) | - structure, routine, transition countdown, first/then, personal check ins, regulation breaks |
| Y.Q. (LGBTQ2S+ family) | - text with diverse families, adjust binary family activities, demystification |

**Cake Stand** (Supports for ALL)

**UDL Structures for this Class:**
**Engagement (hook):** "I can statements…," visual task reference, prior knowledge activity, incorporating objects/play,
**Representation (input):** Centers, teach vocabulary, modelling, conferencing
**Expression (output):** Building/showing learning, Technology (SeeSaw), flexible seating, activity breaks, chunking tasks, choice of challenge

**Reconciliation Structures for this Class:** We can learn by exploring our identities

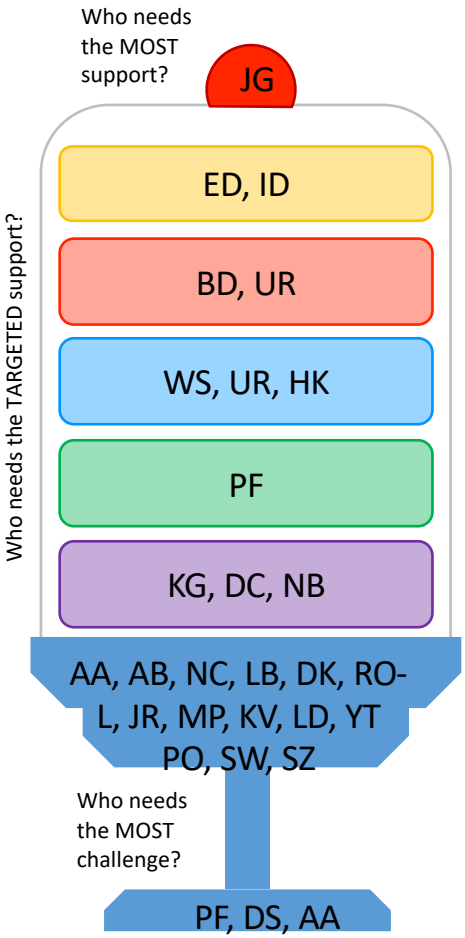
Classroom Support Plan: S, Moore, 2019

## Layered Support Cake of Love: Classroom Support Plan

**Party (Class): Grade 10**

**Cake Flavour (Lens): Math**

Essential (E)
Targeted (T)
Universal (U)




**Toppings** (Even More Supports)

| Student(s) in mind | Support/ Strategies |
|---|---|
| J.G. (Cognitive) | - Accessible text, object schedule, bin system, facilitate social connection, frequent breaks, seizure awareness |

**Layers of The Cake** (More Supports)

| Student(s) in mind | Support/ Strategy |
|---|---|
| E.D. (Autism) | - Structure, routine, real life examples , concrete options to show learning, works well with G.K. |
| U.R./W.S. (Learning) | - small group conference to build base skills, accessible numbers, choice of challenge |
| P.F. (Gifted) | - Choice of Challenge, extension options, organizational system for work |
| I.D./H.K./P.F./DC/NB (Anxiety) | - Accessible tasks, check ins, homework optional choice of expression (abstract, pictoral, concrete) - praise, encouragement, goal setting |
| K.G. B.D. (cultural) | - community building, strength based, indigenous text/perspectives, voices, leadership opportunities |

**Cake Stand** (Supports for ALL)

**UDL Structures for this Class**

**Engagement:** Provide options for recruiting interest by (optimizing, relevance, value and authenticity)

**Representation:** Provide options for languages and symbols by (supporting decoding text, mathematical notation and symbols)

**Expression:** Provide options for executive functions by (supporting planning and strategy development)

**Equitable Structures for this Class:** We can learn by seeking multiple perspectives

Classroom Support Plan: S, Moore, 2019

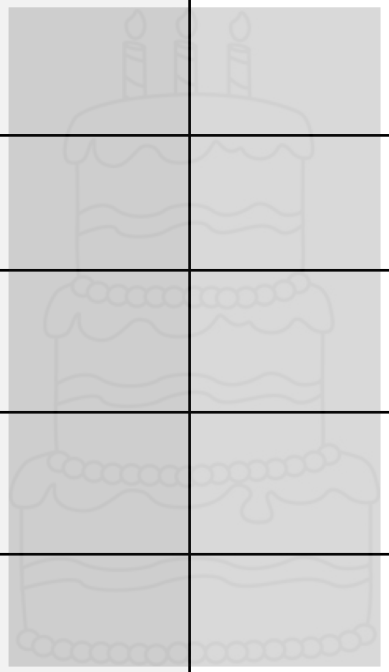
**Classroom Support Plan**

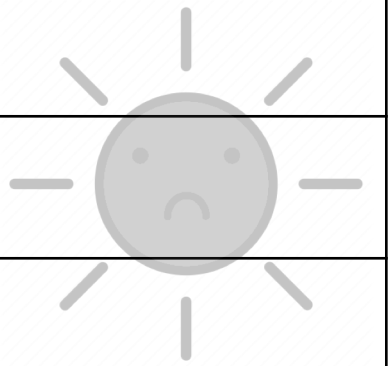
Teacher(s): _____ Support Staff: _____ Lens: _____

**Range of Support (MTLS)**

**Range of Students (RTI)**

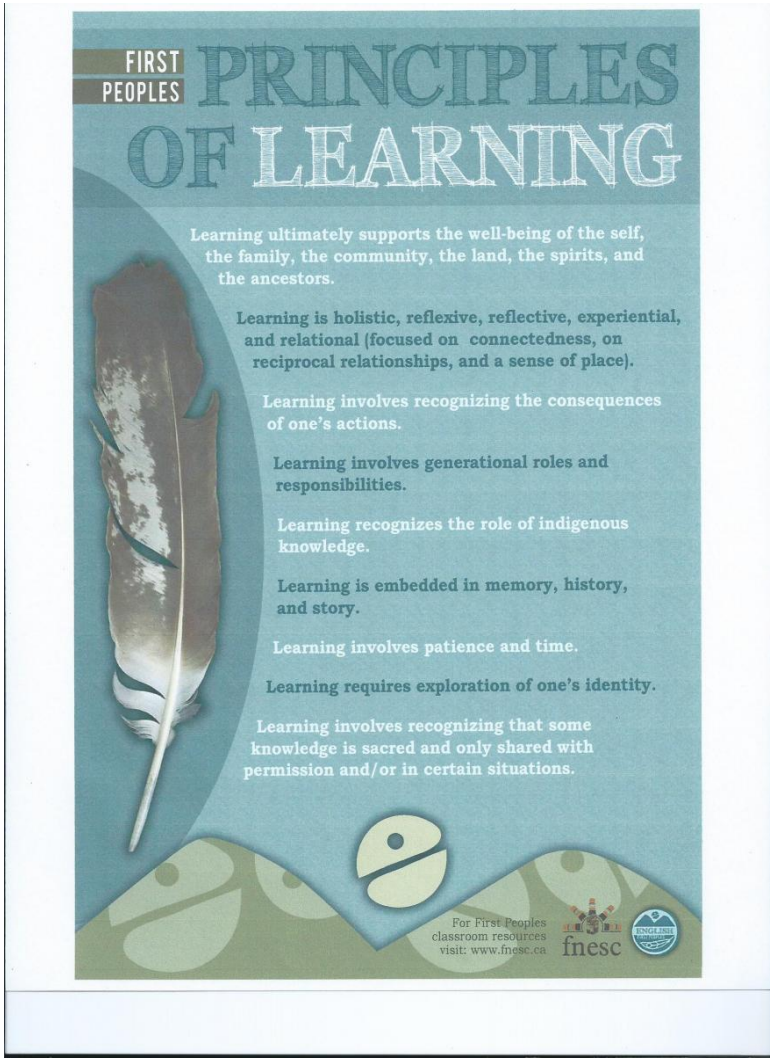
| **Students…** | **Strategies & Supports** | | |
|---|---|---|---|
| **who needs the most support** | **Universal Support** (Good for ALL) | **Targeted Support** (CHOICE for ALL) | **Essential Support** (Good for ONE) |
| **Need** | | | |
| **Need** | | | |
| **Need** | | | |
| **Need** | | | |
| **Need** | | | |
| **who needs the most challenge** | **Reconciliation & Equity Targets:** | | |





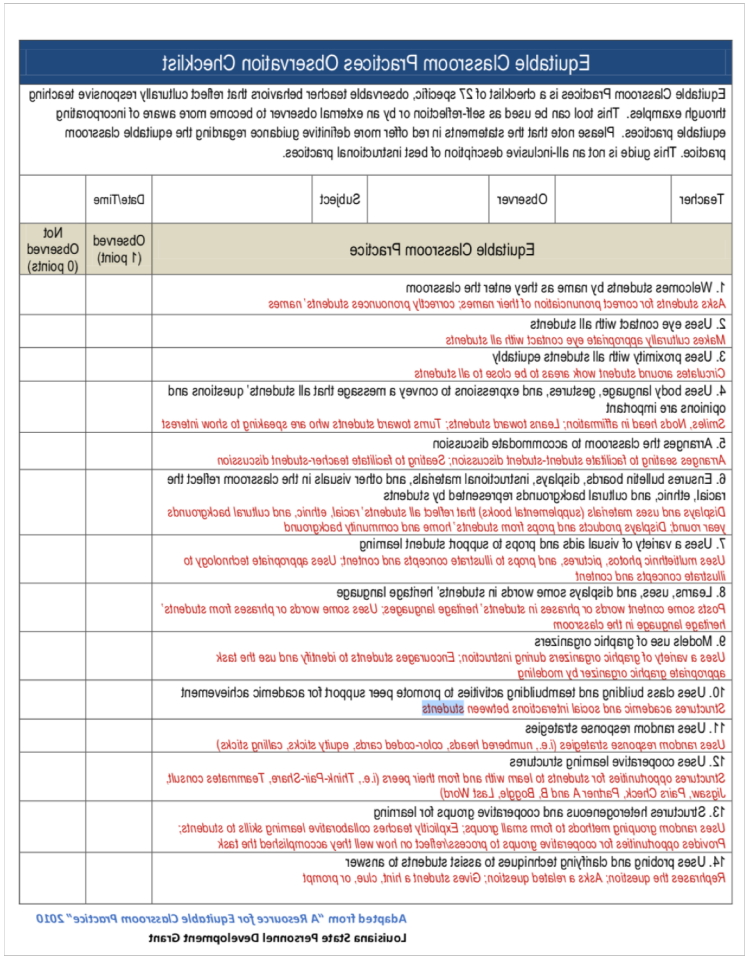
# Reconciliation Targets

- http://www.fnesc.ca/irsr/
- https://www.edcan.ca/articles/truth-reconciliation-classroom/
- https://www.reconciliationeducation.ca



# Equity Targets

- http://laspdg.org/files/Equitable%20Classroom%20Practices%200Observation%20Checklist.pdf
- https://ssrce.ca/wp-content/uploads/2016/01/Culturally-Responsive-Teaching-Checklist-1-page-highlighted.pdf
- https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html



Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

| Teacher | | Observer | | Subject | | Date/Time | |
|---|---|---|---|---|---|---|---|

| Equitable Classroom Practice | Observed (1 point) | Not Observed (0 points) |
|---|---|---|
| 1. Welcomes students by name as they enter the classroom<br>Asks students for correct pronunciation of their names; correctly pronounces students' names | | |
| 2. Uses eye contact with all students<br>Makes culturally appropriate eye contact with all students | | |
| 3. Uses proximity with all students equitably<br>Circulates around student work areas to be close to all students | | |
| 4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important<br>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest | | |
| 5. Arranges the classroom to accommodate discussion<br>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion | | |
| 6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students<br>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background | | |
| 7. Uses a variety of visual aids and props to support student learning<br>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content | | |
| 8. Learns, uses, and displays some words in students' heritage language<br>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom | | |
| 9. Models use of graphic organizers<br>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling | | |
| 10. Uses class building and teambuilding activities to promote peer support for academic achievement<br>Structures academic and social interactions between students | | |
| 11. Uses random response strategies<br>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks) | | |
| 12. Uses cooperative learning structures<br>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word) | | |
| 13. Structures heterogeneous and cooperative groups for learning<br>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task | | |
| 14. Uses probing and clarifying techniques to assist students to answer<br>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt | | |

Adapted from "A Resource for Equitable Classroom Practice" 2010

Louisiana State Personnel Development Grant

**Classroom Support Plan**

Teacher(s):Mr. B  Support Staff: Ms. L (support teacher last 20 min of block)  Class: English 8

**Range of Support** →

**Range of Students** ↓

| **Students…** | | **Strategies & Supports** | | |
|---|---|---|---|---|
| **Who needs the most support**<br>D.L, R.Y, O.M. | | **Universal Support**<br>(Good for ALL) | **Targeted Support**<br>(CHOICE for ALL) | **Essential Support**<br>(Good for ONE) |
| **Need**<br>LD | **D.L., J.K., S,W** | Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles | Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson | |
| **Need**<br>Behaviour | **R.Y., I,D., F, C, G, J., OM, DL** | Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant | Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership | Incentive monitoring system |
| **Need**<br>LGBTQ2S+ | **G, J.** | Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker | opportunities for leadership, ask(and honour) preferred pronoun | |
| **Need**<br>ELL | **P, K., I, L, E, E, OM** | Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering | Small group option with Ms. L to work with on activities after lesson | translator |
| **Need**<br>Anxiety | **R.R.** | Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size | Taking breaks, choice of where to work, homework optional, parent check ins | |
| **Who needs the most challenge**<br>I.L.., R.R | | **Reconciliation & Equity Targets:**<br>- Targeting text from Indigenous perspectives, attending to alternative points of view<br>- Appreciation circle once a week | | |

**Classroom Support Plan**

Teacher(s):Mr. B | Support Staff: Ms. C (EA) | Class: Math 9

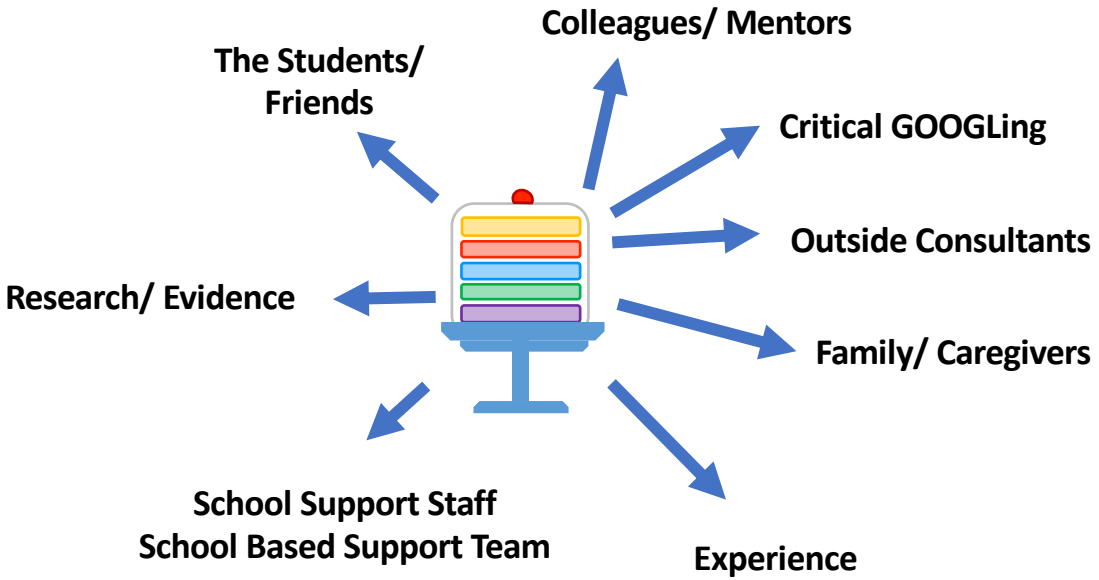
**Range of Support** →

**Range of Students** ↓

| Students… | | Strategies & Supports | | |
|---|---|---|---|---|
| **Who needs the most support**<br>J.W. | | **Universal Support**<br>(Good for ALL) | **Targeted Support**<br>(CHOICE for ALL) | **Essential Support**<br>(Good for ONE) |
| **Need**<br>Cognitive | **J.W.** | Start lesson with accessible task how to work with J.W., building community activities, manipulatives, | Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator | AAC Device, social role on class, works well with Y.T., glasses, |
| **Need**<br>Vision | **R.P** | Large print & high contrast outline of handouts, do not change furniture floor plan | Sitting close proximity to front of class | Magnifier, |
| **Need**<br>Trauma | **H.L., U.B** | Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, | Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave | Check in before class with Ms. H, might be late |
| **Need**<br>ELL | **Y.I., O.R., B, F, N.M** | Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall | | translator |
| **Need**<br>Anxiety | **R.M.** | Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer) | Taking breaks, choice of where to work, homework optional, parent check ins | |
| **Who needs the most challenge**<br>I.K., R.M. | | **Reconciliation & Equity Targets:**<br>- Sharing local Indigenous content for math concepts<br>- Standards based grading and reporting | | |

# Layered Support Cake of Love: Classroom Support Plan

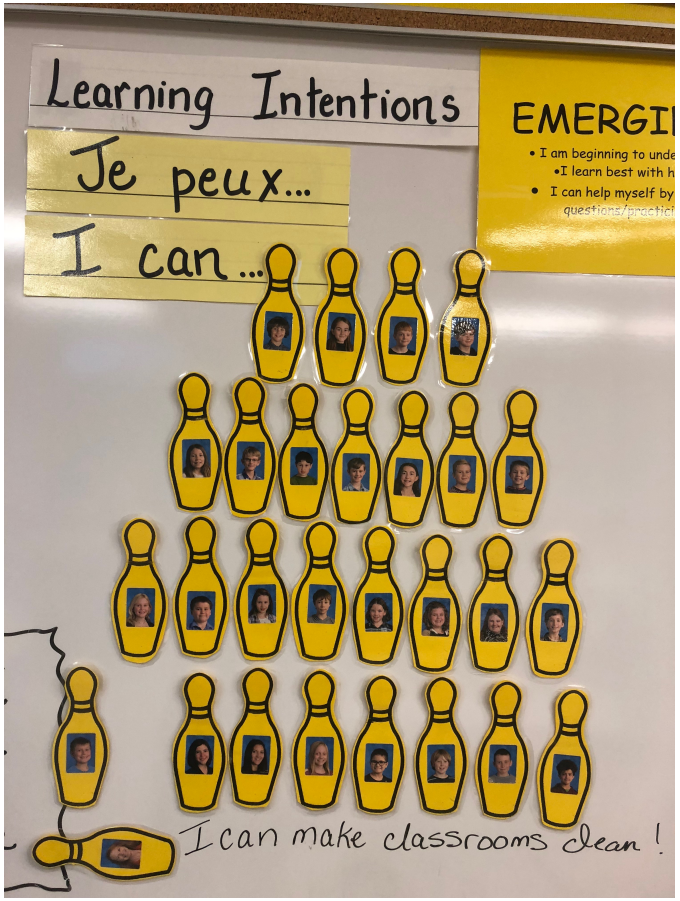
## How do we figure out supports or strategies students need?



# Making supports adjustable

"What ever I need I have access too!"

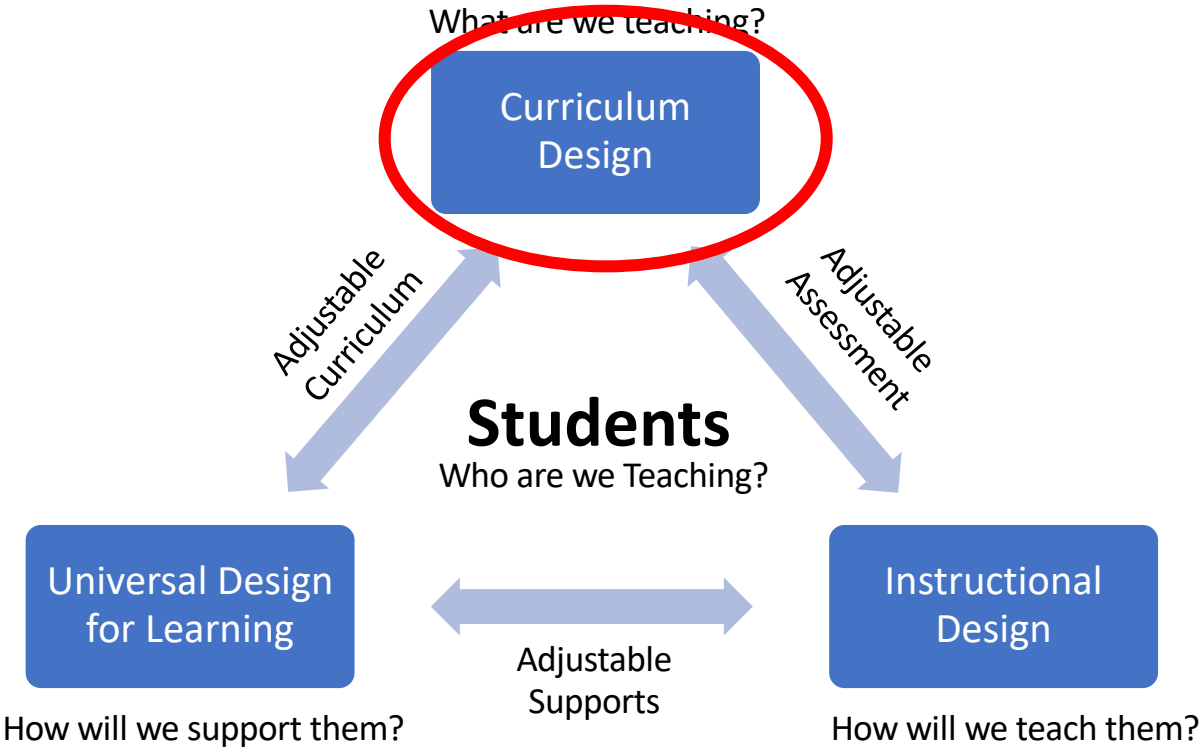
- What is this support?
- How do I use it?
- How do I know when I need it?
- How do I know when I don't?



# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

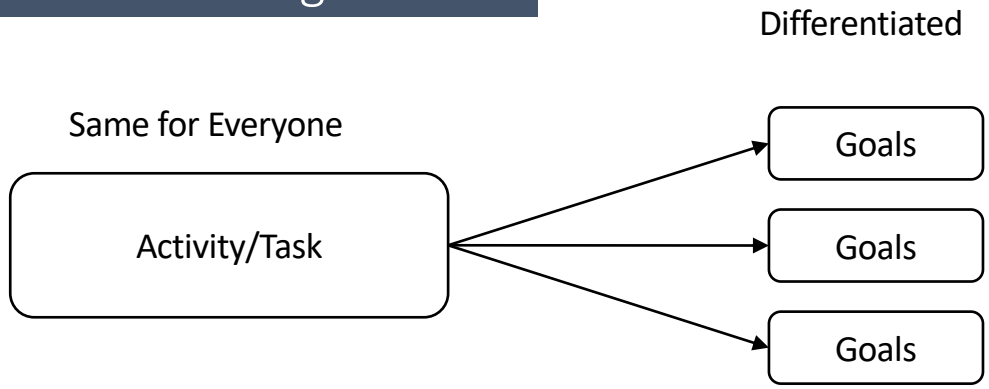
- Who are the students? What is the range of diversity?
- What kind of curricula are the students learning?
- How is the curriculum responsive to the students dimensions?
- How do the students make the adjustments they need to use the curriculum?

# Educational Architects:
# Designing with Equity in Mind

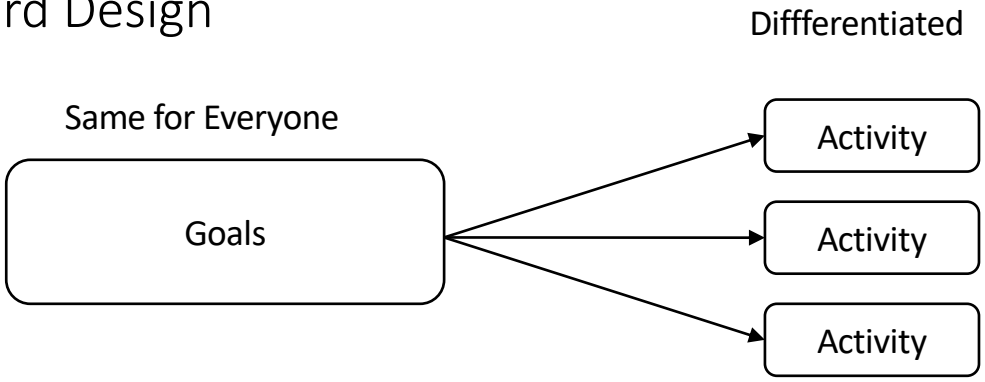


Planning & Instruction that is
goal based, not task based

# Forward Design




# Backward Design



# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the students? What is the range of diversity?
- What kind of curricula are the students learning?
- How is the curriculum responsive to the students dimensions?
- How do the students make the adjustments they need to use the curriculum?

# Curriculum!

# Curriculum as a flip book

Miserable

Two-toed

Lizard

# Backwards Design

**What do we need to UNDERSTAND?**

**What do we need to KNOW?**

**What do we need to DO?**

**Who do we need to BECOME?**

Shelley Moore, 2107

# Backwards Design

**What do we need to UNDERSTAND?**

**I understand …**

**What do we need to KNOW?**

**I know…**

**What do we need to DO?**

**I can…**

**Who do we need to BECOME?**

**I can become…**

Shelley Moore, 2107

# The Backwards Design FLIPBOOK

Miserable
Two-toed
Lizard

BIG IDEA/THEME — **WHAT we need to UNDERSTAND**

**Teacher Evaluation**

CONTENT/ LEARNING STANDRADS — **What we need to KNOW**

PROCESSES/SKILLS — **What we need to DO**

**Student Evaluation**

COMPETENCIES/ ATTITUDES — **Who we need to BECOME**

Shelley Moore, 2107

# The Backwards Design FLIPBOOK Alberta's Renewed Curriculum

Miserable Two-toed Lizard

**Context**

Essential Understanding

Guiding Questions

What do we need to **understand**?

**Teacher Evaluation**

Learning Outcome

Conceptual Knowledge — What do we need to **know**?

Procedural Knowledge — What do we need to **do**?

Literacy Competencies — What do we need to **do**?

Numeracy Competencies — What do we need to **do**?

**Student Evaluation**

Competencies — Who do we need to **become**?

Shelley Moore, 2107

# The Backwards Design FLIPBOOK

Class: Subject(s): Grade(s):

**Essential Understanding:**

**Guiding Questions**:?

**Learning Outcome**

**Conceptual Knowledge**

**Procedural Knowledge**

**Literacy Competencies (choice from suggestions)**

**Numeracy Competencies (choice from suggestions)**



Shelley Moore, 2019

# The Backwards Design FLIPBOOK

**Class:** Kindergarten **Subject(s):** Science **Grade(s):**

**Essential Understanding:** Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life

**Guiding Questions**: How are things in my environment alike and different?

**Learning Outcome:** I can investigate living and non living things in the local environment

## Conceptual Knowledge

- I know that plants and animals are living things
- I know that the environment includes living, non-living and human – made things
- I know that living, non-living, and human made things have places in the shared environment
- I know that science involves asking questions about the world
- I know that exploring of the environment involves wondering and observing
- I know that living and non living things in the environment need to be treated with respect
- I know information gained through observations and stories is important to FNMI understandings of the world

## Procedural Knowledge

- I can collect information about living, non-living, and human-made things respectfully, responsibility and safely
- I can ask questions about what is being observed
- I can practice safe and appropriate use of simple tools, including magnifying
- I can compare observations in a variety of ways, including orally and through illustrations and graphics
- I can represent a plant or animal in the space that it uses, including its activities and its interactions with other things, through actions, pictures, or
- I can integrate new vocabulary related to scientific investigations
- I can explore FNMI stories about plants and animals

## Literacy Competencies

- I can construct meaning by….using vocabulary

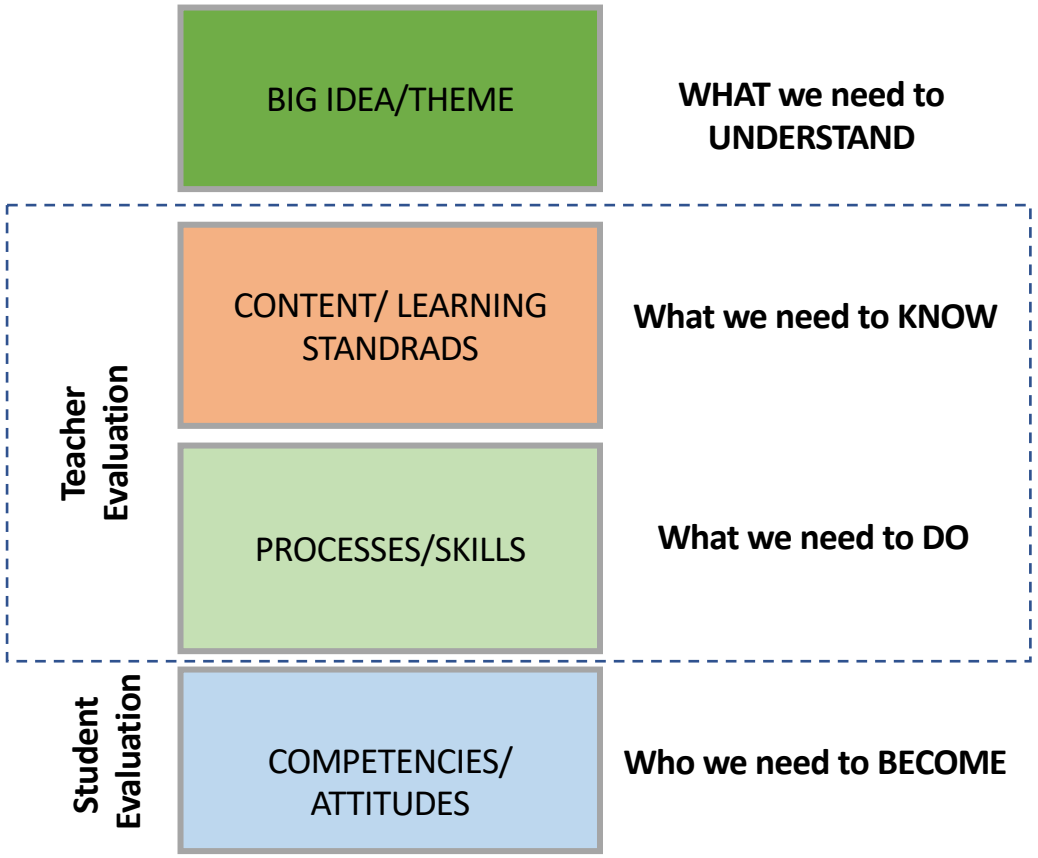
## Numeracy Competencies

- I can use methods and tools by using

I can be an information manager by…

# The Backwards Design FLIPBOOK

Miserable Two-toed Lizard




Shelley Moore, 2107

# Backwards Design Alberta Goals Cheat Sheet (SUPPORTS)

| Backward Design Element | In Science it is called: | In Social Studies it is called: | In Math it is called: | In Language Arts/English it is called: |
|---|---|---|---|---|
| **Topic:** What is the theme/topic/context? | Unit of Study | Title | Strand | Theme of choice |
| **Big Idea:** What do we need to understand? Why are we learning this? | Overview | General Learning Outcome (GLO) | General Learning Outcome (GLO) | General Learning outcome (GLO) |
| **Guiding Question:** Turning the BIG IDEA into a questions for the students | Focus Questions | Make it out of the GLO | Make it out of the GLO | Make a question out of the theme |
| **Content Goals:** What do we need to know? (evaluate) | STS & Knowledge | Knowledge & Understandings | Specific Outcomes | none |
| **Process Goals:** What do we need to do? (evaluate) | Skills | Values & Attitudes | Skills & Processes | Specific learning outcomes |
| | Attitudes | Dimensions of Thinking | | |

# Backwards Design Planning Template: Science Goals/Learning Outcomes

| | |
|---|---|
| **Grade: 8**<br>**Subject Area:** Science | **Topic/Unit:** Unit B: Plants for Food and Fibre (Science and Technology Emphasis) |

**Unit Guiding Question/Focus Questions:** How do we produce useful plant products? What techniques do we use, what knowledge are these techniques based on, and how do we apply these techniques in a sustainable way?

**General Learner Outcomes/ Expectations**

**Science, Technology & Society; Knowledge**

- **Investigate plant uses; and identify links among needs, technologies, products and impacts**
- Investigate life processes and structures of plants, and interpret related characteristics and needs of plants in a local environment
- Analyze plant environments, and identify impacts of specific factors and controls
- Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fibre

**Skills**

- Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
- Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data
- Analyze qualitative and quantitative data, and develop and assess possible explanations
- Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results

**Attitudes**

- Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields
- Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds
- Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues
- Work collaboratively in carrying out investigations and in generating and evaluating ideas
- Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment
- Show concern for safety in planning, carrying out and reviewing activities

# The Backwards Design FLIPBOOK Alberta's Renewed Curriculum

Miserable Two-toed Lizard

**Context**

Strand

Guiding Questions

What do we need to **understand**?

**Teacher Evaluation**

GLO

SLO

What do we need to **know**?

Skills & Processes

What do we need to **do**?

**Student Evaluation**

Competencies

Who do we need to **become**?

Shelley Moore, 2107

| Alberta Math Backwards Design Template (5-12) | Grade: | Strand: |
|---|---|---|
| Guiding Unit Questions: | | |

**Mathematical Processes to Target**

| | | | | | |
|---|---|---|---|---|---|
| ❑ I can communicate | ❑ I can make connections | ❑ I can use mental math and estimation | ❑ I can problem solve | ❑ I can use technology | ❑ I can visualize |

**Mathematical Goals to Target**

| General Outcome: | Specific Outcomes: | Kid Friendly Goals |
|---|---|---|
| | | |

**Student Competencies to Target**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ❑ I can be a critical thinker | ❑ I can be a problem solver | ❑ I can manage information | ❑ I can be creative & innovative | ❑ I can communicate | ❑ I can collaborate | ❑ I can be a cultural & global citizen | ❑ I can have personal growth and well being |

| Alberta Math Backwards Design Template (5-12) | Grade: 5 | Strand: Number |
|---|---|---|

Guiding Unit Questions: What are numbers? How they help us to understand the world? How are decimals and fraction related? How do mathematicians use numbers?

**Mathematical Processes to Target**

| | | | | | |
|---|---|---|---|---|---|
| ❑ I can communicate | ❑ I can make connections | ❑ I can use mental math and estimation | ❑ I can problem solve | ❑ I can use technology | ❑ I can visualize |

**Mathematical Goals to Target**

| General Outcome: I can develop number sense | Specific Outcomes: | Kid Friendly Goals |
|---|---|---|
| | 1. Represent and describe whole numbers to 1 000 000<br>2. Use estimation strategies in problem-solving contexts.<br>3. Apply mental mathematics strategies and number properties in order to understand and recall basic multiplication facts (multiplication tables) to 81 and related division facts.<br>4. Apply mental mathematics strategies for multiplication.<br>5. Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems.<br>6. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems<br>7. Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to: • create sets of equivalent fractions • compare fractions with like and unlike denominators.<br>8. Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically.<br>9. Relate decimals to fractions and fractions to decimals (to thousandths).<br>10. Compare and order decimals (to thousandths) by using: • benchmarks • place value• equivalent decimals.<br>11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). | 1. I can show and describe numbers to **1 000 000**<br>2. I can use strategies to **estimate** to help me solve problems<br>3/4. I can use **mental math** to help me **multiply** and **divide.**<br>5. I can use materials and tools to help me multiply<br>6. I can use materials to help me divide<br>7. I can compare fractions<br>*8.* I can show and describe decimals<br>9. I can connect decimals and fractions<br>10. I can compare and order decimals<br>11. I can add and subtract and subtract decimals |

**Student Competencies to Target**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ❑ I can be a critical thinker | ❑ I can be a problem solver | ❑ I can manage information | ❑ I can be creative & innovative | ❑ I can communicate | ❑ I can collaborate | ❑ I can be a cultural & global citizen | ❑ I can have personal growth and well being |

| Alberta Math Backwards Design Template (5-12) | Grade: 8 | Strand: Shape & Space |
|---|---|---|

Guiding Unit Questions: How can we understand and make sense of shapes in our world? How are surface area and volume connected? How are 2 D and 3 D shapes connected?

**Mathematical Processes to Target**

| | | | | | |
|---|---|---|---|---|---|
| ❑ I can communicate | ❑ I can make connections | ❑ I can use mental math and estimation | ❑ I can problem solve | ❑ I can use technology | ❑ I can visualize |

**Mathematical Goals to Target**

| General Outcome: I can describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them. | **Specific Outcomes:** | **Kid Friendly Goals** |
|---|---|---|
| | Measurement<br>1. Develop and apply the Pythagorean theorem to solve problems.<br>2. Draw and construct nets for 3-D objects.<br>3. Determine the surface area of: • right rectangular prisms • right triangular prisms • right cylinders to solve problems<br>4. Develop and apply formulas for determining the volume of right rectangular prisms, right triangular prisms and right cylinders.<br>3D Objects and 2 D Shapes<br>5. Draw and interpret top, front and side views of 3-D objects composed of right rectangular prisms.<br>Transformation<br>6. Demonstrate an understanding of the congruence of polygons. | 1. I can use the **Pythagorean Theorem** to solve problems<br>2. I can draw and construct a **net** for a 3D object<br>3. I can find **surface area**<br>4. I can use **formulas** to help me find volume<br>5. I can draw **3D objects**<br>6. I can understand **congruence** of **polygons** |

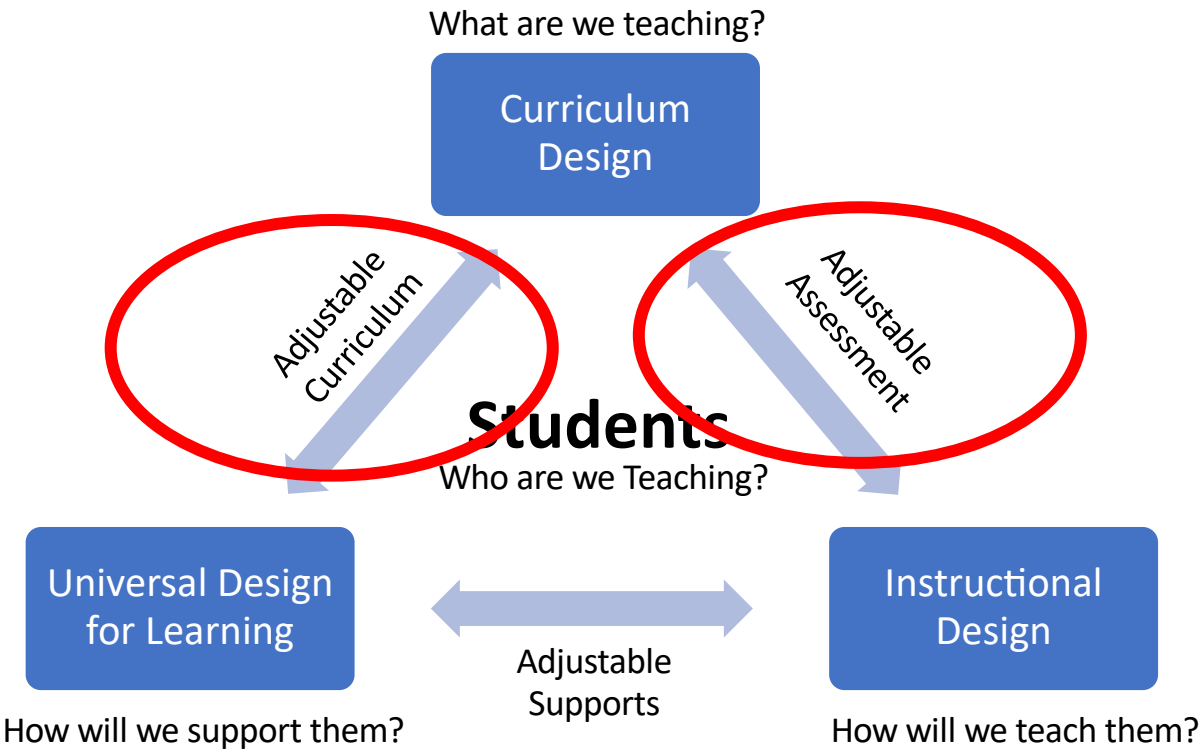
**Student Competencies to Target**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ❑ I can be a critical thinker | ❑ I can be a problem solver | ❑ I can manage information | ❑ I can be creative & innovative | ❑ I can communicate | ❑ I can collaborate | ❑ I can be a cultural & global citizen | ❑ I can have personal growth and well being |

# Your Job

- Choose a unit coming up
- Create some guiding questions out of the big idea
- Chose your unit goals
  - Content
  - Process/skills
  - Competencies

# Educational Architects:
# Designing with Equity in Mind



# Learning Maps

- Adjustable curriculum
- More than one “standard” designed for the average
- Multiple exit points
- Multiple achievement 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


# One point rubric

| | Standard |
|---|---|
| goal | |

# One point rubric

**One point rubric – Self Assessment**

| Name: | Course: Social Studies 9 | Date: |
|---|---|---|
| **Unit Guiding question:**<br>How does Canada's political process impact citizenship and identify in an attempt to meet the needs of all Canadians? | | |
| **Where I need support** | **I can do this!** | **Where I need some challenge** |
| | • I can appreciate the impact of the **Canadian Charter of Rights and Freedoms** on rights and governance in Canada<br>• I can appreciate the various effects of **government policies** on **citizenship** and on Canadian society<br>• I can appreciate how emerging issues impact **quality of life**, citizenship and **identity** in Canada | |
| | • I can examine the structure of Canada's **federal political system** by exploring and reflecting upon issues<br>• I can analyze the role that citizens and organizations play in Canada's **justice system** by exploring and reflecting upon issues<br>assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the **legislative process** in Canada by exploring and reflecting upon issues<br>• I can assess, critically, how the increased demand for recognition of **collective rights** has impacted the legislative process in Canada by exploring and reflecting upon issues<br>• I can assess, critically, how legislative processes attempt to address emerging issues of **immigration** by exploring and reflecting upon issues | |

| Alberta Math Backwards Design Template (5-12) | Grade: 5 | Strand: Number |
|---|---|---|

Guiding Unit Questions: What are numbers? How they help us to understand the world? How are decimals and fraction related? How do mathematicians use numbers?

**Mathematical Processes to Target**

| | | | | | |
|---|---|---|---|---|---|
| ❑ I can communicate | ❑ I can make connections | ❑ I can use mental math and estimation | ❑ I can problem solve | ❑ I can use technology | ❑ I can visualize |

**Mathematical Goals to Target**

| General Outcome: I can develop number sense | Specific Outcomes: | Kid Friendly Goals |
|---|---|---|
| | 1. Represent and describe whole numbers to 1 000 000<br>2. Use estimation strategies in problem-solving contexts.<br>3. Apply mental mathematics strategies and number properties in order to understand and recall basic multiplication facts (multiplication tables) to 81 and related division facts.<br>4. Apply mental mathematics strategies for multiplication.<br>5. Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems.<br>6. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems<br>7. Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to: • create sets of equivalent fractions • compare fractions with like and unlike denominators.<br>8. Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically.<br>9. Relate decimals to fractions and fractions to decimals (to thousandths).<br>10. Compare and order decimals (to thousandths) by using: • benchmarks • place value• equivalent decimals.<br>11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). | 1. I can show and describe numbers to **1 000 000**<br>2. I can use strategies to **estimate** to help me solve problems<br>3/4. I can use **mental math** to help me **multiply** and **divide.**<br>5. I can use materials and tools to help me multiply<br>6. I can use materials to help me divide<br>7. I can compare fractions<br>*8.* I can show and describe decimals<br>9. I can connect decimals and fractions<br>10. I can compare and order decimals<br>11. I can add and subtract and subtract decimals |

**Student Competencies to Target**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ❑ I can be a critical thinker | ❑ I can be a problem solver | ❑ I can manage information | ❑ I can be creative & innovative | ❑ I can communicate | ❑ I can collaborate | ❑ I can be a cultural & global citizen | ❑ I can have personal growth and well being |

**One point rubric – Self Assessment**

| Name: | Course: Math 5 | Date: |
|---|---|---|

**Unit Guiding question:**
What are numbers? How they help us to understand the world? How are decimals and fraction related? How do mathematicians use numbers?

| Where I need support | I can do this! | Where I need some challenge |
|---|---|---|
| | ❑ I can show and describe numbers to **1 000 000**<br>❑ I can use strategies to **estimate** to help me solve problems<br>❑ I can use **mental math** to help me **multiply** and **divide.**<br>❑ I can use materials and tools to help me multiply<br>❑ I can use different materials to help me divide<br>❑ I can compare fractions<br>❑ I can show and describe decimals<br>❑ I can connect decimals and fractions<br>❑ I can compare and order decimals<br>❑ I can add and subtract and subtract decimals | |
| | • I can communicate<br>• I can make connections<br>• I can use mental math and estimation<br>• I can problem solve<br>• I can use technology<br>• I can visualize | |
| | • I can be a critical thinker<br>• I can be a problem solver<br>• I can manage information<br>• I can be creative & innovative<br>• I can communicate<br>• I can collaborate<br>• I can be a cultural & global citizen<br>• I can have personal growth and well being | |

## One point rubric – Formative Assessment

| Name: | Course: Social Studies 9 | Date: |
|---|---|---|

**Unit Guiding question:**
How does Canada's political process impact citizenship and identify in an attempt to meet the needs of all Canadians?

| Some things to pay attention to… (support) | Goals for this Unit | Some next steps…(challenge) |
|---|---|---|
| | • I can appreciate the impact of the **Canadian Charter of Rights and Freedoms** on rights and governance in Canada<br>• I can appreciate the various effects of **government policies** on **citizenship** and on Canadian society<br>• I can appreciate how emerging issues impact **quality of life**, citizenship and **identity** in Canada | |
| | • I can examine the structure of Canada's **federal political system** by exploring and reflecting upon issues<br>• I can analyze the role that citizens and organizations play in Canada's **justice system** by exploring and reflecting upon issues<br>assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the **legislative process** in Canada by exploring and reflecting upon issues<br>• I can assess, critically, how the increased demand for recognition of **collective rights** has impacted the legislative process in Canada by exploring and reflecting upon issues<br>• I can assess, critically, how legislative processes attempt to address emerging issues of **immigration** by exploring and reflecting upon issues | |
| | • I can demonstrate dimensions of thinking including<br>  • *critical thinking and creative thinking*<br>  • *historical thinking*<br>  • *geographic thinking*<br>  • *decision making and problem solving*<br>  • *cooperation, conflict resolution and consensus building*<br>  • *age-appropriate behaviour for social involvement*<br>  • *research and information*<br>  • *oral, written and visual literacy*<br>  • *media literacy* | |

# One point rubric

| Name: | Date: | |
|---|---|---|
| Unit Guiding Question(s):How does Canada's political process impact citizenship and identify in an attempt to meet the needs of all Canadians? | | |
| **My Goals for this Unit** | **Evidence of my Learning** | **What are my next steps?** |
| • I can appreciate the impact of the **Canadian Charter of Rights and Freedoms** on rights and governance in Canada<br>• I can appreciate the various effects of **government policies** on **citizenship** and on Canadian society<br>• I can appreciate how emerging issues impact **quality of life**, citizenship and **identity** in Canada | | |
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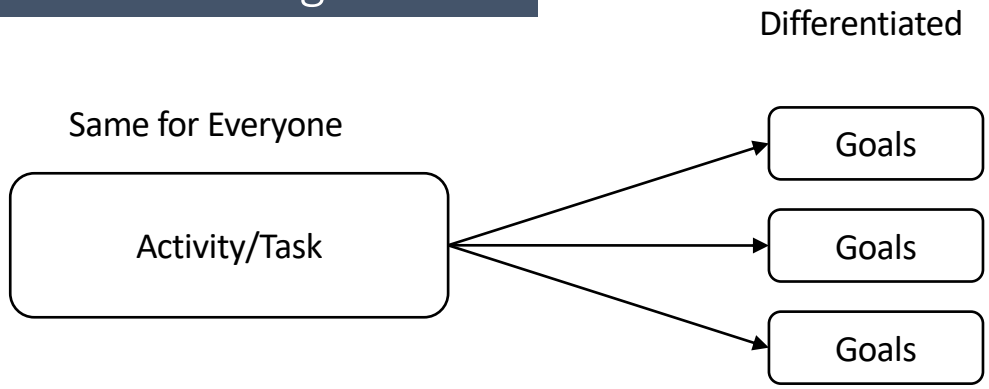
| • I can demonstrate dimensions of thinking including<br>  • *critical thinking and creative thinking*<br>  • *historical thinking*<br>  • *geographic thinking*<br>  • *decision making and problem solving*<br>  • *cooperation, conflict resolution and consensus building*<br>  • *age-appropriate behaviour for social involvement*<br>  • *research and information*<br>  • *oral, written and visual literacy*<br>  • *media literacy* | | |

# Forward Design

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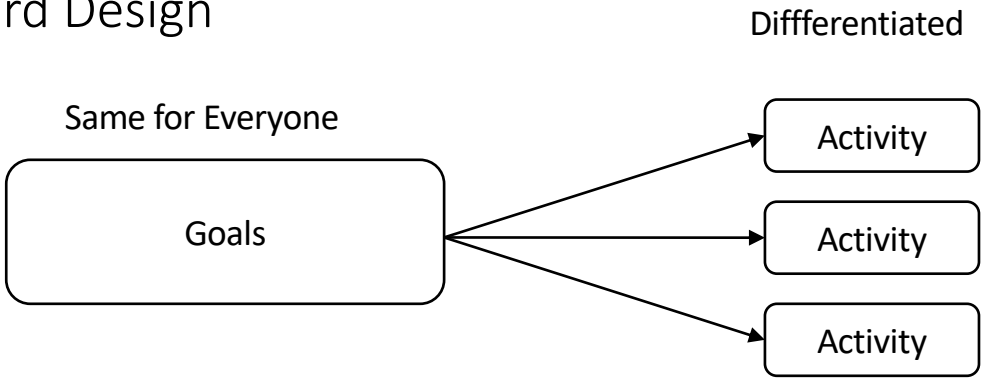
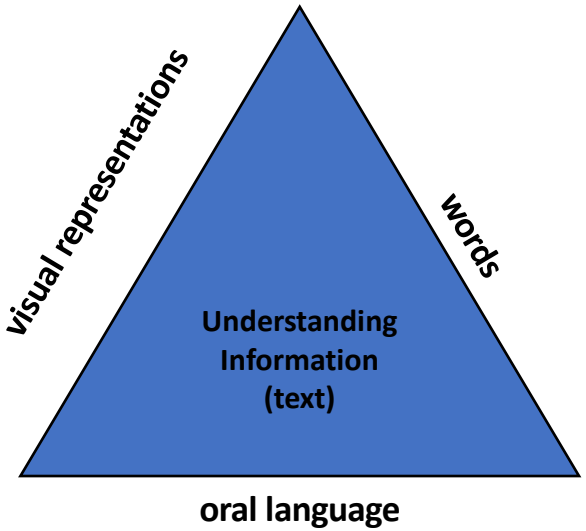
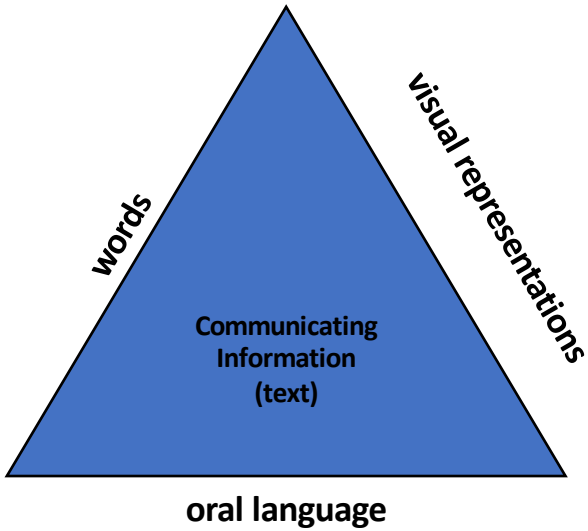
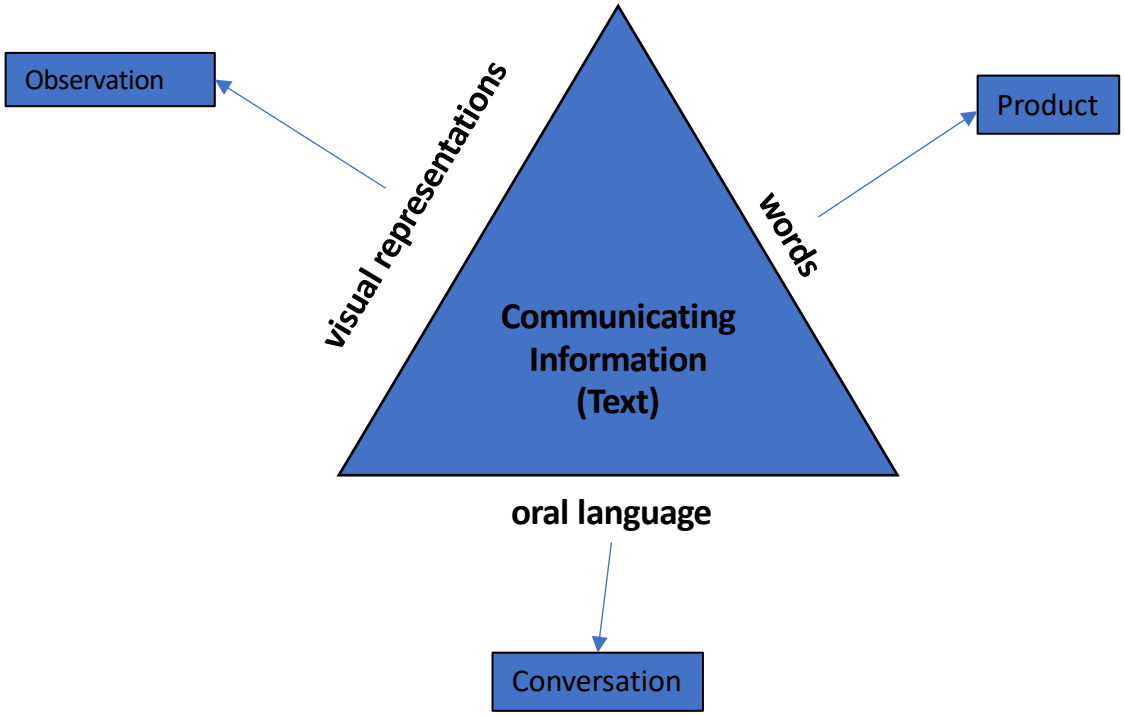


# Teaching & Assessing

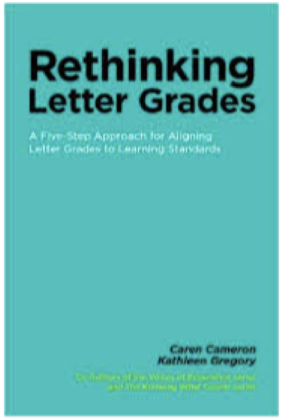


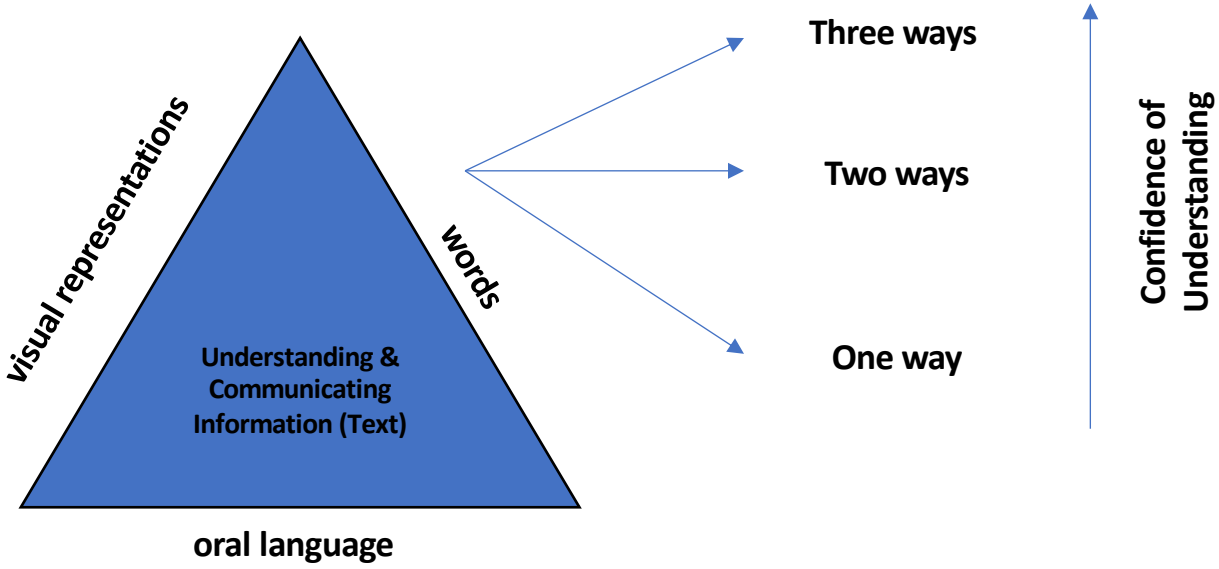
# 1. How do students show what they know?



# Rethinking Letter Grades




# 1. How do student show what they know?



| Name: | Social Studies 9 | Date: |
|---|---|---|

**Unit Guiding question:** How does Canada's political process impact citizenship and identify in an attempt to meet the needs of all Canadians?

| Goals | My evidence of learning | Showing my Learning | | | I Need Support | I Need Challenge |
|---|---|---|---|---|---|---|
| | Actvtivities/ tasks | written | oral | visual | | |
| • I can appreciate the impact of the **Canadian Charter of Rights and Freedoms** on rights and governance in Canada<br>• I can appreciate the various effects of **government policies** on **citizenship** and on Canadian society<br>• I can appreciate how emerging issues impact **quality of life**, citizenship and **identity** in Canada | | | | | | |
| • I can examine the structure of Canada's **federal political system** by exploring and reflecting upon issues<br>• I can analyze the role that citizens and organizations play in Canada's **justice system** by exploring and reflecting upon issues<br>assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the **legislative process** in Canada by exploring and reflecting upon issues<br>• I can assess, critically, how the increased demand for recognition of **collective rights** has impacted the legislative process in Canada by exploring and reflecting upon issues<br>• I can assess, critically, how legislative processes attempt to address emerging issues of **immigration** by exploring and reflecting upon issues | | | | | | |
| • I can demonstrate dimensions of thinking including<br>  • *critical thinking and creative thinking*<br>  • *historical thinking*<br>  • *geographic thinking*<br>  • *decision making and problem solving*<br>  • *cooperation, conflict resolution and consensus building*<br>  • *age-appropriate behaviour for social involvement*<br>  • *research and information*<br>  • *oral, written and visual literacy*<br>  • *media literacy* | | | | | | |

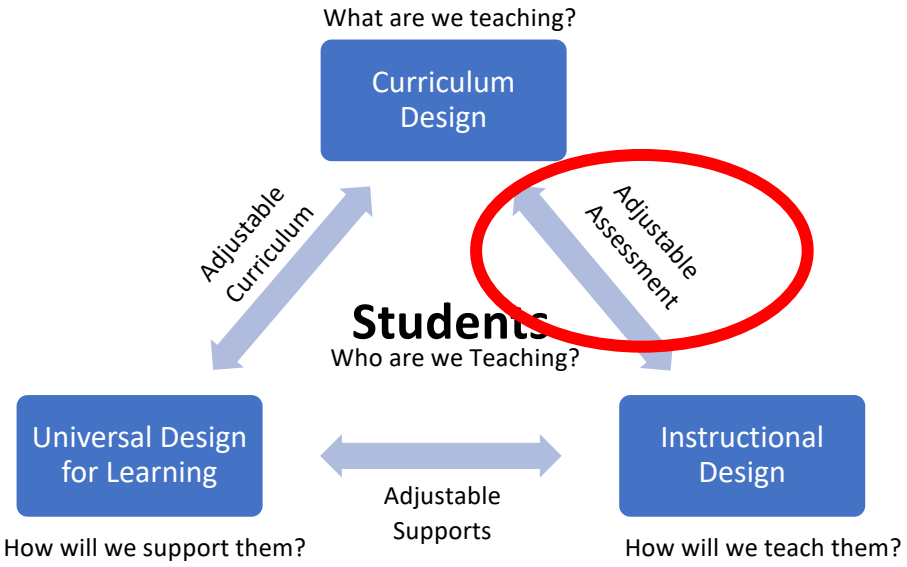
# Rubrics vs. Learning Maps

| | deficit | deficit | Standard |
|---|---|---|---|
| goal | | | |

# One point rubric

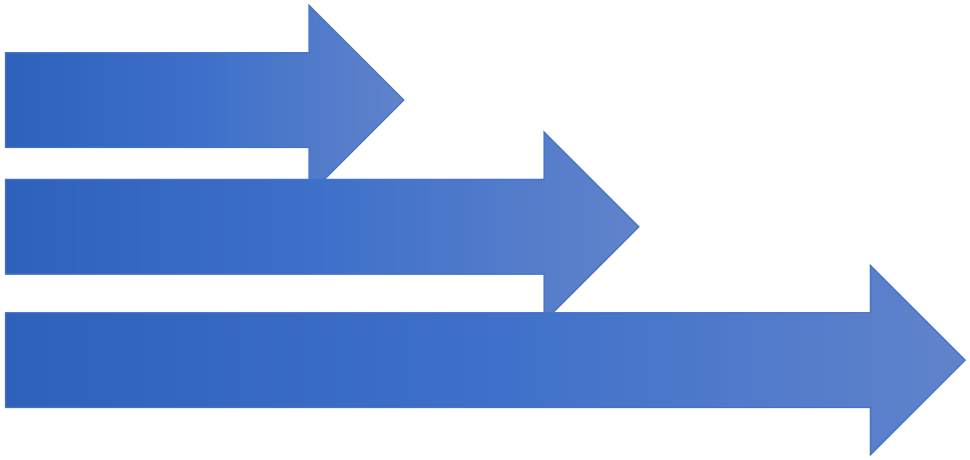
| | Standard |
|---|---|
| goal | |

# Educational Architects:
# Designing with Equity in Mind



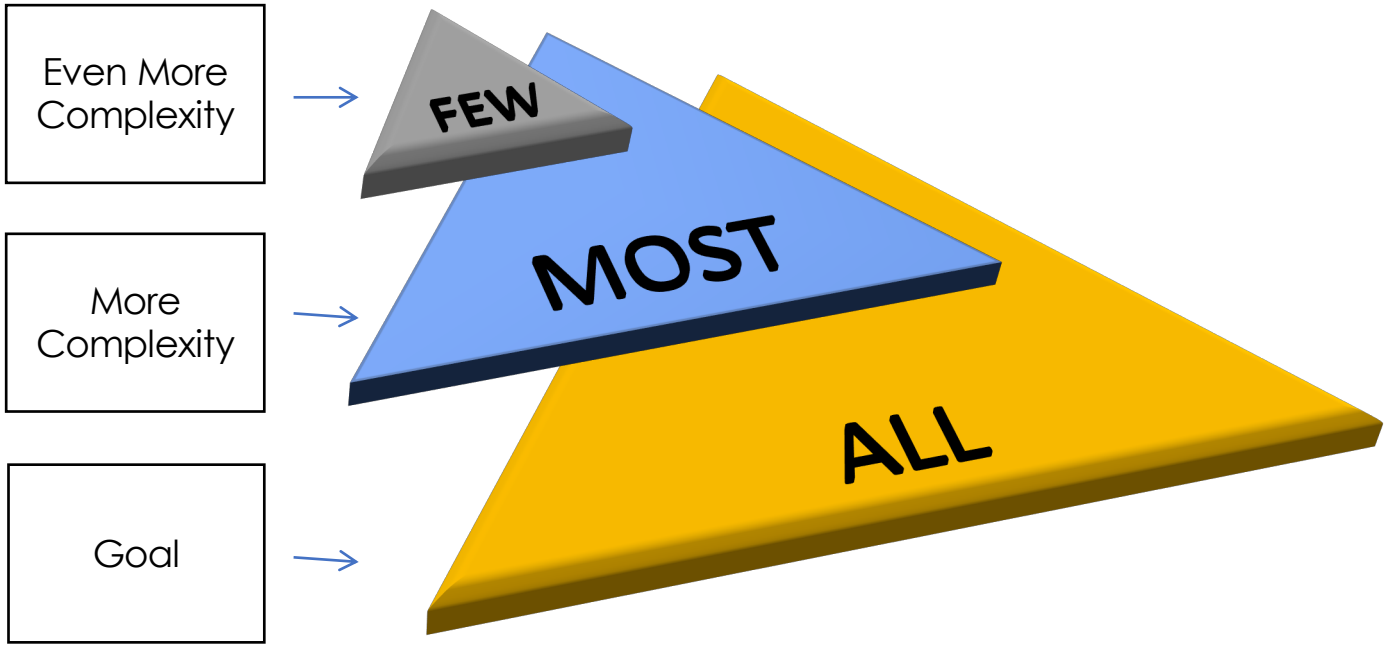
# Rubrics vs. Learning Maps

| | Standard | More complex | More complex |
|---|---|---|---|
| goal | | | |

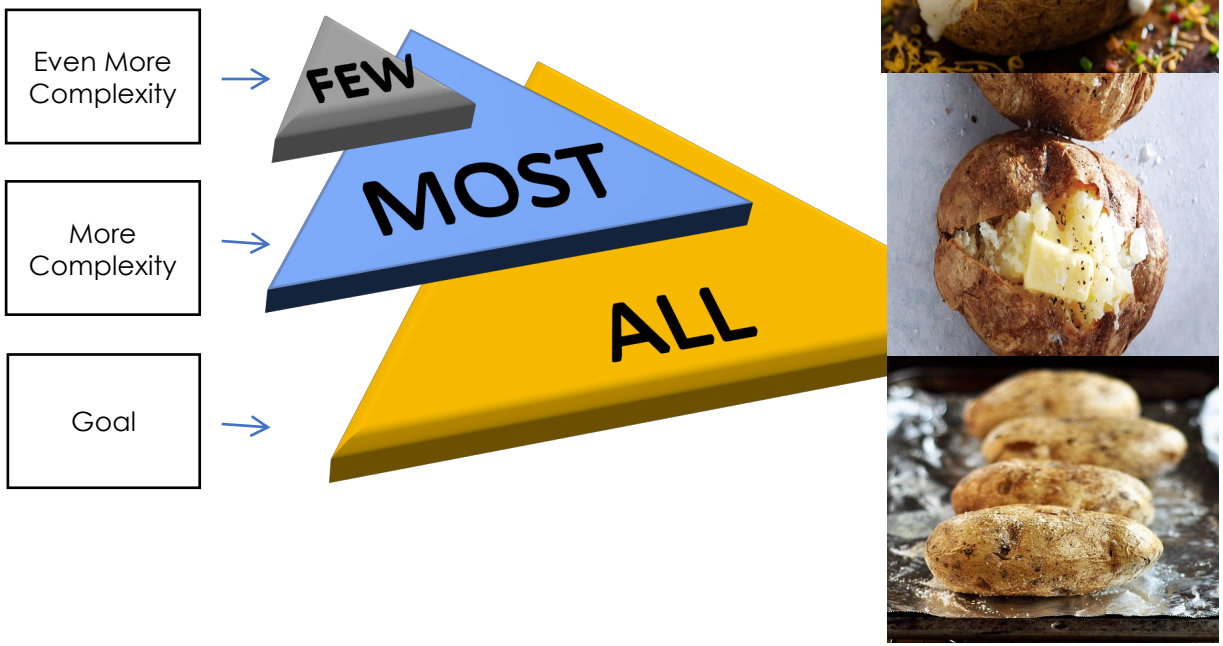


# Learning Map


# Start from access, build on challenge: Planning Pyramid

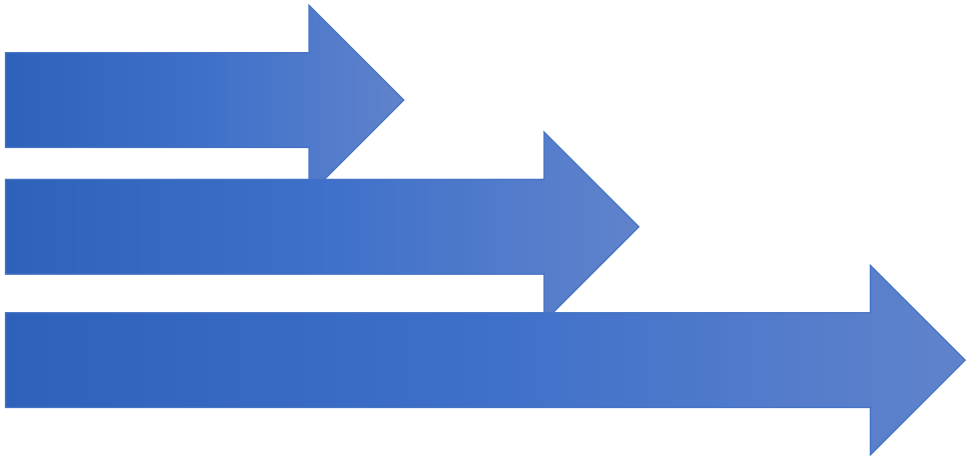


# Planning Pyramid



# Rubrics vs. Learning Maps

| | Standard | More complex | More complex |
|---|---|---|---|
| goal | | | |



# It’s the journey, not the destination

# The Backwards Design FLIPBOOK

The Class: Subject(s): Science Grade(s): Kindergarten

## Essential Understanding

Guiding Question

## Learning Outcome

### Conceptual Knowledge

ALL | SOME | FEW

### Procedural Knowledge

ALL | SOME | FEW

### Literacy Connections

ALL

### Numeracy Connections

ALL

## Competency

Shelley Moore, 2107

# The Backwards Design FLIPBOOK

Class: Subject(s): Grade(s):

**Essential Understanding:**

**Guiding Questions**:?

**Learning Outcome**

**Conceptual Knowledge**

**Procedural Knowledge**

**Literacy Competencies (choice from suggestions)**

**Numeracy Competencies (choice from suggestions)**

# The Backwards Design FLIPBOOK

Class: Subject(s): Science Grade(s): Kindergarten

**Essential Understanding:** Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life

**Guiding Questions**: How are things in my environment alike and different?

**Learning Outcome:** I can investigate living and non living things in the local environment

## Conceptual Knowledge

| | | |
|---|---|---|
| • I know that plants and animals are living things<br>• I know that the environment includes living, non-living and human – made things<br>• I know that living, non-living, and human made things have places in the shared environment | • I know that science involves asking questions about the world<br>• I know that exploring of the environment involves wondering and observing | • I know that living and non living things in the environment need to be treated with respect<br>• I know information gained through observations and stories is important to FNMI understandings of the world |

## Procedural Knowledge

| | | |
|---|---|---|
| • I can collect information about living, non-living, and human-made things respectfully, responsibility and safely<br>• I can ask questions about what is being observed<br>• I can practice safe and appropriate use of simple tools, including magnifying devices | • I can compare observations in a variety of ways, including orally and through illustrations and graphics<br>• I can represent a plant or animal in the space that it uses, including its activities and its interactions with other things, through actions, pictures, or models | • I can integrate new vocabulary related to scientific investigations<br>• I can explore FNMI stories about plants and animals |

## Literacy Competencies

- I can access vocabulary

## Numeracy Competencies

- I can use methods and tools

I am an information manager

# The Backwards Design FLIPBOOK

Class: Subject(s): Grade(s):

**Essential Understanding:** Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life

**Guiding Questions**: How are things in my environment alike and different?

**Learning Outcome:** I can investigate living and non living things in the local environment

## Conceptual Knowledge

| | | |
|---|---|---|
| • I know that plants and animals are living things<br>• I know that the environment includes living, non-living and human – made things<br>• I know that living, non-living, and human made things have places in the shared environment | • I know that science involves asking questions about the world<br>• I know that exploring of the environment involves wondering and observing | • I know that living and non living things in the environment need to be treated with respect<br>• I know information gained through observations and stories is important to FNMI understandings of the world |

## Procedural Knowledge

| | | |
|---|---|---|
| • I can collect information about living, non-living, and human-made things respectfully, responsibility and safely<br>• I can ask questions about what is being observed<br>• I can practice safe and appropriate use of simple tools, including magnifying devices | • I can compare observations in a variety of ways, including orally and through illustrations and graphics<br>• I can represent a plant or animal in the space that it uses, including its activities and its interactions with other things, through actions, pictures, or models | • I can integrate new vocabulary related to scientific investigations<br>• I can explore FNMI stories about plants and animals |

## Literacy Competencies (choice from suggestions)

- I can access vocabulary

## Numeracy Competencies (choice from suggestions)

- I can use methods and tools

I am an information manager

# Planning for the RANGE: Extending for further access and challenge

Challenge

Even more goals

More goals

Goals

Access

# Building a Learning Map!

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

| Goals | Access | All | Most | Few | Extension |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Prior knowledge

Grade Level Curriculum

Challenge

# The Backwards Design FLIPBOOK

The Class: Subject(s): Science Grade(s): Kindergarten

## Essential Understanding

Guiding Question

Learning Outcome

### Conceptual Knowledge

| ACCESS | ALL | SOME | FEW | CHALLENGE |
|---|---|---|---|---|

### Procedural Knowledge

| ACCESS | ALL | SOME | FEW | CHALLENGE |
|---|---|---|---|---|

### Literacy Connections

ALL

### Numeracy Connections

ALL

## Competency

Shelley Moore, 2107

**Backwards Design Curricular Learning Map** **Grade:** Kindergarten **Subject:** Mathematics

**Essential Understanding:** Organizing and representing quantitative information develops additive and multiplicative thinking to make meaningful

**Guiding Question:** How can we represent quantities in everyday life with numbers?

**Learning Outcome:** Children make meaning of quantities within 10.

| | Goals for ALL | | Goals for MOST | Goals for FE | |
|---|---|---|---|---|---|
| | **Access Point** (Approaching) | (Emerging/ Minimally Meeting) | Developing/ Meeting | Proficient/ Fully Meeting | **Challenge** (Extending) |
| **Conceptual Knowledge** | - I know my age<br>- I know "how many?"<br>- I know that pointing helps me to count | - I know that quantity is "how many"<br>- I know that the purpose of counting is to determine how many (quantify)<br>- I know that quantities can be represented in many ways<br>- I know that each object is counted once and only once (one-to-one correspondence) | - I know that the order of words used to count never changes (stable order)<br>- I know that the last number used to count represents the number of objects (cardinality) | - I know that the count stays the same regardless of the order in which the objects are counted (order irrelevance)<br>- I know that anything can be counted (abstraction principle) | - I know the purpose of counting<br>I know that quantity includes money |
| **Procedural Knowledge** | - I can match numbers<br>- I can count 1-5<br>- I can match number to values 1-5 | - I can demonstrate early counting principles, including one-to-one correspondence, stable order, cardinality, order irrelevance, and abstraction<br>- I can count within 10, forward and backward, starting at any number<br>I can relate a numeral, 1 to 10, to a specific quantity | - I can explore different ways to represent whole numbers less than or equal to 10<br>- I can build (compose) and break apart (decompose) quantities to 10 concretely | - I can recognize at a glance the quantity in patterned and non-patterned sets to 5 (perceptual subitizing) | - I can count within 100<br>- I can count backwards from 20-0 by 1<br>- I can skip count forward by 2, starting at 0 |
| **Literacy & Numeracy Competencies** | Literacy: I can construct meaning by... | | using vocabulary | | |
| | Numeracy: I know quantitative information by... | | using numbers | | |

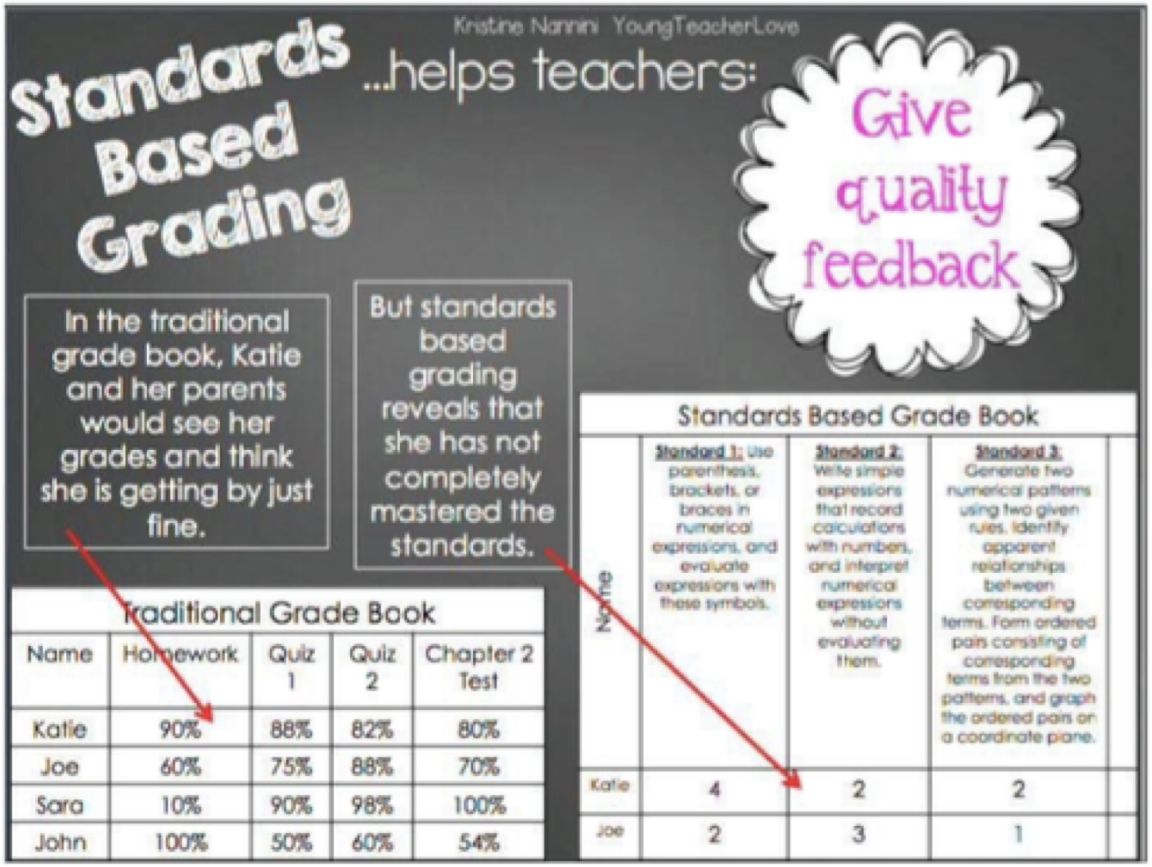
**Cross Curricular Competency:** I can be a critical thinker by...

# Building a Learning Map!

| Course/Subject/Grade(s): | Planning Team: |
|---|---|
| 9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues: | |

| | Achievement Indicators → | | | | |
|---|---|---|---|---|---|
| **Goal** | Access (approaching) | All (minimally) | Most (meeting) | Few (fully meeting) | Extension (extending) |
| What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian Citizens? | I know what a right is<br><br>I know my Rights classroom | I know my rights in Canada<br><br>I know why my rights are important | I know my responsibilities as a citizen<br><br>I know the Charter of Rights & Freedoms and how it protects my Rights & Freedoms in Canada | I know the relationship between my rights and freedoms and my responsibilities | I know the difference between rights & freedoms |

# 1. Standards based vs. standardized curriculum



| | General Outcome | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goals | 7.13 | | | | | 7.14 | | | | | 7.15 | | | | | 7.16 | | | | | 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** | | | | | | | | | | | | | | | | | | | | | |

**Standards Based Grade Book – Subject Focused**
**Kindergarten**

| **Essential Understanding:** Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Subject Areas | Science | | | | | Science | | | | |
| Learning Outcomes | Children investigate living and non living things in the local environment | | | | | Children explore seasonal changes in the local environment | | | | |
| Levels of Complexity | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending |
| Student | | | | | | | | | | |
| Student | | | | | | | | | | |
| Student | | | | | | | | | | |
| Student | | | | | | | | | | |
| Student | | | | | | | | | | |

**Standards Based Grade Book – Cross Curricular**
**Kindergarten**

| **Essential Understanding:** Exploring connections strengthens our understandings of relationships to help us make meaning of the world. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subject Areas | ELA | | | | | Math | | | | | Science | | | | |
| Learning Outcomes | Children make connections between language and feelings. | | | | | Children explore and communicate the relationship between quantities. | | | | | Children explore nature and describe personal connections to it. | | | | |
| Levels of Complexity | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending |
| Student | | | | | | | | | | | | | | | |
| Student | | | | | | | | | | | | | | | |
| Student | | | | | | | | | | | | | | | |
| Student | | | | | | | | | | | | | | | |
| Student | | | | | | | | | | | | | | | |

**Standards Based Grade Book – Cross Curricular**
**Kindergarten (Collecting Evidence of Learning)**

**Essential Understanding:** Exploring connections strengthens our understandings of relationships to help us make meaning of the world.

| Subject Areas | ELA | | | | | Math | | | | | Science | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Learning Outcomes | Children make connections between language and feelings. | | | | | Children explore and communicate the relationship between quantities. | | | | | Children explore nature and describe personal connections to it. | | | | |
| Levels of Complexity | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending |
| Student | ✓ | ✓ | | | | ✓ | ✓ | | | | ✓ | ✓ | | | |
| Student | ✓ | | | | | ✓ | | | | | ✓ | ✓ | | | |
| Student | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | | | |
| Student | ✓ | ✓ | ✓ | | | ✓ | | | | | | | | | |
| Student | ✓ | | | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | |

**Standards Based Grade Book – Cross Curricular**
**Kindergarten (Formative Assessment)**

**Essential Understanding:** Exploring connections strengthens our understandings of relationships to help us make meaning of the world.

| Subject Areas | ELA | | | | | Math | | | | | Science | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Learning Outcomes | Children make connections between language and feelings. | | | | | Children explore and communicate the relationship between quantities. | | | | | Children explore nature and describe personal connections to it. | | | | |
| Levels of Complexity | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending |
| Student | ✓ | ✓ | | | | ✓ | ✓ | | | | ✓ | ✓ | | | |
| Student | ✓ | | | | | ✓ | | | | | ✓ | ✓ | | | |
| Student | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | | | |
| Student | ✓ | ✓ | ✓ | | | ✓ | | | | | | | | | |
| Student | ✓ | | | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | |

| **Essential Understanding:** Exploring connections strengthens our understandings of relationships to help us make meaning of the world. | | | | | | | | | | | Reporting Period: | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subject Areas | Math | | | | | Science | | | | | Art | | | | | Reporting | |
| Learning Outcomes | Learners create and solve equations that represent problem-solving situations | | | | | Students investigate community actions that support stewardship of the land | | | | | Students analyze relationships between communities and cultures as reflected through art experiences. | | | | | | |
| Levels of Complexity | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Total | Grade |
| Grading | 10 | | 5 | 3 | 2 | 10 | | 5 | 3 | 2 | 10 | | 5 | 3 | 2 | 60 | |
| Student | ✓ | ✓ | | | | ✓ | ✓ | | | | ✓ | ✓ | | | | 30 | 50% |
| Student | ✓ | | | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | | |
| Student | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | 48 | 80% |
| Student | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | 48 | |

**Standards Based Grade Book – Cross Curricular**
**Grade 4 (IF you need to grade)**

| **Essential Understanding:** Exploring connections strengthens our understandings of relationships to help us make meaning of the world. | Reporting Period: |
|---|---|

| Subject Areas | Math | | | | | Science | | | | | Art | | | | | Reporting | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Learning Outcomes | Learners create and solve equations that represent problem-solving situations | | | | | Students investigate community actions that support stewardship of the land | | | | | Students analyze relationships between communities and cultures as reflected through art experiences. | | | | | | |
| Levels of Complexity | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Approaching | Minimally Meeting / Emerging | Meeting/ Developing | Fully Meeting/ Proficient | Extending | Total | Grade |
| Grading | 10 | | 5 | 3 | 2 | 10 | | 5 | 3 | 2 | 10 | | 5 | 3 | 2 | 60 | |
| Student | ✓ | ✓ | | | | ✓ | ✓ | | | | ✓ | ✓ | | | | 30 | 50% |
| Student | ✓ | | | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | | |
| Student | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | 48 | 80% |
| Student | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | 48 | |

# Next Session: April 12

- Try something!
- Bring back something to share

# MAKING A PLAN...

- What is one useful thing so far?
- What is something you want to try?
- What is your first step?
- What supports do you need?
- How will you celebrate your success?

# SHELLEY MOORE

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www.blogsomemoore.com