

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**

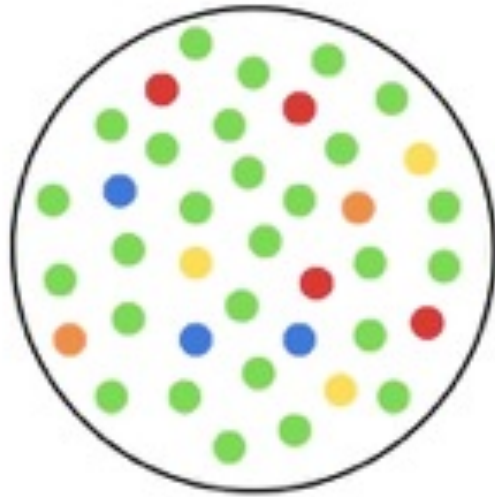


WHAT DOES

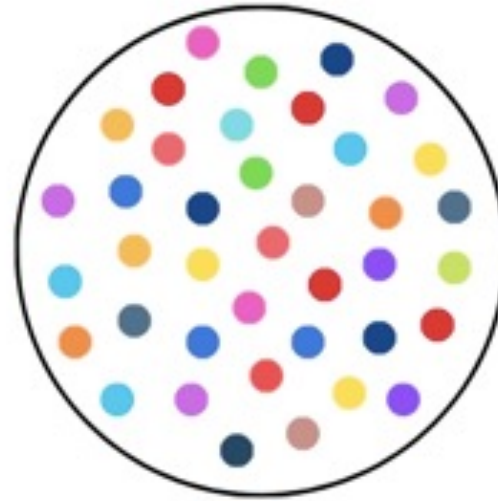
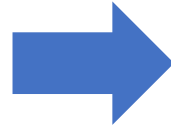
inclusion

MEAN?

WHAT IS *inclusion* ?



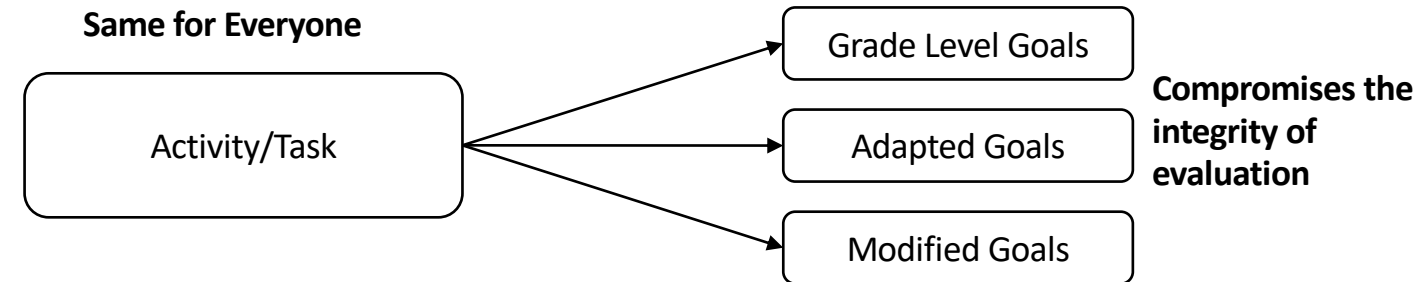
Including people
with disabilities



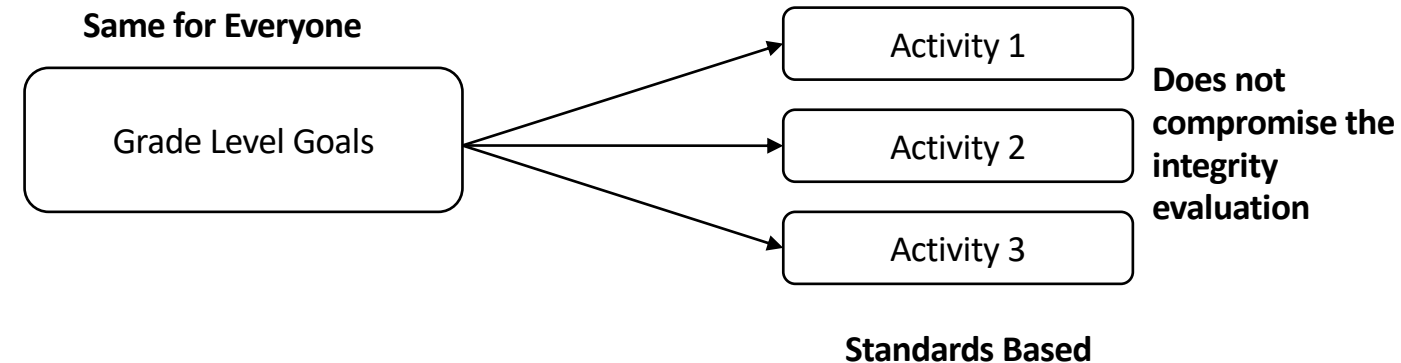
Teaching
to *diversity*?

UBD: Determining the Learning Standard

Forward Design

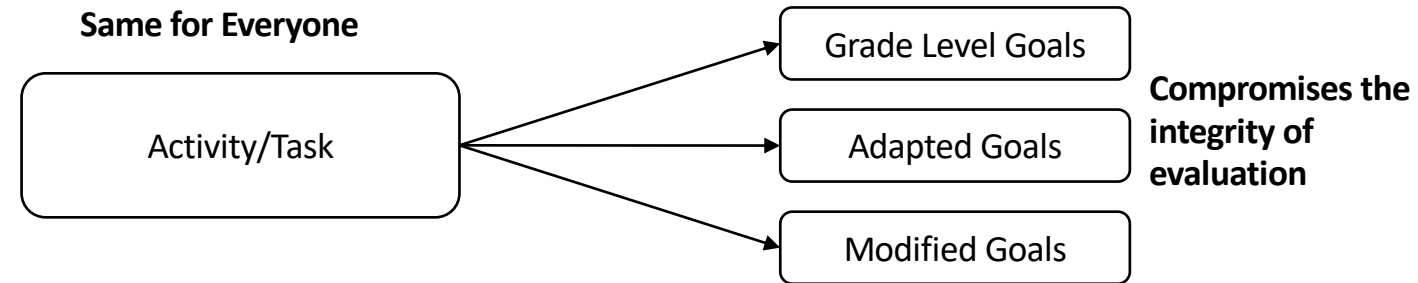


Backward Design

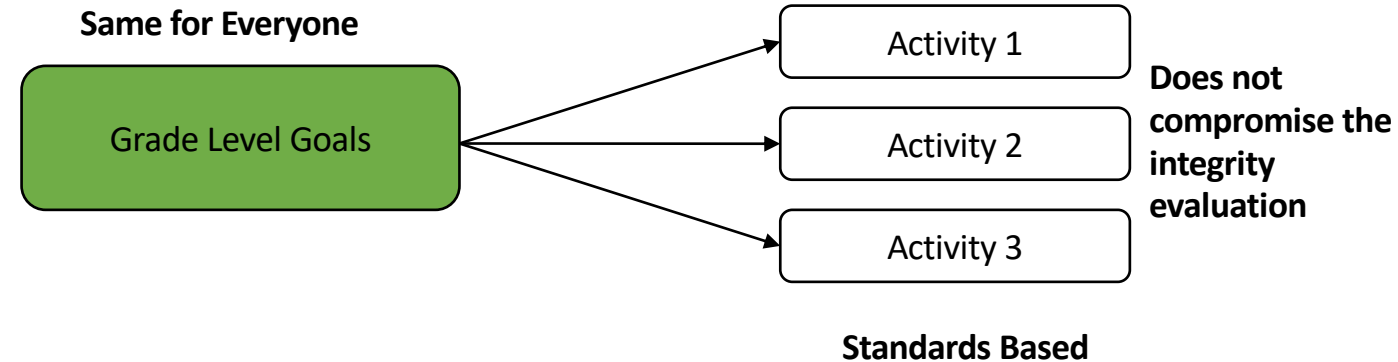


UBD: Determining the Learning Standard

Forward Design



Backward Design



Additive and Asset-Based Learning Continuums

- Differentiated curriculum
- Shifts from “benchmark” to “window” of proficiency
- Same entry point for all/ Multiple exit points
- Start from access, add on challenge
- Different from a rubric

Rubrics vs. Learning Continuum

	deficit	deficit	Most complex description
Grade Level Learning Standard			



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.

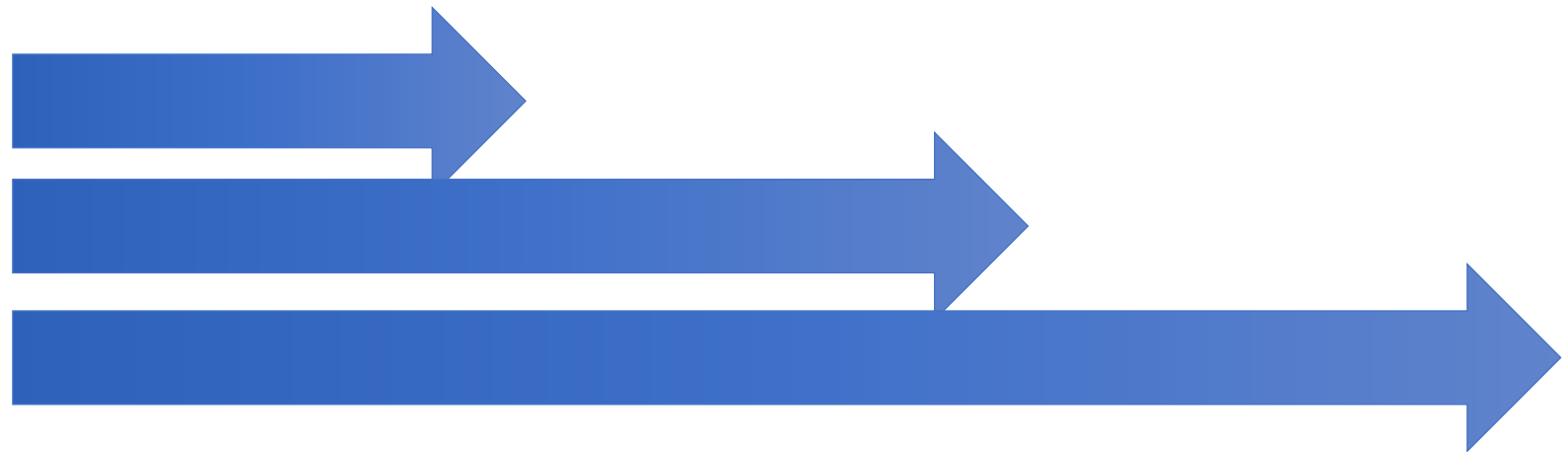
Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

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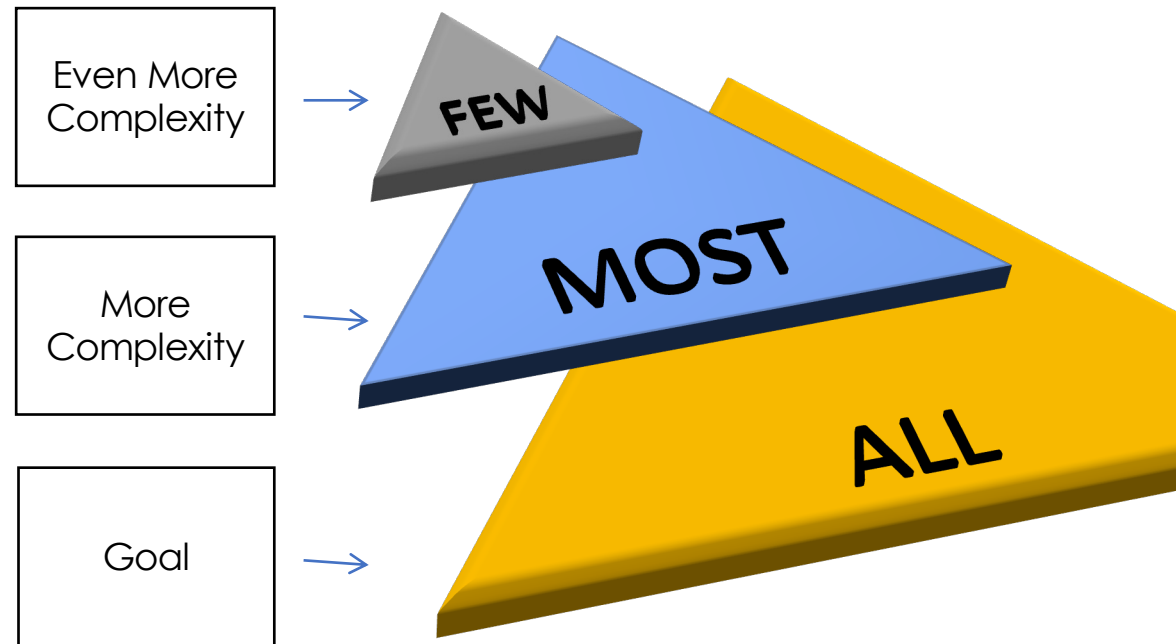
Inclusive Education: It's not more work, it's different work!

Rubrics vs. Learning Continuum

	Essential	More complex	More complex
Grade Level Learning Standard			



Planning Pyramid



Our Co-Planning Journey: Learning Continuums

1. Using the elaborations for each learning outcome, we constructed a **grade-level scaffold** in *student friendly language*

Learning Outcome:				
Student friendly:				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

2. We started with the **most essential concept** of the outcome and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point**

Rubric: Life Sciences 11

Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams				
<i>Student friendly:</i> I can understand data and information by constructing, analyzing and interpreting visual representations of information				
Approaching	Emerging	Developing	Confident	Extending
• I can understand data and information by constructing, analyzing and interpreting visual representations of information with support	• I am beginning to understand data and information by constructing, analyzing and interpreting visual representations of information	• I sometimes understand data and information by constructing, analyzing and interpreting visual representations of information	• I consistently understand data and information by constructing, analyzing and interpreting visual representations of information	• I always understand data and information by constructing, analyzing and interpreting visual representations of information

Current Reporting Model in BC

Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams			
<i>Student friendly:</i> I can understand data and information by constructing, analyzing and interpreting visual representations of information			
Emerging - 1	Developing - 2	Proficient - 3	Extending - 4
• I have an emerging understanding of the learning outcome	• I have a developing understanding of the learning outcome	• I have a proficient understanding of the learning outcome	• I have a sophisticated understanding of the learning outcome

Additive Learning Continuum: Life Science 11

Curricular Competency Goal: [Processing and analyzing data and information](#)

Construct, analyze, and interpret graphs, models, and/or diagrams

Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information

Approaching - IE	Emerging - 2	Developing – 3	Confident – 3.5	Extending - 4
				
I can build a visual representation of data by following a model	I can construct a visual representation of data in one way	I can construct a visual representation of data in more than one way	I can construct a visual representation of data in any way	I can construct a visual representation of data based on the purpose
I can understand a visual representation of information that is familiar to me	I can understand what a visual is communicating (what is happening?)	I can analyze a visual representation of data (How do I know?)	I can interpret a visual representation of data (why does this matter?)	I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

Course/Subject/Grade(s): Life Sciences 11				Planning Team: Timberline Secondary		
Unit Guiding Question: Unit Guiding question: Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?						
Learning Standards		Approaching – IE/ IEP	Emerging - 2	Developing – 3	Confident – 3.5	Extending - 4
Content: I know speciation that occurs within our local ecosystems		I know examples of species in Campbell River Forest ecosystem	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in more than one local ecosystems	I know how our 3 local ecosystems interact with each other	I know how local human activity affects speciation in an ecosystem
Curricular Competencies	I can understand data and information by experiencing and interpreting the local environment	I can experience my local forests, streams and the ocean respectfully	I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence over time	I can interpret the local forests, streams and the ocean by making connections and reflections of my evidence collected	I can interpret the local forests, streams and the ocean through ethical observation and stewardship
	I can understand data and information by seeking evidence and analyze data	I can organize and collate evidence	I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and perform simple calculations	I can identify inconsistencies in data
	I can understand data and information by constructing, analyzing and interpreting visual representations of information	I can build a visual representation of data by following a model I can understand a visual representation of information that is familiar to me	I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	I can construct a visual representation of data based on the purpose I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

Course/Subject/Grade(s): Math 9				Planning Team:		
Unit Guiding Question: What are statistics? How do I understand statistics? How can I use statistics to understand and respond to a local issue?						
Learning Standards		Approaching – IE/ IEP	Emerging - 2	Developing – 3	Confident – 3.5	Extending - 4
I know statistics vocabulary and what these terms mean		I know where there are statistics in my life or statistics that describe my life/ community I know mean, median, mode & range and how they are connected	I know what statistics are and why they are useful I know that statistics tell a story	I know what these terms represent and communicate Measures of central tendency Standard deviation	I know I know what these terms represent and communicate Confidence interval Z-scores distributions	I know how the terms in statistics are connected and influence each other
Curricular Competencies	I can estimate reasonably	I can estimate I can estimate rational numbers I can use a variety of operations	I can defend an estimation I can determine a reasonable estimate I can use a strategy to help me estimate reasonably (benchmark)	I can be aware of and use multiple strategies to help me estimate reasonably I can choose a strategy that works for me	I can choose a strategy that is most strategic and efficient	I can mentally use a variety of strategies and operations to create a reasonable estimate
	I can identify the problem I can come up with possible solutions to a problem	I can use a math tool following a model	I can identify the problem I can use a strategy to solve a problem I can use math tools I can find a possible solution and describe my process	I can use a variety of strategies to solve a problem I know which math tools to use I can adjust my strategies and math tools if my solution doesn’t make sense	I can choose the most efficient strategy and math tools to solve a problem I can justify my solution	I can integrate solutions and adjust depending on the task
	I can identify and solve a problem connected to my local community	I can find/identifying statistics in my life	I can notice and understand what statistics are telling me in my daily life I can describe how perspectives (diverse /indigenous) can change how statistics are presented	I can wonder about statistics I can describe what is the story (perspective) that specific statistics are presenting	I can pose inquiry questions into statistics I can consider and describe other perspectives (diverse /indigenous) and possible stories are presenting	I can use statistics to inform and shape mine/others’ opinions
	I can identify the math concept we are working with	I can show my learning in one way I can follow a model	I can explain my mathematical argument I can explain my thinking in many ways (oral, written, visually) I can integrate technology I can identify that data can be interpreted to form different opinion/ stories	I can explain my mathematical argument by integrating oral, visual and written ways I can recognize bias/others I can question data by understanding the intent/perspectives behind why statistics are presented	I can consider an audience when explaining my mathematical argument	I can anticipate consequences and responses in my explanation
	I can connect math concepts to each other, myself and the world	I can find ways that I use math in my life	I can connect mathematical concepts to help us better understand ourselves and our daily life	I can connect mathematical concepts to the world around us (news, traditional practices, media) I can connect mathematical concepts to other curricular areas/concepts	Using mathematical concepts to form an argument in support of an issue or an opinion	I can connect mathematical concepts to concepts in social justice

Grade: 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Our Guiding Unit Question: How does water impact living things in the environment?	Kid Friendly: What is water ? Why is water important to living things ?	
Learning Outcome: Students investigate characteristics of water and the importance of water to living things in the environment.	Kid friendly goals: I can investigate water I know that water is important to living things and the environment	
Competency: We can be cultural and global citizens Numeracy: We can collect data Numeracy: We can communicate our learning Literacy: We can use strategies to help us understand text		
Important vocabulary to know and use:		
Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text

Grade 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Guiding Unit Question:	What is water? Why is water important to living things?	
Key vocabulary:	Water, environment, living things, citizen, strategies, communicate, investigate, collect data, text	
Learner Progression		
Goal(s):I can investigate water, I know that water is important to living things and the environment		
		

	Access Points (Beginning) (Plate)	Essential Outcomes (Acceptable) (Potato)	Developing (Proficient) (Dairy)	Confident (Mastery) (Baked Bits)	Extending (Challenge) (Onions)
Conceptual Knowledge	I know the difference between land and water on the Earth I know water in our community I know the Water cycle I know that Earth has salt water and fresh water	I know that water is a natural resource that is found in oceans, lakes, ponds, rivers, streams, wetlands, and glaciers I know that water covers most of Earth's surface, making Earth a unique planet in the solar system I know that almost all of the water on Earth is salt water that is not drinkable by many animals I know that most living things on Earth are found near water because water is essential for life I know that water returns to the environment through rain, snow, sleet, and hail (precipitation) I know that First Nations, Métis, and Inuit have a sense of place and identity that is connected to water I know that scientists ask questions, make predictions, and collect and record data	I know that freshwater habitats are found in rivers, ponds, lakes, and wetlands I know that freshwater habitats are home to a variety of plant and animal life (biodiversity) I know that saltwater habitats are found in oceans and seas I know that saltwater habitats are home to a variety of plant and animal life (biodiversity) I know that investigation of water in the environment needs to be done respectfully and safely	I know that clean fresh water has no taste, colour, or smell I know that much of Earth's fresh water is in the form of ice and snow at the north and south poles, found in glaciers, or stored underground (groundwater) I know that observations of living things can be done with minimal disturbance to the environment	I know that water is essential to non-living things

Grade 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Guiding Unit Question(s):	What is water? Why is water important to living things?	
Key vocabulary:	Water, environment, living things, citizen, strategies, communicate, investigate, collect data, text	
Learner Progression		
Goal(s):I can investigate water, I know that water is important to living things and the environment		
		

	Access Points (Beginning) (Plate)	Essential Outcomes (Acceptable) (Potato)	Developing (Proficient) (Dairy)	Confident (Mastery) (Baked Bits)	Extending (Challenge) (Onions)
Procedural Knowledge	I know my 5 senses I can notice I can wonder I know how I use water	I can use the five senses to describe the characteristics of water I can explain the importance of water to living things I can describe the significance of water to the environment I can use appropriate science vocabulary in oral, written, or graphic communications I can explore the environment safely with respect and care I can represent how water gives a sense of place and identity to First Nations, Métis, and Inuit communities	I can predict results of an investigation I can identify patterns in recorded observations I can propose questions that could be investigated	I can investigate different life forms found in freshwater and saltwater habitats I can compare sources of the Earth's water	I can evaluate personal use of water

1. Choose a Learning Standard and translate it into student friendly language

Grade: 5		Subject Area: Science	Strand/Topic: Structure and Properties of Matter
Learning Standard: 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen			Unit Guiding Question(s): How do we know that something exists if we cannot see it?
Content Vocabulary: model, matter, particles, idea, bulk matter			Skills Vocabulary: create, build, change, solve a problem, observe
Learning Goals	Curricular Language What do Students need to Know and Do?	Student Friendly Language	
Science and Engineering Practices (skills)	Developing and Using Models building and revising simple models and using models to represent events and design solutions. Use models to describe phenomena.	- I can create and improve a model - I can use a model to show an idea - I can use a model to solve a problem	
Disciplinary Core Ideas (knowledge)	PS1.A: Structure and Properties of Matter Matter of any type can be subdivided into particles that are too small to see matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations including the inflation and shape of a balloon and the effects of air on larger particles or objects.	- I know that matter can be broken apart into tiny particles that are too small to see - I know that even if tiny particles are too small for my eyes to see, there are other ways to observe them - I know that a model is a way to observe tiny particles too small to see - I know some examples of models that can help me observe tiny particles that are too small to see	
Crosscutting Concepts (understanding)	Scale, Proportion, and Quantity Natural objects exist from the very small to the immensely large.	I understand that there are things that are very tiny and very large	

Next Generation Science Standards (NGSS)		
Subject Area: Science	Strand: Matter and Its Interactions	Grade: 5
Performance Expectation: 5-PS1-1 Students can develop a model to describe that matter is made of particles too small to be seen		Guiding Unit Question: How do we know that something exists if we cannot see it?
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,		Unit Vocabulary (Skills): make, observe



Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

*Description: can include but are not limited to written, oral, pictorial, and kinesthetic

2. Start with determining the **most essential concept** of the standard and then **add on complexity**

3. Extend the grade level standard to include an **access point** and **challenge point**

Social Studies 9: What Can we Learn from Artifacts?

Our Unit Questions

- Where are the **traces** of **exploration, expansion** and/or **colonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in **ethical** ways?
- How can we communicate and educate other about the **traces** of **colonialism**?

Important vocabulary to know and use

exploration	resources	short term
expansion	civilizations	long term
colonization	cause & consequence	perspective
values & beliefs	worldview	ethical judgement
artifacts	traces	honour

What are the goals and how will we meet them?

Our Goals for this Unit

Summative Task Activities

Content Goal: I know exploration, expansion, and colonization	Choose an artifact that was created and celebrated in the name of exploration, expansion and/or colonialization
Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)	Why was this artifact created? What was it celebrating?
Curricular Competency Goal: I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	What do you think the response to this artifact would have been at the time? What are some alternative perspectives of the celebration of this artifact?
Curricular Competency Goal: I can make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	What would be your ethical judgement, as to whether or not this artifact should continue to be celebrated and/or maintained?

Collecting Evidence of my Learning

Our Unit Questions

- Where are the **traces** of **exploration**, **expansion** and/or **colonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in **ethical** ways?
- How can we communicate and educate other about the **traces** of **colonialism**?

Content Goal: I know exploration, expansion, and colonization

Approaching	Emerging	Developing	Confident	Extending
I know a time or a place that I have explored	I know what exploration & expansion is	I know what colonialization is	I know the connections between exploration, expansion and colonialization	I know civilizations that have been and still are colonialized in the past and present
I know some explorers in history	I know civilizations that have been explored & expanded	I know civilizations that have been colonialized in the past		

Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)

Approaching	Emerging	Developing	Confident	Extending
I can figure out the effect of a cause (decision, action or event) connected to something I am familiar with	I can determine causes of a decision, action or an event	I can determine what influenced a (cause) decision, action or an event	I can assess short term consequences of a cause (decision, action, event)	I can assess long term consequences of a cause (decision, action, event)

Curricular Competency Goal: I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)

Approaching	Emerging	Developing	Confident	Extending
I can describe a different point of view in an event that I am familiar with	I can describe different perspectives of places, issues and events	I can describe different perspectives of places, issues and events over time and how these perspectives change over time	I can compare the perspectives of different values, worldviews and beliefs	I can compare the perspectives of different values, worldviews and beliefs over time and how the perspectives they change

Our Unit Questions

- How are carbon, oxygen, nitrogen and phosphorus cycled in the biosphere?
- How is the flow of energy balanced in the biosphere?
- How have human activities and technological advances affected the balance of energy and matter in the biosphere?

General Learning Outcome: Students will understand the constant flow of energy through the biosphere and ecosystems.			
Unit Goals: Curricular Language		Student Friendly Language	
Knowledge	20–A1.1k Students will: explain, in general terms, the one-way flow of energy through the biosphere and how stored energy in the biosphere , as a system, is eventually “lost” as heat	Knowledge	I know how energy is used in a biosphere (stored, transferred, lost)
	20–A1.2k Students will: explain how energy in the biosphere can be perceived as a balance between both photosynthetic and chemosynthetic activities and cellular respiratory activities		I know that energy in different biospheres is balanced and cycles I know how biospheres are interconnected
	20–A1.3k Students will explain the structure of ecosystem trophic levels, using models such as food chains and food webs		I know what an ecosystem is and how it is organized
	20–A1.4k Students will explain, quantitatively, the flow of energy and the exchange of matter in aquatic and terrestrial ecosystems, using models such as pyramids of numbers, biomass and energy		I know how energy moves in an ecosystem I know how to represent the movement of energy in ecosystems using a model
STS	20–A1.1sts Students will: explain that the process of scientific investigation includes analyzing evidence and providing explanations based upon scientific theories and concepts	STS	I can connect what I am learning about biospheres to real life examples and events
Specific Outcomes for Skills	Initiating and Planning 20–A1.1s Students will: formulate questions about observed relationships and plan investigations of questions, ideas, problems, and issues	Specific Outcomes for Skills	I can initiate and plan by: - by asking questions about what I observe in my environment - by making predicting based on what I observe
	Performing and Recording 20–A1.2s Students will: conduct investigations into relationships among observable variables and use a broad range of tools and techniques to gather and record data and information perform an experiment		I can investigate and record my observations by: - using different tools and techniques to gather data - complete an experiment
	Analyzing and Interpreting 20–A1.3s Students will: analyze data and apply mathematical and conceptual models to develop and assess possible solutions		I can analyze and interpret by: - looking for patterns in my data to help me understand what is happening - connecting my data to other scenarios and contexts - coming up with some possible solutions or explanations for what is happening - organizing and displaying my data in ways that make sense to me
	Communication 20–A1.4s Students will: work collaboratively in addressing problems and apply the skills and conventions of science in communicating information and ideas and in assessing results		I can communicate my findings by: - using SI units and Sig Digs - presenting my findings so it makes sense to others (modes representation)

Learning Outcome Progressions: Bio 20-1

What do I need to know?

20–A1.1k: I know how energy is used in a biosphere (stored, transferred, lost)				
Approaching	Emerging	Developing	Confident	Extending
The sun and plants work together to form energy	I know what photosynthesis and chemosynthesis and cellular respiration is and examples of each	I know how photosynthesis, chemosynthesis and cellular respiration are connected	I know how energy is transferred by conduction, radiation, and convection, and examples	I know limitations and problems of how energy is used in existing and/or potential biospheres

20–A1.2k I know that energy in different biospheres is balanced and cycles; I know how biospheres are interconnected				
Approaching	Emerging	Developing	Confident	Extending
I know why I need the sun and plants I know why plants need me	I know the products of photosynthesis, chemosynthesis, and cellular respiration	I know that there can be balance or imbalance between photosynthesis, chemo synthesis and cellular respiration	I know the impact of imbalance in photosynthesis and chemosynthesis and cellular respiration (global warming)	I know the pros/cons to possible solutions in imbalances of photosynthesis and chemosynthesis and cellular respiration

20–A1.3k I know what an ecosystem is and how it is organized				
Approaching	Emerging	Developing	Confident	Extending
I know what a food chain is	I know trophic levels and examples in the world	I know how to show trophic levels on different models	I know how trophic levels are connected to each other	I know the impact of deleting a tropic level

1. Standards based vs. standardized curriculum

Kristine Nannini YoungTeacherLove

Standards Based Grading

...helps teachers:

Give quality feedback

In the traditional grade book, Katie and her parents would see her grades and think she is getting by just fine.

But standards based grading reveals that she has not completely mastered the standards.

Traditional Grade Book

Name	Homework	Quiz 1	Quiz 2	Chapter 2 Test
Katie	90%	88%	82%	80%
Joe	60%	75%	88%	70%
Sara	10%	90%	98%	100%
John	100%	50%	60%	54%

Standards Based Grade Book

	<u>Standard 1:</u> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	<u>Standard 2:</u> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	<u>Standard 3:</u> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	
Katie	4	2	2	
Joe	2	3	1	

An Additive Continuum of Proficiency

Reporting Language	Approaching Grade Level (Not Yet)	Grade Level Essential (Partial)	Grade Level Confident (Fully)	Extending Grade Level
Grade Level Learning Standard				

The diagram illustrates an additive continuum of proficiency across four levels: Approaching Grade Level (Not Yet), Grade Level Essential (Partial), Grade Level Confident (Fully), and Extending Grade Level. The progression is shown by arrows:

- A light blue arrow labeled "Incomplete (1)" points from the first level to the second.
- A dark blue arrow labeled "2" points from the second level to the third.
- A dark blue arrow labeled "3" points from the third level to the fourth.
- A light blue arrow labeled "4" points from the fourth level to the right, indicating further progression.

An Additive Continuum of Proficiency

	Approaching Grade Level	Grade Level Emerging	Grade Level Developing	Grade Level Confident	Extending Grade Level
Reporting Language	(Approaching)	Emerging	Developing	Confident	Extending
Grade Level Learning Standard	Incomplete				
	Replacement Standard (IEP)	2			
		2+ / 3			
		3 / 3+ 4			

Combining Standards Based Grading and Curriculum Mapping

Standards Based Grade Book (Content)										
Learning Standards										
Possible Evidence of Learning										
Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending
Evaluation	I/IEP	2	2+/3	3/3+	4	I/IEP	2	2+/3	3/3+	4
Student 1										
Student 2										
Student 3										
Student 4										
Student 5										

Class: 4/5	Subject Area(s): Math	Planning Team: Eva & Regan
Big Idea(s): Fractions and decimals are types of <u>numbers</u> that can represent quantities		Unit Guiding Question(s): What is a fraction? What is a decimal? How are fractions and decimals connected? How do fractions and decimals show quantity? How do fractions and decimals help us understand the world?
Unit Vocabulary	fractions, decimals, numbers, mental math, strategies, quantity, visualize, communicate, Equivalent fractions	
Unit Goals	Learning Standard	Student Friendly Language
Content Goal (Science)	ordering and comparing fractions (4)	I know what a fraction is I know how to put fractions in order I know how to compare fractions
Content Goal (Math)	Equivalent fractions (5)	I know what an equivalent fraction is I know how to make equivalent fractions
Curricular Competency Goal: Reasoning & Analysis	Develop mental math strategies and abilities to make sense of quantities	(I know some mental math strategies) I can use mental math strategies to help me understand quantity (how much/many)?
Curricular Competency Goal: Understanding & Solving	Visualize to explore mathematical concepts	I can visualize to help me understand math ideas
Curricular Competency Goal: Communicating & Representing	Communicate (share) mathematical thinking in many ways	I can share my thinking in math in different ways
Curricular Competency Goal: Connecting & Reflecting	Connect mathematical concepts (math ideas) to each other and to other areas and personal interests	I can connect what I am learning in math to other subjects and areas I can connect what I am learning in math to my life and my interests I can connect what I am learning in math now, to other math I have learned before
Core Competency Goal:	I can be a creative thinker by...	

Grade 4/5 Math Standards Based Gradebook

	Content Goals										Curricular Competency Goals																				Evaluation				
Learning Standards	Ordering and comparing fractions (4)					Equivalent fractions (5)					Develop mental math strategies and abilities to make sense of quantities (4/5)					Visualize to explore mathematical concepts (4/5)					Communicate mathematical thinking in many ways (4/5)					Connect mathematical concepts to each other and to other areas and personal interests (4/5)									
Possible Evidence of Learning																															Total	Out of		Letter Grade	4 - Point
Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending			%		
4- Point	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	24	24			
Student 1	•	•				•	•				•	•				•	•				•	•				•	•				12	24	50	C-	2
Student 2	•	•	•	•	•	•	•				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	20	24	83	B	3+
Student 3	•	•	•			•	•				•	•				•	•	•	•		•	•	•			•	•	•			IE	24			
Student 4		•	•	•		•	•		•		•	•	•	•	•		•	•	•	•	•	•				•	•				IE	24			
Student 5	•	•	•	•		•	•	•			•	•	•			•	•				•	•				•	•				15.5	24	65	C-	2+

Grade: 11		Subject Area: Life Sciences	Planning Team: Timberline Secondary
Big Ideas: - All living things have common characteristics. - Living things evolve over time.			Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?
Unit Goals	Learning Standard		Student Friendly Language
Content Goal	Speciation		I know speciation that occurs within our local ecosystems
Curricular Competency: Process and analyze data and information	Experience and interpret the local environment		I can understand data and information by experiencing and interpreting the local environment
	Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies		I can understand data and information by seeking evidence and analyze data
	Construct, analyze, and interpret graphs, models, and/or diagrams		I can understand data and information by constructing, analyzing and interpreting visual representations of information
Core Competency Goal	I can become socially responsible by...		

Life Science 11 Standards Based Gradebook

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1		Content Goals					Curricular Competency Goals															Evaluation				
2	Learning Standards	speciation					experience and interpret the local environment					seek and analyze patterns, trends, and connections in data, including describing relationships between					construct, analyze, and interpret graphs, models, and/or diagrams									
3	Possible Evidence of Learning																									
4	Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Total	Out of		Letter Grade	4 - Point
5	4- Point	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4					
6	Student 1 (IEP - Replacement Goals)	x					x					x					x					4	4		A (IEP)	4 (IEP)
7	Student 2	x	x				x	x				x	x				x	x				8	16	50	C-	2
8	Student 3	x	x	x			x	x	x			x	x				x	x	x			12	16	75	B	3
9	Student 4	x	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x			14	16	88	A	3+
10	Student 5		x	x	x	x	x	x	x			x	x	x					x	x		IE	16	IE	IE	IE
11																										

Course/Subject/Grade(s): Life Sciences 11				Planning Team: Timberline Secondary		
Unit Guiding Question: Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?						
Learning Standards		Approaching – IE/ IEP	Emerging - 2	Developing – 3	Confident – 3.5	Extending - 4
Content: I know speciation that occurs within our local ecosystems		I know examples of species in Campbell River Forest ecosystem	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in more than one local ecosystems	I know how our 3 local ecosystems interact with each other	I know how local human activity affects speciation in an ecosystem
Curricular Competencies	I can understand data and information by experiencing and interpreting the local environment	I can experience my local forests, streams and the ocean respectfully	I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence over time	I can interpret the local forests, streams and the ocean by making connections and reflections of my evidence collected	I can interpret the local forests, streams and the ocean through ethical observation and stewardship
	I can understand data and information by seeking evidence and analyze data	I can organize and collate evidence	I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and perform simple calculations	I can identify inconsistencies in data
	I can understand data and information by constructing, analyzing and interpreting visual representations of information	I can build a visual representation of data by following a model I can understand a visual representation of information that is familiar to me	I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	I can construct a visual representation of data based on the purpose I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)



What is one useful idea?

What is one question you have?

What is one thing you learned?

**What is one thing you want to want to share with
someone who is not here?**

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

THANK YOU!

Shelley
MOORE PH.D.

GET IN TOUCH

Email: bookings@drshelleymoore.com

LEARN MORE

Web: www.drshelleymoore.com

