

My personal belief is that at least in education  
relevance is more important than tradition when it  
comes to methodology.

-- Tom Whitby

Grades are first and foremost communication; they are  
information, nothing more. The moment we make  
them something more, we corrupt their constructive  
use.

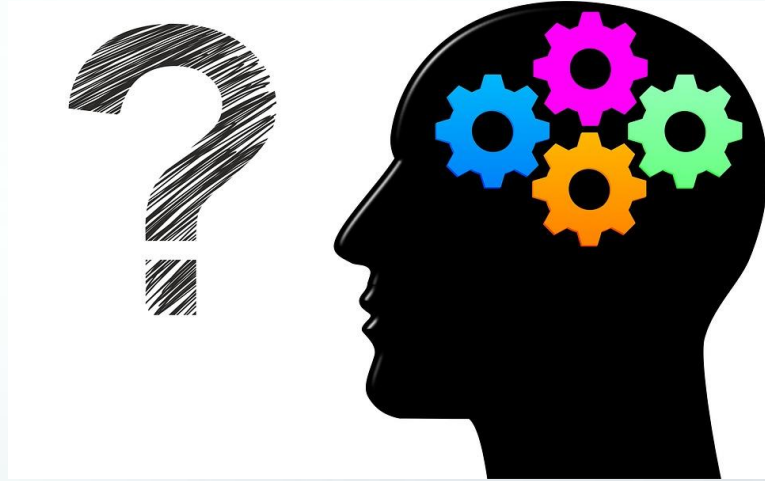
-- Rick Wormeli

# STANDARDS BASED REPORTING

2017-2018



# WHAT IS AN AVERAGE?



# WHAT CAN YOU TELL US ABOUT STUDENT A AND STUDENT B?

## Student A

Student A has an average of  
87.4%

## Student B

Student A has an average of  
87.4%



# WHAT CAN YOU TELL US ABOUT STUDENT A AND STUDENT B?

## Student A

Student A has an average of 87.4%

- Test 1: 88%
- Test 2: 87%
- Test 3: 88%
- Test 4: 87%
- Test 5: 87%

## Student B

Student B has an average of 87.4%

- Test 1: 92%
- Test 2: 95%
- Test 3: 90%
- Test 4: 93%
- Test 5: 67%





# WHAT CAN YOU TELL US ABOUT THESE STUDENTS?

## Sally

Sally has an average of 86.5%  
(B+)

## George

George has an average of 86.4%  
(B)



Sally is missing 5 out of 10 homeworks this term. She also spends little time on projects and only gets the minimum done. Despite her preparation she is able to score well on her tests and quizzes and her average in science is an 86.5% (B+)



George works hard inside and outside of school. He stays for extra help, completes most of his homework well and works really hard to prepare for his tests and quizzes. George's average in science is an 86.4% (B)







**DO YOU THINK THEIR AVERAGES  
TELL THE WHOLE STORY?**

**ARE THEY FAIR  
REPRESENTATIONS?**

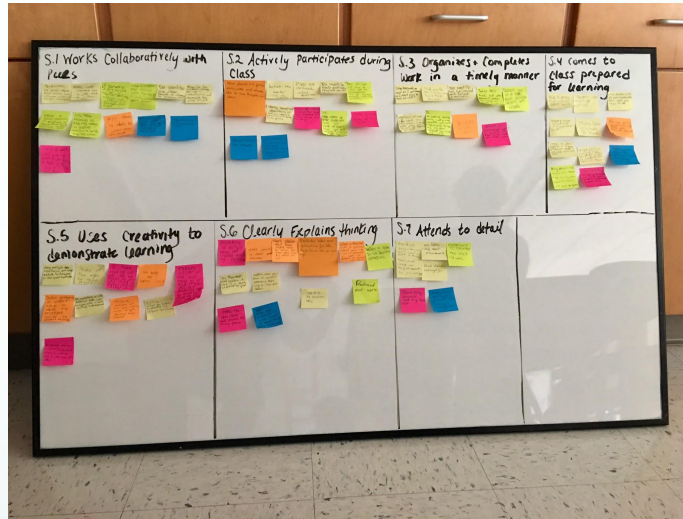


# WHAT WILL GRADING LOOK LIKE IN 6TH GRADE SCIENCE?

- + There will be 2 different sections
  - + Learning Skills
  - + Content Standards



# LEARNING SKILLS



# LEARNING SKILLS

**Skills Key:** C = Consistently O = Often S = Sometimes R = Rarely

Learning Skills	Term 1	
	Interim	Final
S.1 Works collaboratively with peers		
S.2 Actively participates during class		
S.3 Organizes and completes classwork in a timely manner		
S.4 Comes prepared for learning		
S.5 Completes homework		
S.6 Creatively approaches learning, projects, and technology		
S.7 Clearly explains thinking		

# EACH SKILL WILL RECEIVE A LETTER...

C = Consistently

O = Often

S = Sometimes

R = Rarely





# WHERE DO THE C, O, S, R COME FROM?

Classwork

Projects

Homework

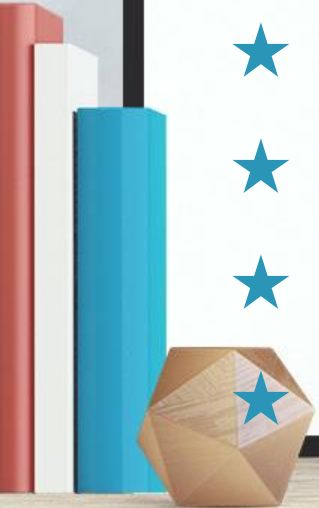
Writing

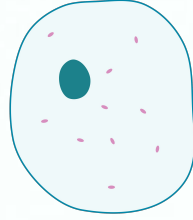
Participation



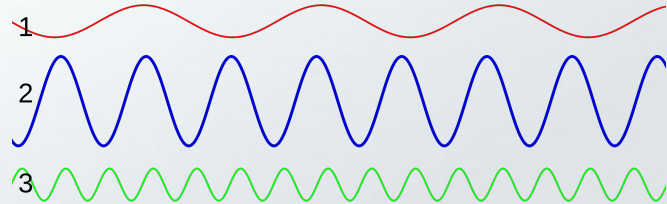
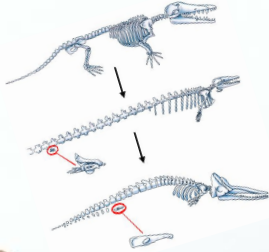
# WHERE CAN I GET IDEAS ON IMPROVING MY LEARNING SKILLS?

- ★ Look at the exemplar sticky note board
- ★ Watch the Flip grids
- ★ Discuss with your teacher
- ★ Observe your classmates
- ★ Set a goal





# CONTENT STANDARDS



# CONTENT STANDARDS

## Content Standards Key:

3 = Meeting standard. Demonstrates solid knowledge and understanding.

2 = Approaching standard. Demonstrates progress toward grade level standard but not yet at standard.

1 = Not meeting grade level standard. Showing minimal progress.

Matter & Energy Standards	Term 1		Term 2		Term 3	
	Interim	Final	Interim	Final	Interim	Final
6.MS-PS2-4. Use evidence to support the claim that gravitational forces between objects are attractive and are only noticeable when one or both of the objects have a very large mass.						
6.MS-PS1-7(MA). Use a particulate model of matter to explain that density is the amount of matter (mass) in a given volume. Apply proportional reasoning to describe, calculate, and compare relative densities of different materials.						
6.MS-PS1-8(MA). Conduct an experiment to show that many materials are mixtures of pure substances that can be separated by physical means into their component pure substances.						
6.MS-PS1-6. Plan and conduct an experiment involving exothermic and endothermic chemical reactions to measure and describe the release or absorption of thermal energy.						
6.MS-PS4-1. Use diagrams of a simple wave to explain that (a) a wave has a repeating pattern with a specific amplitude, frequency, and wavelength, and (b) the amplitude (and frequency) of a wave is related to the energy of the wave.						
6.MS-PS4-2. Use diagrams and other models to show that both light rays and mechanical waves are reflected, absorbed, or transmitted through various materials.						
6.MS-PS4-3. Present qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses representing 0s and 1s) can be used to encode and transmit information.						



# EACH CONTENT STANDARD WILL RECEIVE A NUMBER...



3 = Meeting standard. Demonstrates solid knowledge and understanding.



2 = Approaching standard. Demonstrates progress toward grade level standard, but not yet at standard.

1 = Not meeting grade level standard. Showing minimal progress.





# WHERE DOES A 1, 2, OR 3 COME FROM?

<b>Rock Layers &amp; Fossils</b>	<b>Questions</b>	<b>Level of Understanding</b>
<b>6.MS-ESS1-4. Analyze and interpret rock layers and index fossils to determine the relative ages of rock formations that result from processes occurring over long periods of time.</b>		
<input type="checkbox"/> <i>Students understand sedimentary rock &amp; fossil formation</i>	1, 2, 3, 4	
<input type="checkbox"/> <i>Students Understand the Law of superposition</i>	5, 6, 11	
<input type="checkbox"/> <i>Students understand law of cross cutting relationships</i>	7, 8, 9, 10, 11	
<input type="checkbox"/> <i>Students understand index fossils</i>	12, 13, 14, 15, 16	

# FOSSIL STANDARD EXAMPLE

Have you met the standard?

Try #1: Rock Layers Socrative:



2

Try #2: Fossils Socrative:



2

Try #3: Fossils Quiz:



3

Try #4: Grand Canyon Project:



3

Final Assessment  
on Report Card:



3



IF THE GOAL IS TO GET A 3...

WHAT DO YOU DO WHEN YOU GET A 1 OR A 2?

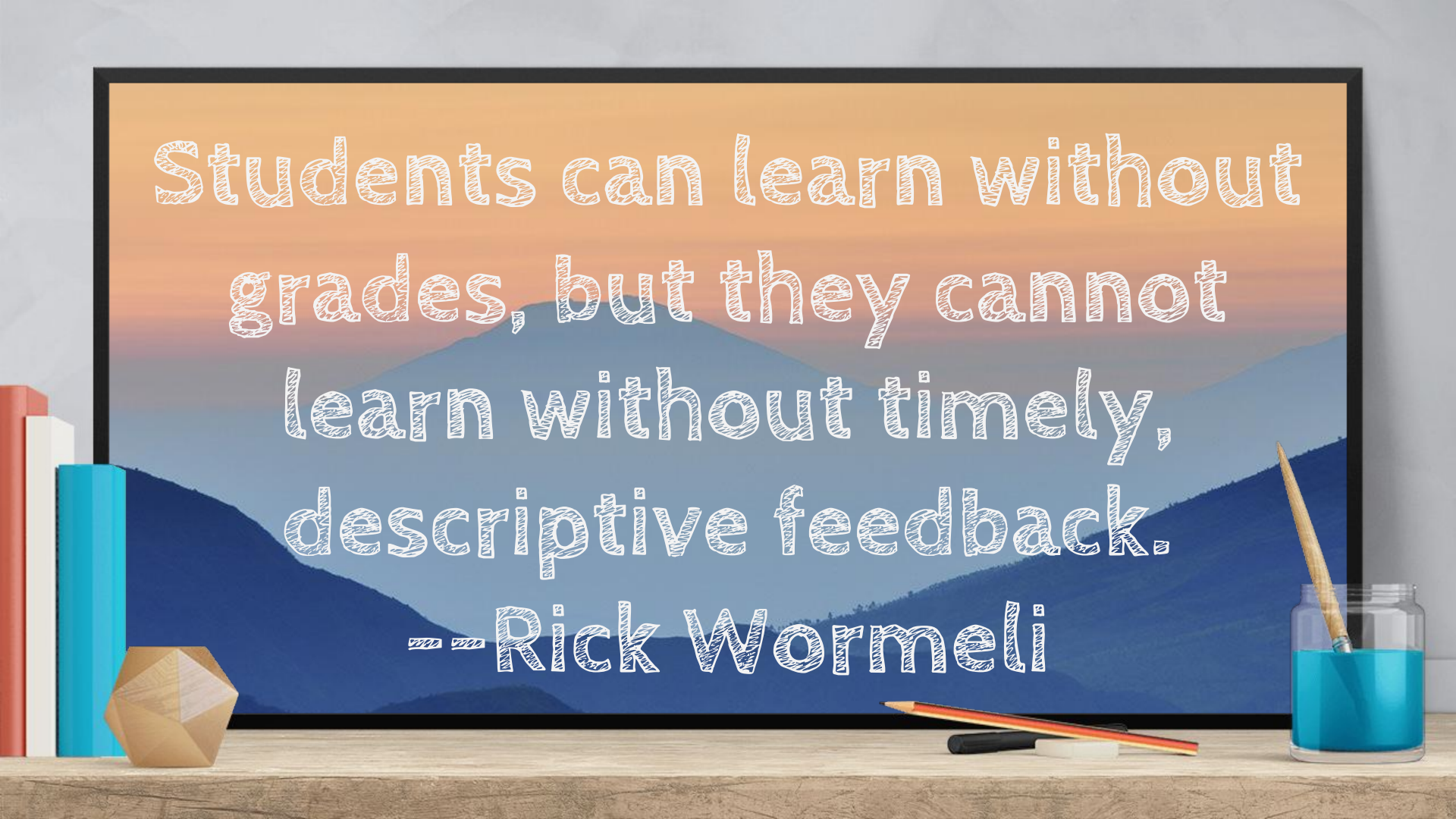


# OPTIONS FOR SUCCESS IN SCIENCE

- You should speak with your teacher about a time to revisit the standard
- You decide to stay for extra help to clarify what you misunderstood
- Teacher may invite you to stay for extra help
- **GOOD NEWS:** You are often given more than one opportunity to meet a standard!!







Students can learn without  
grades, but they cannot  
learn without timely,  
descriptive feedback.

— Rick Wormeli



- 1) Show your parents/guardians this slideshow - found on Science Teacher Website Homepages!
- 2) Have your parents/guardians go into their email and fill out the Google form to indicate you've shared this presentation with them -  
**DUE: FRIDAY 9/15/17**
- 3) If they have any questions, they can type them into the google form, or email your science teacher:
  - a) OTTERS: [KRuminski@email.medfield.net](mailto:KRuminski@email.medfield.net)
  - b) KOALAS: [KBuley@email.medfield.net](mailto:KBuley@email.medfield.net)
  - c) SEA TURTLES: [MHeim@email.medfield.net](mailto:MHeim@email.medfield.net)