



Leadership Series
Session 2 – February 2024

Welcome!

Introductions

- Names
- Roles
- School
- A contact email

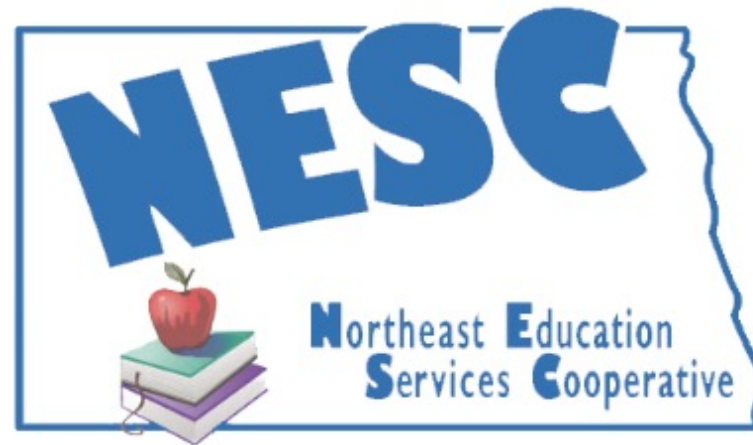




clarity content dismissal data responses
humankind laughter connection
counselor questions coach
scales belonging students principal
smiles support teachers tracking
respect learning growth lunch assessment
kindness staff friends
class energy understanding
acceptance expectations interest
tolerance weekend summer



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION





Improved Student Learning Outcomes Through Tier 1 Supports

WWW.NDSBL.ORG



ND Priority Standards & Proficiency Scales

- English Language Arts
- Essential Skills
- Health
- Math
- Music (Coming soon!)
- Science
- Social Studies



ND Standards-Based Learning Implementation Toolkit

- Use this document to initiate and/or enhance your local standards-based teaching and learning efforts!



Resources

- Archived Webinars
- Archived NDSBL Newsletters
- Professional Learning Notices
- FAQs



WHAT WE DO

Your NDSBL team is a collaborative of Regional Education Associations (the NESC, SEEC, and CREA), supported by the ND DPI, who believe in equitable resources and learning opportunities for students and educators across ND. We are passionate about high-quality curriculum, instruction, and assessment practices that help educators understand and meet their students' needs and engage their students and stakeholders in the learning process.



WHO WE DO IT FOR

Educators: Focused instructional time, clear learning progressions, & aligned curricula, instruction & assessments

Students: Clear learning progressions, ownership of the learning, & actionable feedback

Stakeholders: Refined communications of learning expectations and grading/reporting of K-12 content standards



HOW WE DO IT

Developing a guaranteed and viable curriculum is a big lift for any school district! We want to support you with the foundational knowledge, skills and resources common to most schools so that you can get started and can focus your local resources on more customized classroom supports throughout your implementation journey. We also want to work with, learn from, and provide continued support to those schools well into their standards-based learning plan.



North Dakota Standards-Based Learning School Leadership Series



The NDSBL School Leadership Series features student-centered support through resources that align curriculum, instruction, and assessment. Our facilitator brings valuable experience and insights to the conversations, helping leaders identify initial and next steps within the implementation process.

Grade K-5 ND Math & ELA Standards
Priority Standards
Proficiency Scales & Student-Friendly Scales
9:00 am Central Time
[Join Zoom](#)

Grade 6-12 ND Math & ELA Standards
Priority Standards
Proficiency Scales & Student-Friendly Scales
10:00 am Central Time
[Join Zoom](#)

All participants are welcome! We encourage building and district leaders to attend with a Math & ELA school educator(s) for maximum collaboration in schools.

Wednesday
January 10, 2024

Session 1 - Let's Get Started
Introduction - Quality Instruction - Student Engagement

Wednesday
February 14, 2024

Session 2 - Now Meets Next
Formative Checks - Student Evidence - Aligned Assessments

Wednesday
March 13, 2024

Session 3 - All Students, All Levels
Data Informed Practice - Intervention - Enrichment

Wednesday
April 10, 2024

Session 4 - Standards-Based Learning Processes
Guaranteed & Viable Curriculum Journey



This **FREE VIRTUAL** series is made available through **Regional Education Association** collaboration and is supported by the **ND Department of Public Instruction**.

Facilitator: Melissa Stanley melissa.stanley@k12.nd.us

Questions? ndsbl.info@k12.nd.us



ndsbl.info@k12.nd.us



www.ndsbl.org

FAST Reconnect


- WHY? A Leadership Series
- Be Affirmed!
- Start small.
- Much staff discussion needed
- Guaranteed & Viable Curriculum
- The Standards
- AMAZING NDS
- Mapping
- Pacing
- Teach the Learning Progression
- Scales for Stakeholders

- Intentional Planning
- Student Engagement
- Differentiation
- Template Use/Justification
- Quality Tier 1 Instruction
- Learning Target Clarity
- Proficiency Scale Use!
- Scales for Students
- Relevancy

Access Video & Slides



Data Informed 1st Look

- 
- 60+ participants
 - range of 3-10 years of SBL
 - 9 NEW to SBL work
 - 90+ years of SBL work combined

What does a struggling curriculum system look like?

13	5	1. Students are not making progress & scores remain flat.
15	6	2. THERE IS LITTLE VERTICAL GRADE ALIGNMENT.
18	7	3. <i>Some standards are over-taught, while others are missed.</i>
14	11	4. TEACHERS EXPERIENCE FRUSTRATION, CONFUSION, OR ANXIETY.
11	2	5. Grade level/content pacing is off.
13	2	6. <i>There is no consistency.</i>
14	9	7. PLCs are not effective in responding to the critical questions.

Leadership Series Information

Wednesday January 10, 2024	Session 1 - Let's Get Started Introduction - Quality Instruction - Student Engagement
Wednesday February 14, 2024	Session 2 - Now Meets Next Formative Checks - Student Evidence - Aligned Assessments
Wednesday March 13, 2024	Session 3 - All Students All Levels Data Informed Practice - Intervention - Enrichment
Wednesday April 10, 2024	Session 4 - Standards Based Learning Processes Guaranteed & Viable Curriculum Journey



Objectives

Session 2 - Now Meets Next

- ✓ Formative Checks
- Student Evidence
- Aligned Assessment

Consider ideas and possibilities for schools

Provide access to NDSBL documents

Discuss formative checks for understanding

Identify student evidence for showing knowing

Discuss scales aligned assessment

Explore tracking

Please be affirmed in best assessment practices for
celebrations and consider next steps and/or
growth opportunities.





Assessment is a process.

GROWTH mindset

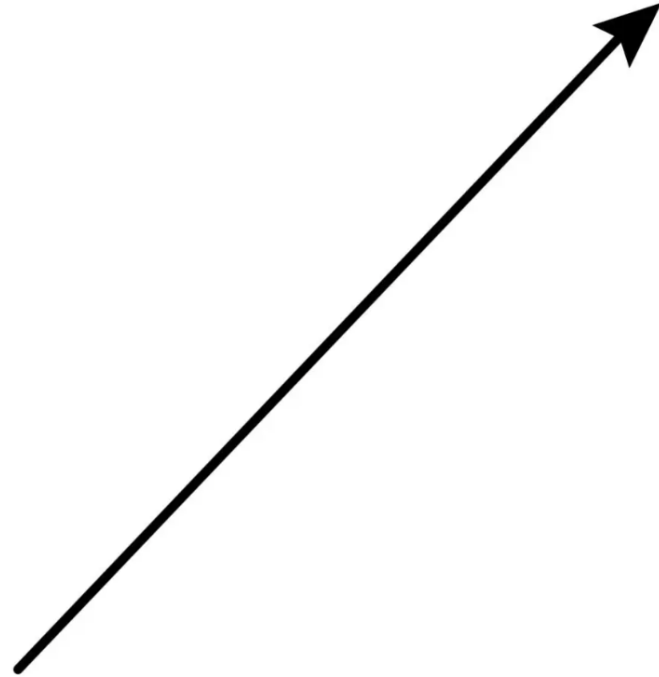
GROWTH not an average

GROWTH not a pre/post test alone

GROWTH evidence of performance over time

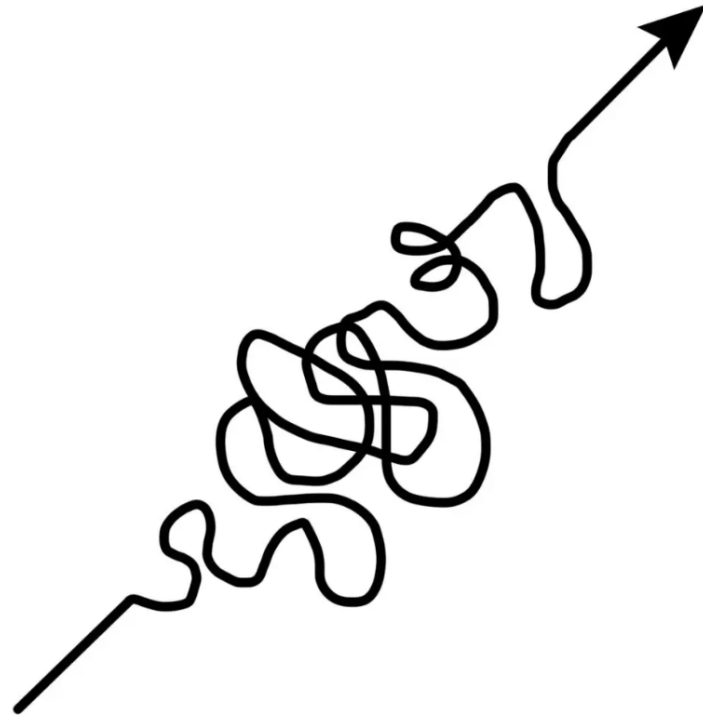


SUCCESS



what people think
it looks like

SUCCESS



what it really
looks like

Embrace
the tangles
to get to
what will
work best.

NDSBL Assessment

FORMATIVE ASSESSMENT

Happens **during** instruction

The goal to to **improve** understanding.

Used to **check for understanding**

Informs the **teacher's instruction**

Informs teacher **feedback to students**

SUMMATIVE ASSESSMENT

Happens **after** instruction

The goal is to **prove** understanding.

Used to **evaluate learning** at the end

Shows a level of **student performance**

Students often **receive a grade**.

A summative assessment is how students **prove** they have learned. A formative assessment gives a student a chance to **improve** upon their learning.

- Dr. Rick DuFour

WHY? A Leadership Series

When teachers do **formative assessment** effectively, students learn at roughly double the rate than they do without it.

- Dylan Wiliam

Many researchers have identified
formative assessment
as one of the more powerful practices
to raise student achievement.

- Black & Wiliam, 1998; Hattie, 2009; DuFour & Marzano, 2011



FORMATIVE FIRST



WHY? A Leadership Series

The goal of formative assessment is to **monitor student learning** to **provide feedback** that can be used by instructors to **improve their teaching** and by **students to improve their learning**.



ASSESSMENT

- ✓ Principal's role
- ✓ Teacher's role
- ✓ Student's role

| What will we assess?





The prioritized standards are the guaranteed & viable curriculum.

*Resources, textbooks, & supplements are used to deliver
quality instruction aligned to the standards.*



*Formative and summative assessments will align to
the proficiency scale/guaranteed & viable curriculum.*



RESOURCES to support where you are at in the journey are available.



Resources

- <https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards>
- <https://ndsbl.org>



I have a proficiency scale for a prioritized standard and pacing with adequate teaching and learning time.

Explain the proficiency
scale learning
progression

Intentionally plan
for instruction of a
proficiency scale

Communicate
the learning target to
students

Support understanding
the relevance to
students' lives

Gather evidence of
student performance
through formative
checks for
understanding

Track student
performance and
growth including
summative checks

Use "scales in the hands
of students" to build
student efficacy



Math		North Dakota Proficiency Scale	
3.NO.NBT.3		Number and Operations (NO): Base Ten (NBT)	
Math Attributes			
Problem-Solving (P)		Connections (C)	Reasoning and Proof (R)
3-5.MA.P Learners can develop and carry out a logical plan to problem-solve situations, reflect on the reasonableness of solutions, and explore alternate strategies with guidance.		3-5.MA.C Learners can make connections and summarize related ideas using supporting evidence.	Learners can reason logically and use knowledge, citing evidence to support their reasoning and conclusions.
4.0 Score	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.		
For example: <input type="checkbox"/> Create a number sentence to solve an estimated answer close to a given number (i.e., $4__ - 1__ =$ find a number less than 300, how many possible solutions can you find by using digits 0-9 only once?).			
3.5 Score	In addition to score 3.0, in-depth inferences and applications with partial success.		
3.0 Score	The student exhibits no major errors or omissions.		
Add and subtract within 1000 using place value strategies, algorithms, and/or the relationship between addition and subtraction.			
2.5 Score	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0 Score	The student exhibits major errors or omissions regarding the more complex ideas and processes.		
Recognizes or recalls specific essential vocabulary such as: <input type="checkbox"/> Addition <input type="checkbox"/> Subtraction		Performs basic processes such as: <input type="checkbox"/> Add and subtract within 100. <input type="checkbox"/> Write numbers in expanded form. <input type="checkbox"/> Use strategies to compose and decompose numbers using place value. <input type="checkbox"/> Use the standard algorithm.	
1.5 Score	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0 Score	With help, the student exhibits a partial understanding of the 2.0 content, but not the 3.0 content.		

Math		North Dakota Proficiency Scale	
3.NO.NBT.3		Number and Operations (NO): Base Ten (NBT)	
Math Attributes			
Problem-Solving (P)	Connections (C)	Reasoning and Proof (R)	Communication (CO)
3-5.MA.P Learners can develop and carry out a logical plan to problem-solve situations, reflect on the reasonableness of solutions, and explore alternate strategies with guidance.	3-5.MA.C Learners can make connections and summarize related ideas using supporting evidence.	3-5.MA.R Learners can reason logically and use knowledge, citing evidence to support their reasoning and conclusions.	3-5.MA.CO Learners can communicate mathematically and use appropriate mathematical language.
I can (suggestions for student self-reflection): <input type="checkbox"/> Create a number sentence to solve an estimated answer close to a given number.			
3.5 Score In addition to score 3.0, in-depth inferences and applications with partial success.			
3.0 Score			
I can: <input type="checkbox"/> Add and subtract within 1000.			
2.5 Score	I know some of the content and can do some of the skills at the 3.0 Score.		
2.0 Score			
I can understand essential vocabulary, such as: <input type="checkbox"/> Addition <input type="checkbox"/> Subtraction		I can: <input type="checkbox"/> Add and subtract within 100. <input type="checkbox"/> Write numbers in expanded form. <input type="checkbox"/> Use strategies to compose and decompose numbers using place value. <input type="checkbox"/> Use the standard algorithm.	
1.5 Score	I know some of the content and can do some of the skills at the 2.0 Score, but I make mistakes.		
1.0 Score			
<input type="checkbox"/> I know some of the content and can do some of the skills at the 2.0 Score with help.			

THIS IS A SCALE.

- ndsbl.org

Gather evidence of student performance
through formative checks for understanding



Intentional Planning



Math 3.NO.NBT.3	North Dakota Proficiency Scale Number and Operations (NO): Base Ten (NBT)
----------------------------------	--

Math Attributes		
Problem-Solving (P)	Connections (C)	Reasoning and Proof (R)
3-5.MA.P Learners can develop and carry out a logical plan to problem-solve situations, reflect on the reasonableness of solutions, and explore alternate strategies with guidance.	3-5.MA.C Learners can make connections and summarize related ideas using supporting evidence.	3-5.MA.R Learners can reason logically based on experience and knowledge, citing evidence to support their reasoning and conclusions.
4.0 Score		
I can (suggestions for going beyond):		
<input type="checkbox"/> Create multiple math problems that have an estimated answer close to a given number.		
3.5 Score	I know the content and can do the skills at the 3.0 Score, and I go beyond what was directly taught to me.	
3.0 Score		
I can:		
<input type="checkbox"/> Add and subtract within 1000.		
2.5 Score	I know some of the content and can do some of the skills at the 3.0 Score.	
2.0 Score		
I can understand essential vocabulary, such as:		I can:
<input type="checkbox"/> Addition		<input type="checkbox"/> Add and subtract within 100.
<input type="checkbox"/> Subtraction		<input type="checkbox"/> Write numbers in expanded form.
		<input type="checkbox"/> Use strategies to compose and decompose numbers using place value.
		<input type="checkbox"/> Use the standard algorithm.
1.5 Score	I know some of the content and can do some of the skills at the 2.0 Score, but I make mistakes.	
1.0 Score		
<input type="checkbox"/> I know some of the content and can do some of the skills at the 2.0 Score with help.		

Learning Target:

Write numbers in expanded form



Cycle: Mesopotamia and the Fertile Crescent Miss Addison Olson, Hazen Public Schools, 6 th Grade Soc. Studies			Standards: WH.6_12.1-6.E1.1, WH.6_12.1-6.E1.2, WH.6_12.1-6.E1.3, RH.4	
1 Standard: RH.4 Target: I will activate prior knowledge about Mesopotamia and the Fertile Crescent and locate these civilizations on a map. Teach: KWL + discussion on board, overview of the chapter, introductory video, study/color map of the Fertile Crescent	2 Standard: RH.4 Target: I can define the terms Fertile Crescent, silt, irrigation, canals, surplus, and division of labor Teach: Vocabulary words, pronunciation, and definition Practice: (Vocabulary practice activity) Read: Section 1 Pages 54-57 – in class or at home (depending on time)	3 Standard: RH.4 Target: I can define the terms Fertile Crescent, silt, irrigation, canals, surplus, and division of labor Formative Assessment: checking vocab knowledge Standard: WH.6_12.1-6.E1.3 Target: I can explain why the development of agriculture led to the creation of cities Teach: Lecture/notes-Section1	4 Standard: WH.6_12.1-6.E1.3 Target: I can explain why the development of agriculture led to the creation of cities Practice: Creating a farming community activity – groups, in class (pg 57) Formative Assessment: Exit ticket – Answer the question: List 3 ways the development of agriculture led to the creation of cities	5 Standard: RH.4 Target: I can define the terms rural, urban, city-state, empire, polytheism, and social hierarchy. Teach: Vocabulary Words, pronunciation, definition Practice: (Vocabulary practice activity) Read: Section 2 Pages 60-64 The Rise of Sumer
6 Standard: WH.6_12.1-6.E1.2 Target: I can explain the religion and social construct of Sumerian society. Teach: Lecture/notes - Section 2, City-states YouTube songs – Compare the city of Ur (pg 62-63) to the city of Ba Sing Se (ATLA) Formative Assessment: Think-Pair-Share - How did trade affect Sumerian Society? How does it still affect society today?	7 Standards: WH.6_12.1-6.E1.1, RH.4 Targets: I can identify at least 4 Sumerian achievements and define the terms cuneiform, pictographs, scribe, epics, architecture, and ziggurat Learning: Read section 3 on your own and then with a partner. In your notes, make a list of Achievements made by the Sumerians. Do we still use any of these today? (Discuss) Teach: Go through vocabulary words and definitions (these are mostly associated with the achievements)– add to notes	8 Standard: WH.6_12.1-6.E1.1 Target: I can identify at least 3 Sumerian achievements. Activity: Writing your name in Cuneiform – 1 st on paper, then with clay/playdoh Formative Assessment: Exit ticket – List 3 Sumerian achievements, then write a brief paragraph (3-5 sentences) arguing which you believe to be the most useful and why.	9 Standard: RH.4 Target: I can define the terms monarch, Hammurabi's code, chariot, and alphabet. Teach: Vocabulary words, definition, pronunciation Read: Take 15 minutes to read through Section 4, quietly. Be prepared for me to ask some questions. Teach: Brief Lecture/notes - Section 4	10 Standard: RH.4 Target: I can define the terms monarch, Hammurabi's code, chariot, and alphabet. Teach: Hammurabi's Code song (YouTube). Hammurabi's Code scavenger hunt (outside, weather pending). Formative Assessment: Discussion/reaction - why are written laws important?

Intentional planning for quality core instruction for all students.

Checks for understanding to gather evidence of student growth over time.

Model	Students will <u>visually represent</u> their thinking for <u>discovery</u> and <u>conceptualization</u> .
Dialogue	Students will <u>verbalize thinking</u> ; use and <u>explain vocabulary</u> to <u>deepen understanding</u> while <u>listening</u> to the reasoning of others.
P/P	Students will <u>show knowing</u> in a manner similar to forthcoming scales aligned assessment.
Tech	Students will solve <u>scales aligned practice</u> to <u>show knowing</u> on the proficiency scale.
Response Cards	Students will <u>respond</u> to a limited number of questions that allow both a <u>response and justification</u> for their thinking.
Game	Students will <u>apply knowledge</u> for <u>success with strategy</u> and learning game <u>engagement</u> .
Other :)	

Intentional planning for quality core instruction for all students.

Checks for understanding to gather evidence of student growth over time.

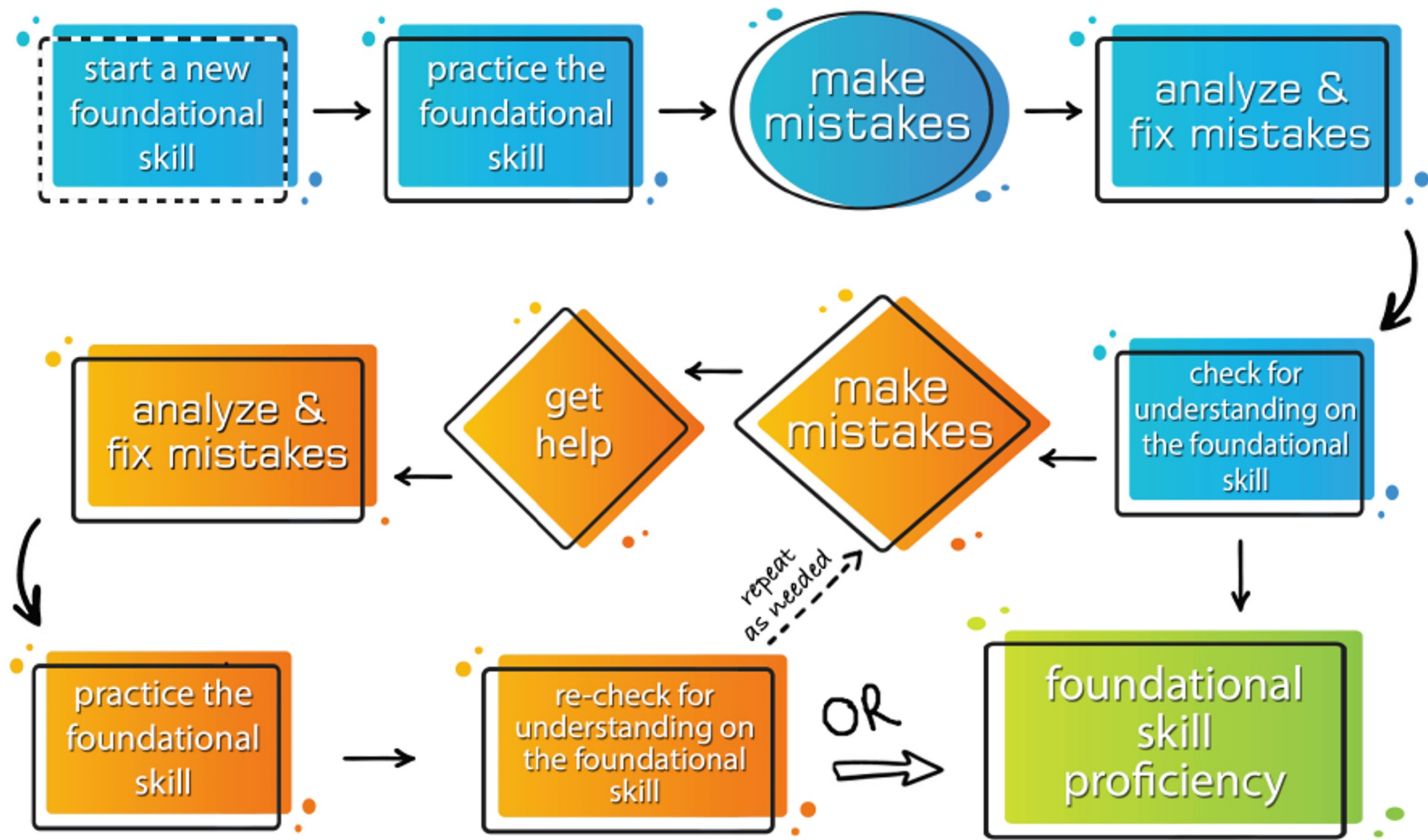
Standard - <u>3.NO.NBT.3 - Add & subtract within 1000.</u> Foundational Skill - <u>Write number in expanded form.</u>	
Model	Math Mat, 100 flats, 10 sticks, cubes, dry erase marker/eraser for gradual release expanded form equations instruction Teacher models with students - 1) $76 + 14$ 2) $92 - 25$ 3) $65 + 18$ 4) $51 - 13$ Students model with teacher - 1) $17 + 24$ 2) $63 - 25$ 3) $77 + 12$ 4) $52 - 11$ Partner models - 1) $80 + 24$ 2) $92 - 25$ 3) $65 + 18$ I model - 1) $36 + 22$ 2) $92 - 16$ Explicit Instruction - Gradual Release
Dialogue	White board, dry erase marker/eraser, small group Math Talks with teacher I model while explaining my thinking - 1) $18 + 27$ 2) $45 - 16$ Rotations – Practice Knowing
P/P	Exit ticket - p.138, # 12-16 District Resource Rotations – Practice Showing Knowing
Tech	IXL code: X6Y Rotations – Practice Showing Knowing
Response Cards	Yes & No Cards and a Partner <u>Yes, No, because</u> preview play for <i>Expanded form Missing number Partner game</i>
Game	<i>Expanded form Missing number Partner game</i>

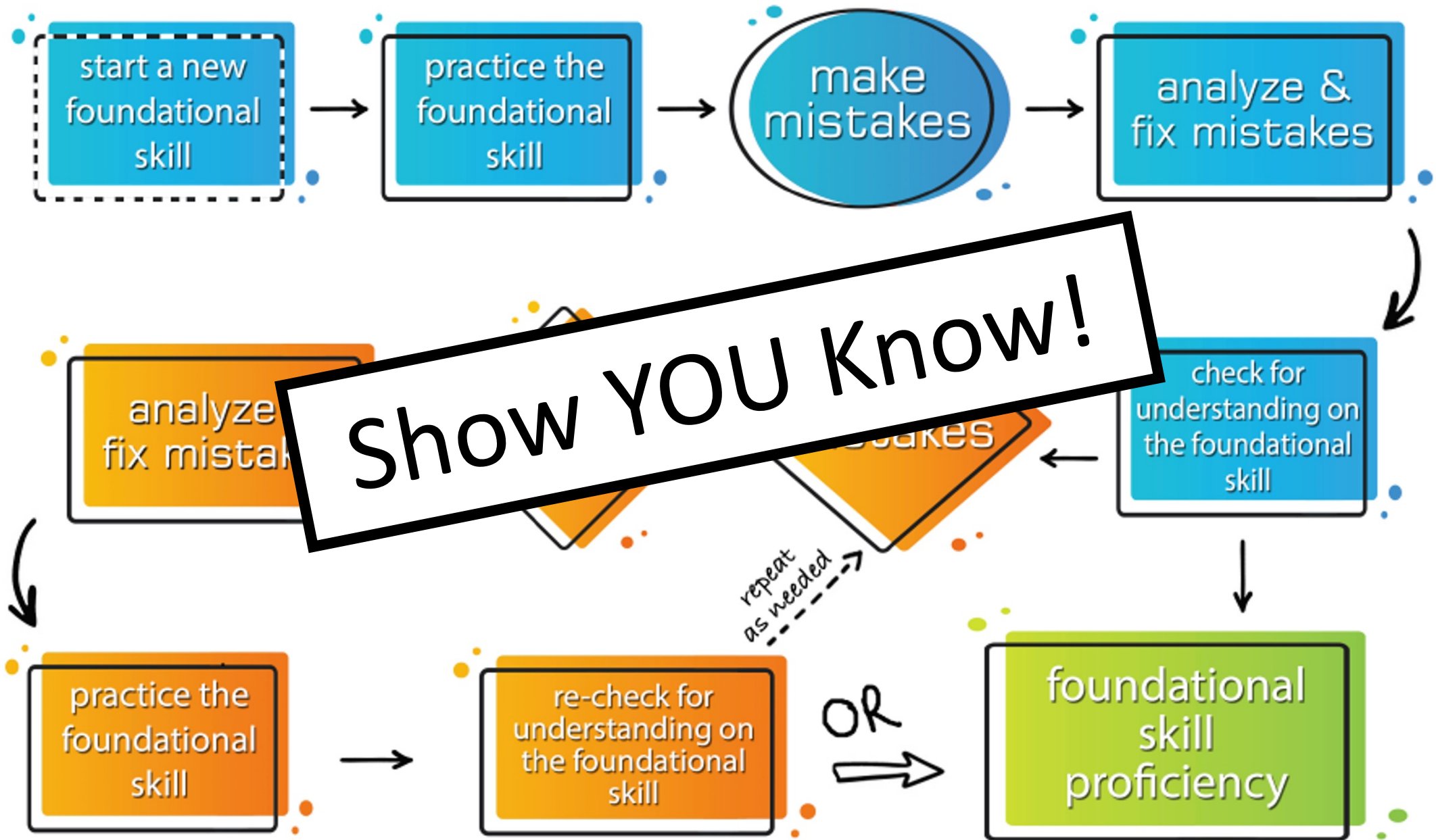
The teacher knows the performance level of each student at the end of the math class.

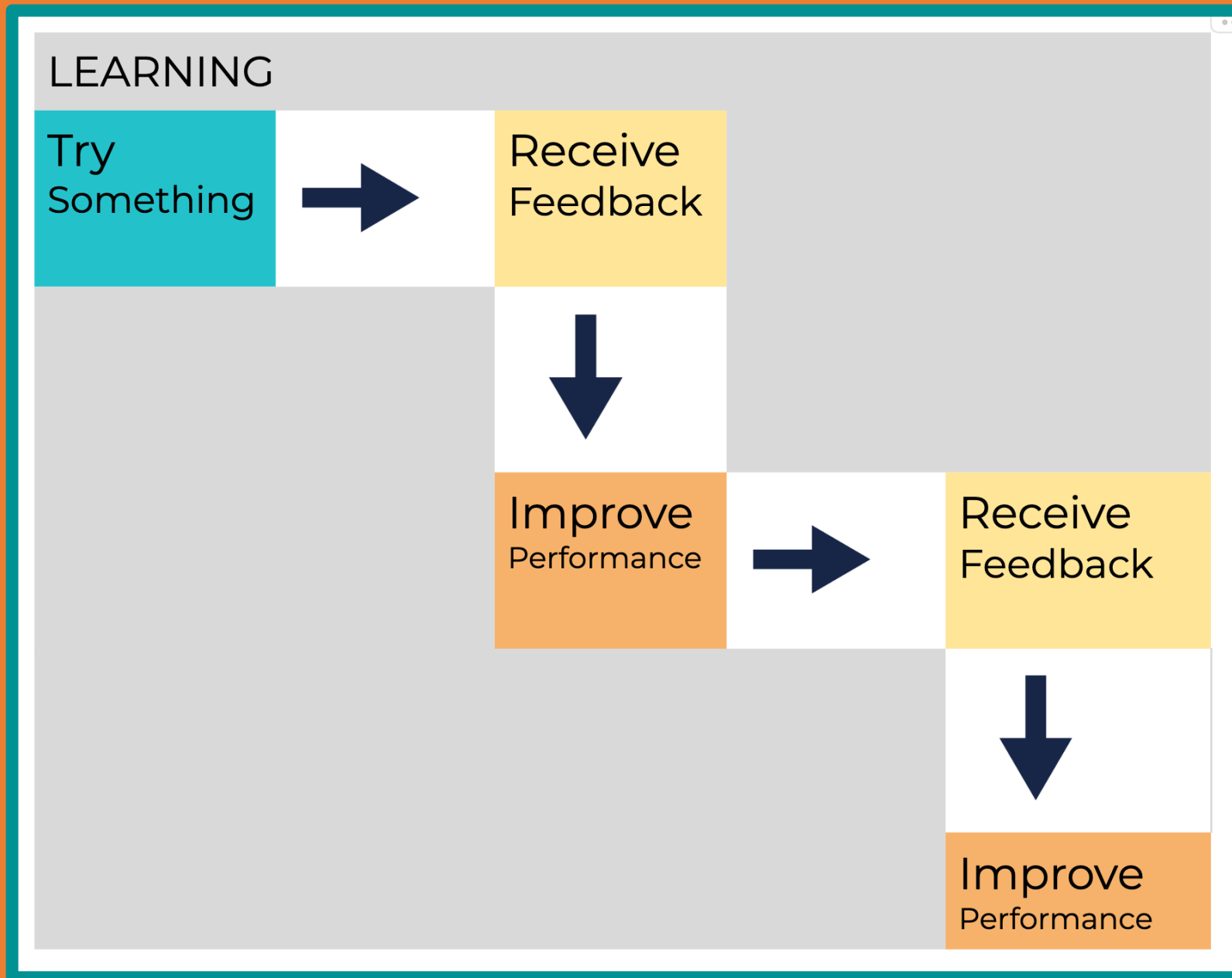
FORMATIVE ASSESSMENT + FEEDBACK

- ✓ Proficiency scale data to guide **feedback**
- ✓ Use frequent/timely checks for understanding
- ✓ Include specific performance level **feedback**
- ✓ Provide **feedback** for celebration or growth
- ✓ Teacher **adjusts instruction** as needed
- ✓ Teacher gives next steps **feedback**









- The New Art & Science of Classroom Assessment

WHY? A Leadership Series

Classroom assessment is anything a teacher does to gather information about a student's knowledge or skill regarding a specific topic.

- Dr. Robert Marzano

FEEDBACK + FORMATIVE ASSESSMENT

Doodle/Sketch Notes

Poll Them!

Minute Interview

S.O.S Summaries

Same Idea, New Situation

EXIT/ENTER Tickets

One Sentence Summary

Quick Write

White Boards Flash & Freeze

Reflection Wondering

Heads Down Hands Up

Tech Check

Guess the Fib

4 Corners Check

KNOW/ Don't Know

Power of the Sticks

ONE Minute Wrap-Up

30 Second Share

90 Second Exchange

10-15 Word Clouds

Agree/Disagree because...

Same/Different Venn

2 Roses + 1 Thorn

Response Cards

Think Ink Link

One & Done!

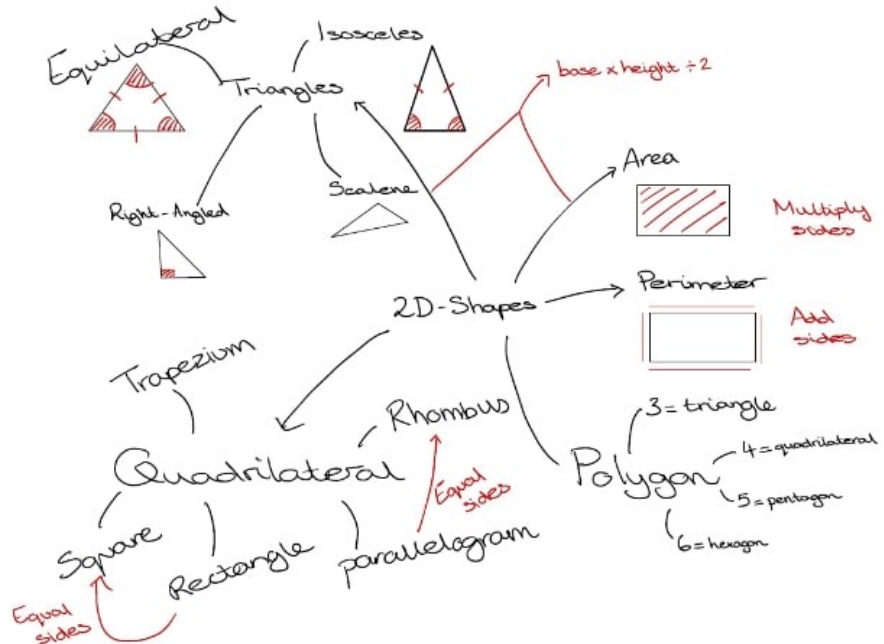
Door SLAP!

WRONG Answer

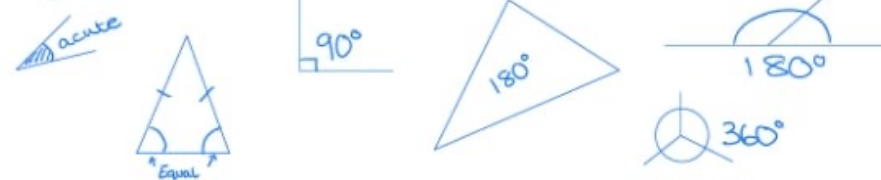
One ? QUIZ

Student CHOICE & VOICE

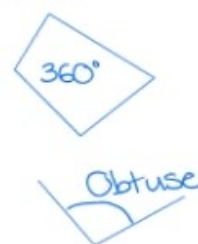
VISUAL THINKING



Things I know:



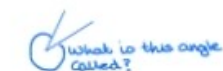
I think:



Topic: Angle Properties

I would like to know:

What do the angles add up to in bigger shapes?



Key Words:

Acute
Angle
Triangle
Right-angle
straight line
Isosceles
Obtuse

TAG Feedback

T – Tell something you liked.

A – Ask a thoughtful question.

G – Give a suggestion to improve the work.

TQE

Thoughts about reading

Questions and wonderings

Epiphany discovered through reading



3-2-1 Countdown

3 - Name three things you didn't know before.

2 - Name two things that surprised you about this topic.

1 - Name one thing you want to start doing with what you've learned.

Circle – square – triangle

Students draw a circle and write down anything that is still confusing, unclear, or 'circling' in their minds.

Next, students draw a square and write down anything they agree with (or what 'squares' with their thinking).

Finally, students draw a triangle and write three important details from what they have learned.

COMMUNICATION

Today's HEADLINE

10 or less words

WANTED Poster

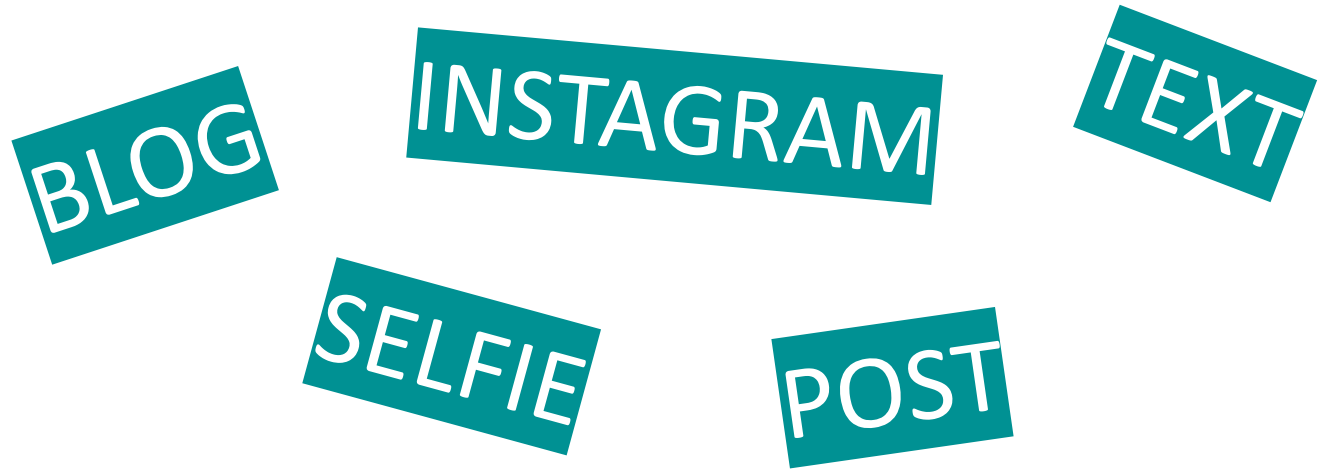
5 Ws & H

POSTCARD to the Teacher

- ✓ What did we do in class?
- ✓ Why did we do it?
- ✓ What did I learn today?
- ✓ How can I apply it?

Elevator Chat

What have you learned about the topic? How would you explain your learning in an elevator chat?



FORMATIVE ASSESSMENT

Might be the **GREATEST** and the **BEST** thing you can do in your classroom.

- ✓ It's **not done for a grade**
- ✓ It's to see **how effective** your teaching was
- ✓ It's to see **where students are** in their learning
- ✓ It's to see **where to go next**

Tracking student performance evidence and growth



Can we agree that teachers
know their students?

100%

Can we also agree that is it a big task to keep track of **gap skills**, **on-level skills**, and **above level skills** for all students?

100%

FORMATIVE ASSESSMENT

- ✓ Gather evidence of student performance
- ✓ Respond with varied instruction as needed
- ✓ Provide feedback for next steps & growth
- ✓ Teachers track student performance on the scale
- ✓ Students track performance
- ✓ Monitor for growth of students



You decide
how to
gather &
monitor
evidence.



The example below is for a proficiency scale with four foundational skills.

Intentional **checks for understanding** become **mounting evidence to show growth**.

Parts of the whole				Whole		My Learning	
FS1	FS2	FS3	FS4	3 task	3 task	SAA	SBL
2	2	2	2	3	3	3	3
show knowing, feedback, & instruction				STANDARD		My Learning	

GROWING in SHOWING KNOWING!



Teachers track to
collect evidence of
students showing
knowing.

[illegible]

PLC Question #2 – How will we know when students have learned?

TRACKING

Tracking checks for understanding & show knowing	STANDARD K.NBT.1 - I can understand teen numbers. I can record each number with a drawing or equation.													
	FS1 - identify teen #s			FS2 - count objects to 19			FS3 - show tens & ones for a given #			3 task		Scales Aligned Assessment		SRG
	10/1	11/15	12/1	10/8	11/22	12/6	10/15	11/22	12/8	12/13	1/5	1/6	as needed	Report Card
Sue	1	2	2	1	1	2	2	2	2	2	3	3		3
Mark	2	1	2	1	1	2	2	2	2	abs	3	3		3
Dale	2	2	2	2	2	2	abs	2	2	3	4	4		4
Bob	1	1	2	2	1	2	2	2	2	3	3	3		3
Ann	2	2	2	2	abs	2	2	2	2	3	3	3		3
Max	1	2	1	1	2	2	1	2	1	2	2	2		2
Sam	2	2	2	2	2	2	2	2	2	3	3	2	check	3

Creating the conditions to gather evidence and show growth.



How are we doing with tracking?



SUMMATIVE END



SCALES Aligned Assessments



SCALES Aligned Assessments Considerations

- ✓ Collaborative writing of assessments
- ✓ Determine standard questions levels (1-4)
- ✓ The fewest number of questions needed to know that students know
- ✓ Student self evaluation at the end of the assessment
- ✓ Score with team if needed
- ✓ Review & revise following test administration

Considerations

- Resource Technology
- Question Bank
- Test Forms
- Assessment Administration
- Others



Analyzing RESOURCE Assessments


Chapter 2 – Any Grade

STANDARD Ex.

1. Level 2
2. Level 2
3. Level 2
4. Level 2
5. Level 3
6. Level 2
7. Level 2
8. Level 2
9. Level 2.5

10. Level 2
11. Level 2
12. Level 3
13. Level 2.5
14. Level 2
15. Level 3
16. NS
17. Level 3
18. NS

14 of 18 = 78% = C
Traditional Grading

SBL = 
8 – 2s correct
2 – 2s errors
2 – 2.5 correct
2 – 3s correct
2 – 3s errors
2 – NS

12 of 16

Common Scales Aligned Assessments

Elementary ELA

Date: _____ Student: _____

Standard: 2.WL.1

I can compose simple and compound sentences.

Level 1: Circle the sentence that is written correctly.

I have two black cats. the dolphin swam in the atlantic ocean,

Level 2: Read the sentences below. Fill in the missing punctuation mark.

1. The dog ran fast___
2. Are you tired___
3. That was so fun___

Circle the sentence that is written correctly.

Karen went to bismarck on july 4 2024.

Karen went to Bismarck on July 4, 2024.

Tony has red, white and blue shoes.

tony has red white and blue shoes.

On Halloween, I got a Reese's Peanut Butter Cup.

On halloween, i got a reese's peanut butter cup.

This year I want to read stone fox

This year I want to read Stone Fox.

Level 3:

1. Write a sentence using the word Thanksgiving.

2. Write a sentence using the month of May.

3. Combine these sentences into one sentence using one of the following words: and, or, but.

My friend came to my house. She stayed for supper.

Level 4:

Write a paragraph (4 complete sentences) about yourself that includes at least 4 out of the 7 skills:

A date

A name

Words in a series

Holiday name

Product name


Geographic name (important place)

Book or movie title

I am a _____ because _____

Middle School ART

Student: _____ Teacher: _____

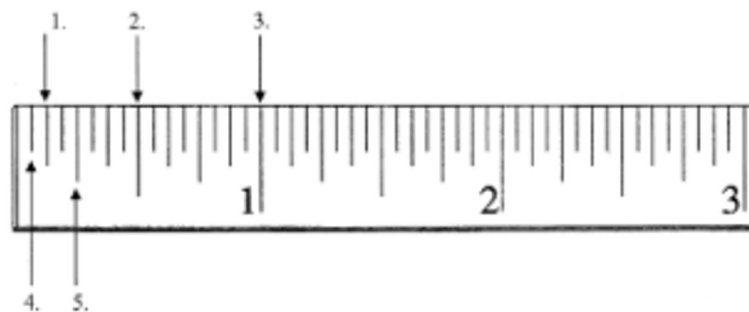
Standard: VA:Cr1.8 a. Investigate and document the creative process visually and/or verbally in traditional or new media. 

I can:

- ☐ Draw an object that looks real or 3-D
- ☐ Know how to use a ruler to draw horizontal and vertical lines
- ☐ Be able to draw from a model, still life, or photo reference
- ☐ Use craftsmanship to make a gallery-ready piece of artwork

Level 1: 

Fill in the blanks to identify the units marked on the ruler shown below.



1. _____
2. _____
3. _____
4. _____
5. _____

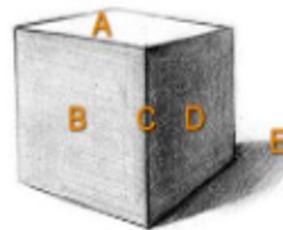
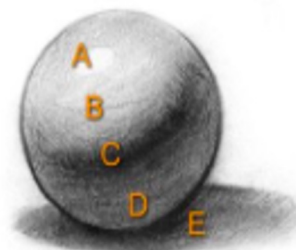
Level 2: 

Use all the drawing pencils to create a value scale. Label each value on the line above the box. One box will be white. Label this box W.

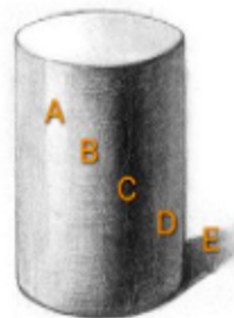
_____	_____	_____	_____	_____	_____	_____

Level 3: 

Identify the different parts of value on the shaded forms. Write the answers on the provided blanks next to the forms.

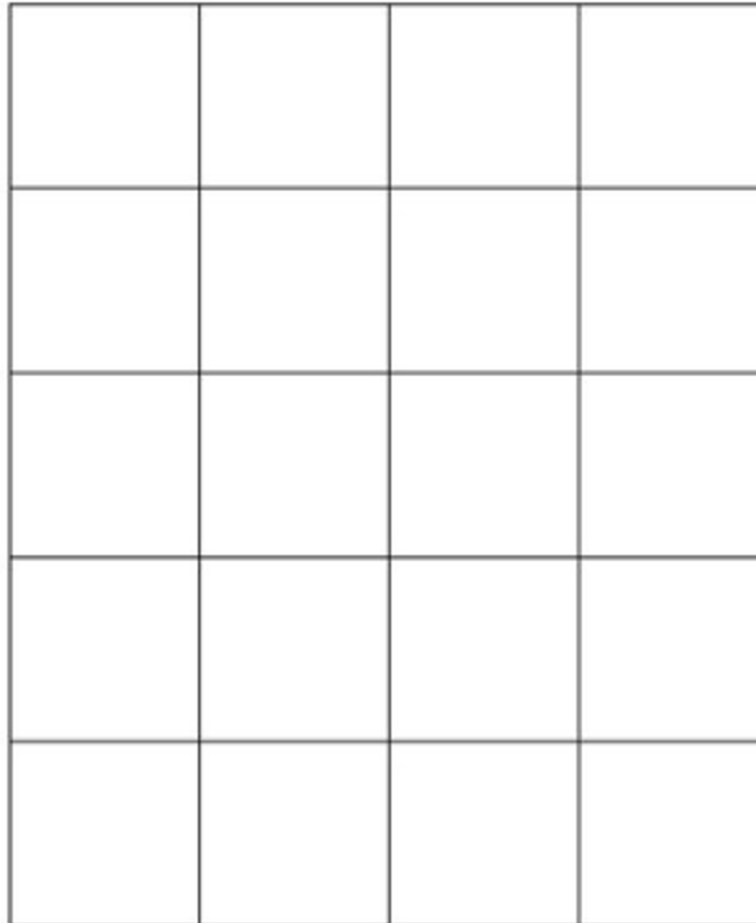
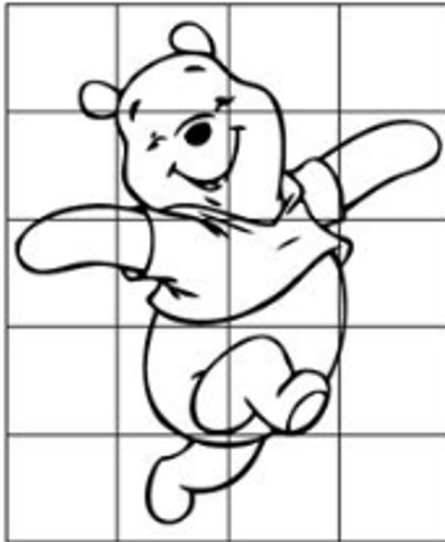


- A - _____
B - _____
C - _____
D - _____
E - _____



Level 4: 

PRACTICE GRID DRAWING: Redraw the first image from the grid on the left exactly in proportion to the grid on the right.



NAME: _____

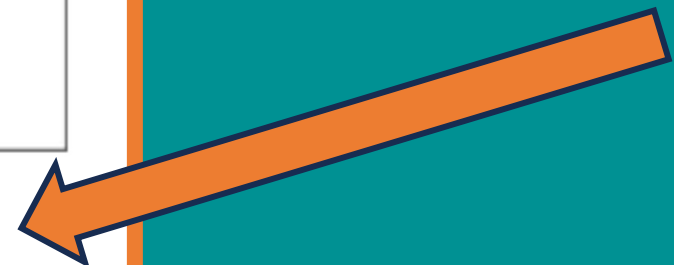
AGE: _____

DATE: _____

Copyright 2012 www.fun-free-party-games.com

I am a _____ because _____

Student
SELF EVALUATION



High School SCIENCE

Date: _____

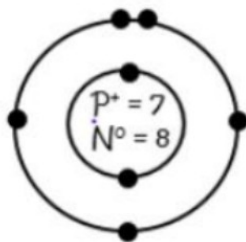
Student: _____

Standard: HS-PS1-1

I can use the periodic table to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms

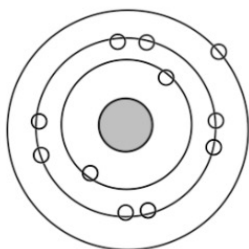
Level 1:

1. If an atom has 7 protons, 8 neutrons and 7 electrons. What is the atomic number of the atom?
2. In the diagram of the atom, how many valence electrons does the atom have?



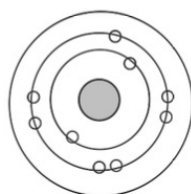
Level 2:

3. In which group/family would you find this atom?



- A. Group 1
- B. Group 3
- C. Group 11

4. In which period would find the following atom?



- A. Period 1
- B. Period 2
- C. Period 3

5. Where on the periodic table will you find the most reactive metals?
 - A. Far left side of the periodic table.
 - B. Far right side of the periodic table.
 - C. In the middle of the periodic table

Level 3:

6. Using the periodic table, draw a Bohr model of an oxygen atom. Label the valence electrons.
7. Using the periodic table, draw a dot diagram of an atom that would have similar properties as (O).
8. Scientists have been in contact with scientists on the planet of Zirconia comparing elements from the planet of Zirconia with those on Earth. Zirconia has an element called "Exalt". It has 5 valence electrons and 3 energy levels. Which of Earth's elements would Exalt be similar to?

Level 4:

9. If an atom loses an electron, what happens to the overall charge of that atom?
 - A. It becomes positively charged
 - B. It becomes negatively charged
 - C. It does not affect the charge

I am a _____ because _____

High School MATH

Name:

Date:

Standard: **9-10.AR.10**

I can solve quadratic equations in one variable by inspection, taking square roots, the quadratic formula, and factoring, as appropriate to the initial form of the equation.

Level 1:

1. What is the standard form for a quadratic equation?

2. What is another term for the "0's" of a quadratic equation?

Level 2:

For the following questions, solve the quadratic equation and select all answers that apply.

3. $x^2 = 81$

- a. 9
c. -3
- b. -9
d. 3

5. $(7x + 3)(2x - 6) = 0$

- a. $3/7$
c. 3
- b. $6/2$
d. $-3/7$

6. $a^2 + 11a = -18$

- a. 7
c. -9
- b. -2
d. 13

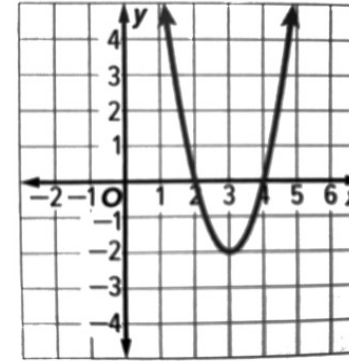
Solve the following quadratic equations using the quadratic formula.

7. $x^2 - x - 20 = 0$

8. $2x^2 - 3x = -1$

Solve the following quadratic equation through inspection.

9.



10. Indicate which method would be the appropriate for solving each quadratic equation.

- A. Graph of a function
B. $x^2 = 36$
C. $x^2 + (2/25) = (3/5x)$
D. $c^2 + 10c + 9 = 0$

Word Bank:

1. Inspection
2. Factoring
3. Quadratic Formula
4. Square Root both Sides

Level 3:



11. State the value of the discriminant of $8x^2 - 15x = -9$.
The discriminant is _____?
Determine the number of real solutions of the equation.

12. Find the value of c so that $x^2 - 24x + c$ is a perfect square.

13. Consider the equation $x^2 - 18x = -32$.

- a. Solve the equation by factoring.
- b. Identify the axis of symmetry.
- c. Sketch the function.

Level 4:



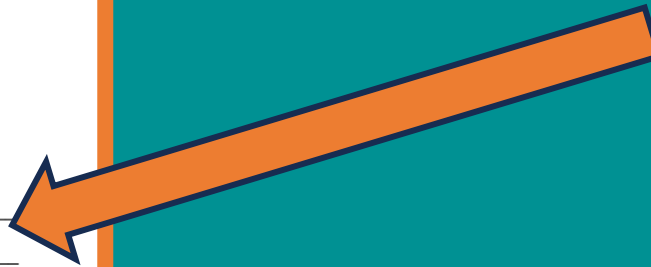
14. Write a quadratic equation for which the only solution is 4.

I am a _____ because _____

_____.

START
SMALL

Student
SELF EVALUATION



The example below is for a proficiency scale with four foundational skills.

Intentional **checks for understanding** become **mounting evidence to show growth**.

Parts of the whole				Whole		My Learning	
FS1	FS2	FS3	FS4	3 task	3 task	SAA	SBL
2	2	2	2	3	3	3	3
show knowing, feedback, & instruction				STANDARD		My Learning	

GROWING in SHOWING KNOWING!



How are we doing with Scales Aligned Assessments?

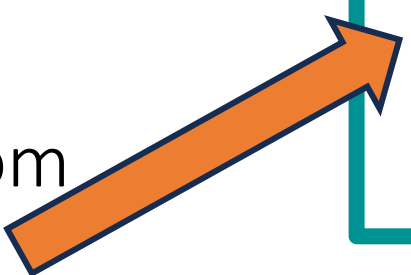




| Scales in the *hands of students*



SCALES in the *hands of students*

- ✓ Notebooks/Scales Spiral
- ✓ Planner Strips
- ✓ Classroom Folders
- ✓ Cardstock Bookmarks
- ✓ Desktop Dry Erase
- ✓ Tabletop CENTER
- ✓ Seatsacks
- ✓ Google Classroom
- ✓ Line Up WALLS
- ✓ Others

- 
- The teacher's classroom scale is 1) **visible to all**, and 2) **guides scales discussion with students**.
 - The student scale is a tool to 1) **own their learning**, and 2) **determine what they know and do not know**.



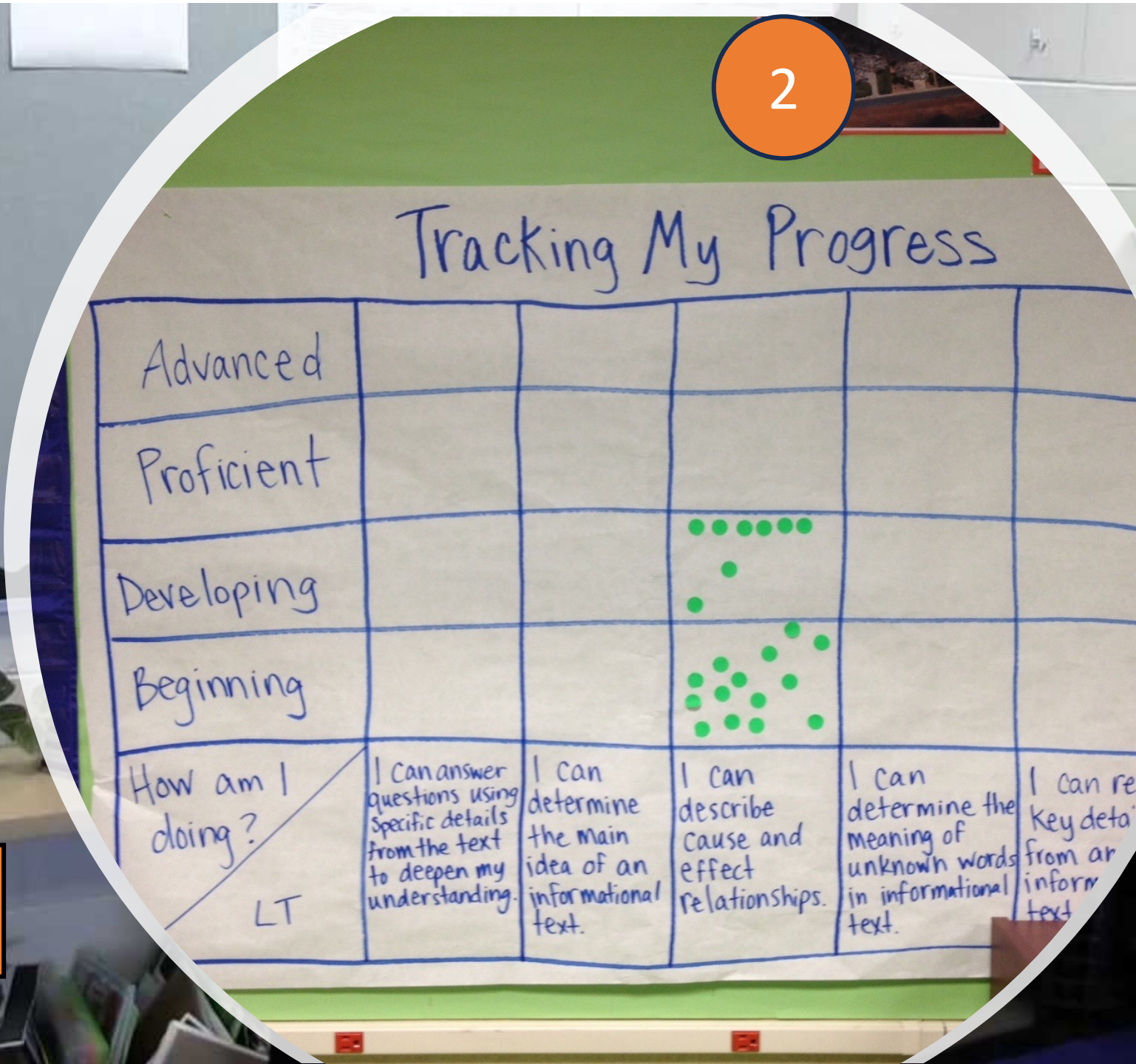
"Students
who can
identify
what they
are learning
significantly
outscore
those
who cannot."

Robert Marzano

1

2

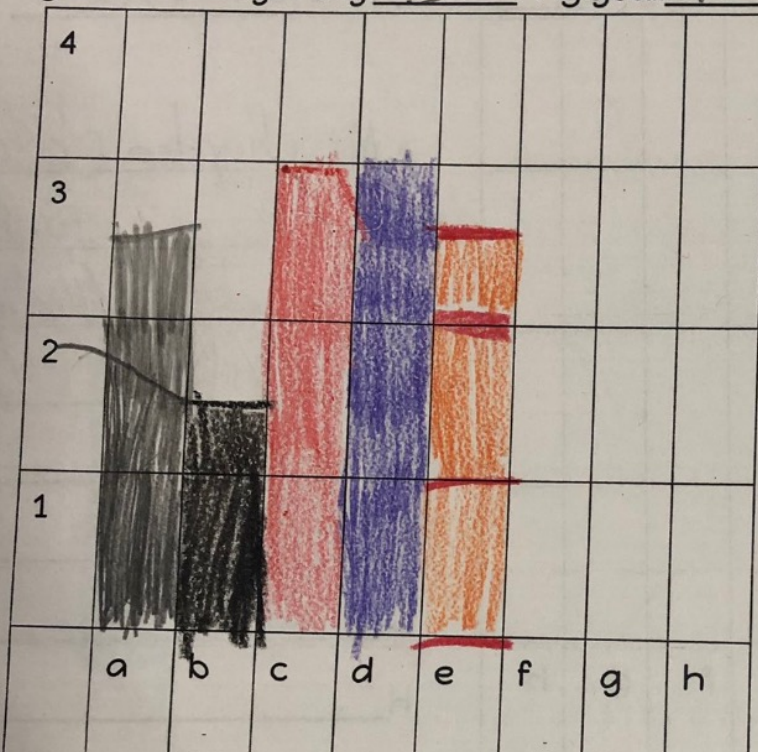
Growing Together





Students track evidence
to self monitor & build
agency.

My score at beginning: 3 My goal: 10 by Oct 30



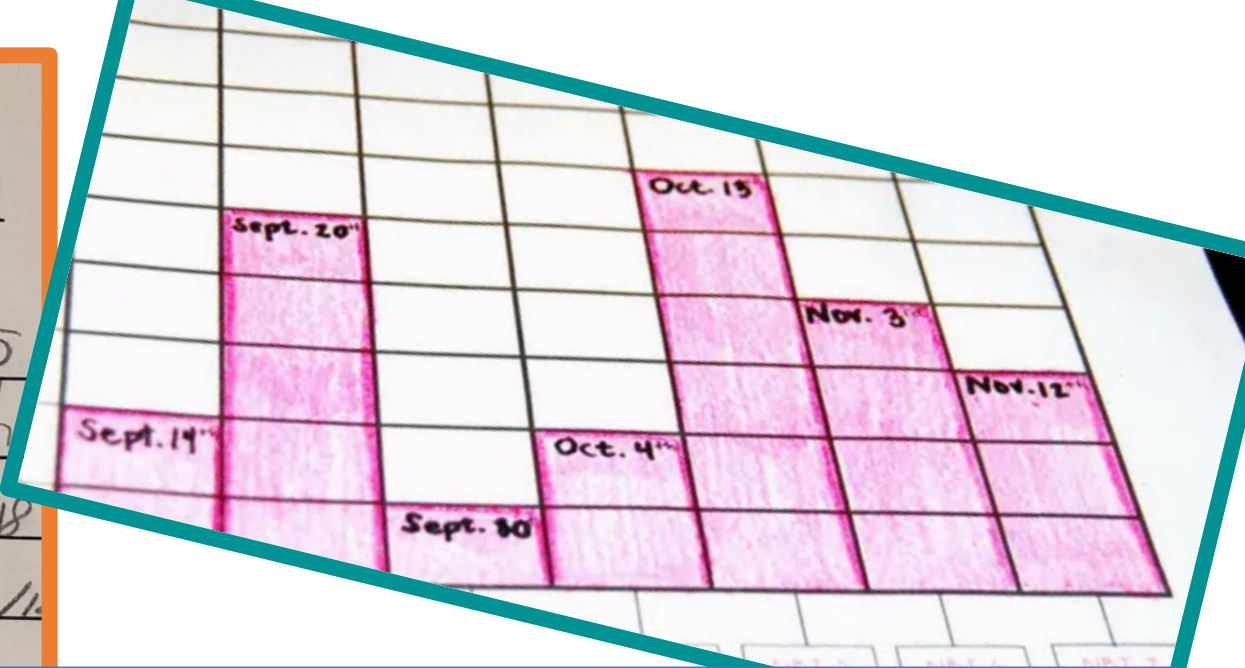
A CFA 10/5

B Mid-chapter ch

CFA #2 10/11/18

D Exit slip 10/11/16

PE #3 w/a



Student Empowerment

Tracking my LEARNING

Impeachment: A Student Choice Menu

Long Term Learning Target:

- ★ I can explain the process and purpose of impeachment.

Sub target(s) of Long Term Learning Target:

- ★ I can explain why the founders included impeachment in the Constitution.
- ★ I can examine previous impeachment events and make relevant connections to the context of today.

Impeachment Goal Calendar

Level (2, 3, or 4)	Assignment Title	Date Started	Goal date to finish assignment	Date Completed	Habit Learning Target/ Daily Goal (student created)	Self Assessment of LT 1-4	Evidence & Score: Link to assignment, reflection, assessments, etc.	Next Steps/ Goal: What do I need to do to reach the next level?
2	Ch 8 Sec 2 Pg 257	1/14/20 →		1/14/20	I can use my class time wisely. 90/10. I will work 90% of my 10%.	3		Finish tonight start new tomorrow.
2	Read & sum article	1/15/20 →		1/15/20	I can use my resources & class time wisely. 90/10	4		Start visual
2	Visual rep.	1/15/20 → 1/16/20		1/16/20	I can work 100% to get finished	3.5		start 3 process

Student Tracking



Name:

Class/Course:

Learning Target:	1	2	3	4	Input Resources	Evidence
	DEPENDENT	FOUNDATION	PROFICIENT	ADVANCED		
	I can show what I know with help	I know the foundational parts	I apply the knowledge I acquired	I can use what I learned in a new way		

Building Efficacy

- **Students** know what they are **responsible** to know and be able to do on the proficiency scale.
- **Students** know they are **responsible** to show knowing through formative checks for understanding on the proficiency scale.
- **Students** know what content they are **responsible** for on the scales aligned assessment aligned to the proficiency scale.
- **Students** know their level of performance by **self** recording.



Leadership Series Information

Wednesday January 10, 2024	Session 1 - Let's Get Started Introduction - Quality Instruction - Student Engagement
Wednesday February 14, 2024	Session 2 - Now Meets Next Formative Checks - Student Evidence - Aligned Assessments
Wednesday March 13, 2024	Session 3 - All Students All Levels Data Informed Practice - Intervention - Enrichment
Wednesday April 10, 2024	Session 4 - Standards Based Learning Processes Guaranteed & Viable Curriculum Journey





Q
&
A

Thank you

Melissa Stanley

Melissa.Stanley@k12.nd.us

701.721.2625