Grade Game Win!

STANDARDS BASED GRADING

Chapman High School

Facing the Facts

Traditional Grades often reflect:

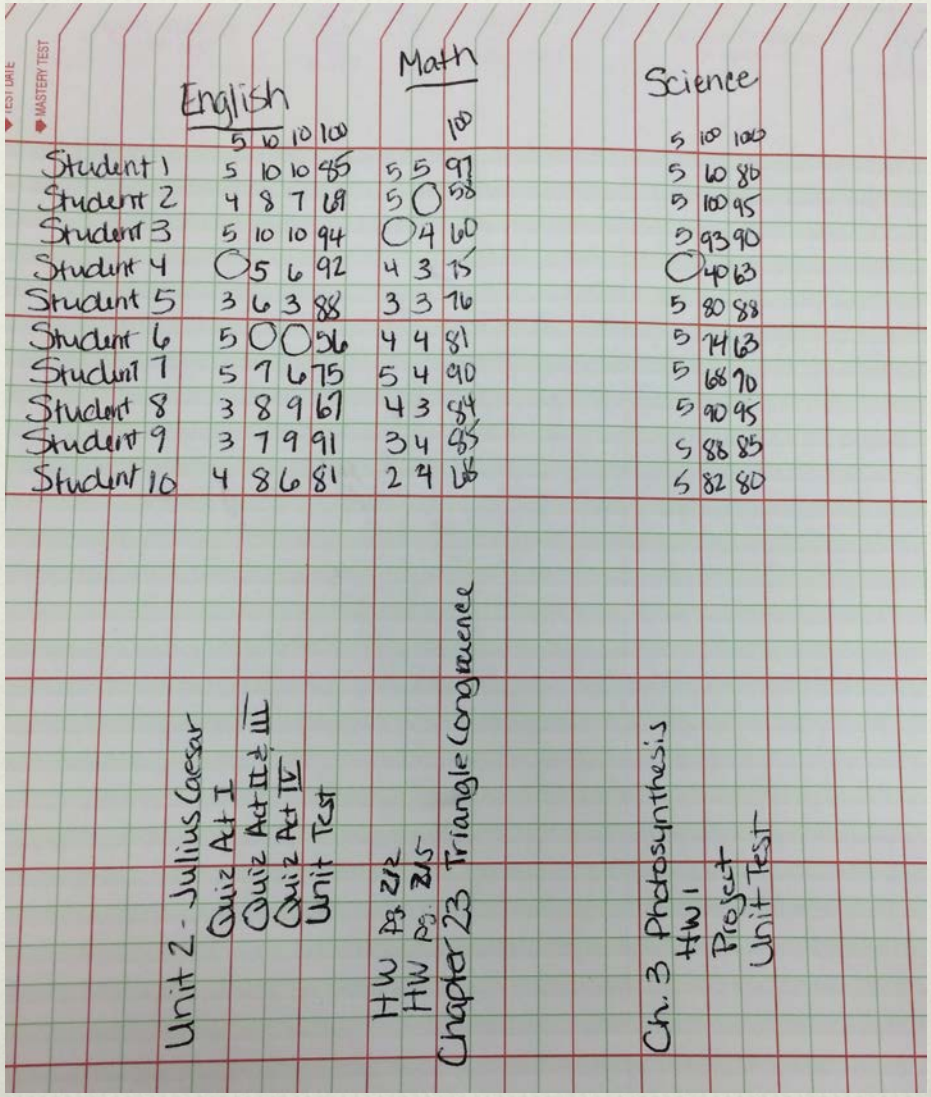
Extra Credit Work

Deductions for Late Work

Homework that is copied before school

Zeros for papers without names

Before SBG



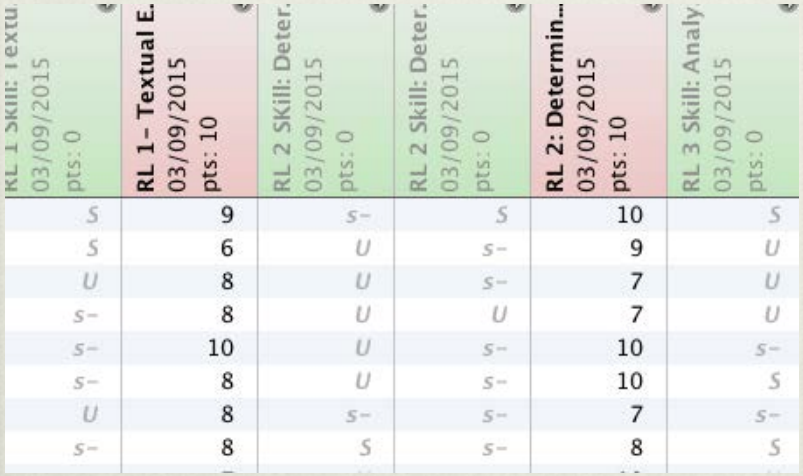
	English				Math			Science		
	5	10	10	100			100	5	100	100
Student 1	5	10	10	85	5	5	97	5	60	80
Student 2	4	8	7	69	5	0	58	5	100	95
Student 3	5	10	10	94	0	4	60	5	93	90
Student 4	0	5	6	92	4	3	75	0	40	63
Student 5	3	6	3	88	3	3	76	5	80	88
Student 6	5	0	0	56	4	4	81	5	74	63
Student 7	5	7	6	75	5	4	90	5	68	70
Student 8	3	8	9	67	4	3	54	5	90	95
Student 9	3	7	9	91	3	4	55	5	88	85
Student 10	4	8	6	81	2	4	56	5	82	80

Unit 2 - Julius Caesar
Quiz Act I
Quiz Act II & III
Quiz Act IV
Unit Test

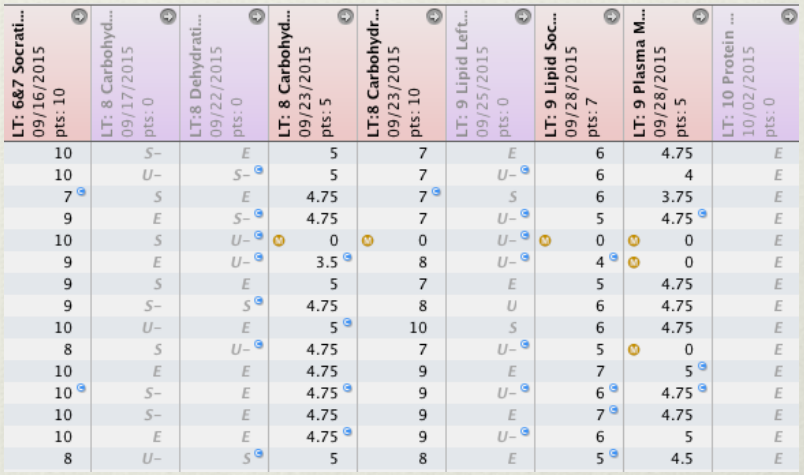
HW pg 212
HW pg 215
Chapter 23 Triangle Congruence

Ch. 3 Photosynthesis
HW 1
Project
Unit Test

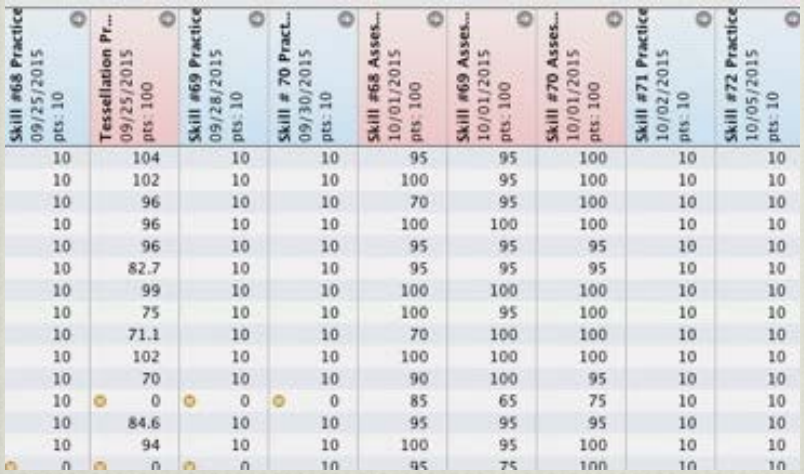
Standards Based Grading



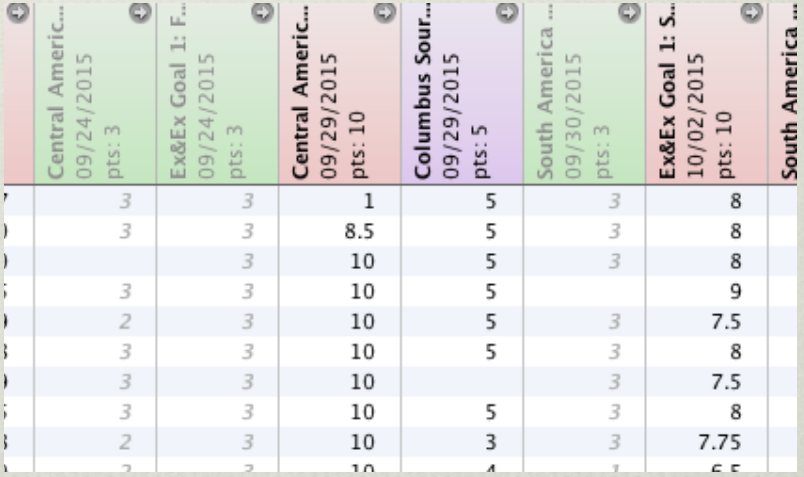
RL 1 Skill: Textu... 03/09/2015 pts: 0	RL 1 - Textual E... 03/09/2015 pts: 10	RL 2 Skill: Deter... 03/09/2015 pts: 0	RL 2 Skill: Deter... 03/09/2015 pts: 0	RL 2: Determin... 03/09/2015 pts: 10	RL 3 Skill: Analy... 03/09/2015 pts: 0
S	9	S-	S	10	S
S	6	U	S-	9	U
U	8	U	S-	7	U
S-	8	U	U	7	U
S-	10	U	S-	10	S-
S-	8	U	S-	10	S
U	8	S-	S-	7	S-
S-	8	S	S-	8	S



LT: 6&7 Socrati... 09/16/2015 pts: 10	LT: 8 Carbohyd... 09/17/2015 pts: 0	LT:8 Dehydrati... 09/22/2015 pts: 0	LT: 8 Carbohyd... 09/23/2015 pts: 5	LT:8 Carbohydr... 09/23/2015 pts: 10	LT: 9 Lipid Left... 09/25/2015 pts: 0	LT: 9 Lipid Soc... 09/28/2015 pts: 7	LT: 9 Plasma M... 09/28/2015 pts: 5	LT: 10 Protein ... 10/02/2015 pts: 0
10	S-	E	5	7	E	6	4.75	E
10	U-	S-	5	7	U-	6	4	E
7	S	E	4.75	7	S	6	3.75	E
9	E	S-	4.75	7	U-	5	4.75	E
10	S	U-	0	0	U-	0	0	E
9	E	U-	3.5	8	U-	4	0	E
9	S	E	5	7	E	5	4.75	E
9	S-	S	4.75	8	U	6	4.75	E
10	U-	E	5	10	S	6	4.75	E
8	S	U-	4.75	7	U-	5	0	E
10	E	E	4.75	9	E	7	5	E
10	S-	E	4.75	9	U-	6	4.75	E
10	S-	E	4.75	9	E	7	4.75	E
10	E	E	4.75	9	U-	6	5	E
8	U-	S	5	8	E	5	4.5	E



Skill #68 Practice 09/25/2015 pts: 10	Tessellation Pr... 09/25/2015 pts: 100	Skill #69 Practice 09/28/2015 pts: 10	Skill # 70 Pract... 09/30/2015 pts: 10	Skill #68 Asses... 10/01/2015 pts: 100	Skill #69 Asses... 10/01/2015 pts: 100	Skill #70 Asses... 10/01/2015 pts: 100	Skill #71 Practice 10/02/2015 pts: 10	Skill #72 Practice 10/05/2015 pts: 10
10	104	10	10	95	95	100	10	10
10	102	10	10	100	95	100	10	10
10	96	10	10	70	95	100	10	10
10	96	10	10	100	100	100	10	10
10	96	10	10	95	95	95	10	10
10	82.7	10	10	95	95	95	10	10
10	99	10	10	100	100	100	10	10
10	75	10	10	100	95	100	10	10
10	71.1	10	10	70	100	100	10	10
10	102	10	10	100	100	100	10	10
10	70	10	10	90	100	95	10	10
10	0	0	0	85	65	75	10	10
10	84.6	10	10	95	95	95	10	10
10	94	10	10	100	95	100	10	10



Central Americ... 09/24/2015 pts: 3	Ex&Ex Goal 1: F... 09/24/2015 pts: 3	Central Americ... 09/29/2015 pts: 10	Columbus Sour... 09/29/2015 pts: 5	South America ... 09/30/2015 pts: 3	Ex&Ex Goal 1: S... 10/02/2015 pts: 10	South America ...
3	3	1	5	3	8	
3	3	8.5	5	3	8	
	3	10	5	3	8	
3	3	10	5		9	
2	3	10	5	3	7.5	
3	3	10	5	3	8	
3	3	10		3	7.5	
3	3	10	5	3	8	
2	3	10	3	3	7.75	

Chapman High Schedule

- 7 class periods daily- 47 minutes
- 8th period daily- ADVISORY 40 minutes

  *20 minutes of Silent Sustained Reading

  *Last 20 minutes for homework (or advisory help)

No block schedule except for testing days or final exams.

CHS Intervention #1

Compliant students (trying but struggling):

*Irish Hub Tutoring Center

Assigned on a shared google document.

Run by 3 teachers, 4 paras, and 4 NHS students

CHS Intervention 2 & 3

Noncompliant students (not trying/not caring):

*Email Advisory Teacher & Contact Parent

*Academic Lunch with an administrator

Timeline

1st semester Aug. 2014- Advanced Math began SBG

2nd semester Jan. 2015- English II began SBG and the rest of the math teachers made the switch

Fall 2015- All math and English teachers use SBG
Science and Social Science begin using SBG

Standards Based Grading looks a little different for every department.

Question-Answer Period

Hold all questions until the end

Break out session by subject area if time allows

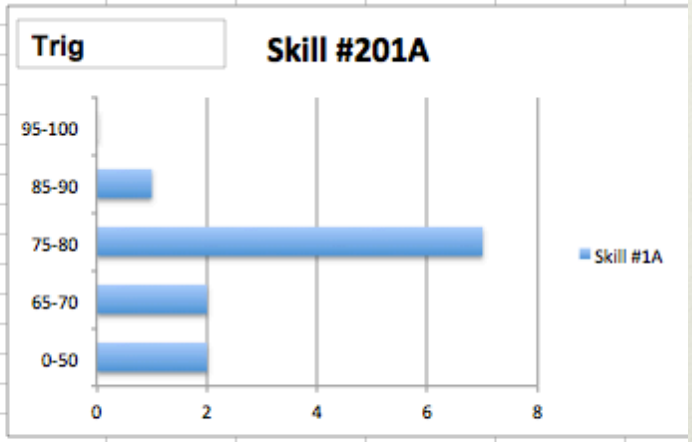
Math Skills

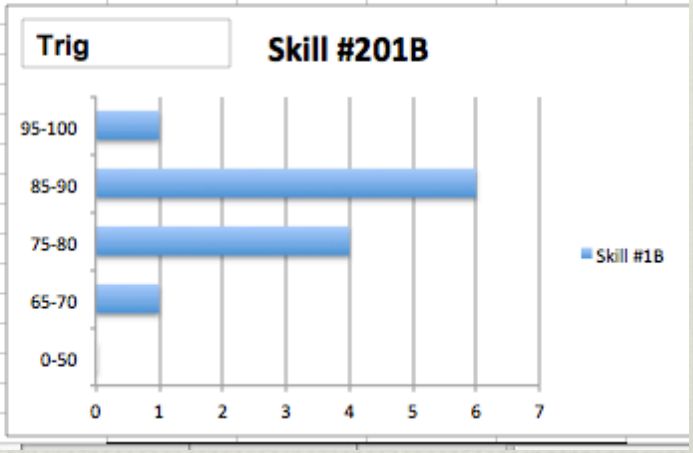
DAYS	Standard	Skill #	Geometry
2	G.CO.12, G.CO.13	61	Using a compass and Straightedge to
2		62	Using a compass and straightedge to c
3	G.CO.12, G.CO.13	63	Using Geometric Software to Construc
3	G.CO.2, G.CO.4, G	64	Rigid Transformations
1	G.CO.2, G.CO.4, G	65	Transformations naming new points
1	G.CO.2, G.CO.4, G	66	Writing the Rule for transformations
1	G.CO.4	67	Reflectional & Rotational Symmetry
3 to 5			Tessellation PROJECT
2	G.CO.A.5	68	Congruence and Rigid Motion
1	G.CO.B.6	69	Defining Congruence
1 to 2	G.CO.B.7, G.CO.B.	70	Triangle Congruence SSS
1	G.CO.B.7, G.CO.B.	71	Triangle Congruence SAS
1	G.CO.B.7, G.CO.B.	72	Triangle Congruence ASA
1	G.CO.B.7, G.CO.B.	73	Triangle Congruence AAS
1	G.CO.B.7, G.CO.B.	74	Triangle Congruence HL
2	G.CO.B.7, G.CO.B.	75	Triangle congruent? Which Theorem?
1 to 2	G.CO.C.10	76	Isosceles Triangles
3	G.CO.C.9, G.CO.C	77	Parallel and Transversals

Days	Standard	Larson	Skill #	Description
1 or 2	A.REI.3	2.2	1	Solve one-step equations & inequalities
2	A.REI.3	2.3	2	Solve two-step equations & inequalities
1 or 2	A.REI.3	2.4	3	Solve multi-step equations & inequalities
2	A.REI.3	2.5	4	Solve equations & inequalities with variables on both sides
1 or 2	A.REI.3	5.4	5	Solve compound inequalities
2 or 3	A.REI.3	5.5 & 5.6	6	Solve absolute value equations & inequalities
2	F.IF.7a	3.5	7	Sketch lines in y=mx + b form
2 or 3	F.IF.7a	3.5	8	Sketch lines by solving for y first
3	A.CED.2	4.1 & 4.2	9	Write Linear Equations in slope-intercept form given different types of info
3	F.LE.2	4.5	10	Write Equations for parallel & perpendicular lines
4	S.ID.6c	4.6	11	Fit a line to Data & quantify the goodness of fit
3	S.ID.7&8		12	Correlation coefficient
1 or 2	S.ID.9		13	Correlation vs. causation
2 to 4	S.ID.6-9		14	Bring it all together task (maybe barbie bungee)
1	A.REI.6	6.1	15	Solve Systems by Graphing
1 or 2	A.REI.6	6.2	16	Solve Systems by Substitution
2 or 3	A.REI.6	6.3 & 6.4	17	Solve Systems by Elimination
1 or 2	A.REI.12	5.7	18	Graphing inequalities
1 or 2	A.REI.12	6.6	19	Graphing systems of inequalities

Skill Data

Skill #1A	Skill #1B
75	75
75	85
65	75
75	85
75	65
75	75
50	75
65	85
75	85
85	95
75	85
50	85





What does my grade mean?

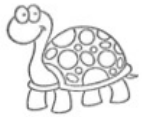
You have mastered the skill and showed that you remember it!

You proved that you definitely understand the skill!

You definitely understand this skill, just made a small mistake.

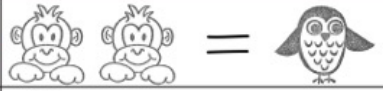
You mostly get it, but you are still stuck with some parts.

You have an idea what to do, but still need a lot of work.



You tried the skill but you weren't on the right track. Ask for help!

You left the question blank... Ask for help right now!!

100	
95	
90	
85	
80	
75	
70	
65	
50	
0	

Grade Break Down

- 20% Practice (Homework)
- 80% Formative Skill Assessments
- Semester Grade:
  - 40% 1st Nine Weeks
  - 40% 2nd Nine Weeks
  - 20% Summative/Final

Formative Skill Assessment

- Advanced Classes-Assess every 3 Skills
- Regular Classes-Assess every 2 Skills

- Students who score 65% or lower on both assessments are referred to HUB.
- Students can request HUB if they would like to improve their score.
- Students take assessments twice per learning skill to show retention.

English

Summative Assessments= 90% of Final Grade

Formative Assessments= 0% of Final Grade

Career Readiness Skills= 5% of Final Grade

Accelerated Reader= 5% of Final Grade

Formative Assessments

Practice of Each Standard

- Individual, partner, and group activities
- Exit Tickets/Bell Work
- Socrative Quizzes
- QuickWrites
- Socratic Circle/Discussions

Summative Assessments

Assessment of Standard Mastery

- Socrative Quizzes
- Socratic Circles
- Unit Quizzes
- Writing Assignments
- Projects

Reading Literature- RL

RL1. Cite strong textual evidence
RL2. Determine theme or central idea
RL3. Analyze characters
RL4. Determine the meaning of words/phrases
RL5. Analyze choices the author made
RL6. Analyze point of view
RL7. Analyze in more than one medium
RL9. Analyze how author draws on source material
RL10. Read/comprehend at the high end of grade level

Writing- W

W1. Write arguments to support claims
W2. Write informative text to examine and explain ideas
W3. Write narratives of real/imagined events
W4. Produce clear and cohesive writing
W5. Develop writing through planning/revising/editing
W6. Use technology to produce, publish, or update
W7. Conduct short as well as sustained research projects
W8. Gather relevant information from quality sources
W9. Draw evidence to support analysis
W10. Write routinely for a variety of purposes

Language- L

L1. Demonstrate command of grammar/usage
a. parallel structure b. phrases and clauses
L2. Use standard capitalization, punctuation, and spelling
a. semicolons b. colons introducing a list or quotation
L3. Understand how language functions in different contexts
L4. Determine meaning of words: context, patterns, dictionaries/thesauruses, and context
L5. Demonstrate knowledge of figurative language
a. euphemism, oxymoron, etc. b. nuance in meaning
L6. Acquire general and academic vocabulary and phrases

SBG Points Explained

10= Perfect, Continuous Correct Usage

9= Almost Perfect

8= Understands Concept

7= Limited Understanding

6= No Understanding

5= Insufficient Effort

0= No Attempt/Academic Dishonesty

Rubrics

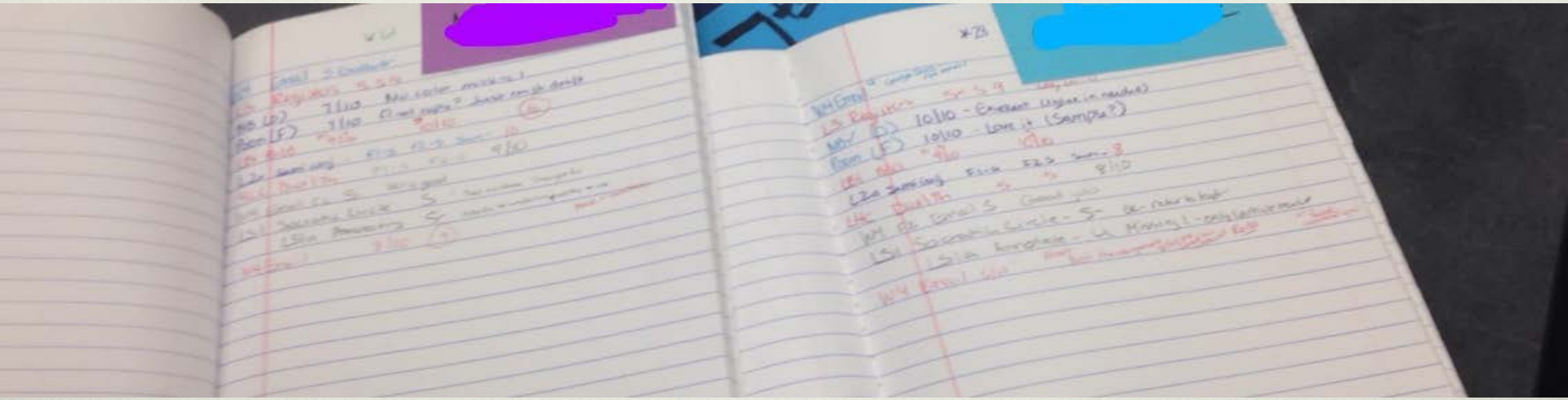
W.2: Write informative/explanatory text

10	9	8	7	6	5
Effectively and articulately describes background, procedures, and results of experiment. Gives a detailed analysis of results and clearly compares to Franklin or Rubin.	Describes background, procedures, and results of experiment. Gives a detailed analysis of results and clearly compares to Franklin or Rubin.	Lacking description of one content requirement: background, procedures, and results of experiment. Gives an analysis of results and compares to Franklin or Rubin.	Lacking description of two content requirements: background, procedures, and results of experiment. Gives an analysis of results.	Insufficient content	Irrelevant content or unfinished

W.10: Write Routinely

10	9	8	7	6	5
Meets or exceeds page length requirement. Formatted correctly. Written fluently with limited errors at appropriate level of formality.	Meets page length requirement. Formatted correctly. Written fluently with some errors at appropriate level of formality.	Meets page length requirement. Formatted correctly. Written fluently with some errors.	Meets page length requirement. Some formatting errors. Some obvious grammatical errors.	Meets page length requirement. Grammatical and formatting errors impede content.	Does not meet length requirement. Grammatical and formatting errors impede content.

Keeping Data



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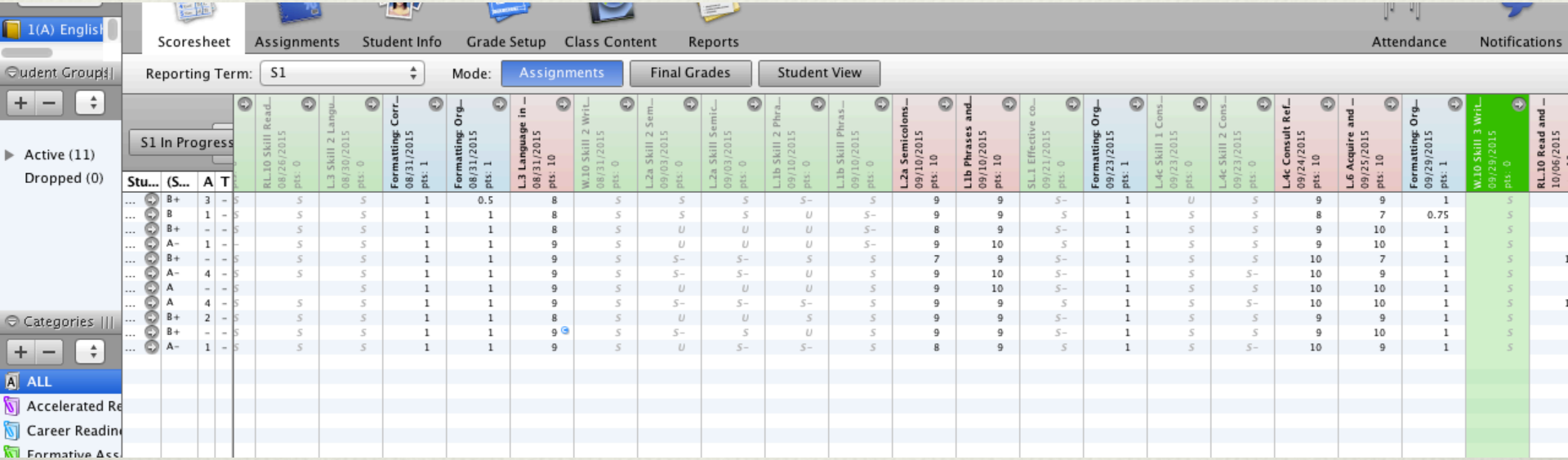
1(A) English
Scoresheet
Assignments
Student Info
Grade Setup
Class Content
Reports
Attendance
Notifications
Reporting Term: S1
Mode: Assignments
Final Grades
Student View
S1 In Progress
Active (11)
Dropped (0)
Categories
ALL
Accelerated Re
Career Readin
Formative Ass
Stu...
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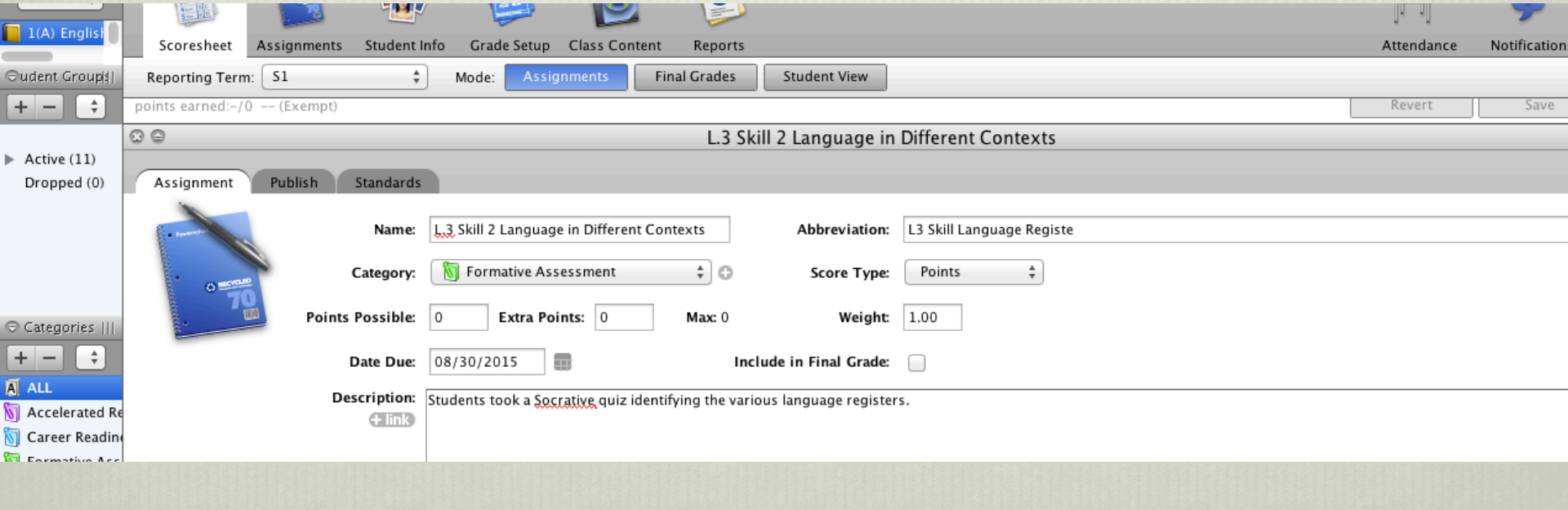
A
T


1(A) English
Scoresheet
Assignments
Student Info
Grade Setup
Class Content
Reports
Attendance
Notification
Reporting Term: S1
Mode: Assignments
Final Grades
Student View
points earned:-/0 -- (Exempt)
Revert
Save
L.3 Skill 2 Language in Different Contexts
Assignment
Publish
Standards
Name: L.3 Skill 2 Language in Different Contexts
Abbreviation: L3 Skill Language Registe
Category: Formative Assessment
Score Type: Points
Points Possible: 0
Extra Points: 0
Max: 0
Weight: 1.00
Date Due: 08/30/2015
Include in Final Grade:
Description:
+ link
Students took a Socrative quiz identifying the various language registers.
Active (11)
Dropped (0)
Categories
ALL
Accelerated Re
Career Readin

Biology

- Grading Scale:
  - Assessments = 70%
  - Interactive Notebook = 30%
  - Activities = 0%*

*if Activities are not complete at end of unit, points are deducted from notebook grade

Assessments

- Formatives
- Summatives
- Labs (Data & Conclusion)

Assessment Rubric

10 = Advanced- superior mastery

9 = High Proficiency- progressing toward advanced mastery

8= Above Average - progressing toward high mastery

7= Average - meets standard level

6= Basic - Improvement necessary

5= Insufficient effort

0= Absent, assignment not completed

Activities

- Daily Work (Formerly called “Homework”)
  - Worksheets
  - Color Sheets
  - Flashcards
  - Pre-Lab Write-ups

Activities Rubric

E = exceptional

S = above satisfactory

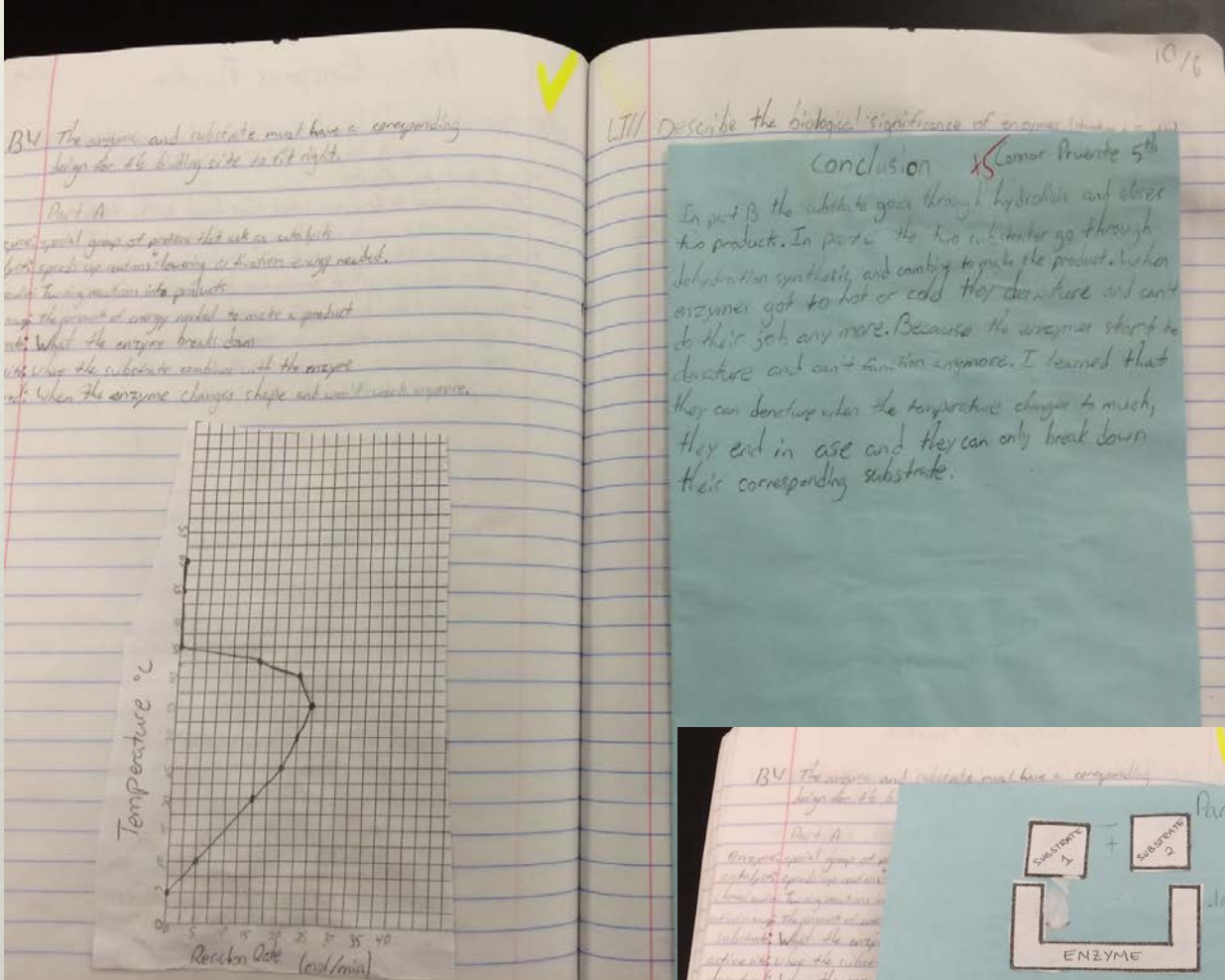
S - = satisfactory

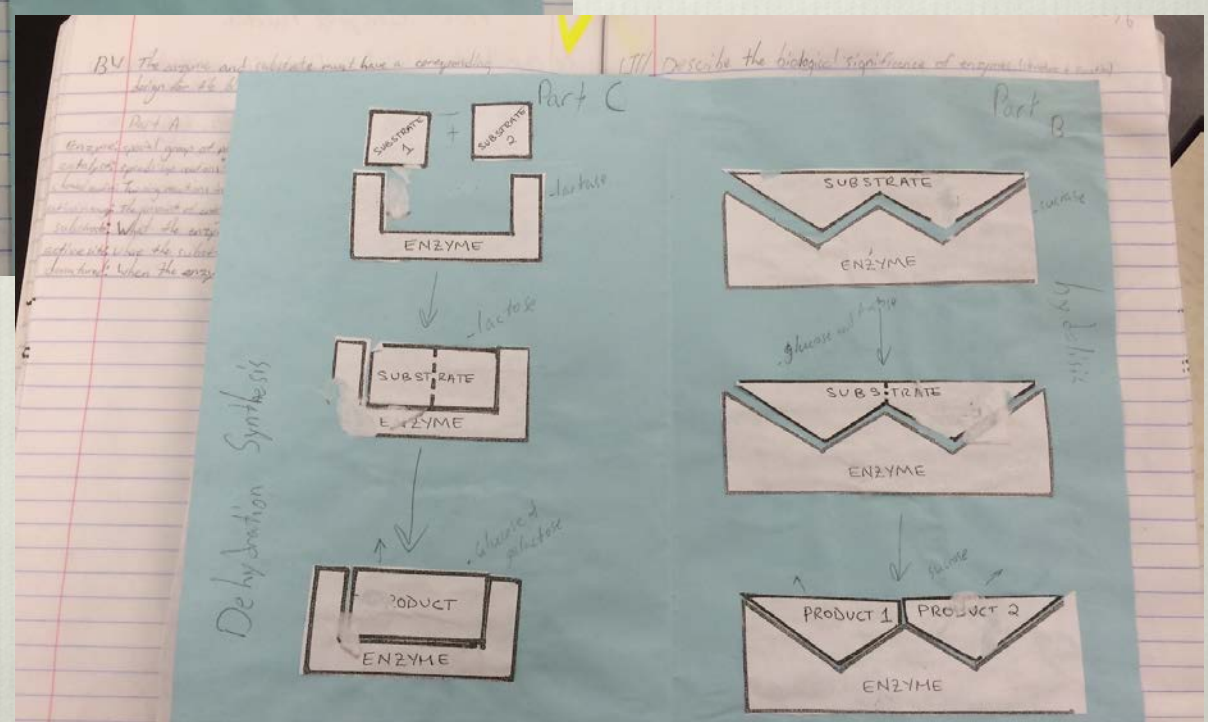
U = insufficient effort

U - = missing, not complete

Interactive Notebook

- Shows All Learning Completed in a Unit
  - Bellwork
  - Learning Target
  - Notes
  - Laboratory Write-ups
  - Activities
  - **REFLECTIONS!!!**


10/6
BY The enzyme and substrate must have a corresponding design for the binding site to fit right.
Part A
Temperature °C
Reaction Rate (mol/min)
LT// Describe the biological significance of enzymes
Conclusion
+5 Comor Pruente 5th
In part B the substrate goes through hydrolisis and alters two product. In part C the two substrates go through dehydration synthesis, and combine to make the product. When enzymes got to hot or cold they denature and can't do their job any more. Because the enzymes start to denature and can't function anymore. I learned that they can denature when the temperature changes to much, they end in ase and they can only break down their corresponding substrate.


Part C
SUBSTRATE 1
SUBSTRATE 2
ENZYME
lactose
SUBSTRATE
ENZYME
glucose & galactose
PRODUCT
ENZYME
Dehydration Synthesis
Part B
SUBSTRATE
ENZYME
sucrose
glucose and fructose
SUBSTRATE
ENZYME
sucrose
PRODUCT 1
PRODUCT 2
ENZYME
hydrolisis

Interactive Notebook Rubric

5 = All Requirements exceed expectations

4 = All Requirements are evident

3 = Most Requirements are evident

2 = Few Requirements are evident

1 = Very few Requirements are evident

NGSS Unit Alignment

	Brief Summary	Unit 1 Classification & Homeostasis (Intro to Living Things)	Unit 2 Biomolecules	Unit 3 Cellular Energy	Unit 4 Cellular Reproduction	Unit 5 Genetics	Unit 6 DNA Structure and Function	Unit 7 Evolution	Unit 8 Ecology
NGSS-HS-LS1-1	Central Dogma from DNA to proteins						X		
NGSS-HS-LS1-2	Levels of organization in multicellular organisms	X							X
NGSS-HS-LS1-3	Homeostasis and feedback mechanisms	X							
NGSS-HS-LS1-4	Mitosis and growth				X				
NGSS-HS-LS1-5	Photosynthesis			X					
NGSS-HS-LS1-6	Biomolecules		X						
NGSS-HS-LS1-7	Cellular respiration			X					
NGSS-HS-LS2-1	Carrying capacity								X
NGSS-HS-LS2-2	Data analysis of biodiversity								X
NGSS-HS-LS2-3	Matter and energy cycles			X					X
NGSS-HS-LS2-4	Mathematical models of matter and energy cycles								X

Learning Targets per Unit

Biomolecules LS 1-6			
LT: 6	Understand the relationship between monomers and polymers	1 - day 1.5	
LT: 7	Describe the biological significance of Carbon	1 - day 1.5	Formative 1
LT: 8	Describe the Structure and Function of Carbohydrates	3 - day 4	Formative 2
LT: 9	Describe the Structure and Function of Lipids	2 - day	Formative 3
LT: 10	Describe the Structure and Function of Proteins	3 - day	Formative 4
LT: 11	Describe the biological significance of Enzymes (function, importance)	3 - day	Formative 5
LT: 12	Describe the Structure and Function of Nucleic Acids	3 - day	Formative 6
		16 - days	

SBG Grade Book

LT: 6&7 Socrati... 09/16/2015 pts: 10	LT: 8 Carbohyd... 09/17/2015 pts: 0	LT:8 Dehydrati... 09/22/2015 pts: 0	LT: 8 Carbohyd... 09/23/2015 pts: 5	LT:8 Carbohydr... 09/23/2015 pts: 10	LT: 9 Lipid Left... 09/25/2015 pts: 0	LT: 9 Lipid Soc... 09/28/2015 pts: 7	LT: 9 Plasma M... 09/28/2015 pts: 5	LT: 10 Protein ... 10/02/2015 pts: 0
10	S-	E	5	7	E	6	4.75	E
10	U-	S-	5	7	U-	6	4	E
7	S	E	4.75	7	S	6	3.75	E
9	E	S-	4.75	7	U-	5	4.75	E
10	S	U-	0	0	U-	0	0	E
9	E	U-	3.5	8	U-	4	0	E
9	S	E	5	7	E	5	4.75	E
9	S-	S	4.75	8	U	6	4.75	E
10	U-	E	5	10	S	6	4.75	E
8	S	U-	4.75	7	U-	5	0	E
10	E	E	4.75	9	E	7	5	E
10	S-	E	4.75	9	U-	6	4.75	E
10	S-	E	4.75	9	E	7	4.75	E
10	E	E	4.75	9	U-	6	5	E
8	U-	S	5	8	E	5	4.5	E

Grade Game Win!

STANDARDS BASED GRADING

Chapman High School

cerickson@473mail.net
jbell@473mail.net
scook@473mail.net
jsmith@473mail.net

Contact Information

Chapman High School SBG Presenters