

Self-regulation

Learn from
mistakes

Self-motivation

Competencies.....

“Encourages active learning, deeper learning, and empowers student’s to take ownership of their learning.”

Perseverance

Take risks

Study Skills



We want students to become independent learners and build

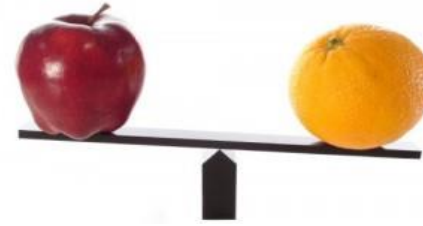


In traditional education students are passive learners and teachers deliver the knowledge. Now, information is so readily available at hand, the focus is changing – students need to be able to USE and APPLY the information.

The journey is defined,
the destination is defined,
and the grading is defined.



Let's Compare



Traditional System	Competency Based System
Grades are based on a combination of classwork, homework, tests, quizzes, and projects	Grades are based on assessments only.
Grades are based on the percentage system. The criteria for success may be unclear	Grades are proficiency based. The criteria and targets are made available to students ahead of time.
Uses an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade.	Measures achievement (growth) only. No extra credit is given.



Traditional Grading System	Competency Based Grading System
Everything goes in the gradebook	Only assignments that assess a performance indicator goes in the gradebook
Averages the grades of all assignments.	Emphasizes the most recent evidence of learning.
The whole class advances through content at the same pace.	Students advance to work that shows a greater depth of knowledge when ready.

Are competencies preparing students for the Georgia Milestones?

Georgia Milestones	Competencies
“Depth of Knowledge” wheel was used during the “Standard Setting” of the Georgia Milestones	“Depth of Knowledge” wheel was used when writing the science competencies over the summer.
Scores are based on a 4 level system (an explanation to follow)	Competency levels are based on the same 4 level system.
Goal: College and career readiness A student will be ready to attend college or enter the work force and make a self-supporting wage.	Goal: To create learners that are self-motivated, self-regulated, independent critical thinkers that know how to research and retain information.



4 Levels of Assessment

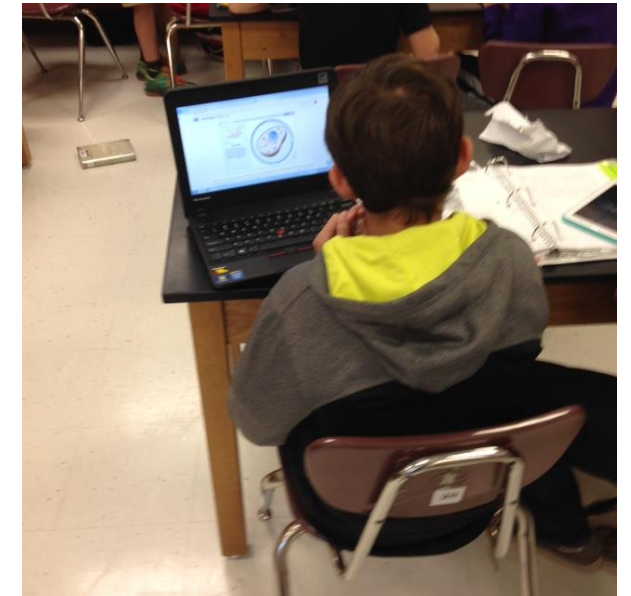
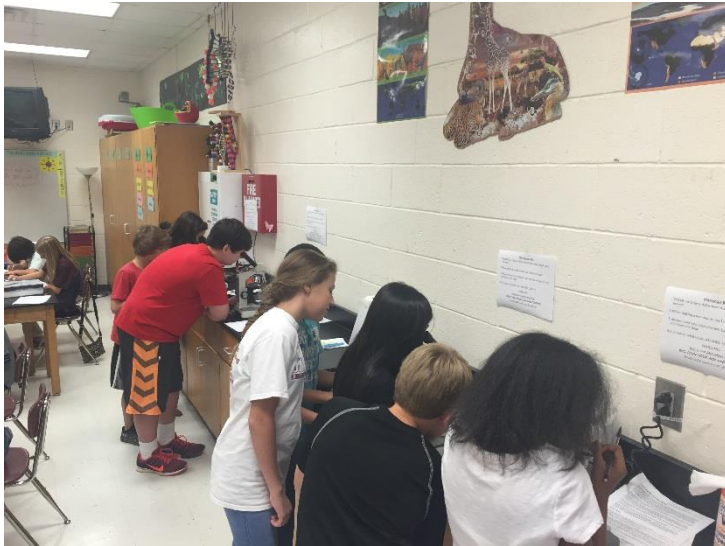
Beginning Learners (Emerging) – students will need substantial academic support at the next grade level.

Developing Learners (Progressing) – students will need additional academic support at the next grade level.

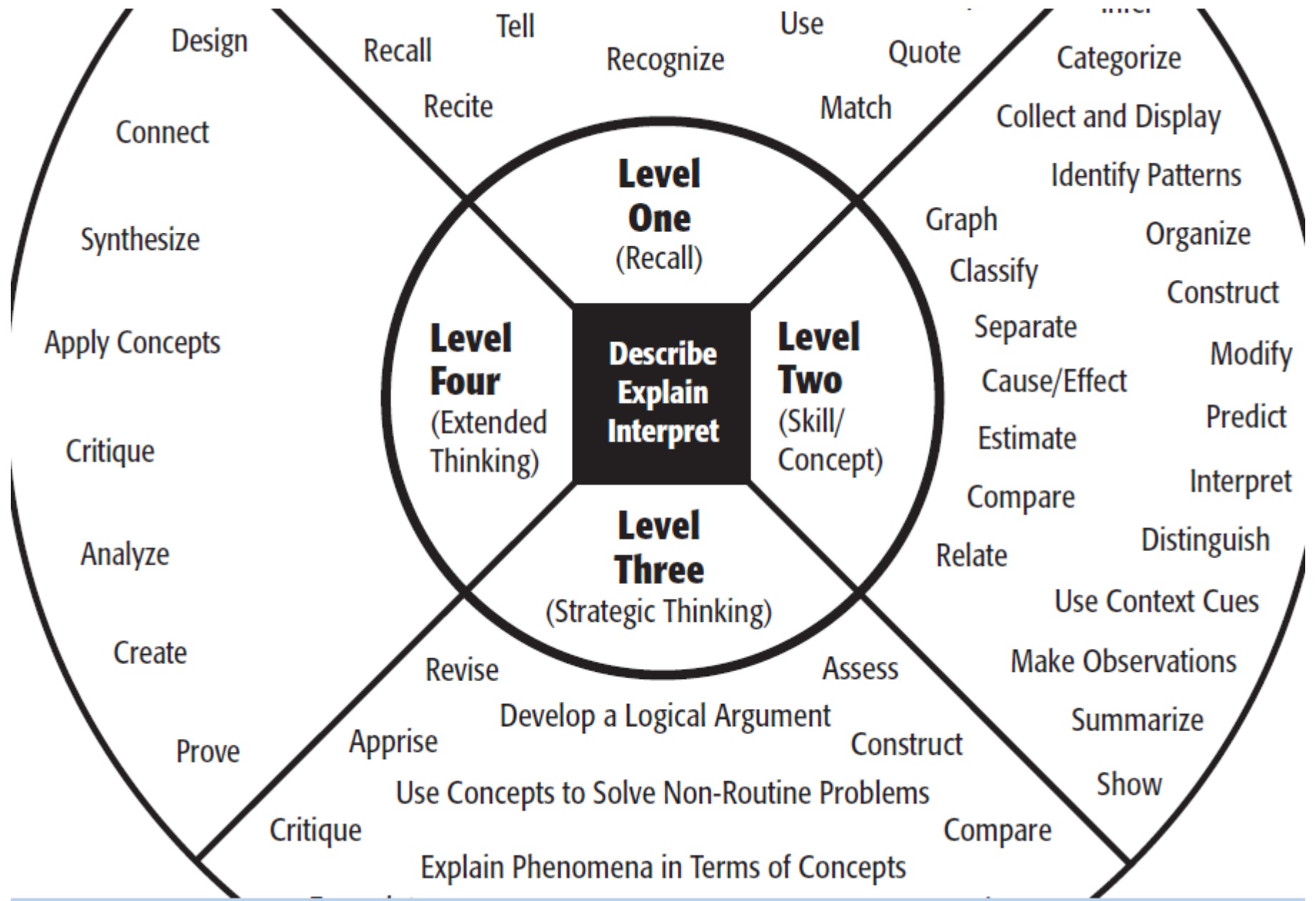
Proficient Learners (Competent) – students are on grade level and on track for college and career readiness.

Distinguished Learners (Exemplary) – students are above grade level in their ability to think and apply knowledge.

Daily Class: What does is “look” like?



Depth of Knowledge

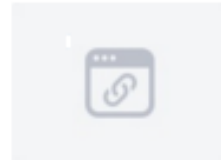


What does a “level” look like to the students?

■ A - MS4B Emerging (Pickett 5th period science 2015-2016)

Now that you have had a chance to look at a plant and an animal cell under the microscope, it is time to learn about many of the structures inside the cell that make it work. To begin, you will need to learn the function of the organelles found in plant and animal cells. There are three parts to this level:

1. View "Cell Structure" powerpoint and complete ONE of the following:
 - a. Create index cards - word and picture on front/definition or function on the back (make sure you write plant and/or animal on each card) OR
 - b. Complete the KIM Vocabulary chart
2. Watch "The Cell: High School Biology" video and answer questions on "Cell Structure worksheet".
3. Assessment: Cell Structure Quiz (on Edmodo) - you must make a 100. You must show me your vocabulary words and the worksheet before you take the quiz. [Show Less](#)



The Cell: High School Biology

Embed

[View Embed source](#)



cell_structures4.pptx

PPTX File



The Universal Rubric

Competency Rubric draft - Word

FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW DESIGN LAYOUT

Pickett, Heidi

Universal Rubric (draft)

	Emerging	Progressing	Competent	Exemplary
Assignment meets the language of the performance indicator for the level indicated.	70	74	80	93
Assignment is neat, well organized, and is easy to read and follow.	1	1	2	2
Uses standard spelling with no errors	1	1	2	-2 (points are subtracted)
Uses standard English punctuation with no errors	1			
Uses standard English grammar and usage with no errors.		1	2	
All sentences are complete (No sentence fragments)		1		
Assignment includes content specific vocabulary (see vocabulary list for each standard)		1	2	
Assignment includes complex and/or compound sentences. (Uses a variety of sentence types.)			2	
Writing is descriptive and includes detail to help the viewer fully understand the idea(s)/information being presented.			2	
Includes multimedia components and/or visual displays in presentation to clarify claims and important points				3
Cites specific textual evidence in standard MLA format. (see "Prove It" poster/handout)				2

PAGE 1 OF 2 169 WORDS 100%

Our gradebook

MS7 A+B 210 E Lake Rd, McDonough GA 30252-4813
 Course: 0207.0Y-25 Science 7
 Teacher: Mather, Brandi

Blank Spreadsheet

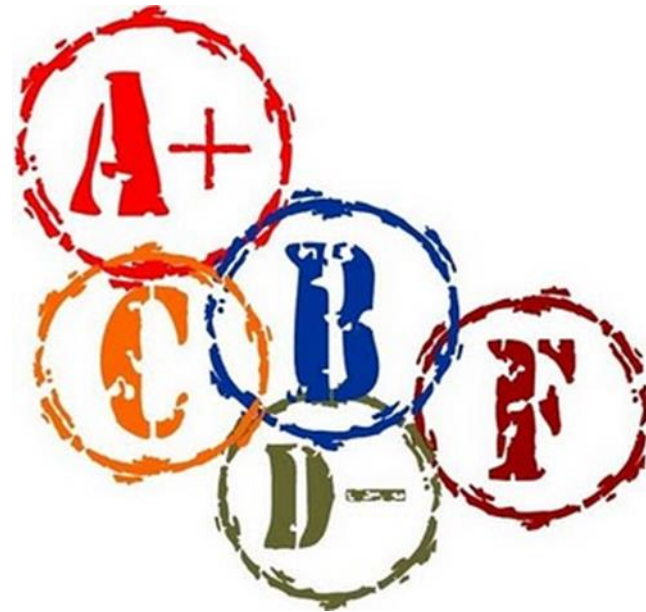
Emerging	Progressing			Emerging	Progressing	Competent	Exemplary
72	79	90		73	79	92	93
73	79	90	90	73	79	92	93
72				72	F7B	90	80
72	79	90	90	73	79	92	96
73	79	88	90	73	79	92	98
72	79	90		73	79	90	83
73	79		95	73	79	90	80
71	79	90		73	79	92	98
72	79	90	100	72	77		47
72	79	88		73	79	92	100
73	79	90	98	73	77	92	93
71				73	79	92	100
73	79			73			63
73	79	92		73	F		63
73	79	90	100	73	79	92	80
73	79			73	79	92	100
73	79			73	79		90
73	79			73	79		80
73	79	84		73	79	90	70
72	79	82		72	F		40
73	79	88		73	F7B		57
73	79	88		73	77	90	70
72	79	88		73	77	90	90
72	79	88		73	77	90	87
73				73	79	90	83
73				73	79	90	80
72				72	F7B		43

What does the student see?



What do you see?

MS7A final grade: 86



Answers to frequently asked questions.....

1. **If my student doesn't get to competent, are they missing content?**
No, they gain the basic information at the emerging level. As the level increases, so does their depth of understanding.
2. **My child never has homework but his grade is lower than normal, how can I help?** Students are moving through the levels at their own pace. They will not make it to the competent level if they are not doing any homework/studying outside of class. We provide a suggested time line for students at the beginning of each competency and at the end of each class.

3. Do students have a chance to improve grades? Students have the opportunity to continue learning by studying for the benchmark exams.

What's next? What's new?

In an effort to keep you more informed, we are going to give each student a checklist at the beginning of each graduation standard to put in their notebook. We will sign off on each level when a student has met the requirements.