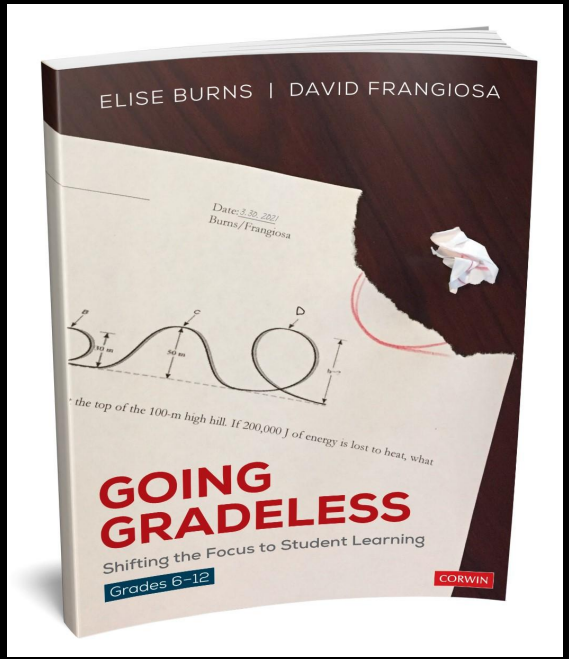
Assessment 3.0 will begin soon!

While you are waiting... register to win a free book!



Presented by Elise Naramore
Pascack Hills High School

Assessment 3.0

Introducing
the Learning Progression Model

Presented by Elise Naramore
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Today's Presentation

1. Introduction
2. The Problem
3. The Solution
4. Implementation
5. Sample Scoring
6. Your Own Rubric

Copy of this Presentation, plus more!

Learn more at my other presentations at NSTA 2024:

- **Embracing Growth & Creativity** Thursday 1 - 2 pm Mile High Ballroom 1B
- **Revitalizing Your Rubrics** Thursday 2:20 - 3:20 pm Mile High Ballroom 4A
- **Assessment 3.0** Friday 1 - 2 pm Mineral Hall B

What is the purpose of assessment?

- Identify where students are in their learning
- Provide actionable feedback
- Practice

Why "Assessment 3.0"?

1.0

Traditional Grading

2.0

Standards-Based Grading

3.0

Learning Progression Model

What is the Learning Progression Model?

A flexible framework designed to recenter learning and meet students at their developmentally-appropriate level.

Ten Features of LPM

1. *LPM focuses on widely applicable and transferable skills.*
2. *LPM fosters gradual growth and development over time.*
3. *There is no penalty for missteps, slow uptake, or developmental readiness.*
4. *Content is the vehicle, not the destination.*
5. *There is no pressure for me to manipulate grades.*
6. *There is no penalty for mistakes.*
7. *Students get to make choices*...and sometimes they aren't good ones!
8. *Students are the directors of their learning efforts.*
9. *We use a strengths perspective.*
10. *All students can learn.*

What are the essential components of LPM?

- Practices
- Learning Progressions
- Target Levels
- Assessments
- Ample practice and feedback
- Method of Reporting Progress
- Reflective Practices

the practices

"The practices are what students DO to make sense of phenomena. They are both a set of skills and a set of knowledge to be internalized. The SEPs reflect the major practices that scientists and engineers use to investigate the world and design and build systems."

NGSS, 2013

NGSS Practices

Our Practices

	Asking questions and defining problems	Developing and using models	Planning and carrying out investigations	Analyzing and interpreting data	Using mathematics and computational thinking	Constructing explanations and Designing solutions	Engaging in Argument from Evidence	Obtaining, evaluating, and communicating information
Experimental Design	✓		✓					
Data Analysis		✓		✓				✓
Arguing a Scientific Claim						✓	✓	
Using Feedback								✓
Creating Explanations and Making Predictions						✓	✓	
Problem Solving		✓			✓			
Graph Interpretation		✓		✓				✓
Graph Creation		✓		✓				
Engaging with Content	✓					✓		✓
The Engineering Design Process	✓	✓	✓	✓	✓	✓		✓

If the focus is on skills, what about content?

You will absolutely teach that content!

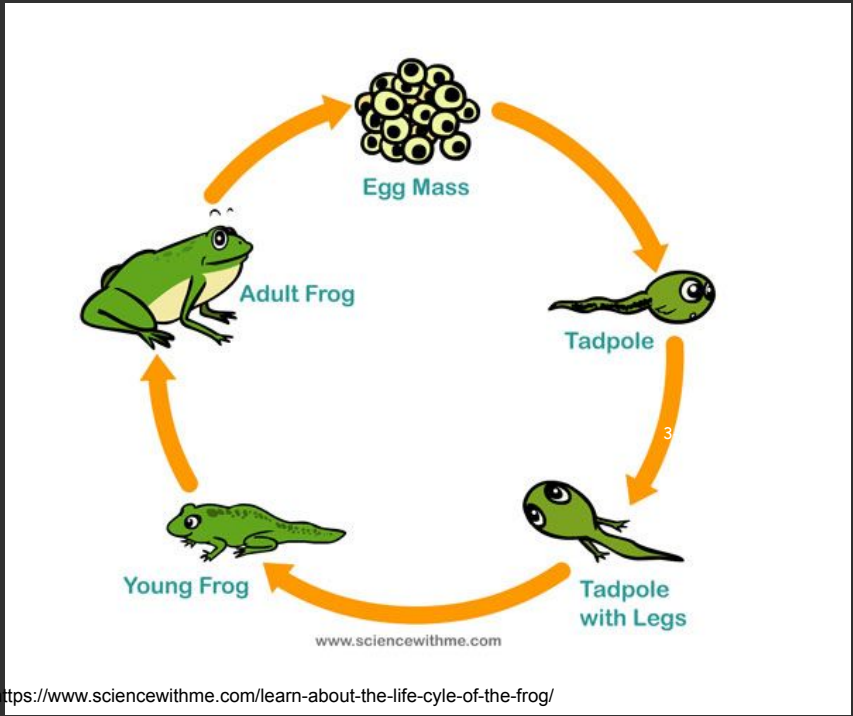
But the way that you assess that content will shift.

Content is the material with which students are practicing particular skills.

the learning progression

- Provides a clear developmental pathway.
- Uses content as the medium, not the focus.
- Uses specific descriptors, not generic language.
- Uses a strengths-perspective.
- Applies to a wide variety of assignments.
- Breaks learning down into small steps.
- Achievement levels mirror natural skill attainment.

Metamorphosis



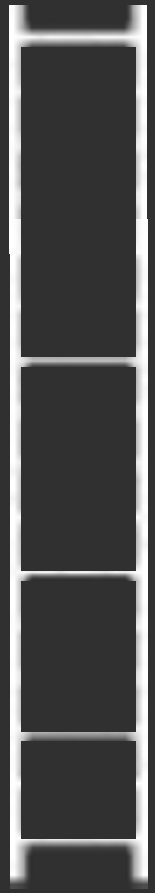
https://www.sciencewithme.com/learn-about-the-life-cyle-of-the-frog/

- Range of development times
- Required stages
- No judgment
- appropriate/different support required depending on the stage

Achievement Levels

Not Enough Evidence	
Beginning	***Trying*** to respond with some defined minimum
Developing	Responding with some ***relevant*** information
Proficient	The student ***explicitly*** uses physics in their response
Advanced	The response is ***accurate***
Expert	The response is ***complex*** (or sophisticated), usually tying in multiple concepts

Low Floor → High Ceiling



EXPERT

ADVANCED

PROFICIENT

DEVELOPING

BEGINNING

NOT ENOUGH EVIDENCE

Example 1: Learning Progression "Creating Scientific Explanations"

Break down the process of creating scientific explanations into specific levels to provide a clear roadmap for improving their performance over time.

The goal is to show what physics they know and can apply from the current unit of study.

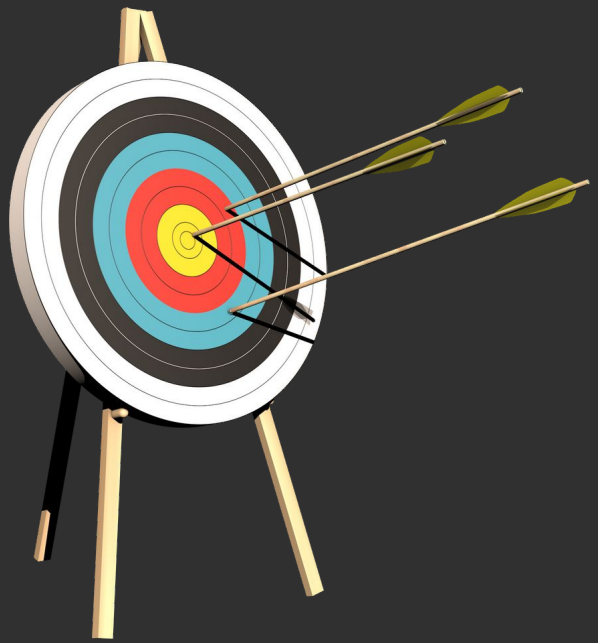
"Creating Scientific Explanations"

This LP breaks down the process of creating scientific explanations into specific levels to provide a clear roadmap for improving their performance over time.

"The goal is for students to show what physics they know and can apply from the current unit of study."

Not Enough Evidence	Beginning	Developing	Proficient	Advanced	Expert
I do not answer the question and/or I do not explain my reasoning or make predictions.	I answer the question and I write an explanation or prediction that addresses the reason why I answered the question.	I use relevant terminology and/or state relevant Big Idea(s) in my explanation or prediction, using information from this unit.	While making an explanation or prediction, I can correctly choose and overtly state relevant physics.	I produce an accurate explanation or prediction that fully ties all of the relevant physics concepts to the correct answer, in a familiar situation.	I produce an accurate explanation or prediction for a complex situation. This may require the use of multiple steps and/or multiple Big Ideas, applying previously learned material when necessary.

the target levels



- A Target Level is the benchmark that students are expected to reach by the end of the unit, usually identified as a specific step on the rubric.
- The teacher bases the target upon current student achievement.
- Based upon research about cognitive load and executive function.
- As students achieve benchmark, the teacher “opens” up the next level.
- Individual or whole class

Planning for Progress

Standard	Target Levels for Unit 1	Target Levels for Unit 2	Target Levels for Unit 3	Target Levels for Unit 4	Target Levels for Unit 5	Target Levels for Unit 6	Target Levels for Unit 7
Experimental Design	Beginning						
Data Analysis	Beginning						
Arguing a Scientific Claim	Developing						
Using Feedback	Beginning						
Creating a Scientific Explanation	Developing						
Problem Solving	Developing						
Graphical Interpretation	Beginning						
Graph Creation	Beginning						
Engaging with Content	Beginning						
Engineering Design Cycle	Beginning						

Differentiation

Pacing of Target Levels for Analyzing Data (LP2) (2023-2024)								
Course	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Conceptual Physics	Beginning	Beginning	Developing	Developing	Developing	Proficient	Proficient	
Physics	Beginning	Developing	Developing	Proficient	Proficient	Proficient	Proficient	
Honors Physics	Beginning	Developing	Proficient	Proficient	Proficient	Advanced	Advanced	Advanced
AP Physics 1	Developing	Proficient	Proficient	Proficient	Advanced	Advanced	Expert	Expert

"Creating Scientific Explanations"

Not Enough Evidence	Beginning	Developing	Proficient	Advanced	Expert
I do not answer the question and/or I do not explain my reasoning or make predictions.	I answer the question and I write an explanation or prediction that addresses the reason why I answered the question.	I use relevant terminology and/or state relevant Big Idea(s) in my explanation or prediction, using information from this unit.			

"Experimental Design"

Not Enough Evidence	Beginning	Developing	Proficient	Advanced	Expert
I did not include the task, data, and/or procedure.	I state the task.I collect and present data.I provide a description of the procedure followed.	investigation.	data table.	reduce experimental uncertainty.	collecting relevant data.

Common Questions

1. Why do I approach assessment this way?
2. What happens to the student's grades if they don't meet a target level during the unit?
3. What if a student regresses in their progress?
4. How can I effectively track and analyze student progress?
5. Does this increase the teacher's workload?

Reporting Progress

Ideally, we would not have to give grades at all.

But since we do... how do we fit LPM into a traditional grades school?

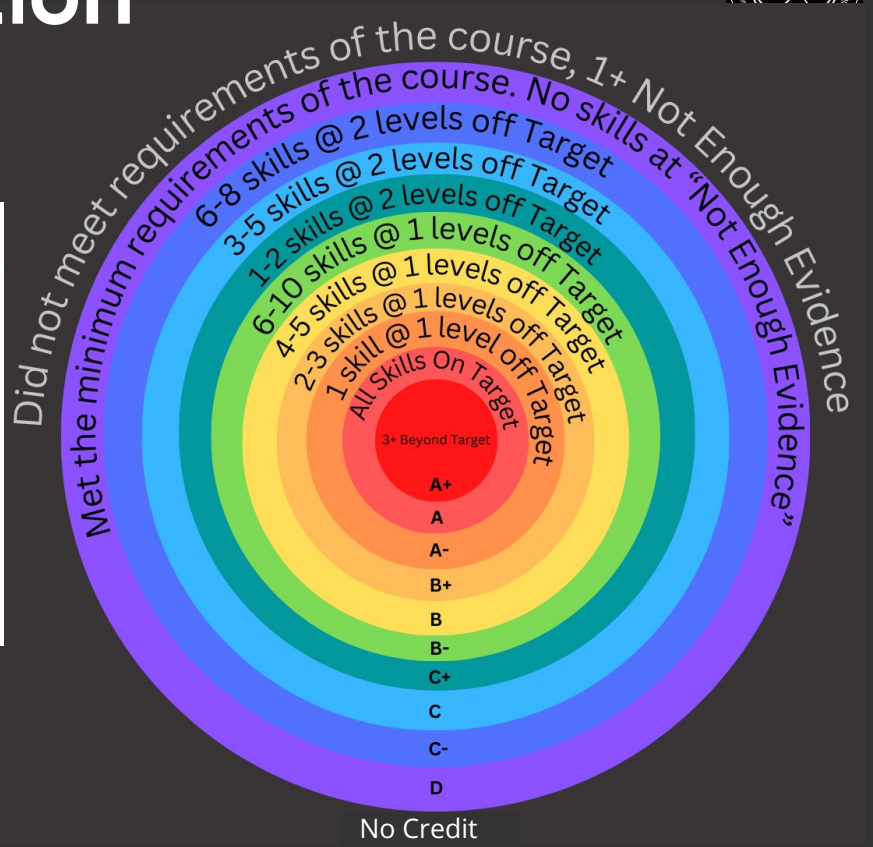
Guidelines for Grade Translation

1. avoids averaging
2. published at the beginning of the school year
3. easy to read, simple, and easy to communicate
4. flexible enough to use all year for all courses
5. sets out expectations for how traditional grades can be earned using the LPM scores
6. adjustable to a large variety of circumstances

Natural consequences arise from choices rather than relying on rewards or punishments.

Our Grade Translation

Grade	Requirements
A+	Beyond the targeted level of development in 3 skills. All other skills on target
A	On target for all skills
A-	1 level off target for no more than 1 skill. All other skills on target
B+	1 level off target for no more than 3 skills. All other skills on target
B	1 level off target for no more that 5 skills. All other skills on target
B-	All skills 1 level off target
C+	2 levels off target for no more that 2 skills
C	2 levels off target for no more than 5 skills
C-	2 levels off target for no more than 8 skills
D	Met the minimum requirements of the course. No skills at "Not Enough Evidence"
No Credit	Did not meet the minimum requirements of the course



Benefits of Using the Grade Translation in combination with Target Levels

1

Customize Target Levels, not Grades

2

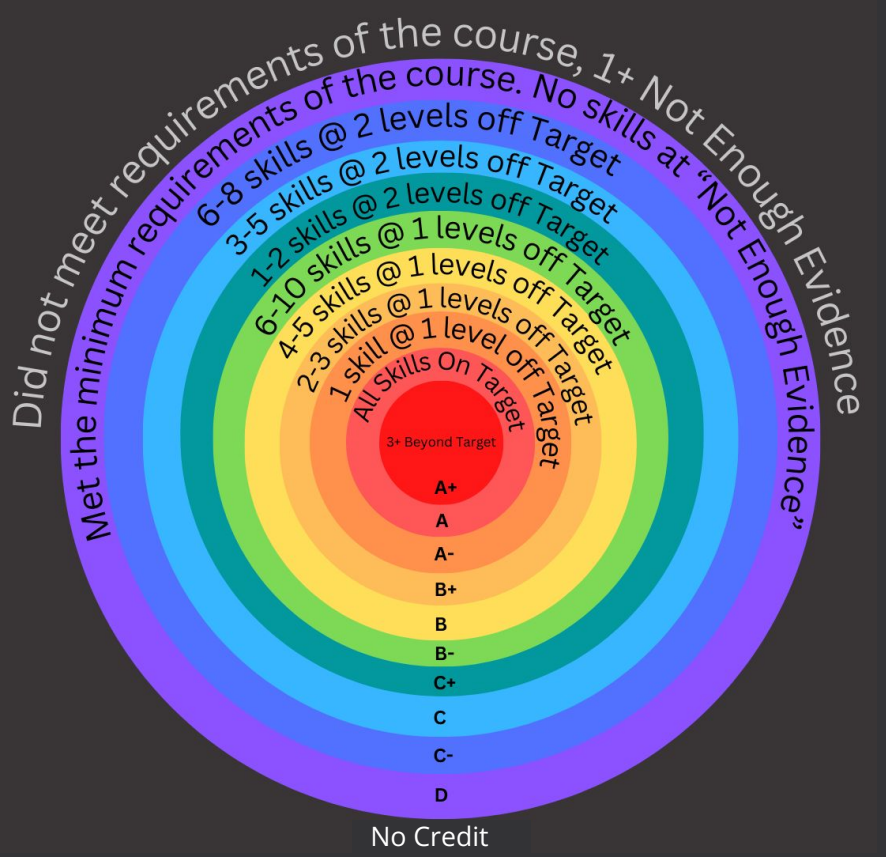
Focus on Growth over Time

3

The Same All Year, for All Classes

Unit 1 Progress Report

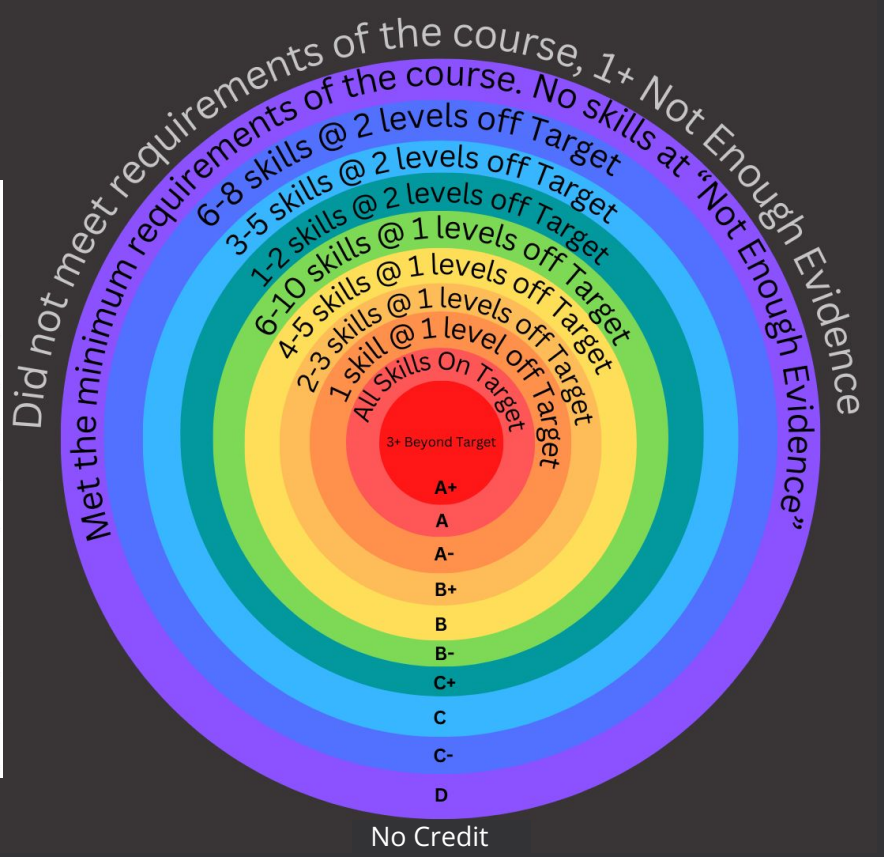
Practice	Target Levels for Unit 1	Student Earned	Comparing Student Level with Target
Designing an Experiment	Beginning	Beginning	Met Target
Analyzing Data	Beginning	Beginning	Met Target
Arguing a Scientific Claim	Developing	Beginning	Below Target 1 Level
Using Feedback	Beginning	Beginning	Met Target
Creating a Scientific Explanation	Developing	Beginning	Below Target 1 Level
problem-solving	Developing	Beginning	Below Target 1 Level
Interpreting Graphs	Beginning	Beginning	Met Target
Creating Graphs	Beginning	Beginning	Met Target
Engaging with Content	Beginning	Beginning	Met Target
Engineering Design Cycle	Beginning	Beginning	Met Target



3 skills that are 2 level below target = B

Unit 2 Progress Report

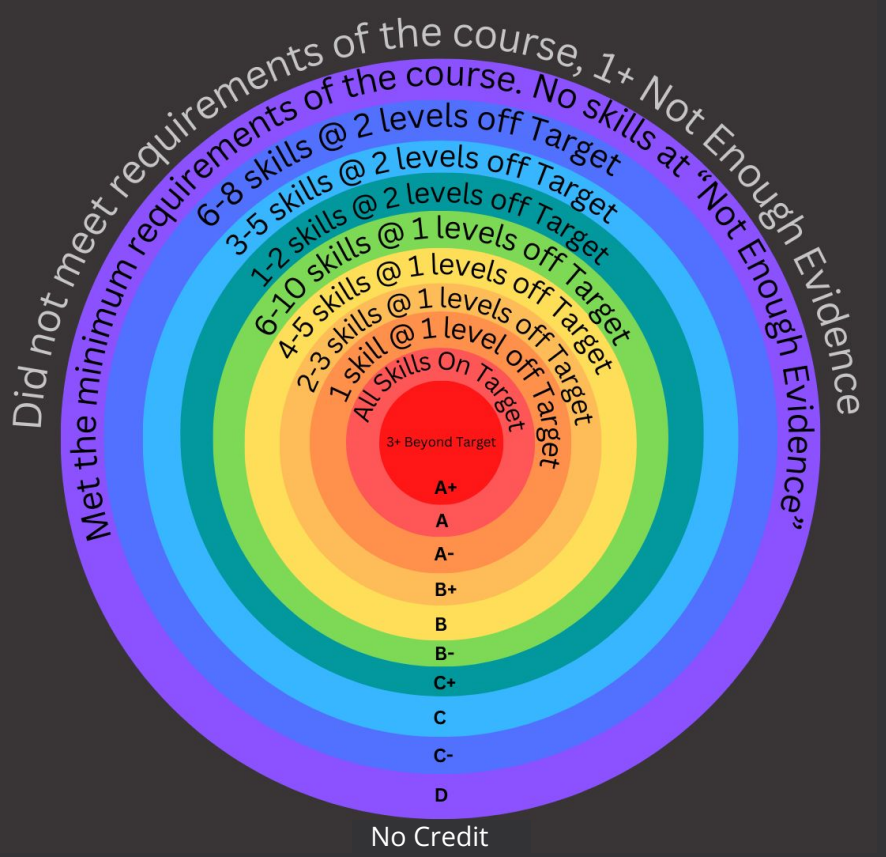
Practice	Target Levels for Unit 2	Student Earned	Comparing Student Level with Target
Designing an Experiment	Developing	Beginning	Below Target 1 Level
Analyzing Data	Developing	Beginning	Below Target 1 Level
Arguing a Scientific Claim	Developing	Beginning	Below Target 1 Level
Using Feedback	Beginning	Beginning	Met Target
Creating a Scientific Explanation	Developing	Beginning	Below Target 1 Level
problem-solving	Developing	Beginning	Below Target 1 Level
Interpreting Graphs	Developing	Beginning	Below Target 1 Level
Creating Graphs	Developing	Beginning	Below Target 1 Level
Engaging with Content	Developing	Beginning	Below Target 1 Level
Engineering Design Cycle	Developing	Beginning	Below Target 1 Level



9 skills that are 1 level below target = B-

Unit 3 Progress Report

Practice	Target Levels for Unit 3	Student Earned	Comparing Student Level with Target
Designing an Experiment	Proficient	Beginning	Below Target 2 Levels
Analyzing Data	Developing	Beginning	Below Target 1 Level
Arguing a Scientific Claim	Developing	Beginning	Below Target 1 Level
Using Feedback	Developing	Beginning	Below Target 1 Level
Creating a Scientific Explanation	Proficient	Beginning	Below Target 2 Levels
Solving Problems	Proficient	Beginning	Below Target 2 Levels
Interpreting Graphs	Developing	Beginning	Below Target 1 Level
Creating Graphs	Developing	Beginning	Below Target 1 Level
Engaging with Content	Developing	Beginning	Below Target 1 Level
Engineering Design Cycle	Developing	Beginning	Below Target 1 Level



3 skills that are 2 levels below target = C

One Option for Organizing the Grade Book

Exp Design	Data Analysis	Arguing a Scien	Using Feedback	Creating Explan	Problem Solving	Graph Interpret	Graph Creation	LP9 AP Exam Per	Unit 1 Grade	Unit 1 Assignme	Unit 2 Grade	Unit 2 Assignme	Unit 3 Grade	# Lab Reports	Unit 4 Grade
No due date	No due date	No due date	No due date	No due date	No due date	No due date	No due date	Mon 10/16	Fri 10/20	Thu 08/31	Sun 12/03	Wed 11/22	Fri 12/22	Sun 12/03	Fri 01/26
0.0 ×0.0	0.0 ×0.0	0.0 ×0.0	0.0 ×0.0	0.0 ×0.0	0.0 ×0.0	0.0 ×0.0	0.0 ×0.0	0.0	100.0 ×0.0	0.0 ×0.0	100.0 ×0.0	0.0 ×0.0	100.0 ×0.0	21.0 ×0.0	100.0

The Practices:
No weight or points, just communicating achievement levels earned on latest set of assessments. Replaced each unit.

Unit ___ Grade is found using the Translation chart in conjunction with Target Levels.

Unit Assignments communicates homework completion; does not count towards the overall grade.

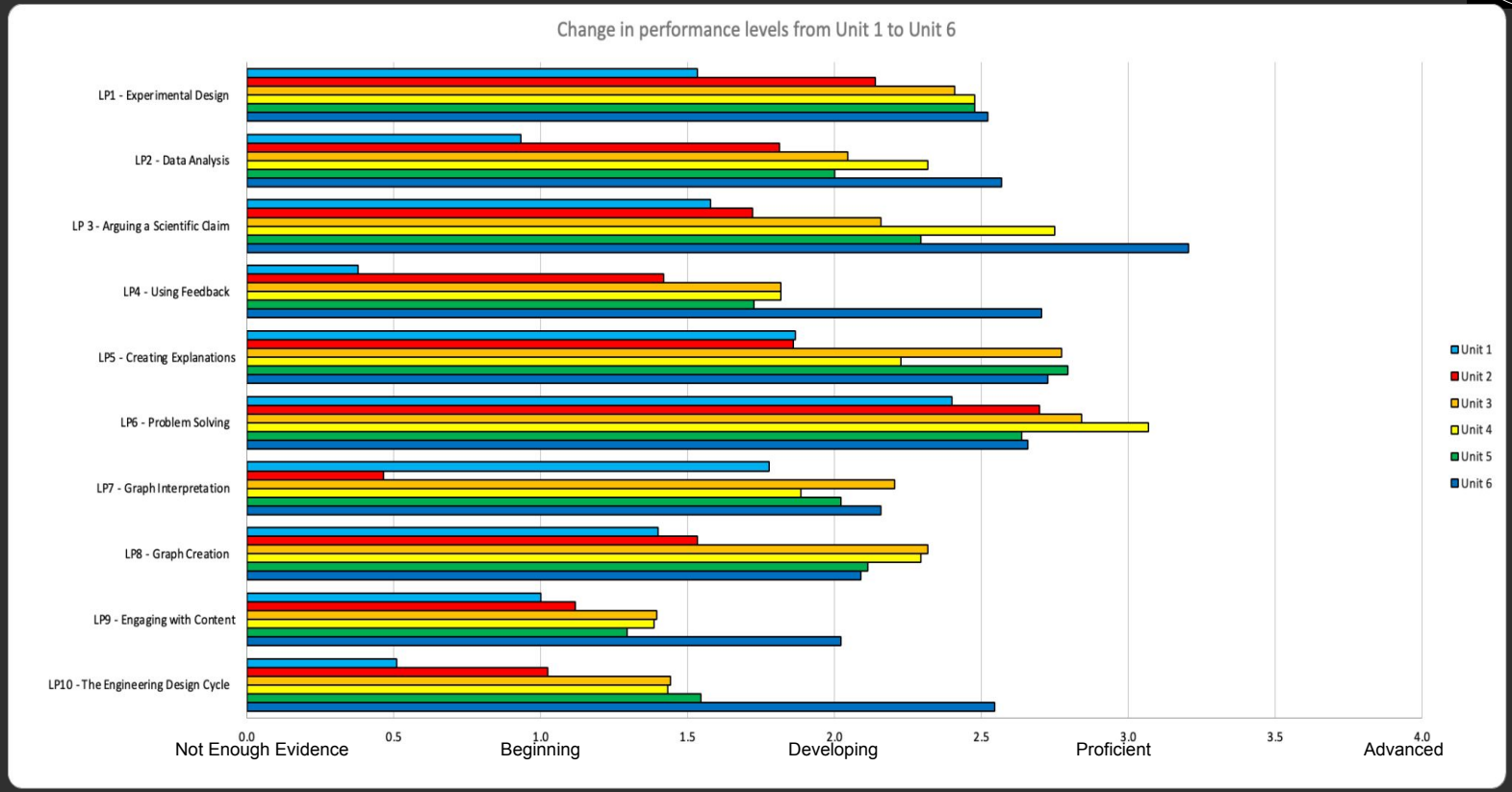
Organizing the Grade Book

Exp Design No due date 0.0 x0.0	Data Analysis No due date 0.0 x0.0	Arguing a Scien No due date 0.0 x0.0	Using Feedback No due date 0.0 x0.0	Creating Explan No due date 0.0 x0.0	Problem Solving No due date 0.0 x0.0	Graph Interpret No due date 0.0 x0.0	Graph Creation No due date 0.0 x0.0	LP9 AP Exam Per Mon 10/16 0.0	Unit 1 Grade Fri 10/20 100.0 x0.0	Unit 1 Assignme Thu 08/31 0.0 x0.0	Unit 2 Grade Sun 12/03 100.0 x0.0	Unit 2 Assignme Wed 11/22 0.0 x0.0	Unit 3 Grade Fri 12/22 100.0 x0.0	# Lab Reports Sun 12/03 21.0 x0.0	Unit 4 Grade Fri 01/26 100.0
Proficient x0.0	Proficient x0.0	Developing x0.0	Proficient x0.0	Developing x0.0	Developing x0.0	Developing x0.0	Developing x0.0	Beginning	C x0.0	22 x0.0	B x0.0	53 x0.0	C+ x0.0	9 x0.0	C+
Proficient x0.0	Proficient x0.0	Proficient x0.0	Proficient x0.0	Developing x0.0	Developing x0.0	Developing x0.0	Developing x0.0	Proficient	C x0.0	12 x0.0	C+ x0.0	60 x0.0	C+ x0.0	9 x0.0	B-
Proficient x0.0	Proficient x0.0	Expert x0.0	Proficient x0.0	Developing x0.0	Developing x0.0	Proficient x0.0	Developing x0.0	Proficient	B+ x0.0	28 x0.0	C+ x0.0	97 x0.0	C+ x0.0	11 x0.0	B
Proficient x0.0	Proficient x0.0	Advanced x0.0	Proficient x0.0	Proficient x0.0	Proficient x0.0	Developing x0.0	Developing x0.0	Proficient	B+ x0.0	19 x0.0	C+ x0.0	78 x0.0	B+ x0.0	9 x0.0	B+
Proficient x0.0	Proficient x0.0	Expert x0.0	Proficient x0.0	Developing x0.0	Proficient x0.0	Developing x0.0	Developing x0.0	Proficient	A- x0.0	18 x0.0	C+ x0.0	77 x0.0	B+ x0.0	9 x0.0	B
Advanced x0.0	Prof	t x0.0	Advanced x0.0	Expert x0.0	Advanced x0.0	Developing x0.0	Proficient	A- x0.0	21 x0.0	B+ x0.0	76 x0.0	A- x0.0	9 x0.0	A-
Proficient x0.0	Prof	t x0.0	Advanced x0.0	Advanced x0.0	Advanced x0.0	Developing x0.0	Proficient	A- x0.0	14 x0.0	B+ x0.0	60 x0.0	B+ x0.0	8 x0.0	B+
Proficient x0.0	Prof	t x0.0	Developing x0.0	Developing x0.0	Proficient x0.0	Developing x0.0	Proficient	A- x0.0	27 x0.0	C+ x0.0	95 x0.0	B+ x0.0	10 x0.0	B
Advanced x0.0	Prof	t x0.0	Proficient x0.0	Expert x0.0	Advanced x0.0	Proficient x0.0	Advanced	A- x0.0	28 x0.0	C+ x0.0	88 x0.0	B+ x0.0	11 x0.0	A+
Proficient x0.0	Prof	t x0.0	Developing x0.0	Expert x0.0	Developing x0.0	Developing x0.0	Proficient	A- x0.0	13 x0.0	C+ x0.0	58 x0.0	F x0.0	9 x0.0	B
Proficient x0.0	Proficient x0.0	Advanced x0.0	Proficient x0.0	Advanced x0.0	Advanced x0.0	Advanced x0.0	Proficient x0.0	Expert	A- x0.0	23 x0.0	A- x0.0	68 x0.0	B+ x0.0	11 x0.0	A-
Proficient x0.0	Proficient x0.0	Advanced x0.0	Proficient x0.0	Developing x0.0	Proficient x0.0	Developing x0.0	Developing x0.0	Proficient	B+ x0.0	19 x0.0	C+ x0.0	55 x0.0	C+ x0.0	9 x0.0	B
Proficient x0.0	Proficient x0.0	Proficient x0.0	Proficient x0.0	Developing x0.0	Expert x0.0	Proficient x0.0	Developing x0.0	Advanced	B+ x0.0	17 x0.0	C+ x0.0	72 x0.0	C x0.0	10 x0.0	B
Proficient x0.0	Proficient x0.0	Proficient x0.0	Proficient x0.0	Proficient x0.0	Proficient x0.0	Advanced x0.0	Developing x0.0	Advanced	B+ x0.0	25 x0.0	C+ x0.0	85 x0.0	B+ x0.0	11 x0.0	B+
Proficient x0.0	Proficient x0.0	Proficient x0.0	Proficient x0.0	Developing x0.0	Developing x0.0	Proficient x0.0	Proficient x0.0	Proficient	F x0.0	22 x0.0	B x0.0	62 x0.0	A- x0.0	11 x0.0	B

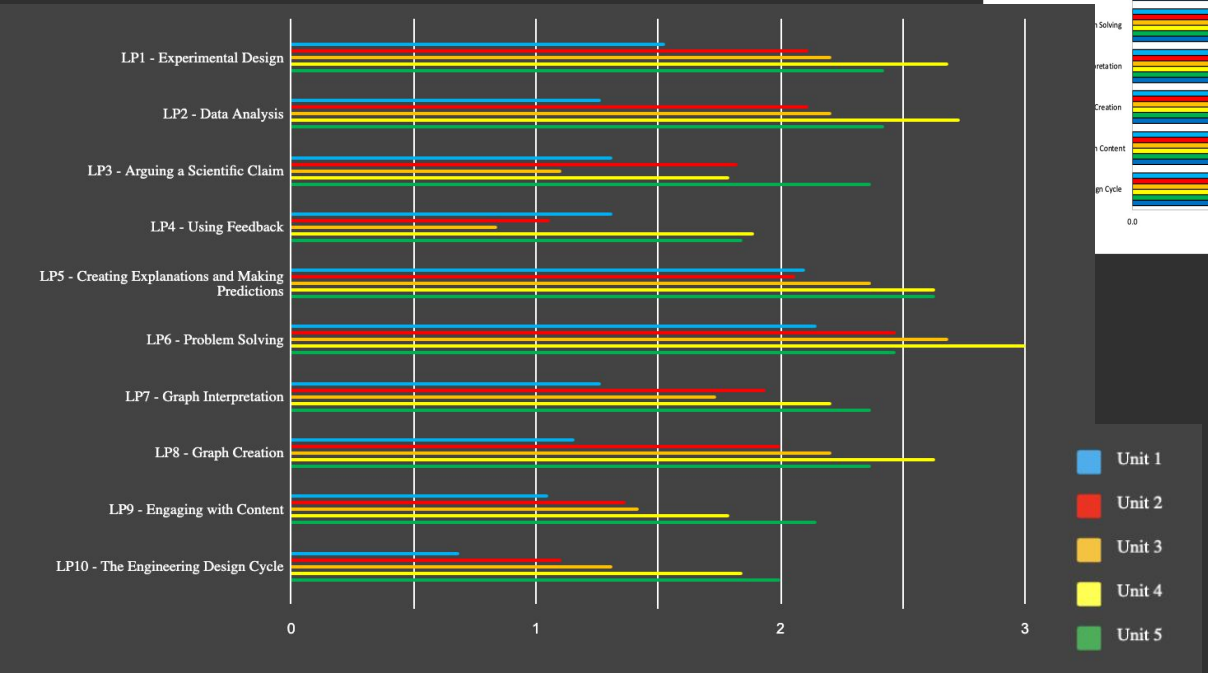
Pins are explanatory comments

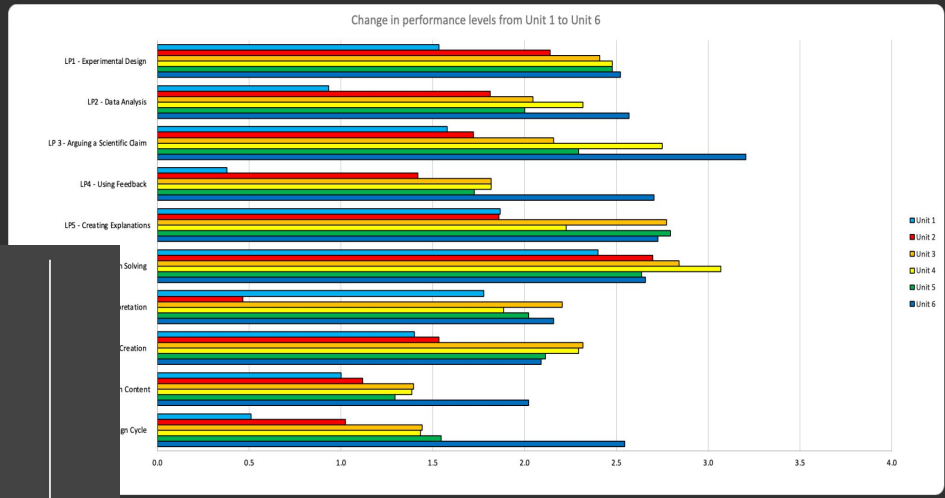
Weight is x0.0

Class Results for 2022-2023



Class Results for 2023-2024, so far





Student Reflection

- identify strengths and weaknesses
- adapt learning strategies to better meet their own needs
- learn from mistakes and understand that learning is a process.

Teacher Reflection

- identify strengths and weaknesses
- adapt teaching strategies to better meet the needs of students
- promote a growth mindset in the classroom.

Supporting Student Success

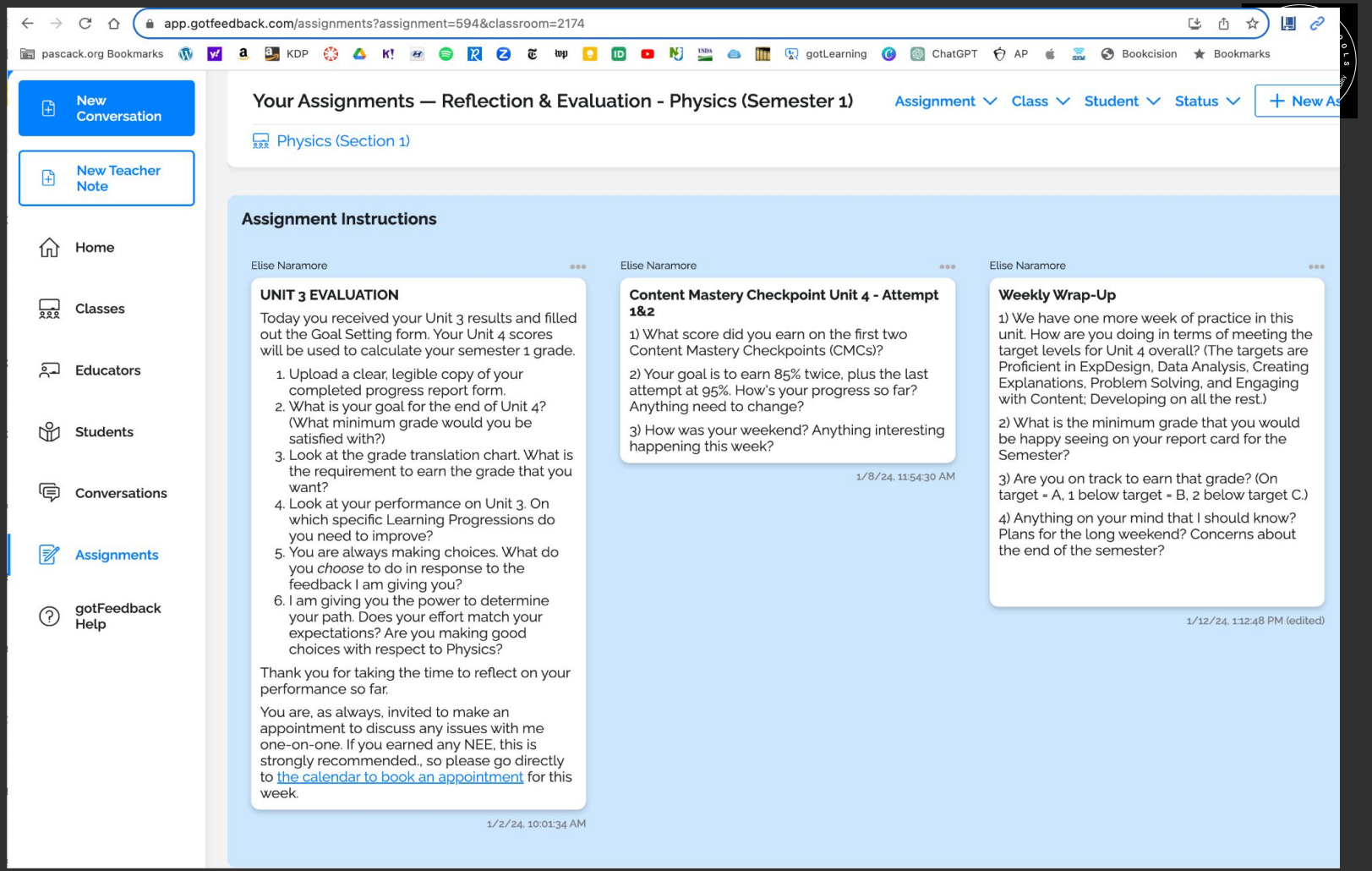
1. “Using Feedback” LP
2. Reflective Writing
3. Score Tracking (POP)
4. Goal Setting
5. Grading Contracts
6. Conferencing

Learning Progression: "Using Feedback"

"The goal is to highlight the changes you made from the previous lab, why you made them, and how you have improved over time."

Not Enough Evidence	Beginning	Developing	Proficient	Advanced	Expert
I did not identify changes that I made since the previous lab report.	I identify changes that I made since the previous lab report.	I describe at least 6 changes that I made since the previous lab report, correlated to feedback from my peers, the instructor, class discussion, or my own understanding of this rubric.	I explicitly state why changes needed to be made (or not made) based on relevant physics or skills requirements.	I correctly and appropriately make changes based upon the feedback received, or correctly state why I chose not to do so. In addition, I request specific feedback from the instructor, identifying areas with which I am uncertain or struggling.	I communicate and document the rationale behind alternate approaches to similar (but not identical) situations, based on feedback received prior to the current attempt. I communicate areas of weakness and document the methodical application of strategies that I used to improve.

Reflective Writing



Score Tracking and Pattern of Performance

Sammy 's Physics Tracking Log

	Labs		Scores Earned			
	Lab Name	Date	LP1	LP2	LP3	LP4
1	Lab 1A	9/7/23	B	B	B	—
2	Lab 1B	9/14/23	D	B	D	B
3	Lab 1C	9/21/23	B	B	B	B
4	Lab 1D	9/28/23			P	
5	Lab 1E	10/5/23	D	D	B	D
6	Lab 2A	10/19/23	P	P	B	B
7	Lab 2B	11/5/23	D	D	D	D
8	Lab 3A	11/21/23	P	P	D	D
9	Lab 3B	11/28/23	P	P	B	D
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

	Checkpoints (aka Unit Tests)		Scores Earned			
Unit	Description (2nd line, upper left)	Date	LP5	LP6	LP7	LP8
1	DC Circuits	10/14	D	D	B	D
2	Magnetism	11/22	D	P	D	D
3	Kinematics A	12/17	D	A	D	P
4	Kinematics B					
5						
6						
7						

Project		Scores Earned	
Project Title	Date Completed	LP9	LP10
Power Gaid	10/21	B	B
Mini Generator	11/28	D	D
Electric Car	12/22	D	D

Conferencing	
	Date Completed
Fall	
Winter	
Spring	
End-of-Year	
Other	

Content Mastery Checkpoints		Scores Earned			
Unit Name	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5
DC Circuits (6)	3.1	4.4	6	4.9	4.7
Magnetism (8)	4.4	5	7	7	5.2
Kinematics A (7)	5.5	6	6	6	6

CMC Goals:
- Earn >75% once = Beginning
- Earn >85% twice = Developing
- Earn >85% at least once plus >95% on the last attempt = Proficient

To earn an A in this class:
- Actively engage in all learning opportunities
- Complete 90+% of labs
- Explicitly state how feedback is being applied
- Do necessary practice outside of class time (aka homework)
- Schedule conferences and extra help when necessary
- Track progress on the learning progressions
- Work towards target in all Practices
- Document progress and provide evidence of learning
- All submitted learning evidence is your authentic work.
- Properly use and maintain materials/equipment used

- The mandatory minimums to pass are:
  - Full, scored lab reports - 16
  - Projects - all (one per unit, ~ 6)
  - Content Mastery Checkpoints - all
  - Unit Tests - all (one per unit, ~ 6)
  - Conferencing - minimum of one time in each of the first three quarters: fall, winter, spring
- You cannot pass this class unless you complete those mandatory quantities. There simply won't be enough evidence for me to evaluate your level of mastery.

Progress Report and Goal Setting

Unit 3 Progress Report & Goal Setting for Unit 4: Honors Physics 2024

Please fill your scores into the 2nd column of this table, and complete the remaining columns.

Standard	What you Earned	Assessment evaluated	Target Levels for Unit 3	Are your scores Below (1 or 2), Meet, or Above Target?	Pattern of Performance (Orange Tracking Log)	Target Levels for Unit 4
Experimental Design	D	Lab 3B: Newton's Second Law (B) AND/OR Lab 3C: Acceleration on an Incline	Proficient	1B	P - M	Proficient
Data Analysis	D		Proficient	1B	D - 1B	Proficient
Arguing a Scientific Claim	P		Developing	1A	P - M	**Proficient**
Using Feedback	P		Developing	1A	P - M	Proficient
Creating Explanations	P	Unit 3 Test	Proficient	M	P - M	Proficient
Problem-Solving	D		Proficient	1B	D - 1B	Proficient
Interpreting Graphs	D		Developing	M	D - 1B	**Proficient**
Creating Graphs	D		Developing	M	D - 1B	**Proficient**
Engaging with Content	B	Content Mastery Checkpoint in combination with Project	Proficient	2B	1B - 2B	Proficient
Engineering Design Process	D	Unit 3 Project: Fan-Powered Car	Developing	M	D - 1B	**Proficient**

Your score summary:

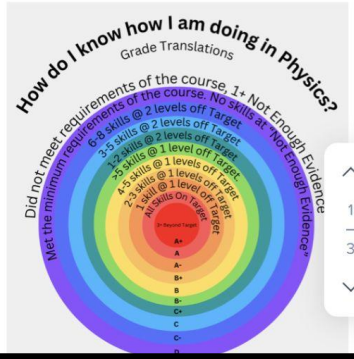
- # of practices at or above the Target Level: 6
- # of practices 1 below the Target Level: 3
  (ex: Target Level was Proficient and you earned Developing.)
- # of practices 2 below the Target Level: 1
  (ex: Target Level was proficient and you earned Beginning.)
- # of practices at "Not Enough Evidence": 0

Translate current achievement levels into a traditional grade, using the graphic: C+

Are you currently achieving your goal? Yes or No.

Do you need any help from me? Yes or No.

As always, I am available for help if you are struggling with any particular skills. Please make an appointment to work one-on-one with me!



1 – 3

Grading Contract

For this class, the end-of-the-year targets are 7 Proficient and 3 Advanced to earn an A. Using the Pattern of Performance, my current scores translate to a grade of B. This will be my *minimum* grade for Physics as long as I complete the following items:

My Personal Action Plan & Next Steps:

- ☑ I have submitted 17 out of 16 formal lab reports. I must submit 0 more labs to earn credit for this class.
- ☑ I complete the Unit 7 test to the best of my ability.
- ☑ I engage with full effort to build and document the Unit 7 project, submitting it by the due date.
- ☑ My work is my own, and no narrative part of any assignment is the same as anyone else's.
- ☑ I complete the reflection assignment to provide evidence of maintaining or improving performance by 6/2.
- ☑ If I need to renegotiate this contract or get support to meet these requirements, I will schedule a follow-up meeting(s) using the calendar link on the task list. The last possible date for EOY Conferencing is 6/7.
- ☑ Specific assigned work (listed below) will help me improve in areas that I find challenging. I will complete these items, showing an authentic effort to maintain or improve performance

- To improve LP5, complete Practice Set 1, handing in on time.
- To improve LP6, complete Practice Set 2, handing in on time.
- To maintain LP7, complete Practice Set 3, handing in on time.

- Recommended: make a followup appt to review + get extra help.

In return for completing the above items, I will earn at least a grade of B no matter how I do on the last set of assessments. If I show improvement, my grade may increase as per the grade translation chart. If I do not complete the items above, this contract is void, and I earn whatever grade the last set of assessments translates into.

My signature below communicates that I understand this contract. If there is ever any question or concern, I can make an appointment to ask questions and get support and clarification.

Conferencing

- Ideally, we do this 3+ times each year
- We examine their body of work looking for patterns of performance.
- Students represent achievement with evidence.
- Students make an appointment for a 10–15 minute conference.
- We discuss their goals, expectations, and strategies.
- We make a plan for future action.
- I incorporate grading contracts or grade negotiations at semesters' ends.

Assessment 3.0:
The Learning Progression Model
by Elise Naramore

reimaginedschools.com

There are many ways to begin this journey!

You can dip in a toe or jump in the deep end. Either way, please use me as a resource.

Email me at edutransformationgrp@gmail.com.

Loads of resources at

https://reimaginedschools.com/