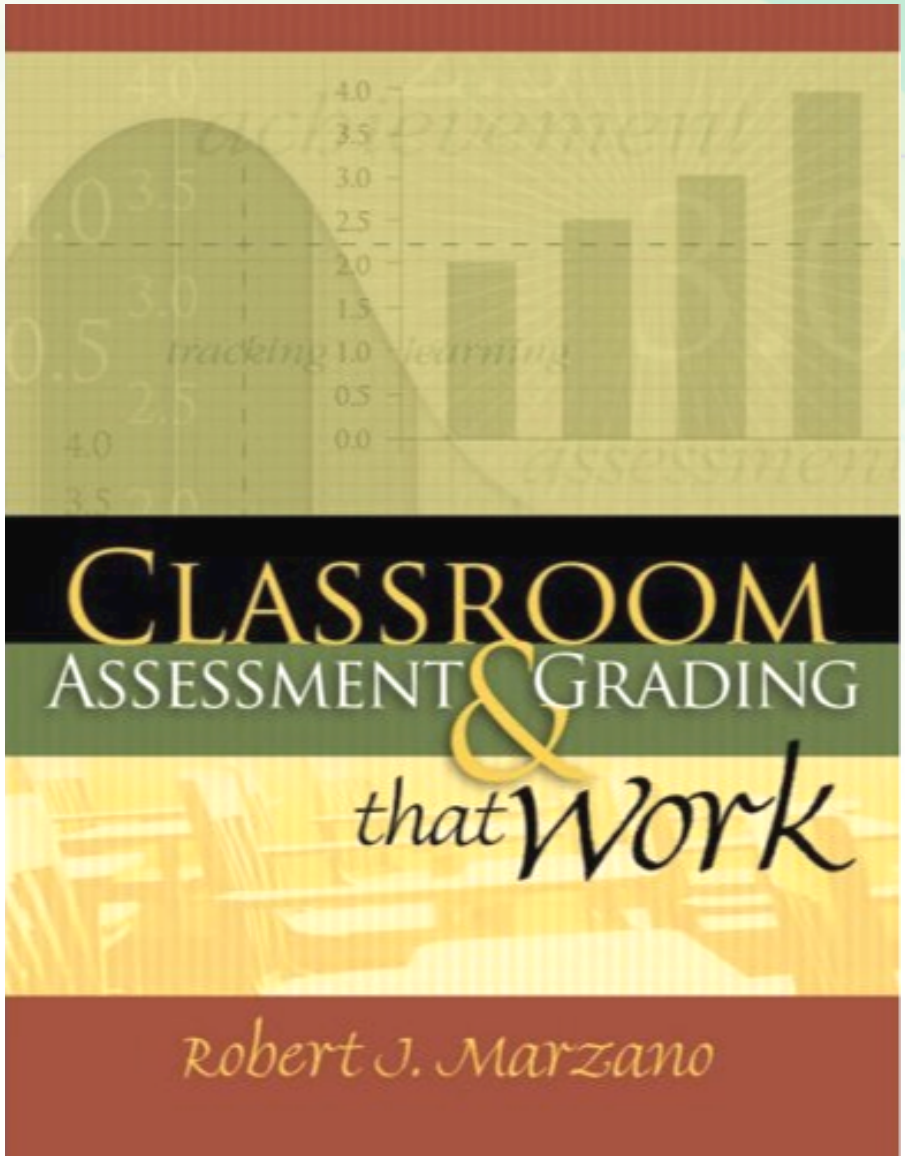
Formative Assessment & Standards-Based Grading: Commitment #1

Robert J. Marzano



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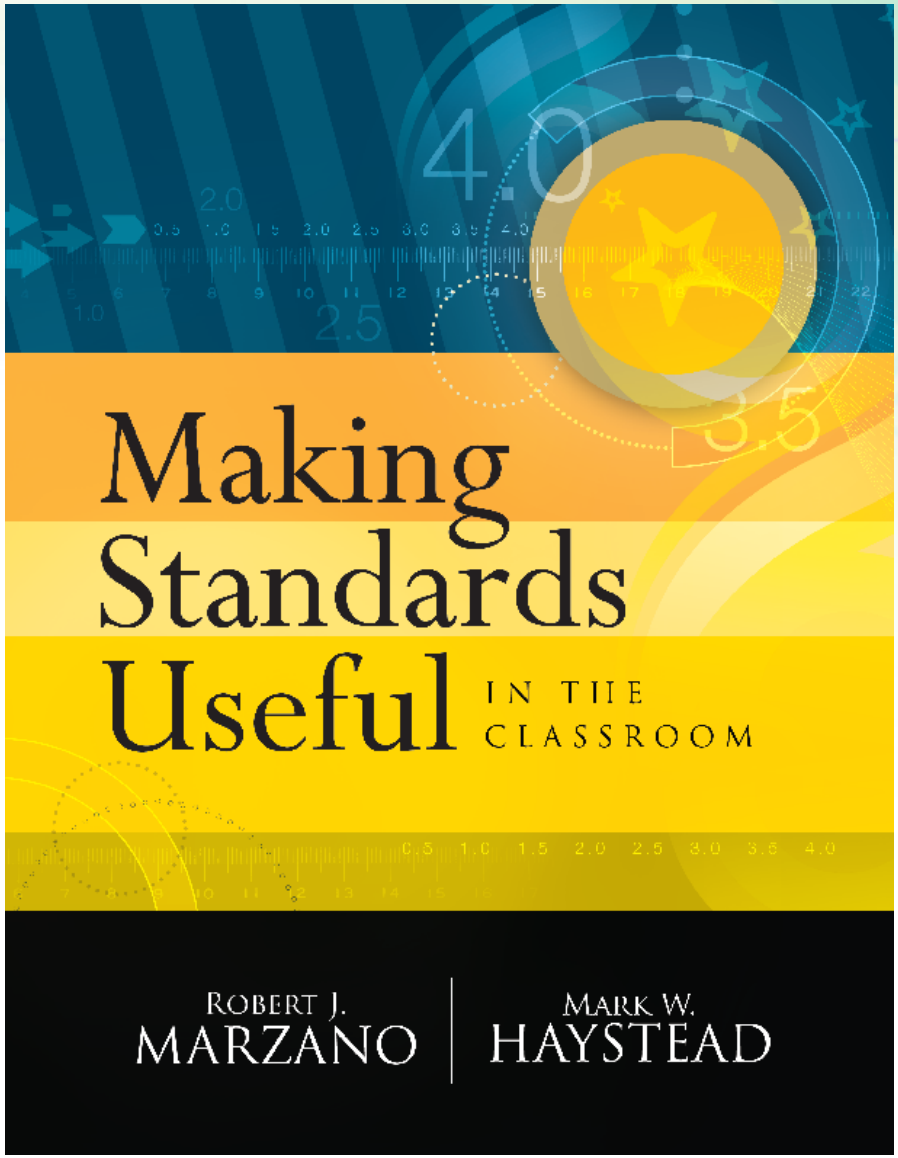

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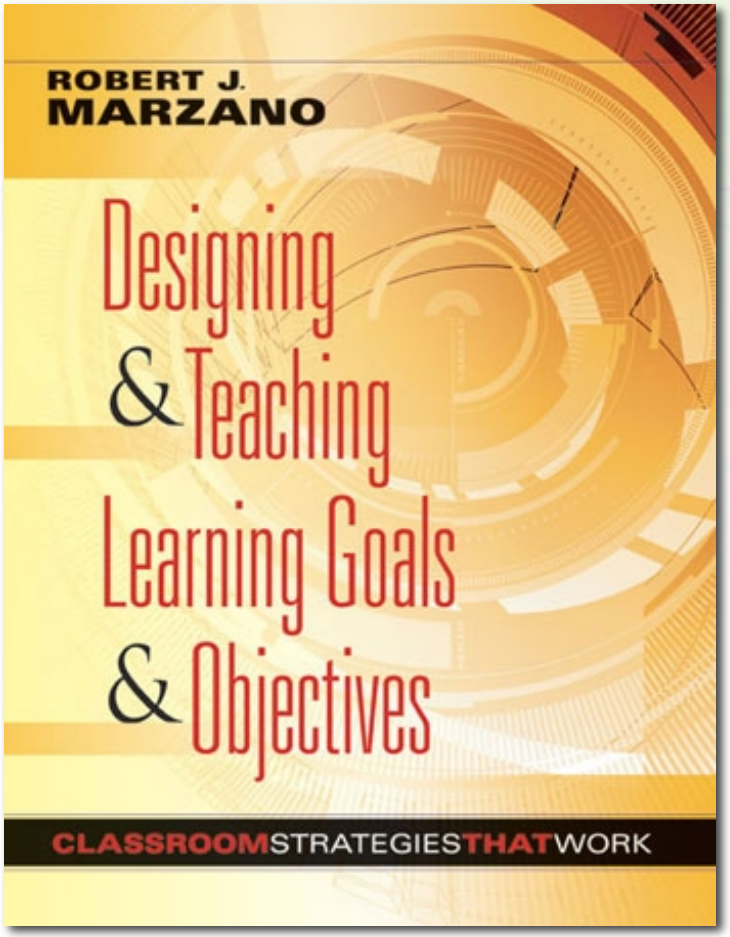

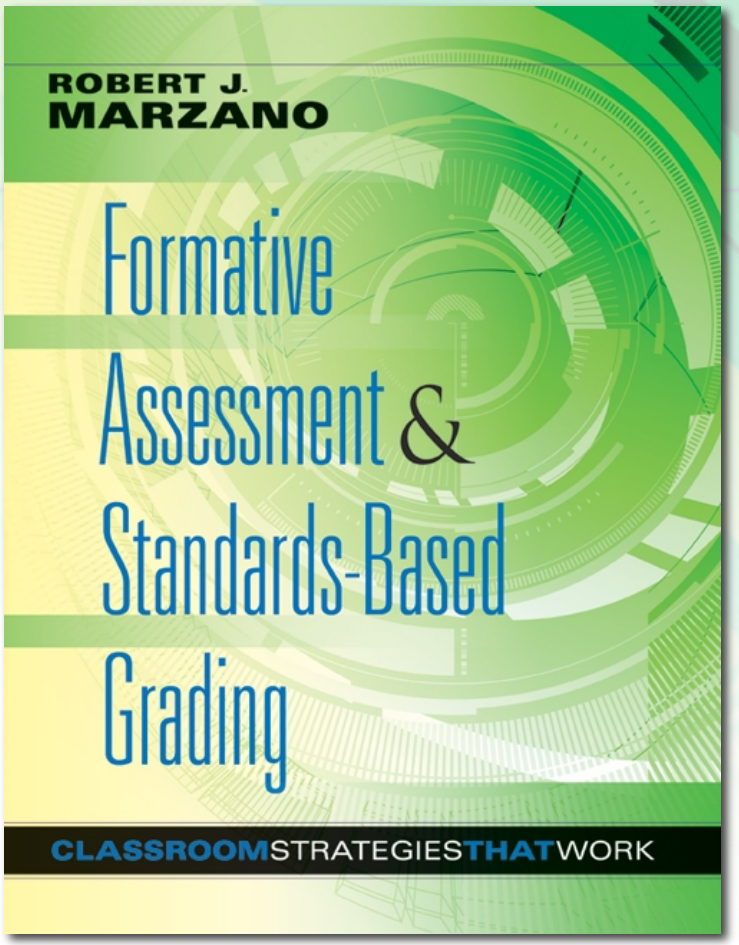

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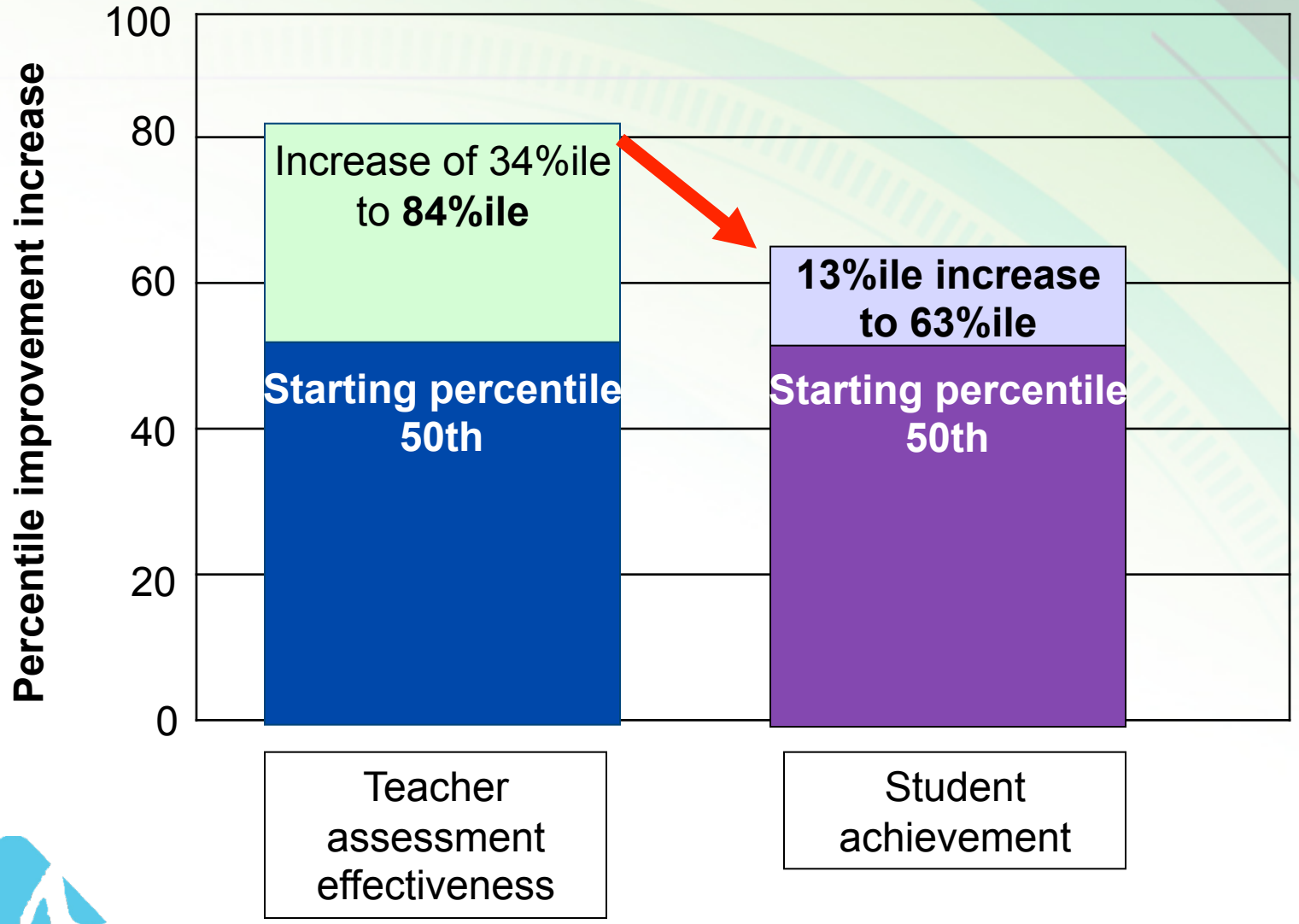

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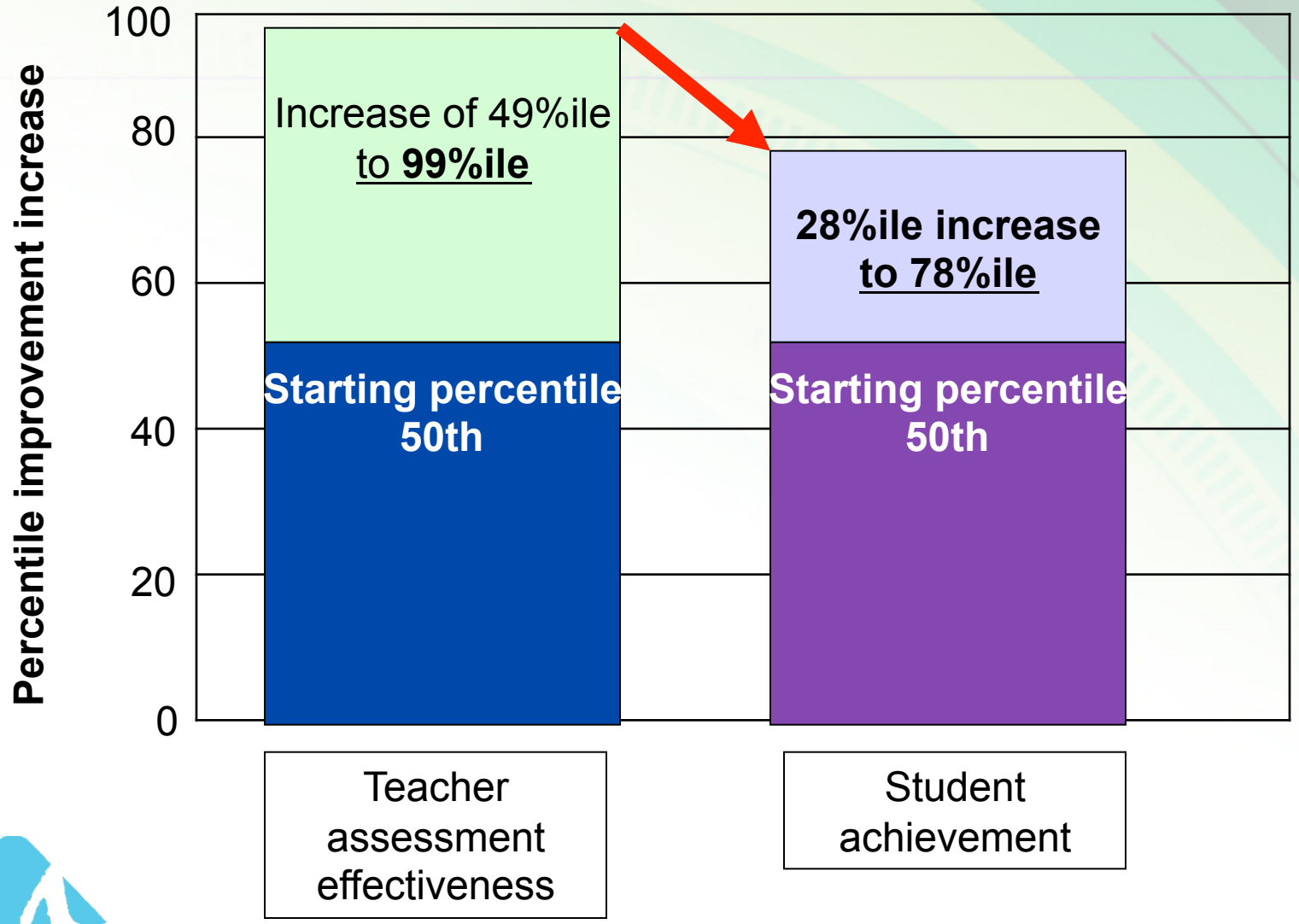

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Feedback from classroom assessments should provide students with a clear picture of their progress on learning goals and how they might improve.

Bangert-Drowns, Kulik, Kulik, & Morgan, 1991

# of Studies	Characteristic of Feedback from Classroom Assessment	Percentile Gain/ Loss
6	Right/wrong	-3
39	Provide correct answers	8.5
30	Criteria understood by student vs. not understood	16
9	Explain	20
4	Student reassessed until correct	20

Feedback from classroom assessments should provide students with a clear picture of their progress on learning goals and how they might improve.

Fuchs & Fuchs 1988		
49	Evaluation by rule (uniform way of interpreting results of classroom assessments using a tight logic)	32

We are in the toddler stage of defining terms like *formative assessment*.

Formative assessment is a process.

It is not a specific type of “test.”

Some Useful Distinctions

Forms of assessment

vs.

Uses of assessments

Forms of Assessment

Obtrusive

Unobtrusive

Student-Generated

Uses of Assessments

Formative Scores

Summative Scores

Instructional Feedback

Formative Scores

- Can be derived from obtrusive, unobtrusive, and student-generated assessments
- Are scored and recorded in some fashion
- Can and should be used to track student progress over time

Keeping Track of my Learning

Student

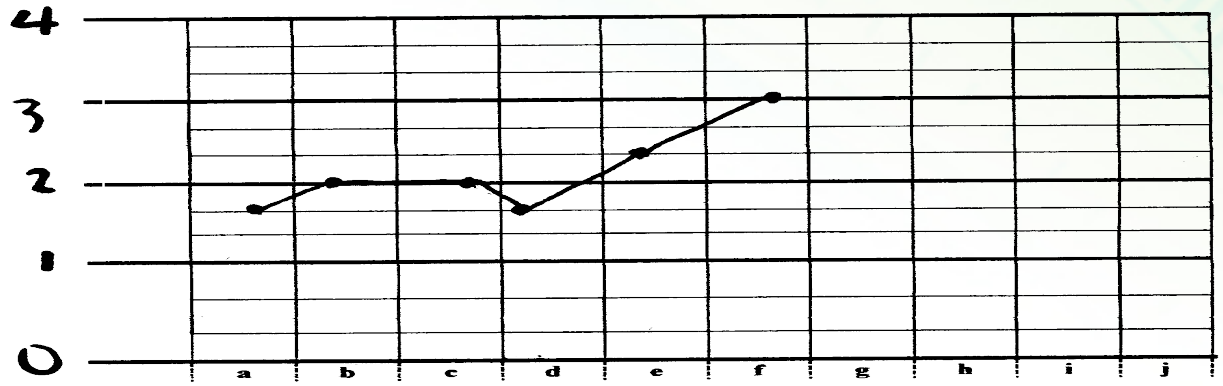
Name L. H.

Learning Goal Understand and use decimals and percents.

My score at the beginning 2- My Goal is to be at 3 by Nov. 30th

Specific things I am going to do to improve: Work 15 min. three times a week.

LEARNING GOAL Decimals and Percents



a Oct. 5th
b Oct. 12
c Oct. 20
d Oct. 30
e ~~Oct.~~ Nov. 12
f Nov 26
g
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Summative Scores

- Can be derived from obtrusive, unobtrusive, and student-generated assessments
- Are scored and recorded in some fashion
- Represent a student's final status after some interval of time
- Can be derived from or informed by a series of formative scores

Student

Keeping Track of my Learning

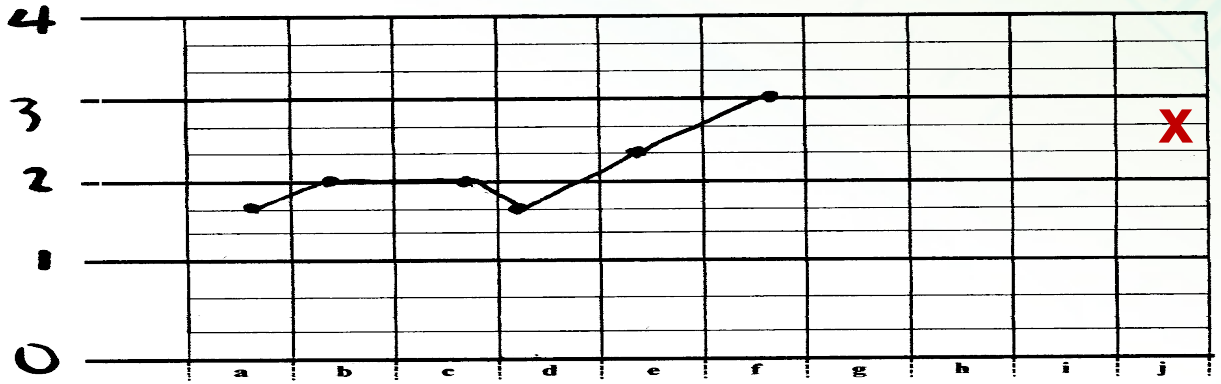
Name L. H.

Learning Goal Understand and use decimals and percents.

My score at the beginning 2- My Goal is to be at 3 by Nov. 30th

Specific things I am going to do to improve: Work 15 min. three times a week.

LEARNING GOAL Decimals and Percents



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Across 14 experimental/control studies conducted at Marzano Research Laboratory,
this practice is associated with a 32 percentile point gain in student achievement.

Instructional Feedback

- Can be derived from obtrusive or unobtrusive (but typically not student-generated) assessments
- Can be scored (but typically are not)
- Is not recorded
- Is used to provide students and teachers with information that should change their behavior

You can’t rely on state tests or standardized tests.

Cizek (2007)

State test for a large Midwestern state: reliability = .87

Subscales: Estimation and mental computation, geometry, measurement, number and number relations, patterns, algebra, problem solving

Subscale reliabilities = .33 to .57

Cizek (2007)

State test for a large Midwestern state: reliability = .87

Subscales: Estimation and mental computation, geometry, measurement, number and number relations, patterns, algebra, problem solving

Subscale reliabilities = .33 to .57

Reliability of differences scores = .015

It might be that the dependability of conclusions about differences in sub-area performance is nearly zero.

In many cases, a teacher who flipped a coin to decide whether to provide the pupil with focused intervention in algebra (heads) or measurement (tails) would be making the decision about as accurately as the teacher who relied on an examination of sub-score differences for the two areas.

You can never rely on a single assessment.

Observed score = true score + error

250 Studies With Classroom Assessments:

SD = 12 points

Reliability = .45

Rel = .45	**70**	**52**	**88**
Rel = .55	70	54	86
Rel = .65	70	56	84
Rel = .75	70	58	82

You can't rely on the 100-point scale.

A. Items 1–10

Ten items that require recall of important but **simpler** content that was explicitly taught

Total for section = ____

B. Items 11–14

Four items that ask for application of **complex** content that was explicitly taught AND in situations similar to what was taught

Total for section = ____

C. Item 15–16

Two items that ask for application in novel situations that **go beyond** what was explicitly taught

Total for section = ____

Total ____ /100

A. Items 1–10

Ten items that require recall of important but **simpler** content that was explicitly taught

Total for section =	/40

B. Items 11–14

Four items that ask for application of **complex** content that was explicitly taught AND in situations similar to what was taught

Total for section =	/40

C. Item 15–16

Two items that ask for application in novel situations that **go beyond** what was explicitly taught

Total for section =	/20

Total /100

A. Items 1–10

Ten items that require recall of important but **simpler** content that was explicitly taught

Total for section =	/40

All correct +

B. Items 11–14

Four items that ask for application of **complex** content that was explicitly taught AND in situations similar to what was taught

Total for section =	/40

Two correct +

C. Item 15–16

Two items that ask for application in novel situations that **go beyond** what was explicitly taught

Total for section =	/20

None correct

Total /100

A. Items 1–10

Ten items that require recall of important but **simpler** content that was explicitly taught

Total for section = 40/40

All correct

+

B. Items 11–14

Four items that ask for application of **complex** content that was explicitly taught AND in situations similar to what was taught

Total for section = 20/40

Two correct

+

C. Item 15–16

Two items that ask for application in novel situations that **go beyond** what was explicitly taught

Total for section = 0/20

None correct

Total 60 /100

A. Items 1–10

Ten items that require recall of important but **simpler** content that was explicitly taught

Total for section = 70/70

All correct

+

B. Items 11–14

Four items that ask for application of **complex** content that was explicitly taught AND in situations similar to what was taught

Total for section = 10/20

Two correct

+

C. Item 15–16

Two items that ask for application in novel situations that **go beyond** what was explicitly taught

Total for section = 0/10

None correct

Total 80

A. Items 1–10

Ten items that require recall of important but **simpler** content that was explicitly taught

Total for section = 20/20

All correct

+

B. Items 11–14

Four items that ask for application of **complex** content that was explicitly taught AND in situations similar to what was taught

Total for section = 20/40

Two correct

+

C. Item 15–16

Two items that ask for application in novel situations that **go beyond** what was explicitly taught

Total for section = 0/40

None correct

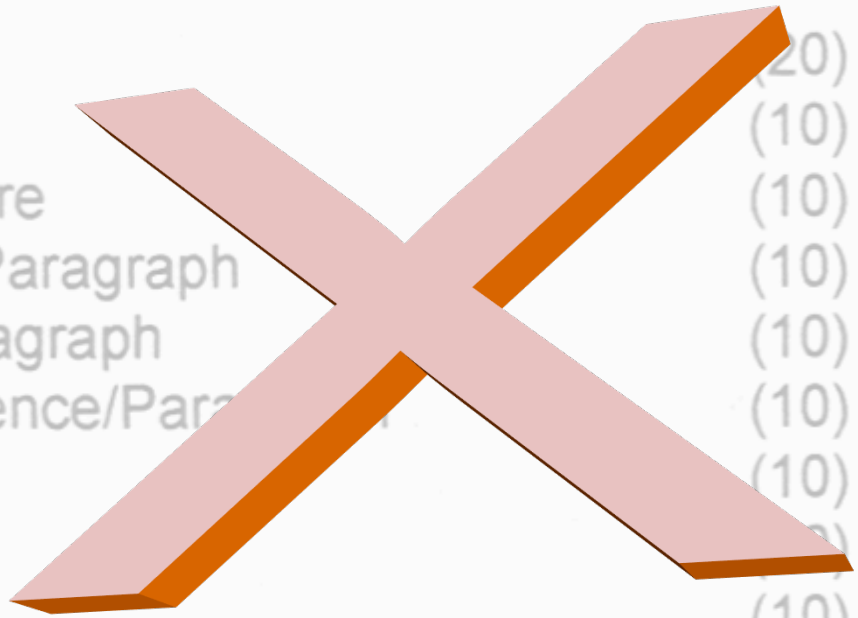
Total 40

This is NOT a Rubric

Name _____

Paragraph/Essay Writing Rubric

Content	(20)	16
Paragraphing	(10)	10
Sentence Structure	(10)	6
Topic Sentence/Paragraph	(10)	10
Details/Body Paragraph	(10)	8
Concluding Sentence/Para	(10)	10
Transitions	(10)	8
Word Choice	( )	8
Spelling	(10)	10
Total Score	(100)	86%



Nice Job!

B

A Generic Template for Rubric Design

4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes (THAT WERE EXPLICITLY TAUGHT).
2	
1	
0	

4	
3	Target learning goal
2	
1	
0	

Topic Grade 8: Atmospheric Processes and Water Cycle

4	
3	An understanding of: • How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes • The effects of temperature and pressure in different layers of Earth's atmosphere
2	
1	
0	

Level 3.0 Items for Science Test on Atmospheric Processes and Water Cycle

- Explain how evaporation affects the climatic pattern in areas around large bodies of water, like the shoreline communities of Lake Michigan.

- Assume that a weather balloon traveled up into the stratosphere. Explain what would happen as it progresses through the various layers of the atmosphere.

4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes.
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes.
1	
0	

4	
3	Target learning goal
2	Simpler learning goal
1	
0	

Topic Grade 8: Atmospheric Processes and Water Cycle

4	
3	**An understanding of:** **• How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes** **• The effects of temperature and pressure in different layers of Earth's atmosphere**
2	**• Recognize and recall basic terms: climatic patterns, atmospheric layers, stratosphere, troposphere.** **• Recognize or recall isolated details such as:** **• Precipitation is one of the processes of the water cycle.** **• The troposphere is one of the lowest portions of the Earth's atmosphere.**
1	
0	

Level 2.0 Items for Science Test on Atmospheric Processes and Water Cycle

- Briefly define the following terms: climatic pattern, atmospheric layers, stratosphere
- Identify which of the following statements are true:
  - The atmosphere is between the troposphere and the stratosphere.
  - The Earth's atmosphere helps protect life on Earth by absorbing ultraviolet radiation.
  - The temperature of the Earth's atmosphere varies with altitude.

4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes.
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes.
1	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
0	

4	
3	Target learning goal
2	Simpler learning goal
1	Partial credit with help
0	

4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes.
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes.
1	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
0	The student provides little or no response. Even with help, the student does not exhibit a partial understanding of the knowledge.

4	
3	Target learning goal
2	Simpler learning goal
1	Partial credit with help
0	Even with help no success

4	In addition to exhibiting level-3 performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class.
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes.
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes.
1	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
0	The student provides little or no response. Even with help, the student does not exhibit a partial understanding of the knowledge.

4	Advanced learning goal
3	Target learning goal
2	Simpler learning goal
1	Partial credit with help
0	Even with help no success

Topic Grade 8: Atmospheric Processes and Water Cycle

4	Infer relationships regarding atmospheric processes and the water cycle.
3	An understanding of: • How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes • The effects of temperature and pressure in different layers of Earth's atmosphere
2	• Recognize and recall basic terms such as: climatic patterns, atmospheric layers, stratosphere, troposphere. • Recognize or recall isolated details such as: • Precipitation is one of the processes of the water cycle. • The troposphere is one of the lowest portions of the Earth's atmosphere.
1	
0	

Level 4.0 Item for Science Test on Atmospheric Processes and Water Cycle

Complete the following analogy and explain why it is accurate: Condensation is to evaporation as _____ is to _____.

Scale

4	In addition to exhibiting level-3 performance, in-depth inferences and applications that go BEYOND what was taught in class
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes
1	With HELP, a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated

4	Advanced learning goal
3	Target learning goal
2	Simpler learning goal
1	Partial credit with help
0	Even with help no success

Three Types of Items

- **Level 2 items:** Simpler details and processes that have been explicitly taught
- **Level 3 items:** Complex ideas and processes that have been explicitly taught
- **Level 4 items:** Inferences and applications that go beyond what was taught

Patterns of Responses

- Student answers L2 items correctly, but not L3 and L4 items.
- Student answers L2 and L3 items correctly, but not L4.
- Student misses all items, but with help can answer some correctly.
- Students misses all items even when helped.

Patterns of Responses

- Student answers L2 items correctly, but not L3 and L4 items. (2.0)
- Student answers L2 and L3 items correctly, but not L4. (3.0)
- Student misses all items, but with help can answer some correctly. (1.0)
- Students misses all items even when helped. (0.0)

The complete scale allows for half-point scores (3.5, 2.5, 1.5, .5).

Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes
1	With HELP, a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated

Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go beyond what was taught in class
	3.5 In addition to exhibiting level 3 performance, partial success at in-depth inferences and applications that go beyond what was taught in class
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
	2.5 No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes
2	No major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes
	1.5 Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes
1	With help, a partial knowledge of some of the simpler and complex details and processes
	.5 With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes
0	Even with help, no understanding or skill demonstrated

A. Items 1–10 Level 2.0

Ten items that require recall of important but **simpler** content that was explicitly taught

All correct +

B. Items 11–14 Level 3.0

Four items that ask for application of **complex** content that was explicitly taught AND in situations similar to what was taught

Two correct +

C. Item 15–16 Level 4.0

Two items that ask for application in novel situations that **go beyond** what was explicitly taught

None correct

Rubric Score:

A. Items 1–10 Level 2.0

Ten items that require recall of important but **simpler** content that was explicitly taught

All correct +

B. Items 11–14 Level 3.0

Four items that ask for application of **complex** content that was explicitly taught AND in situations similar to what was taught

Two correct +

C. Item 15–16 Level 4.0

Two items that ask for application in novel situations that **go beyond** what was explicitly taught

None correct

Rubric Score: 2.5

Some interesting things we've learned along the way…

Assessments can come in many forms in a rigorous rubric-based system.

Remember the 3 Types of Assessments

- Obtrusive
- Unobtrusive
- Student-Generated

Obtrusive Assessments

- Paper and pencil
- Projects
- Probing discussion

Some interesting things we've learned along the way…

Four Basic Approaches

Approach 1:

Summative scores assigned at the end of the grading period.

Keeping Track of my Learning

Student

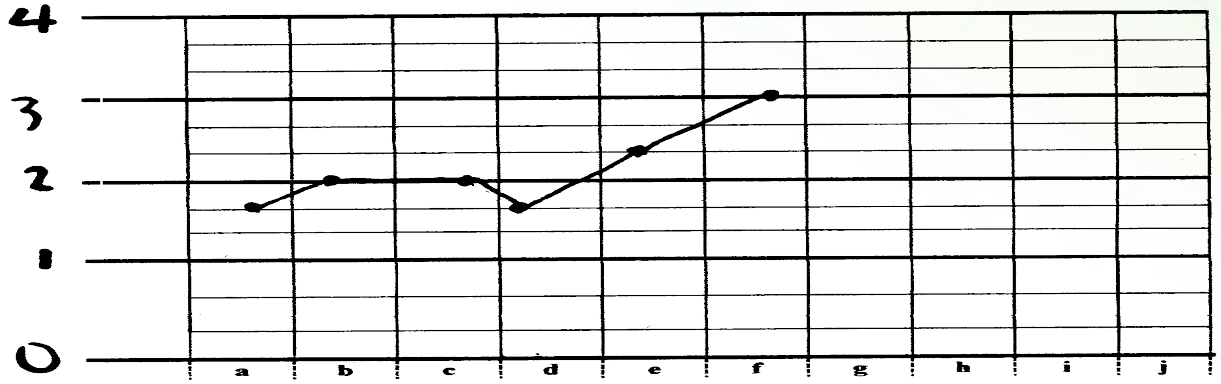
Name L. H.

Learning Goal Understand and use decimals and percents.

My score at the beginning 2- My Goal is to be at 3 by Nov. 30th

Specific things I am going to do to improve: Work 15 min. three times a week.

LEARNING GOAL Decimals and Percents



a Oct. 5th
b Oct. 12
c Oct. 20
d Oct. 30
e ~~Oct.~~ Nov. 12
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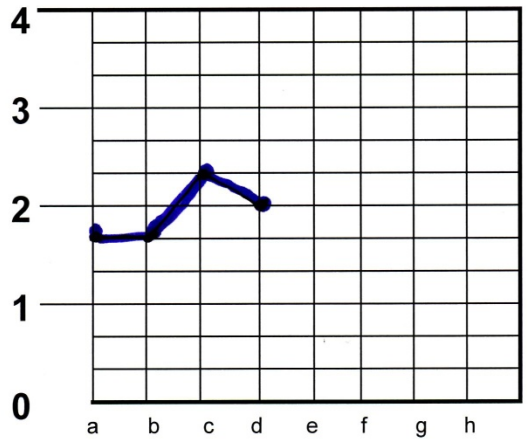
Tracking My Own Learning

Student Name LH Date

Learning Goal

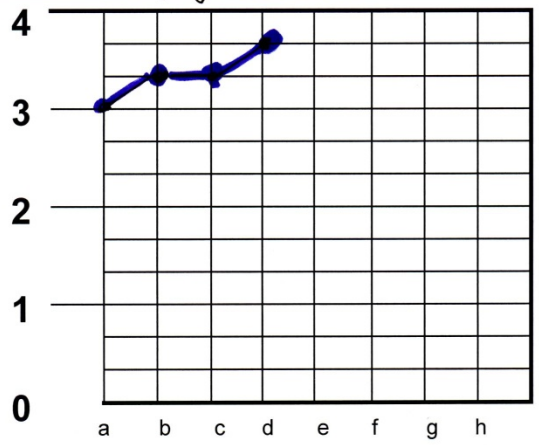
Math: Understand decimals and percents - problem solving



a Oct 10 2-
b Oct 17. 2-
c Oct. 21 2+
d Oct. 30 2
e
f
g
h

Learning Goal

Math: Can do calculations with decimals and percents



a Oct. 10 3
b Oct. 17 3+
c Oct. 21 3+
d Oct 30 4-
e
f
g
h

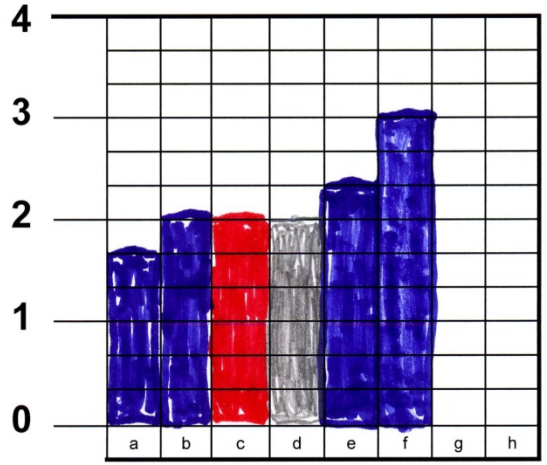
Tracking My Own Learning

Student Name E. H. Date

Learning Goal

Math: Understand and use decimals and percents.

My score at beginning: 2- My goal: 3 by Nov. 30th



a Oct. 5 (2-)
b Oct. 12 (2)
c Oct 19 (2)
d Oct 20 (2)
e Oct 22 (2+)
f Oct 27 (3)!
g
h

4	I make no mistakes; I understand completely
3	I make no major mistakes; maybe little errors but understand what is important
2	I make some major mistakes; my errors show I don't understand some important ideas.
1	I make many major mistakes; I just don't understand yet.

The process of formative assessment, when properly executed, challenges some long-held but unexamined educational practices like…

How do you compute a final score for each student?

Keeping Track of my Learning

Student

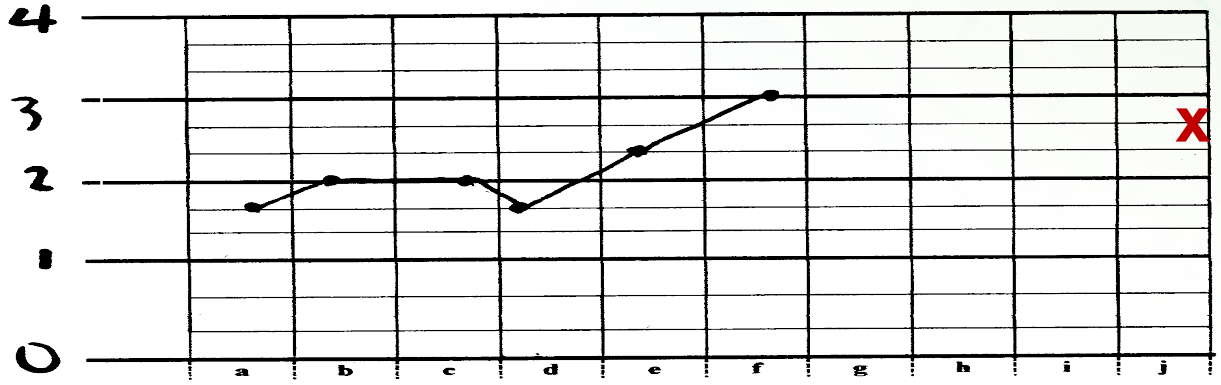
Name L. H.

Learning Goal Understand and use decimals and percents.

My score at the beginning 2- My Goal is to be at 3 by Nov. 30th

Specific things I am going to do to improve: Work 15 min. three times a week.

LEARNING GOAL Decimals and Percents



a Oct. 5th
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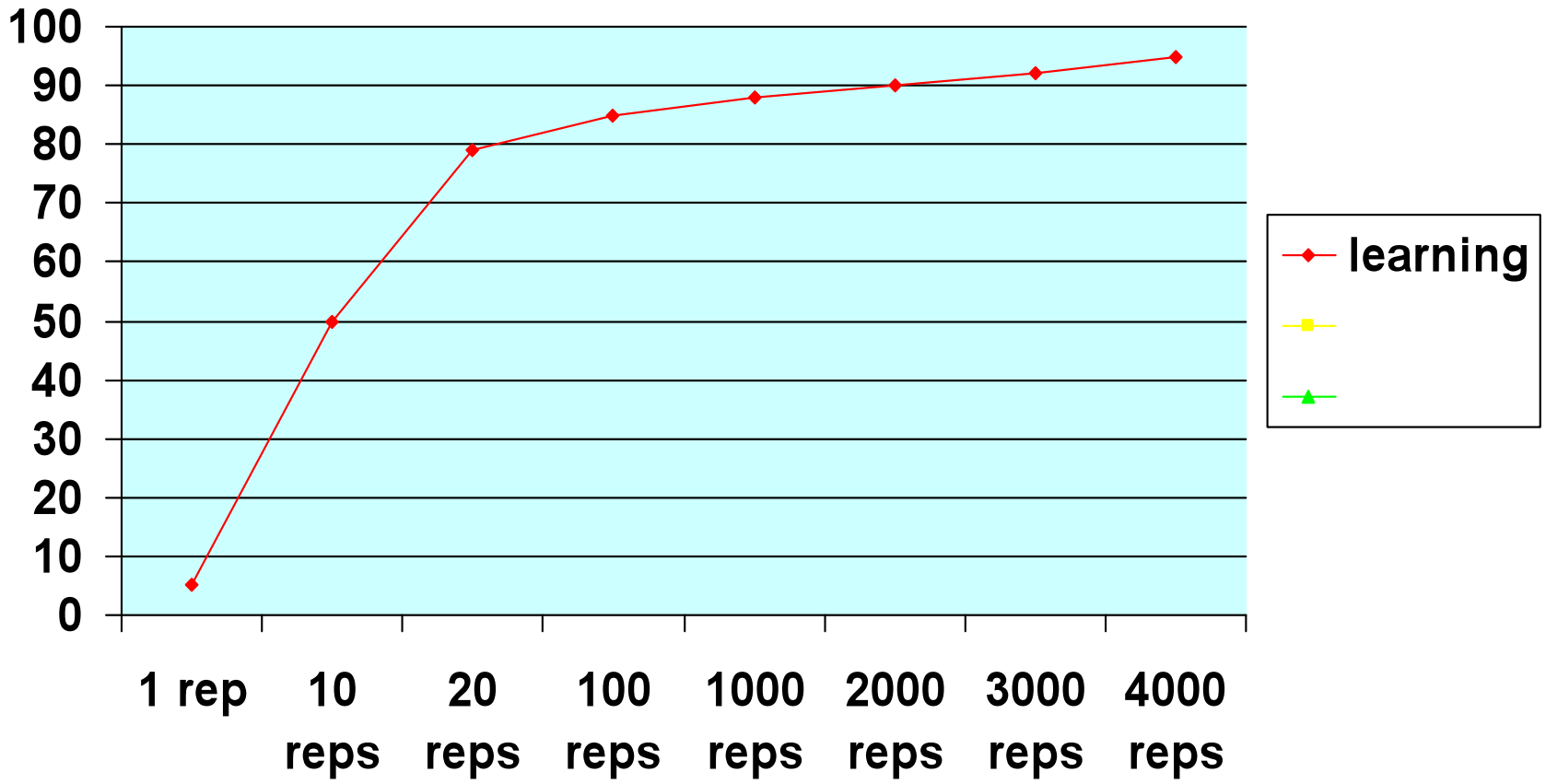
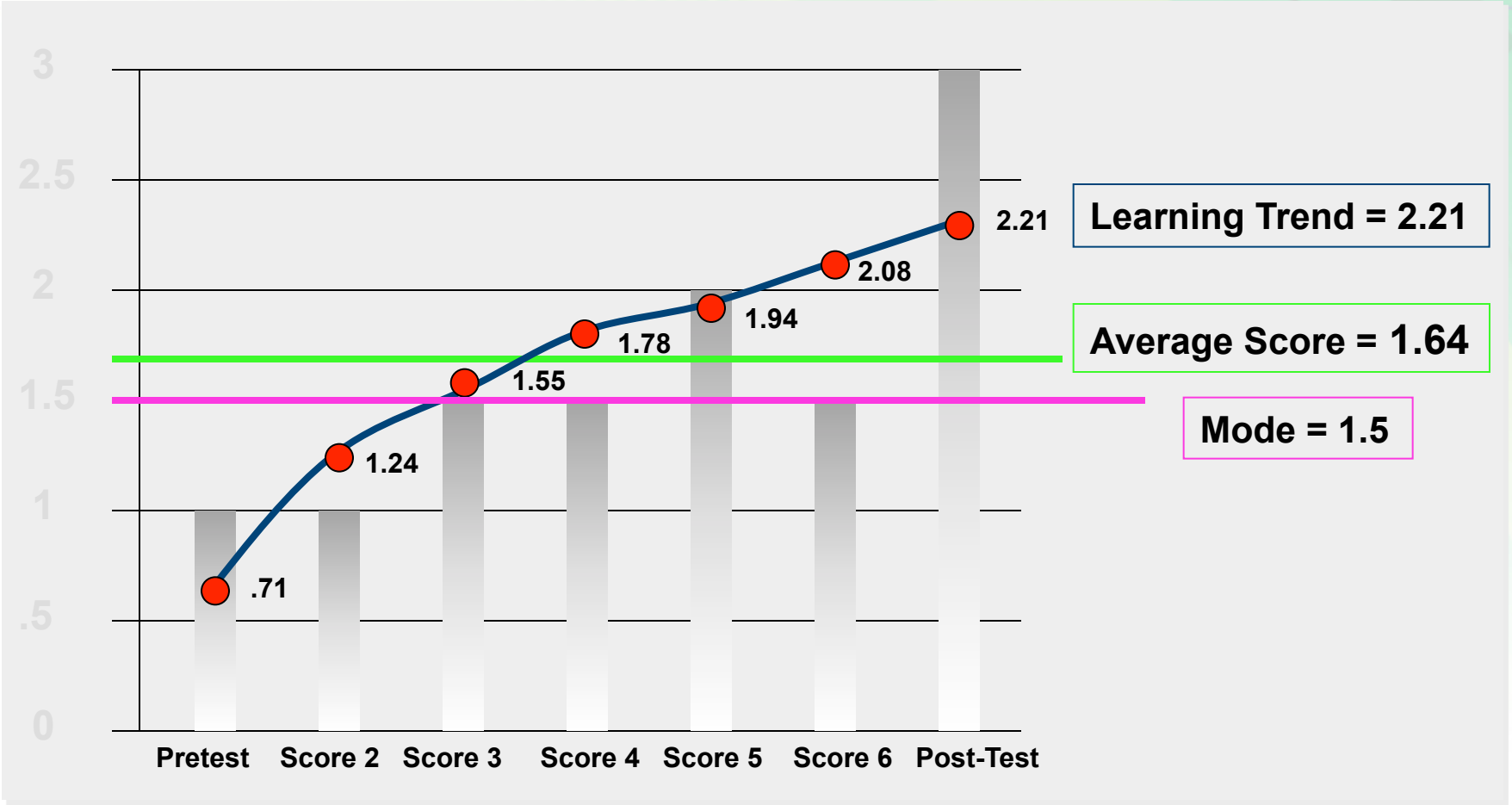
Power Law


100
90
80
70
60
50
40
30
20
10
0
1 rep
10 reps
20 reps
100 reps
1000 reps
2000 reps
3000 reps
4000 reps
learning

Power Law

Observed Score	1	1	1.5	1.5	2	1.5	3



REMEMBER!

You can never rely on a single assessment.

There is no such thing as a valid or reliable test; there is only valid or reliable use of the information gleaned from a test.(paraphrase)

— David Frisbie
Former president, NCME

Approach 2:

Gradual accumulation of a summative score.

In this system, you stop assessing at a specific scale value once you are ***reasonably*** sure that a student has attained that score value.

Student 1

1.0	

Student 1

1.0	
1.5	

Student 1

1.0	
1.5	
2.0	

Student 1

1.0	
1.5	
2.0	
2.5	

Student 1

1.0	
1.5	
2.0	
2.5	
3.0	

Student 1

1.0	
1.5	
2.0	
2.5	
3.0	

Student 1

1.0	3.5
1.5	3.5
2.0	
2.5	
3.0	

Student 2

2.5	

Student 2

2.5	
3.0	

Student 2

2.5	
3.0	
3.5	

Student 2

2.5	
3.0	
3.5	
4.0	

Student 3

3.5	

Student 3

3.5	
4.0	

For any given student, you use as many or as few assessments as are needed to make a valid and reliable judgment.

Student 1: 7 Assessments

1.0	3.5
1.5	3.5
2.0	
2.5	
3.0	

Student 2: 4 Assessments

2.5	
3.0	
3.5	
4.0	

Student 3: 2 Assessments

3.5	
4.0	

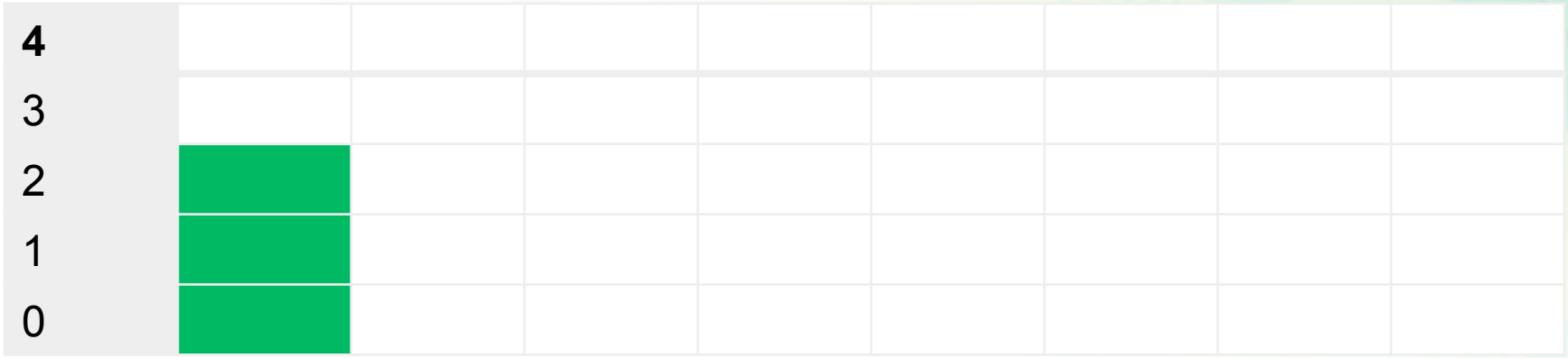
Approach 3:

The whole class progresses as one.

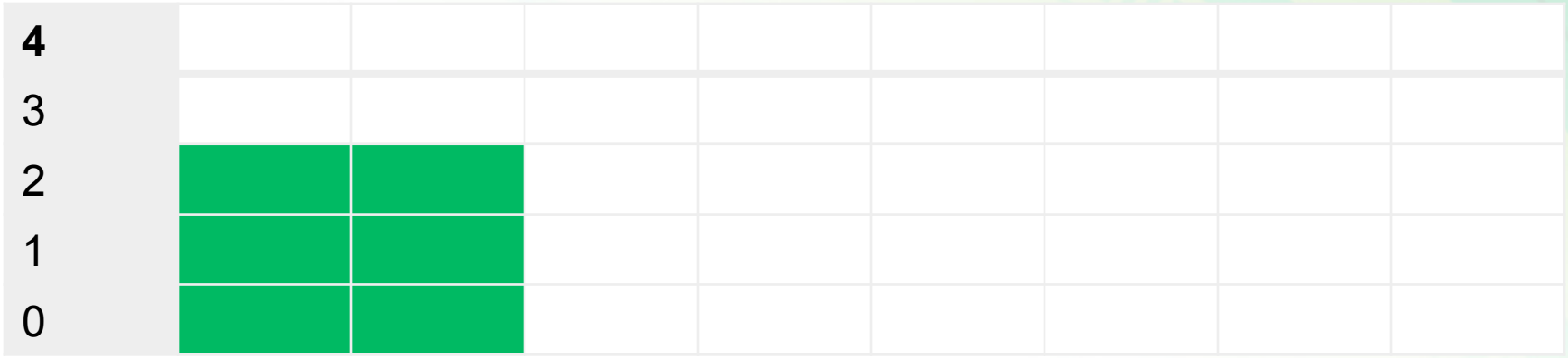
Highest Possible Score: 2.0

4								
3								
2								
1								
0								

Highest Possible Score: 2.0



Highest Possible Score: 2.0



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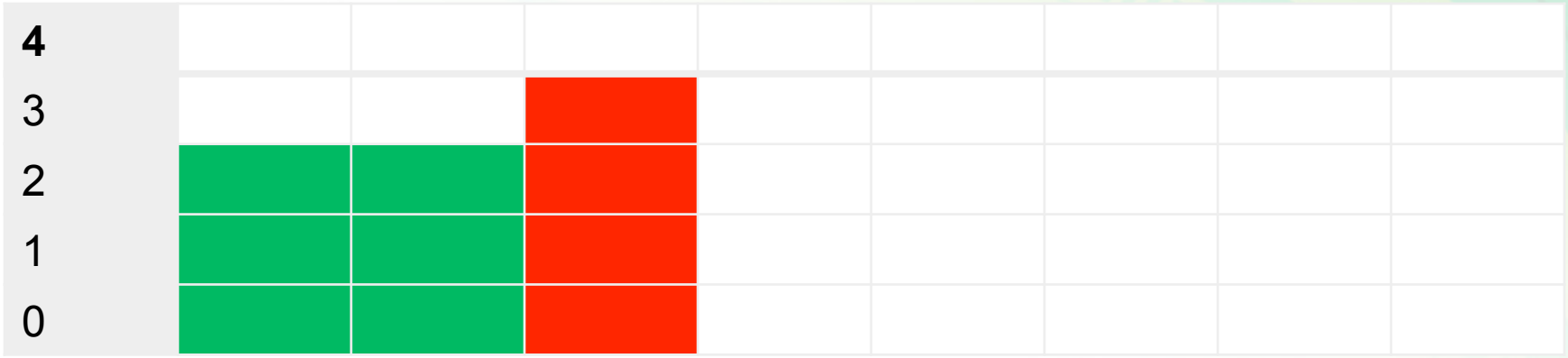


Highest Possible Score: 3.0

Marzano Research Laboratory
Powered by Solution Tree

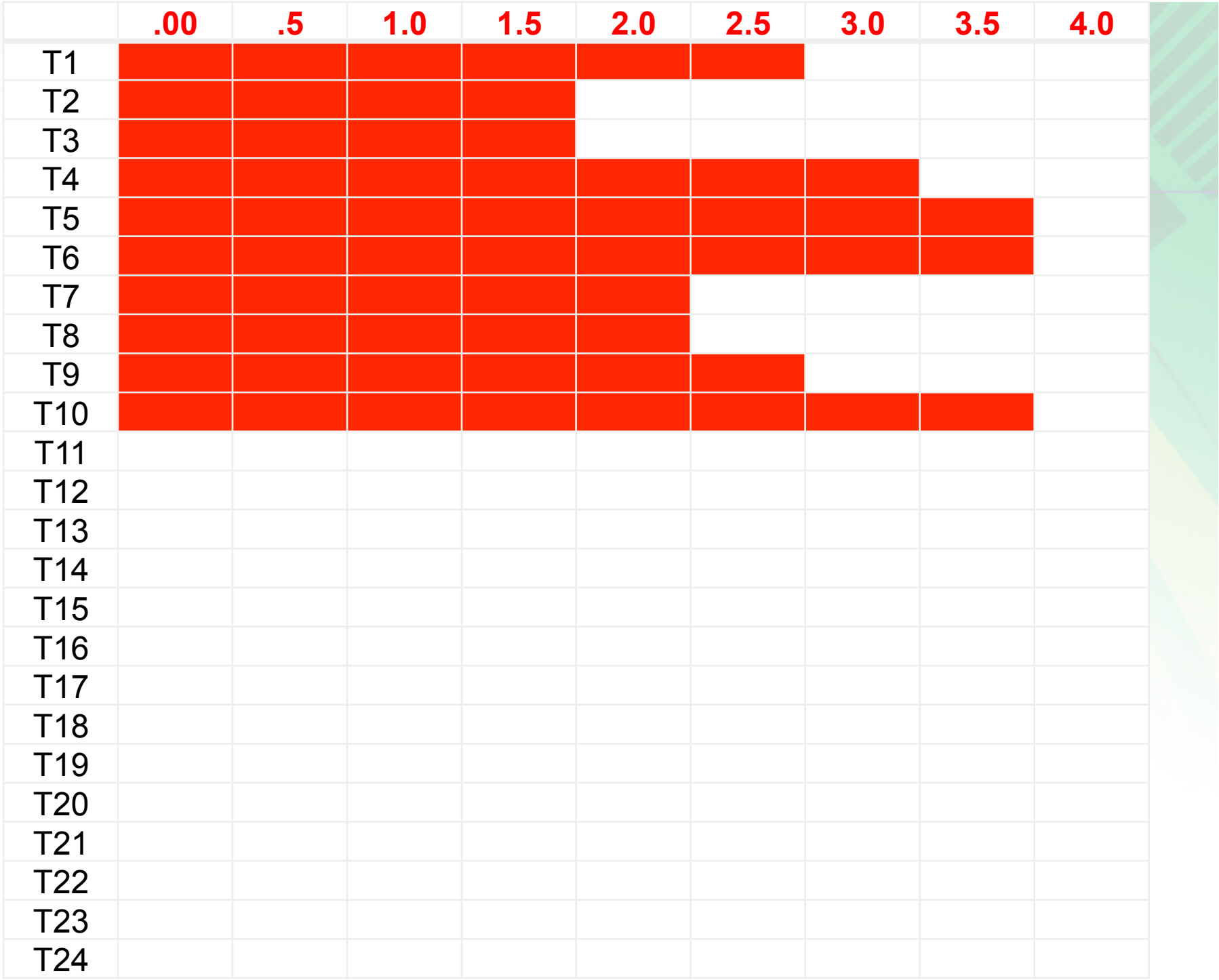
Highest Possible Score: 3.0

Highest Possible Score: 4.0

Approach 4:

Continual improvement throughout the year.

Students track their progress the entire year.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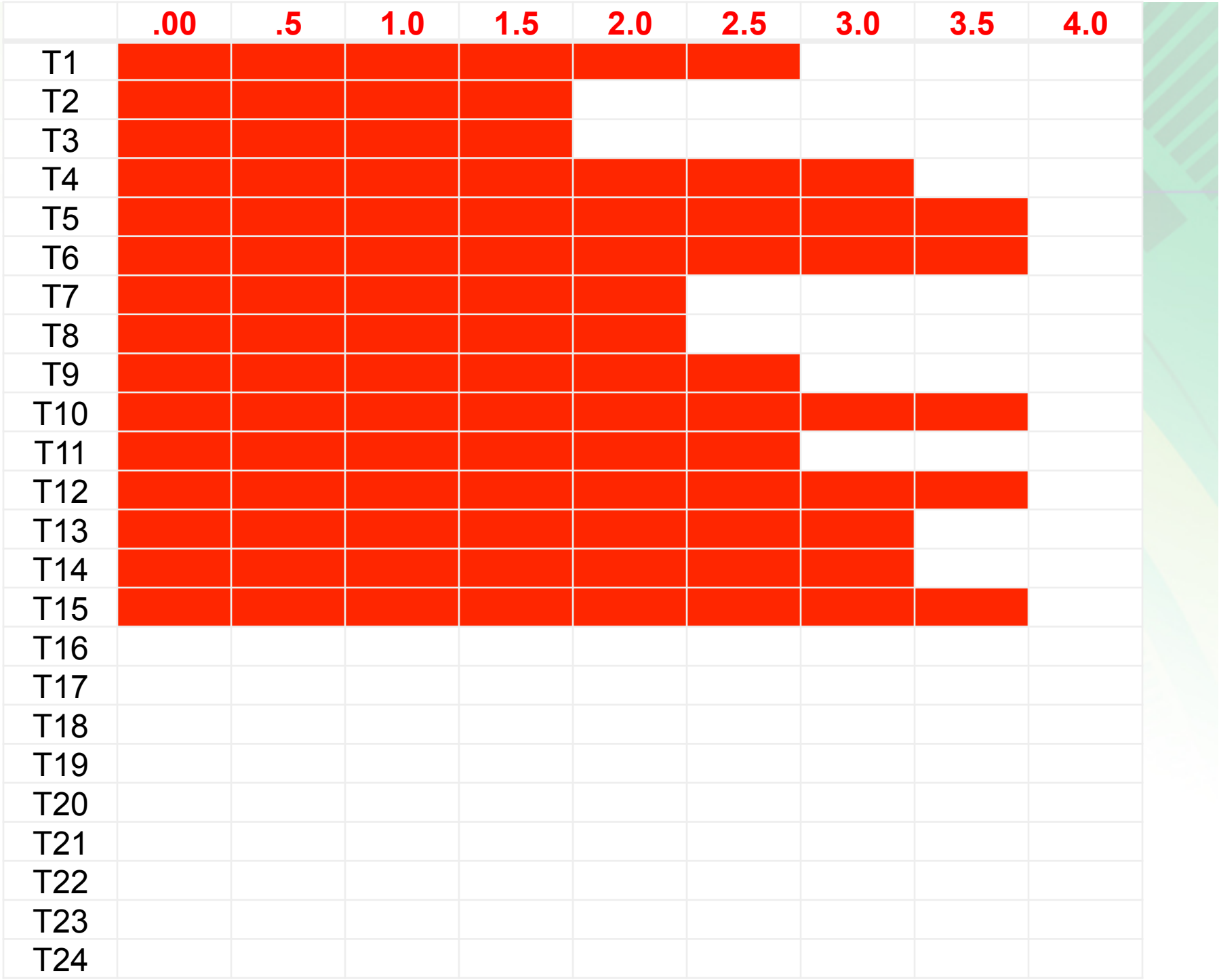
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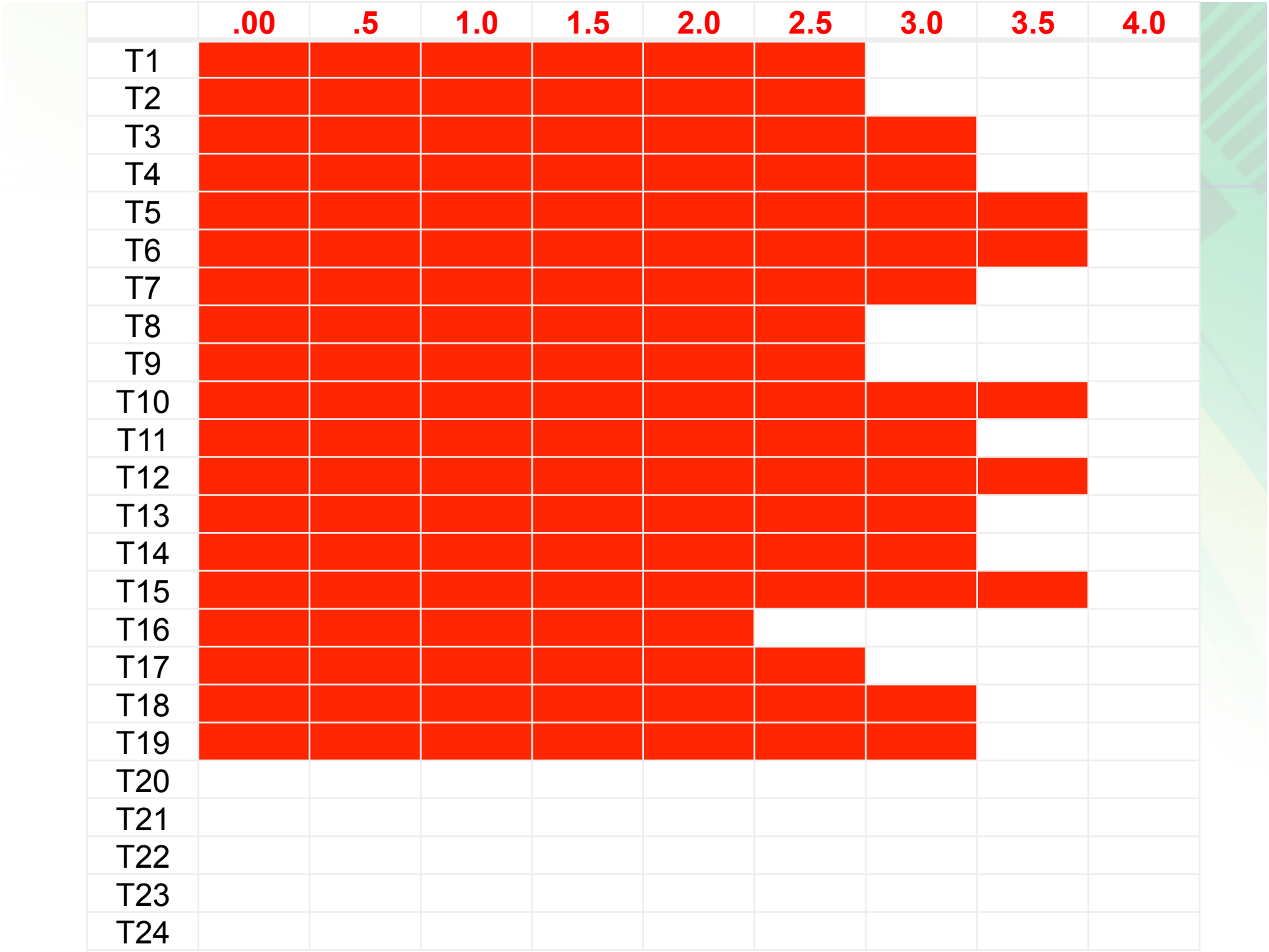
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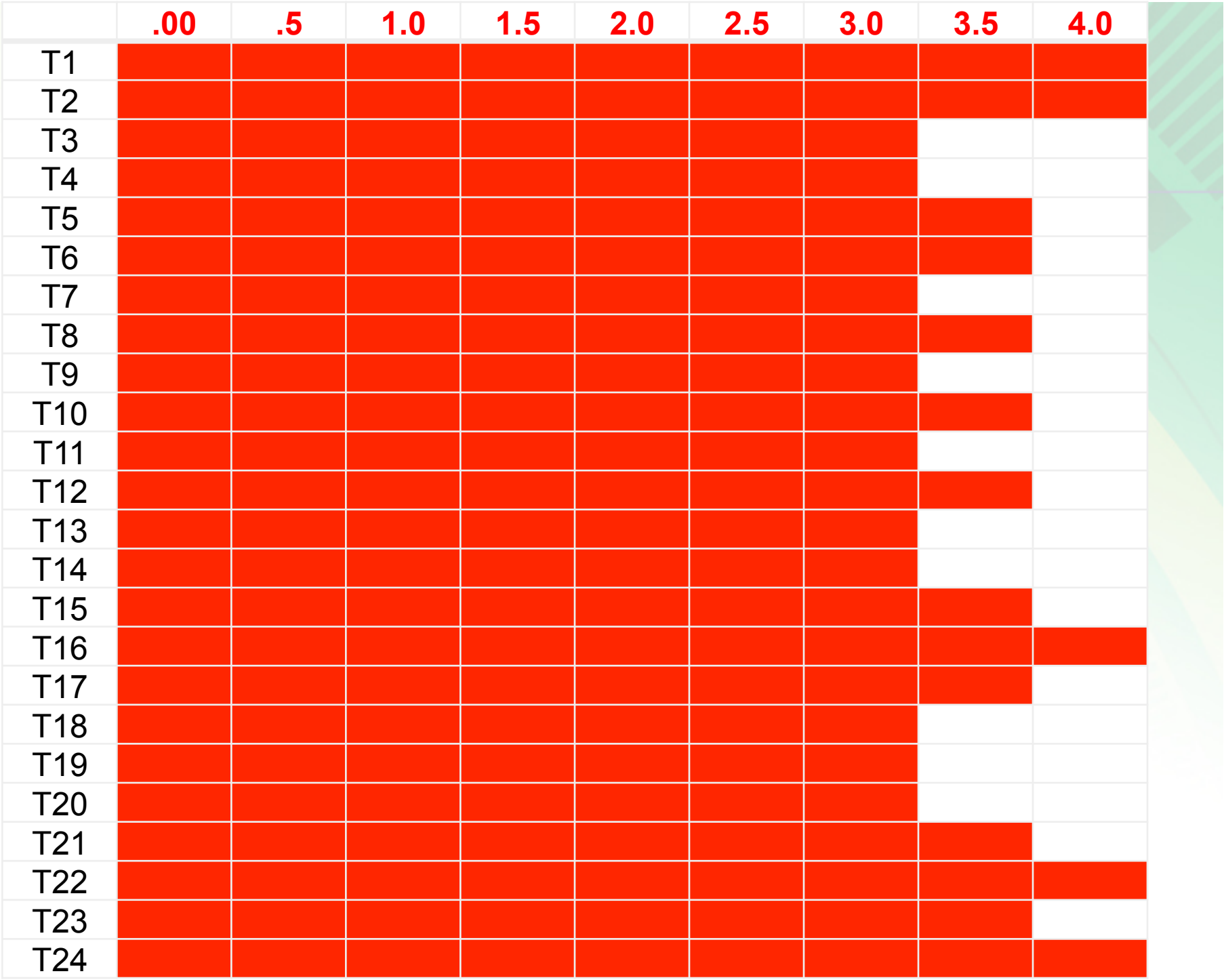
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4 Approaches

1. Summative score assigned at the end of the grading period.
2. Gradual accumulation of a summative score.
3. The whole class progresses as one.
4. Continual improvement throughout the year.

Some interesting things we've learned along the way…

Have students flesh out the meaning of the scale.

4	
3	**I know it just the way my teacher taught it.**
2	
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4	
3	I know it just the way my teacher taught it.
2	**I know some of the simpler stuff but can't do the harder parts.**
1	
0	

4	**I know it even better than my teacher taught it.**
3	I know it just the way my teacher taught it.
2	I know some of the simpler stuff but can't do the harder parts.
1	
0	

4	I know it even better than my teacher taught it.
3	I know it just the way my teacher taught it.
2	I know some of the simpler stuff but can't do the harder parts.
1	**With some help,** **I can do it.**
0	

4	I know it even better than my teacher taught it.
3	I know it just the way my teacher taught it.
2	I know some of the simpler stuff but can't do the harder parts.
1	With some help, I can do it.
0	**Even with help, I can't do it.**

Reporting Topic: Literary Analysis in Reading, Grade 5

Score 3.0: While reading grade-appropriate text:

- Identify implied themes (e.g., observing that the implied theme in *The Emperor's New Clothes* is the ability to resist peer pressure).
- Describe the function and effect of common literary devices such as imagery, metaphor, and symbolism (e.g., observing that the purpose of imagery is to put a vivid image in the reader's head).

Reporting Topic: Literary Analysis in Reading, Grade 5

Score 3.0: While reading grade-appropriate text:

- Explain what is happening in the story and show which parts tell you what is happening. (For example, in the story…)
- Explain that imagery, metaphor, and symbolism are different ways authors interest readers. Be able to show examples of these in stories and explain how they help the story. (For example, in the story…)

Eventually a district or school has to address the issue of report cards with some rigor and courage.

Change your report cards to be standards-based using a formative process.

3.00 – 4.00 = A

2.50 – 2.99 = B

2.00 – 2.49 = C

1.50 – 1.99 = D

Below 1.50 = F

3.50 – 4.00 = Advanced

2.50 – 3.49 = Proficient

1.50 – 2.49 = Basic

Below 1.50 = Below Basic

Conversion to %

4.0	=	100%
3.5	=	95%
3.0	=	90%
2.5	=	80%
2.0	=	70%
1.5	=	65%
1.0	=	60%
Below 1.0	=	50%

Blatchley Middle School

601 Salmon Crest Road
Sitka, AK 99835
(907) 747-1212

Standards Report Card

School Year: **2002-2003**
Grade: **06**

Student: **Smith, Jane**

Course	Teacher	Performance Over Time Qtr 1	Qtr 2	Qtr 3	Qtr 4
Social Studies	**Ms. Peacock**	**C**	**C**		
Places and Regions		**1.90**	**3.00**		
Role of the Citizen		**3.70**	**3.10**		
Using Geography		**2.90**	**2.20**		
Historical Skills and Processes		**1.70**			
Life Skills Grade		**3.1**	**3.5**		
Work Ethic		**2.6**	**3.1**		
Participation		**3.4**	**3.7**		
Courtesy Respect		**3.3**	**3.2**		
Absences		**0**	**0**		
Tardies		**0**	**0**		
Teacher Comments: Too many incompleted assignments.					
Science	**Prof. Plum**	**B**	**C+**		
Cultural Heritage and Traditions of Community		3.50	3.50		
Diversity		3.30	3.20		
Relationships in the Environment			2.65		
Environmental changes		3.70	3.70		
Use science to describe the local environment		2.70			
Molecules to Ecosystems		3.50	3.60		
Life Skills Grade		**3.3**	**2.8**		
Work Ethic		3.5	3.0		
Participation		3.0	2.6		
Courtesy Respect		3.5	3.0		
Absences		0	0		
Tardies		0	0		
Teacher Comments: Glad to have your child in class. Not completing assigned projects.					

Sitka High School

1000 School Street
Sitka, AK 99835
(907) 747-1212

Standards Report Card

School Year: **2002-2003**
Grade: **10**

Student: **Smith, Jack**

Course	Teacher	Performance Over Time					
		Qtr 1	Sem 1	Final	Qtr 3	Sem 2	Final
IND & TEAM SPOR	**Mr. Jordan**	**A**	**A**	**A**			
Content (85% of Final Grade)				**3.8**			
Personal Behavior		**3.50**	**3.70**				
Physical Activity/Knowledge		**3.90**	**3.80**				
Social Behavior		**4.00**	**4.00**				
Movement Concepts and Motor Skills		**3.70**	**3.80**				
Life Skills (15% of Final Grade)				**3.8**			
Work Ethic		**4.0**	**4.0**				
Participation		**3.7**	**3.7**				
Courtesy/Respect		**3.5**	**3.7**				
Absences		**0**	**2**	**2**			
Tardies		**0**	**0**	**0**			
Teacher Comments:							
ENGLISH 10 0110	**Ms. Wilson**	**C-**	**C-**	**C-**			
Content (85% of Final Grade)				**2.4**			
Speaks well for variety of puposes and audiences		2.00	2.00				
Comprehends text		3.30	3.30				
Analyzes and evaluates themes							
Analyzes literary elements		3.30	3.30				
Writes compositions			2.50				
Writes for a variety of purposes and audiences		2.60	2.70				
Uses conventions of English		1.40	1.40				
Cites sources			1.30				

Report Card With Overall Grades

Name:	Aida Haystead	**Subject Areas:**	
Address:	123 Some Street	Language Arts	B
City:		Mathematics	B
Grade Level:	5	Science	D
Homeroom:	Ms. Becker	Social Studies	A
		Art	B

Language Arts

:

Word Recognition and Vocabulary	3.5	
for Main Idea	2.5	
Literary Analysis	3.0	
Writing:		
Language Conventions	4.0	
Organization and Focus	2.0	
Research and Technology	1.5	
Evaluation and Revision	2.5	
Writing Applications	1.0	
Listening and Speaking:		
Comprehension	3.0	
Organization and Delivery	3.5	
Analysis and Evaluation of Oral Media	2.0	
Speaking Applications	2.0	
Life Skills:		
Participation	4.0	
Work Completion	3.0	
Behavior	4.0	
Working in Groups	2.5	

Name:	**Aida Haystead**
Address:	123 Some Street
City:	
Grade Level:	5
Homeroom:	Ms. Becker

Subject Areas:	
Language Arts	B
Math	B
Science	D
Social Studies	A
Art	B

Language Arts

Word Recognition and Vocabulary	3.5
For Main Idea	2.5
Literary Analysis	3.0
Writing:	
Language Conventions	4.0
Organization and Focus	2.0
Research and Technology	1.5
Evaluation and Revision	2.5
Writing Applications	1.0
Listening and Speaking:	
Comprehension	3.0
Organization and Delivery	3.5
Analysis and Evaluation of Media	2.0
Speaking Applications	2.0
Life Skills:	
Participation	4.0
Work Completion	3.0
Behavior	4.0
Working in Groups	2.5

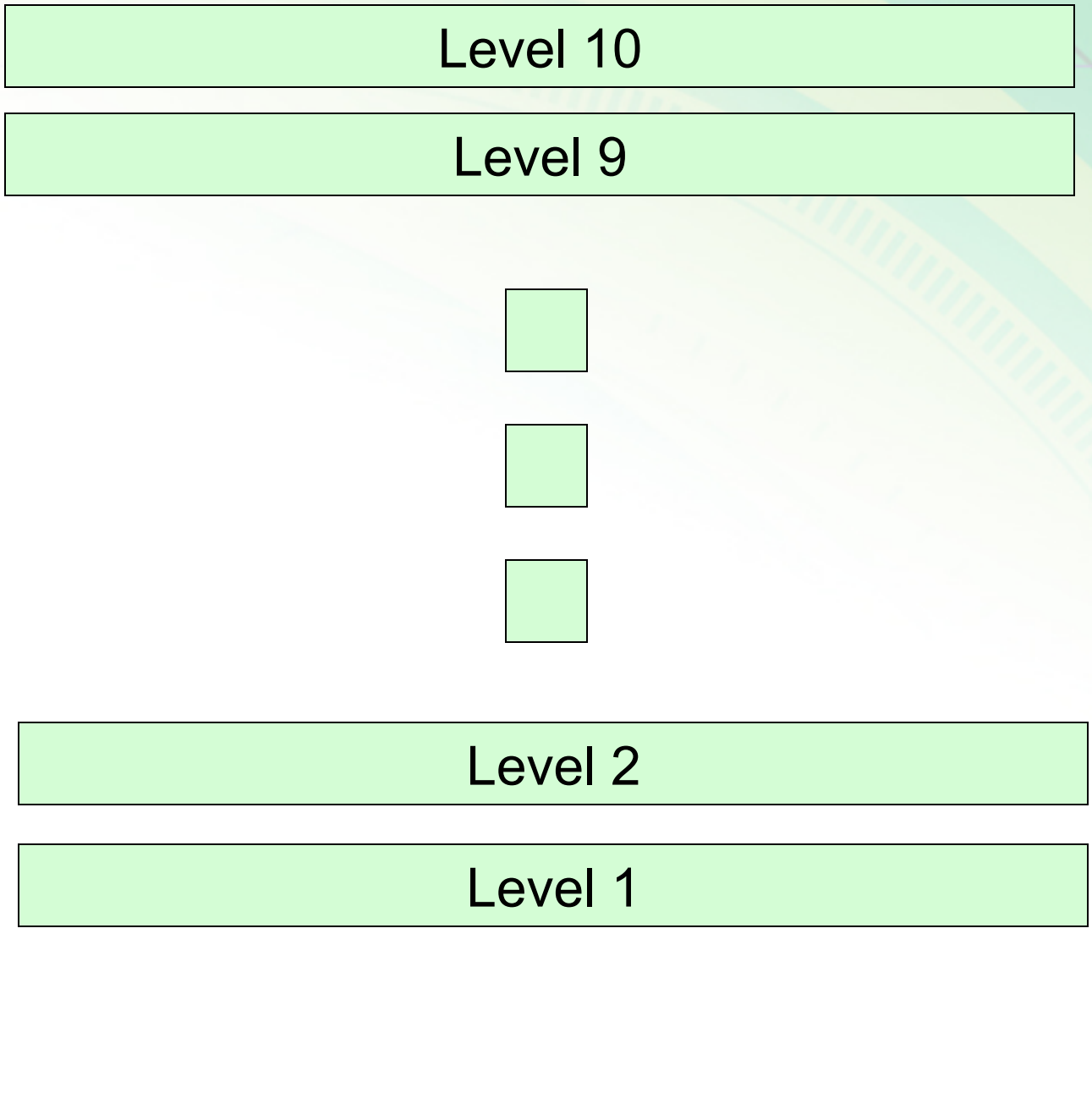
Language Arts

Word Recognition and Vocabulary	3.5
For Main Idea	2.5
Literary Analysis	3.0
Writing:	
Language Conventions	4.0
Organization and Focus	2.0
Research and Technology	1.5
Evaluation and Revision	2.5
Writing Applications	1.0

Some of the braver districts and schools might wish to replace the time-based system with a performance-based system.

The time-based system is more than 100 years old.

NO GRADE LEVELS



GRADE LEVEL BANDS
(Keep Course Structure)

Upper Division (11-12)

Lower Division (9-10)

6-8

3-5

K-2

If an individual teacher really wants to, he or she can be standards-based in the classroom, even within the context of a traditional system.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
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1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
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1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
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1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
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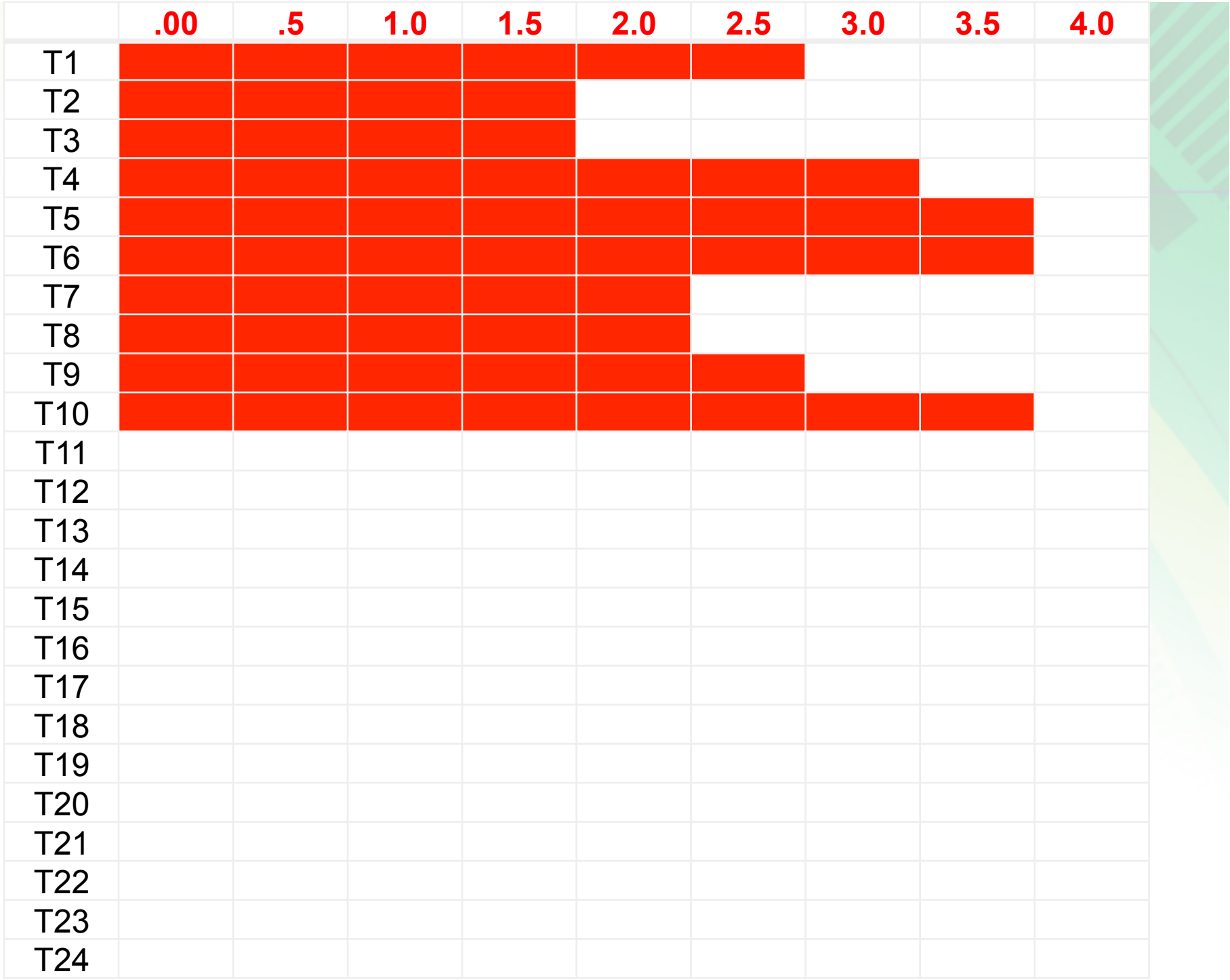
Students track their progress the entire year.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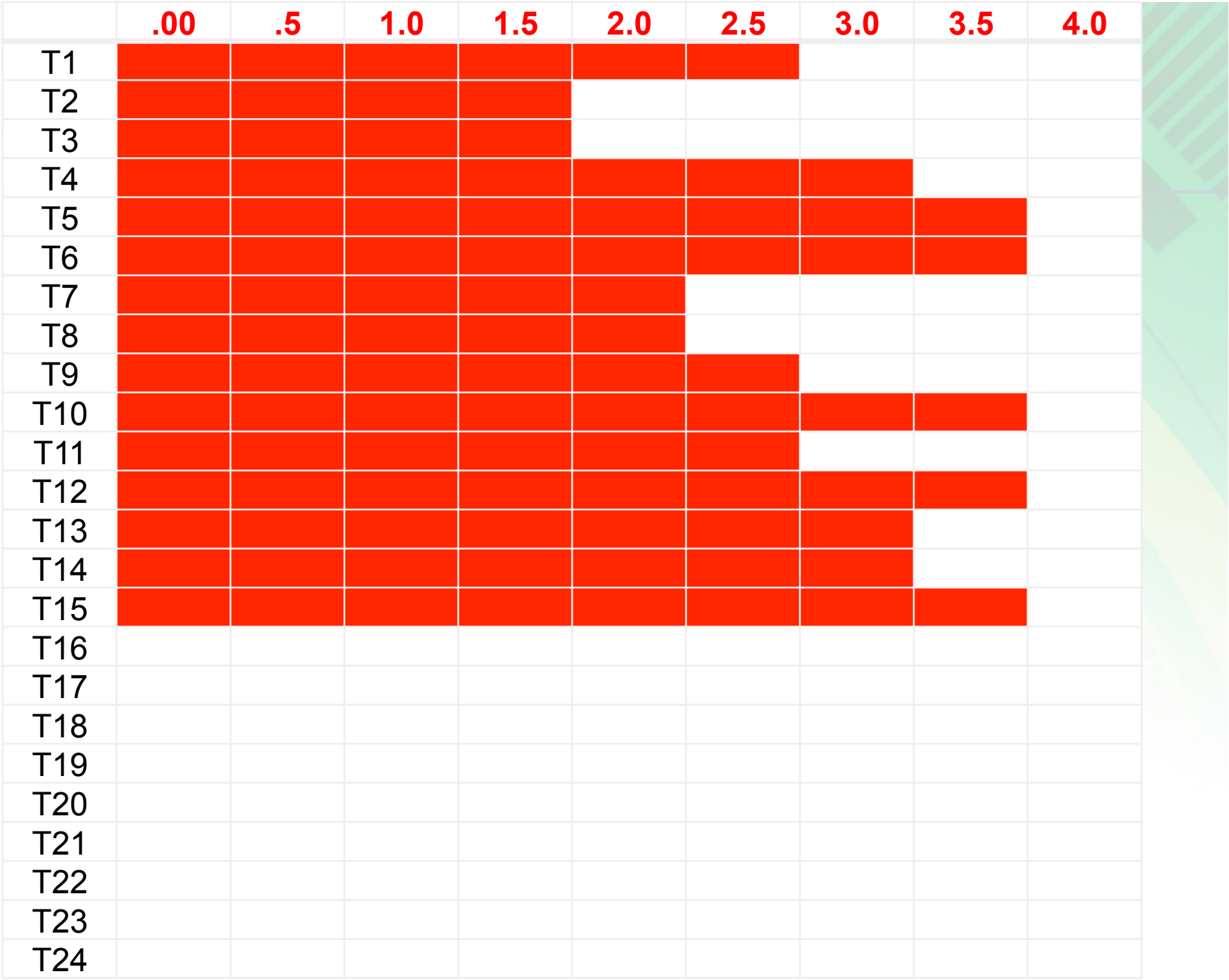
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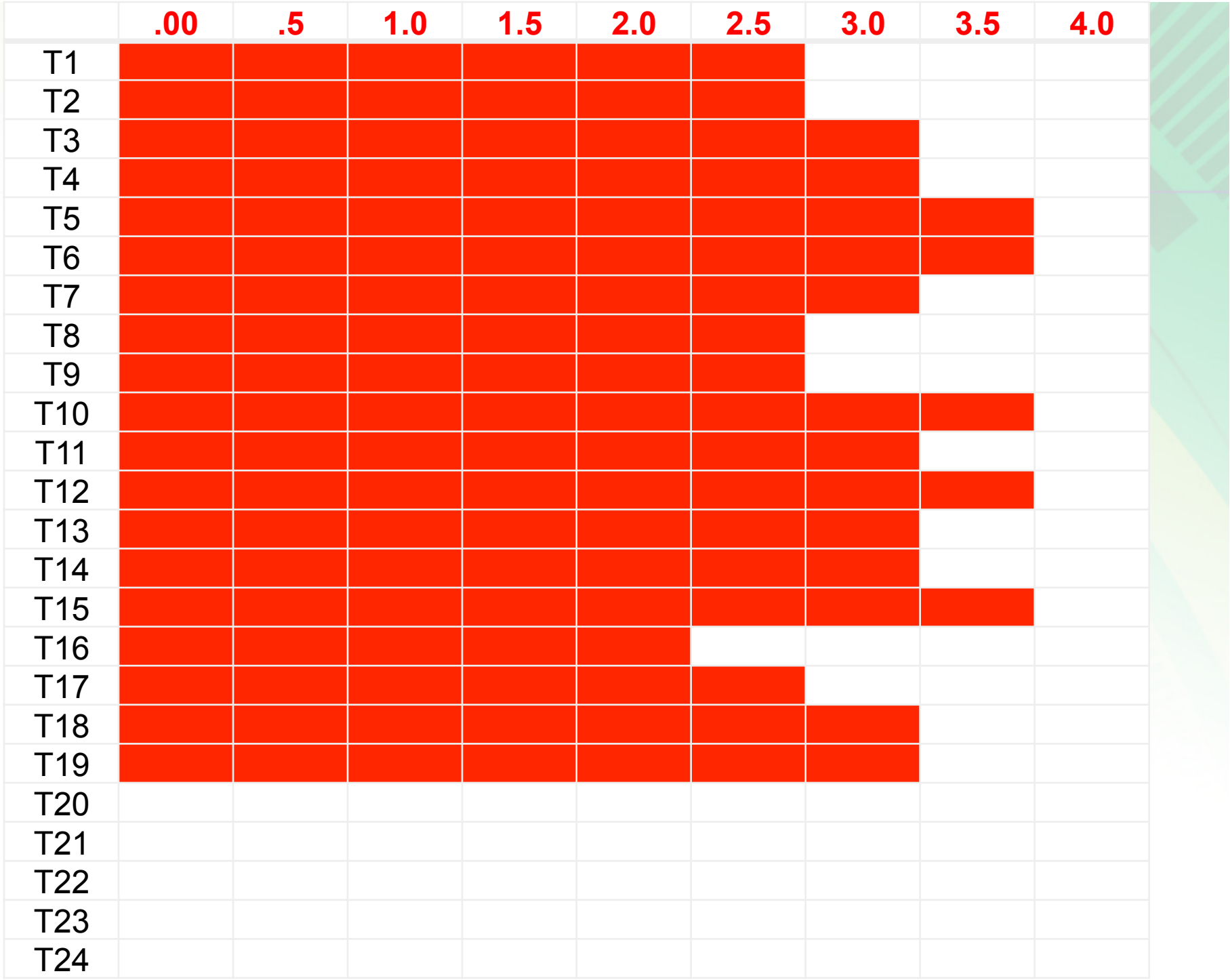
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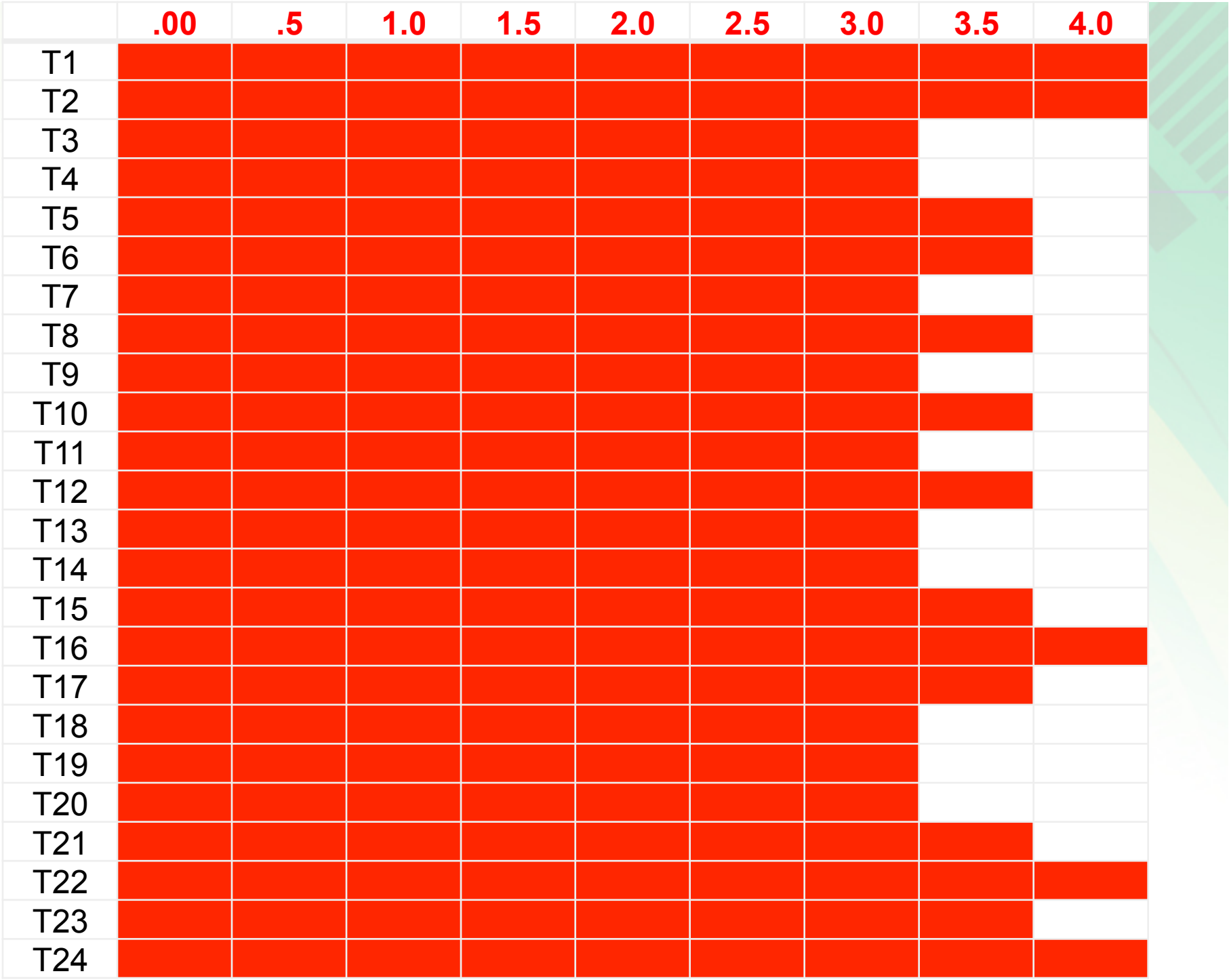
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Thank You!

To schedule professional development,contact **Marzano Research Laboratory** at **888.849.0851.**

Technically, the same assessment could be used for summative purposes and formative purposes, although this practice is not recommended.