|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level of Understanding** | **Rubric Score** | **Letter Grade** | **Percentage Range** | **Student Performance** | **Assessment Response Pattern** |
| **High Advanced** Understanding | 4 | A+ | **100** | I can make inferences and applications that demonstrate advanced understanding of the standards I learned in class, with no mistakes or errors. | Students must correctly answer all levels of questions. |
| **Advanced** Understanding | 4 | A | 90- **99**  **(95)** | I can make inferences and applications that demonstrate advanced understanding of the standards I learned in class. | Students must correctly answer all “Developing Understanding” and “Proficient Understanding” questions correctly and majority of “Advanced Understanding” questions correctly. |
| **High Proficient** Understanding | 3.5 | B+ | 86 – **89**  **(89)** | I understand **most** of both the simple and complex ideas and concepts of the standards I learned and can make **some** inferences and applications that demonstrate advanced understanding of the standards I learned in class. | Students must correctly answer all “Developing Understanding” and majority of “Proficient Understanding” questions correctly, and parts of the “Advanced Understanding Questions”. |
| **Proficient** Understanding | 3.0 | B | 80 – **85**  **(85)** | I understand **most** of both the simple and the complex ideas and concepts of the standards I learned in class at a proficient level. | Students must correctly answer all “Developing Understanding” and majority of “Proficient Understanding” questions correctly. |
| **High Basic**  Developing Understanding | 2.5 | C+ | 76 – **79**  **(79)** | I understand **most** of the simple ideas and concepts of the standards taught in class and **some** of the complex standards taught in class | Students correctly answer the majority of “Developing Understanding” questions and some of the “Proficient Understanding” and or ‘Advanced Understanding” questions. |
| **Basic** Developing Understanding | 2 | C | 70 – **75**  **(75)** | I understand **most** of the simple ideas and concepts of the standards I learned in class and **few** **or none** of the complexstandards taught in class. | Students correctly answer the majority of “Developing Understanding” questions and none or parts of “Proficient Understanding” and or ‘Advanced Understanding” questions. |
| **High Below Basic** Beginning Understanding | 1.5 | D+ | 66- **69**  **(69)** | I understand **some** of the simple ideas and concepts of the standards I learned in class and a **few** of the complex ideas and concepts of the standards taught in class. | Students correctly answer some “Developing Understanding” questions and parts of “Proficient Understanding” and or “Advanced Understanding” question. |
| **Below Basic**  Beginning Understanding | 1.0 | D | 60 – **65**  **(65)** | I understand **some** of the simple ideas and concepts of the standards I learned in class and **none** of the complex ideas or concepts of the standards taught in class. | Students correctly answer few “Developing Understanding” questions and no “Proficient Understanding” or “Advanced Understanding” questions. |
| **Far Below Basic**  No/ Limited Understanding | 0.5 | F | 45 – **59**  **(55)** | I do not understand the simple or complex ideas and concepts of the standards taught in class. | Students do not correctly answer any level of questions on the assessment or do not attempt to answer any questions on the assessment which does not allow the student to demonstrate mastery of simple concepts and ideas. |
| **No Attempt**  (N/A) | 0 | I | **45** | I did not attempt to demonstrate my understanding of any ideas and concepts of the standards taught in class. | No response provided by the student on the assessment. |

***Note:*** *The percentages in GREEN correspond directly to the letter grade that will be entered in Power School*

**Alain LeRoy Locke College Preparatory Academy**

**2014-2015 Mastery Performance Scale**

**Alain LeRoy Locke College Preparatory Academy**

**2014-2015 Mastery Performance Scale**

**Student Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **Student Performance** | | |
| **Level of Understanding** | **Rubric Score** | **Letter Grade** | **Percentage Range** | **Simple Questions** | **Complex Questions** | **Able to make**  **inferences and apply understanding**  **Teacher Feedback**   |  | | --- | | **+** | |  | |  | |  | | **Next Steps** | |  | |
| **High Advanced** Understanding | 4 | A+ | **100** | All without mistakes | All without mistakes | Yes |
| **Advanced** Understanding | 4 | A | **95** | All with few mistakes | All with few mistakes | Yes |
| **High** **Proficient** Understanding | 3.5 | B+ | **89** | Most | Most | Some |
| **Proficient** Understanding | 3.0 | B | **85** | Most | Most | Not Yet |
| **High Basic** Developing Understanding | 2.5 | C+ | **79** | Most | Some | Not Yet |
| **Basic**  Developing Understanding | 2 | C | **75** | Most | Few/Not Yet | Not Yet |
| **High Below Basic** Understanding | 1.5 | D+ | **69** | Some | Few | Not Yet |
| **Below Basic** | 1.0 | D | **65** | Some | Not Yet | Not Yet |
| **Far Below Basic** | 0.5 | F | **55** | Not Yet | Not Yet | Not Yet |
| **No Attempt (N/A)** | 0 | I | **45** | -- | -- | -- |

**Guideline to Creating a CW/HW Rubric**

**Instructions**

STEP 1: Select the category and corresponding requirements that you will be assessing for the HW/CW assignment (see options below in step 1)

STEP 2: Assign a point value to each category you select (total must equal 4)

STEP 3: Create your personalized HW/CW rubric using the information from step 1 and 2

**STEP 1**

|  |  |
| --- | --- |
| Possible Categories | Requirements |
| **Accuracy** | All questions or assign tasks that are attempted are correct |
| **Follows Instructions**  *Insert your personalized expectations in the space provided.* | Student follows the expectation for completing the assignment   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Neatness and Organization** | Work is organized and easily readable |
| **Timely** | Assignment is turned in on the specified due date and time |
| **Completeness** | Student has provided a response to each question/assignment task which reflects the ideas and concepts taught in class |

|  |  |  |
| --- | --- | --- |
| **SUBJECT:**  Geometry | **SCALE:**  4pts = A+ 3pts = B 2pts= C 1pt = D I = No Attempt | |
| **CATEGORY** | **REQUIREMENTS** | **POINTS** |
| **Accuracy** | All questions or assigned task that are attempted are correct | **2** |
| **Completeness** | Student has provided a response to each question which reflects the ideas and concepts taught in class. | **1** |
| **Timely** | Assignment is turned in on the specified due date and time | **1** |
| **TOTAL** | |  |

**STEPS 2 and 3**

**PRACITCE**

|  |  |  |
| --- | --- | --- |
| **SUBJECT:** | **SCALE:**  4pts = A+ 3pts = B 2pts= C 1pt = D I = No Attempt | |
| **CATEGORY** | **REQUIREMENTS** | **POINTS** |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL** | |  |

**Guidelines For**

**Designing & Administering Formative/Summative Assessments**

**Step 1:** List the objectives based on content standards covered in class that you will assess.

**Step 2:** Refer to common assessments, district assessments, CAHSEE, CST, or SBAC questions to guide creation of proficient level questions and those above and below.

**Step 3:** Use the language of the performance scale to create 4 levels of questions for each objective (or standard).

* **Level 1: I understand some of the simple ideas and concepts of the standards I learned in class.**
  + Curricular elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content at this particular level usually involves working with facts, terms and/or properties of objects. It may also involve use of simple procedures and/or formulas. There is little transformation or extended processing of the target knowledge required by the tasks that fall into this category. Key words that often denote this particular level include: list, identify and define. A student answering a Level 1 item either knows the answer or does not; that is, the answer does not need to be “figured out” or “solved.”
* **Level 2: I understand the simple ideas and concepts of the standards I learned in class at a basic level.**
  + Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; classify or sort items into meaningful categories ; describe or explain issues and problems, patterns , cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.” The learner should make use of information in a context different from the one in which it was learned. Elements found in a curriculum that fall in this category involve working with or applying skills and/or concepts to tasks related to the field of study in a laboratory setting. The subject matter content at this particular level usually involves working with a set of principles, categories, heuristics, and protocols. At this level students are asked to transform/process target knowledge before responding. Example mental processes that often denote this particular level include: summarize, estimate, organize, classify, and infer.
* **Level 3: I understand both the simple and the complex ideas and concepts of the standards I learned in class at a proficient level.**
  + Items falling into this category demand a short-term use of higher order thinking processes, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Stating one’s reasoning is a key marker of tasks that fall into this particular category. The expectation established for tasks at this level tends to require coordination of knowledge and skill from multiple subject-matter areas to carry out processes and reach a solution in a project-based setting. Key processes that often denote this particular level include: analyze, explain and support with evidence, generalize, and create.
* **Level 4: I can make inferences and applications that demonstrate advanced understanding of the standards I learned in class.**
  + Curricular elements assigned to this level demand extended use of higher order thinking processes such as synthesis, reflection, assessment and adjustment of plans over time. Students are engaged in conducting investigations to solve real-world problems with unpredictable outcomes. Employing and sustaining strategic thinking processes over a longer period of time to solve the problem is a key feature of curricular objectives that are assigned to this level. Key strategic thinking processes that denote this particular level include: synthesize, reflect, conduct, and manage.

**Step 4:** Organize each of the chosen assessment questions into performance levels to format the assessment.

* Assessment can be organized with **all** objective leveled questions together.
* Assessment can be organized with a sequence of leveled questions for **each** objective.

**Step 5:** Score the assessment according to the performance rubric and provide students with timely feedback. Provide students an opportunity to re-demonstrate mastery.

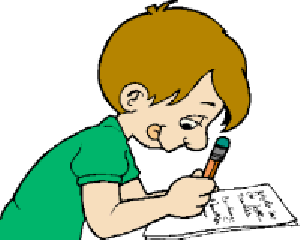
**Alain LeRoy Locke College Preparatory Academy**

**Assessment Refusal Notice Protocol**

**If a student refuses to take an assessment…**

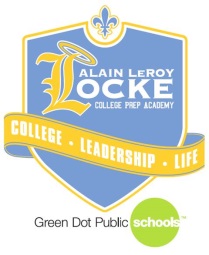
1. **Inform** them of their **options.** Refer to the Assessment Refusal Notice.
   1. For Option 1, which states that the student will take the assessments within 5 school days, teachers should pre-print the last date that the student will be able to take the exam.
   2. Inform the student that they are to take the notification letter home to their parent/guardian, and are to return the signed document back to the teacher the next time that they have that class.
2. **Contact** the **parent** or guardian within **24hrs** and inform them of the following:
   1. The student refused to take the assessment in class
   2. The student has been sent home with an Assessment Refusal Notice which they should read and sign
   3. Describe the options that were made available to the student and the possible outcomes
   4. Encourage the parent to encourage the student to select Option 1
3. **Student** must **return** the **signed Assessment Refusal Notification** letter the next class period.
   1. Teacher will store this document in a secure location
   2. If the student does not turn in the Assessment Refusal Notice the default choice should be Option 1.
4. **Create a PS log Entry** to document the communication to the family and the choice made by the student. When creating the log entry:
   1. Drop down menu select - > Parent Called
   2. Subject Line record -> Assessment Refusal Notice (Insert Subject)
   3. Copy and paste the log entry that corresponds to the option selected by the student and insert the necessary information.

**Option 1: Student takes the exam within 5 school days**

* The student has refused to take the assessment on (insert assessment name) and has been made aware of the assessment and grading policy on (insert date). However, the student has decided to take advantage of the opportunity to demonstrate mastery on the aforementioned assessment within 5 school days of this notice. The last day for this student to take this assessment is on (insert date). (His/her) parents have been contacted (insert outcome of communication) of the student’s decision, and the last date upon which the student may take the assessment in order to earn a letter grade. Until the assessment is taken, a grade of an F (45%) will be placed in the grade book. After the exam has been taken the grade will be replaced with the one that was earned.

**Option 2: Student does not take the exam at all**

* The student has refused to take the assessment on (insert assessment name) and has been made aware of the assessment and grading policy on (insert date). However, the student has decided **NOT** to take advantage of the opportunity to demonstrate mastery on the aforementioned assessment within 5 school days of this. As a result, a grade of an F (45%) on the assessments will be placed in the gradebook which may affect (His/her) ability to earn a passing grade to fulfill the required credit of this course. His/her parents have been contacted (insert outcome of communication) of the student’s decision. The student will not be given another opportunity to take this exam at a later time.

**Assessment Refusal Notice**

A student’s grade at Alain LeRoy Locke College Preparatory Academy is calculated based on their performance on formative and summative assessments. Formative assessments are administered weekly and are designed to measure how well students are learning specific subject matter content in a given unit of study in preparation for the summative assessment. Summative assessments are administered at the end of a given unit of study in a specific subject matter. They are designed to measure how well a student has mastered the concepts and skills studied over the course of a unit. A unit typically last between 4-6 weeks. Together formative and summative assessments account for 80% of a student’s grade.

A student’s grade therefore, is dependent on their participation in the assessment process. A teacher cannot determine how well a student has mastered subject matter content without evidence of student learning. As a result, it is critical for a student to demonstrate how well they have mastered content by taking the formative and summative assessments as scheduled by the teacher.

Refusal to take formative and summative assessments will result in a mark of an “F” in a teacher’s grade book. A mark of an “F” signifies that the student did not attempt to take the assessment when prompted by the teacher. As a result, an “F” may drastically affect their grade in the course; including the possibility of earning no credit in the course.

This document serves as a formal notice that your son/daughter has refused to take his/her formative and/or summative assessment in their assigned course. ***Per this notice, your son/daughter has an opportunity to take the formative and/or summative assessment within 5 school days for a grade of “A”, “B” ,“C” or “D.”.***

Check one box and complete the missing information:

**OPTION 1: Student takes exam within 5 school days**

* I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [Name of Student] certify that I have been made aware of the assessment and grading policy at Alain LeRoy Locke College Preparatory Academy on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[Date] and that I have decided to take my assessment on (Title) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_within five days of this notice. I will take my assessment on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**OPTION 2: Student does not take the exam at all**

* I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [Name of Student] certify that I have been made aware of the assessment and grading policy at Alain LeRoy Locke College Preparatory Academy on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[Date] and that I have decided NOT to take my assessment on [Title] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_within five days of this notice. As a result, I will be given a grade of “F-” on this assessment which may affect my ability to earn a passing grade to fulfill the required credit of this course.

Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***NOTE: This information will be logged in Power School as a part of your student record.***

SAMPLE

ASSESSMENTS

**Anatomy Physiology**

**SAMPLE Assessment**

Name:

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Period: \_\_\_\_\_\_**

**Fertilization, Cleavage, Blastulation, Implantation, Gastrulation, and Neurulation Formative Assessment**

***Anatomy and Physiology: Unit 7: Reproductive and Immune System***

***Standard: Biology.Genetics.2d***

**Level 1:** I understand some of the simple ideas and concepts of the standards I learned in class.

1. During implantation, what can be found in the female blood stream?
   1. hCG
   2. fetal white blood cells
   3. CO2 produced by fetal cells
   4. sperm
2. The cleavage stage and morula in development can be found in the:
   1. Placenta
   2. Vagina
   3. Uterus
   4. Fallopian tube
3. When do cells begin to differentiate?
   1. during Cleavage
   2. when they are becoming a Blastocyst
   3. when they are changing from Blastocyst to Gastrula
   4. when they are going through Neurulation

**Level 2:** I understand the simple ideas and concepts of the standards that I learned in class at a basic level.

*Answer and justify!!!!*

1. Which of the following associations is INCORRECT?
   1. endoderm – optic nerve

**Justify:**

* 1. cndoderm – small intestine
  2. ectoderm – nails
  3. mesoderm – bone marrow

1. In order for a blastocyst to implant into the wall of the uterus, which of the following happens?
   1. The wall must be very thing so that the embryo can attach.
   2. The inner cell mall must release hCG before it implants.
   3. The trophoblast has to release enzymes to implant in the endometrium.
   4. The morula has to turn several times until it can find the right place to attach the endometrium.
2. From which of the following layers must the sperm get through first during fertilization?
   1. Corona Radiata

**Justify:**

* 1. Zona Pellucida
  2. Halo
  3. Depolarized Ring

1. When a developing zygote has gone through its divisions and it is entering the uterus, the environment of the uterus turns it into a:

**Justify:**

* 1. Zygote
  2. Morula
  3. Blastula
  4. Gastrula

**Level 3:** I understand both the simple and complex ideas and concepts of the standards I learned in class at a proficient level.

1. A) Explain what scientists do to get stem cells. (**What stage is the embryo in at development? Where do they get the cells from?**)

B) What do scientist use stem cell research for? (**There should be at least 2 uses.**)

C) Why is the use of stem cells controversial in our society? (**Discuss what stem cells will become and explain why people think this is stopping the progression of life**.)

**Level 4:** I can make inferences and applications that demonstrate advanced understanding of the standards I learned in class.

1. Spina bifida is a condition where the baby is born with an exposed spinal cord. This condition is caused when women do not have enough folate in their diet and it occurs at one of the stages of early embryonic development. Explain how neurulation normally occurs and describe which parts of neurula are not functioning for spina bifida to occur. (**Word Bank**: **notochord, neural fold, neural tube, enural crest, ectoderm**)
2. Plan B, or the “Morning After Pill”, is a pill that acts as an additional zona pellucida surrounding the ovary or the egg. RU-486 is a drug that sheds the uterine lining (endometrium). What stages of pregnancy are the these two pills preventing and which drug do you think is more controversial for people who oppose abortion. Why?

Name:

**MATH**

**SAMPLE Assessment**

**Mastery Quiz**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Skill #1: I can add and subtract integers.**

***Standard: 7NS 1.2***

**Math Support: Unit 1: Number Sense with Integers**

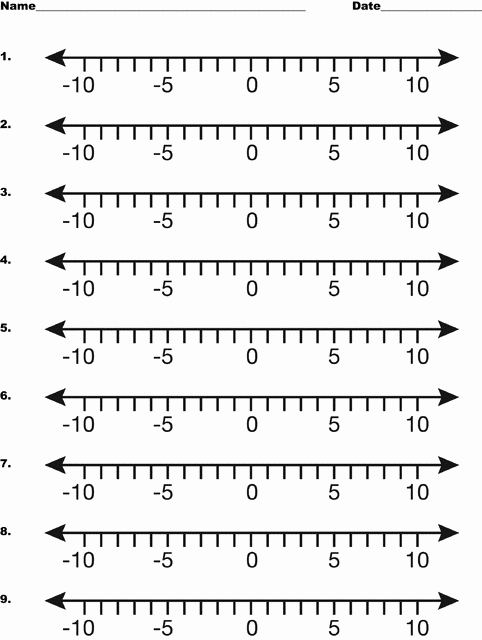
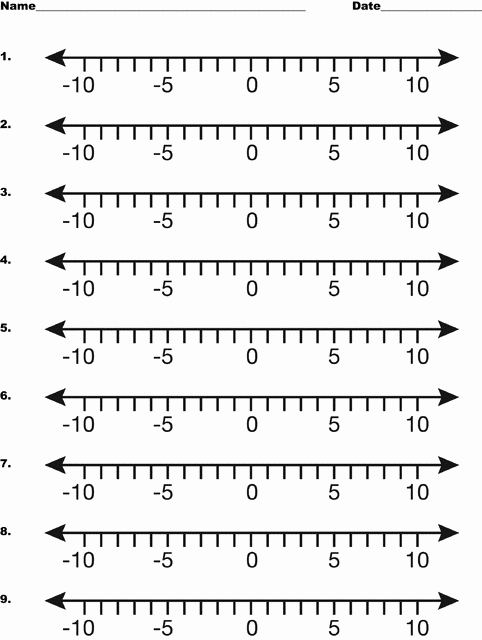
**Level 1:** I understand some of the simple ideas and concepts of the standard I learned in class.

1. **Circle** the numbers below that are examples of **integers**.

8 – 0.33 -5 1,520 -7.85 -853 9

1. Represent the problems below on a **number line** or with **neutral fields** (positive and negative signs).

**6 + (-3) = -4 – 5 =**



**Level 2:** I understand the simple ideas and concepts of the standards I learned in class at a basic level.

1. 4 + 9 =
2. -5 + 7 =
3. 10 + (-3) =
4. -6 + (-5) =
5. 8 – 9 =
6. -4 – 12 =
7. 7 – (-2) =
8. -3 – (-4) =

**Level 3:** I understand both the simple and the complex ideas and concepts of the standards I learned in class at a proficient level.

1. 31 + (-16) =
2. -15 – (-97) =
3. 6 – 9 – (-12) =
4. (-14) + (-38) + (-6) =
5. **Circle** the expressions below that would result in a **negative** number.

-7 + (-3) -3 + 7 -8 – 15 -9 – (-10)

-3 + 4 + 6 4 – 12 + 2 -6 + (-3) + 13 -999 + 1000

**Level 4:** I can make inferences and applications that demonstrate advanced understanding of the standards I learned in class.

1. Represent the **number** **5** by adding or subtracting any combination of positive and negative numbers in **4 different ways**. *You may use as many numbers as you would like but you must use positive and negative numbers.*

**Formative Assessment 1: Characterization**

Standard 3.4: Determine character’s traits by what they say about themselves in narration & dialogue.

**Level 1**: I understand some of the simple ideas and concepts of the standards I learned in class.

**ELA**

**SAMPLE Assessment**

1. What is a character?
2. What is characterization?
3. What is dialogue?
4. What is reputation?

**Level 2**: I understand the simple ideas and concepts of the standards I learned in class at a basic level.

1. What is the difference between direct characterization and indirect characterization?
2. What are examples of indirect characterization?
3. What is a character trait? Give an example of a positive character trait?  Give an example of a positive negative character trait?
4. What are three of your character traits?

**Level 3: I understand both the simple and the complex ideas and concepts of the standards I learned in class at a proficient level.**

For #9, read the following quote:

“Someday l will have a best friend all my own. One I can tell my secrets to. One who will understand my jokes without my having to explain them. Until then, I am a red balloon, a balloon tied to an anchor” (9).

1. From this quote, what can you infer about Esperanza’s character?

For #10-11, read the following quote (from Esperanza about Cathy):

“You want a friend, she says. Okay, I’ll be your friend. But only till next Tuesday. That’s when we move away. Got to. Then as if she forgot I just moved in, she says the neighborhood is getting bad” (13).

1. From this quote, what can you infer about Cathy’s character?
2. Is this an example of direct or indirect characterization? Explain how you know.

**Level 4: I can make inferences and applications that demonstrate advanced understanding of the standards I learned in class.**

1. How do Esperanza’s descriptions of other characters lead us to a greater understanding of her? Think of the characters we have read about, and/or the ones you encountered in our “tea party.”