

# 1



## WHAT IS A “ 1 ”?

A student who is **not yet making progress** toward understanding the standard.

Grade level standards **not yet mastered**.

## EXPANDED MEANING

Student demonstrates limited or no understanding of the concept and/or skill and/or requires substantial support from the teacher. The student is either just beginning to learn the concept and/or skill or has not yet made substantial progress toward meeting grade level standards

### CREATING CONSISTENT MEANING OF NOT YET MEETING FOR THE GRADE LEVEL

- How does your team define “**limited**” understanding of the concepts and/or skills?
- Does your team agree with what “**substantial support**” means?
- What is the distinction between just **beginning to learn** and “**not yet**” meeting the expectation?
- Are students requiring “**substantial support**” to perform below grade level in the content/skills?
- Are they never or **almost never** able to demonstrate understanding of the content/skills?
- What are the established criteria for “**not yet meeting**” the standard?

### ARE STUDENTS...

- Consistently scoring less than 50% on each assessment?
- Earning 1's and 2's on the majority of the assessments designed for the standard?
- Showing little or no growth from early learning?
- Performing consistently below grade level in the content/skills?
- Not demonstrating understanding on assessments?
- Able to complete any of the work without you always or nearly always at their side providing instruction and heavy prompts and cues?
- Requiring more than prompts, cues, and individual attention on classwork?
- Require pull-out or formal intervention support before they can complete the task?
- Being asked to stay in for recess or come in for help before or after school for all, or nearly all, learning tasks?

### CREATING CONSISTENT MEANING OF NOT YET MEETING FOR AN ASSESSMENT

How does the assessment define “**limited**” understanding of the content and/or skill?

- Does it mean answering a specific number of questions correctly?
- Are there concepts that students **must** answer correctly?
- Does the assessment demonstrate **no** understanding of the content and/or skill?
- Does it mean the student repeatedly does not understand the concept and/or skill?
- Does the assessment need to be **modified** and/or reduced?
- Does it mean the student needs more support that prompts or cues to assist them when completing the assessment?
- Were they able to complete the task at a specified level after the support?
- Does the standard actually **require** verbal or written response?

### CREATING CONSISTENT MEANING OF NOT YET MEETING FOR SUCCESS INDICATORS

- What are your expectations for each success indicator? For example, “demonstrates enthusiasm and engagement when learning new things” - how has your grade level team defined not yet meeting a demonstration of positive leadership?
- What does it “look like” or what does it “sound like” in your classroom?
- What does it mean to be not yet meeting the expectations as a “self-directed learner?”

# 2



## WHAT IS A “ 2 ”?

A student who is **inconsistent** in understanding and applying grade level standards.

**Beginning** to independently understand grade level standards.

Grade level standards not fully mastered.

## EXPANDED MEANING

Student demonstrates **basic understanding**, but **inconsistently applies** the content and/or skill. The student is **progressing toward** meeting the grade level standard by demonstrating a regular need of support from the teacher at the current grade level.

### CREATING CONSISTENT MEANING OF SOMETIMES MEETING FOR THE GRADE LEVEL

- How does your team define “**basic**” understanding of the concepts and/or skills?
- Does your team agree with what “**inconsistently applies**” means?
- What does it mean that they are “**sometimes meeting**” the expectation?
- Is the student requiring “**regular**” support to perform at grade level with the established content/skills?
- How does your team define “**regular support**”?
- What is the established criteria for a student to “**meet the expectation**” that allows you to see a distinction between meeting and only “**sometimes meeting**”?

### ARE STUDENTS...

- Consistently scoring 50% - 74% or very close to that on each and every assessment?
- Earning 2's on the majority of the assessments designed for the standard?
- Showing growth from early learning through the end of learning that demonstrates a 2?
- How often are they performing below grade level in the content/skills?
- **Inconsistently** demonstrating understanding on every assessment?
- Requiring more than prompts and cues on class work, do you have to sit and rephrase the directions or provide additional instruction in a different way before they can complete the task?
- Being kept in from recess, are they meeting with you before or after school to provide additional support on many of the assessments/tasks?

### CREATING CONSISTENT MEANING OF SOMETIMES MEETING FOR AN ASSESSMENT

*How does the assessment define “**basic**” understanding of the content and/or skill?*

- Does it mean answering a specific number of questions correctly?
- Are there concepts that students **must** answer correctly?
- Does the assessment demonstrate an “**inconsistent**” understanding of the content and/or skill?
- Does it mean the student sometimes seems to understand but the next time is asked to perform the skill cannot?
- Does it mean the student most of the time will need attention or help when completing class work?
- Does it mean the student regularly needs one-on-one or small group remedial support or re-teaching?

### CREATING CONSISTENT MEANING OF SOMETIMES MEETING FOR SUCCESS INDICATORS

- What are your expectations for each success indicator? For example, “**demonstrates positive leadership characteristics**” - how has your grade level team defined **progressing toward** a demonstration of positive leadership?
- What does it “**look like**” or what does it “**sound like**” in your classroom?
- What does it mean to be **progressing toward** the expectations as a “**Critical Thinker**”?



# 3



## WHAT IS A “3”?

A student who is **secure** in grade level standards.

Understands and applies grade level standards.

## EXPANDED MEANING

Student demonstrates **secure understanding** and application of the concepts and/or skills consistently in a variety of contexts **with minimal support**. The student meets the expectations of the grade level standard by demonstrating consistent and independent mastery of the standard at the current grade level.

### CREATING CONSISTENT MEANING OF MEETING FOR THE GRADE LEVEL

- How does your team define “secure understanding” of the concepts and/or skills?
- Does your team agree with what “consistently in a variety of contexts with minimal support” means?
- What are your established criteria that would explain whether a student is meeting the Standard?

### ARE STUDENTS...

- Performing at grade level in their content/skills?
- Consistently scoring 75% - 94% or very close to that on each and every assessment?
- Earning 3's on the majority of the assessments designed for the standard?
- Showing growth from early learning through the end of learning that demonstrates a 3?

### CREATING CONSISTENT MEANING OF MEETING FOR AN ASSESSMENT

How does the assessment define “secure understanding” of the content and/or skill?

- Does it mean answering a specific number of questions correctly?
- Are there concepts that students **must** answer correctly?
- Does the assessment specifically measure the grade level standard?
- How many “3” assessments help define “secure understanding” of a standard?

How does the assessment address a student's ability to exceed consistently in a variety of contexts with minimal support?

- Does it mean the student needs only one or two prompts or cues to redirect them when completing class work?
- Can the student complete the task in one day, and the same task within a different context the next time?
- Does the assessment progression provide multiple context examples?
- Does it mean the student **always** needs a certain level of support?

### CREATING CONSISTENT MEANING OF MEETING FOR SUCCESS INDICATORS

- What are your expectations for each success indicator? For example, “practices perseverance” - how has your grade level team defined meeting with “practicing perseverance?”
- What does it “look like” or what does it “sound like” in your classroom?
- What does it mean to be meeting the expectations as a “Quality Producer?”

# 4



## WHAT IS A “4”?

A student who is **consistently** and **independently** secure in grade level standards.

A student who **extends their learning** to next grade level standards.

## EXPANDED MEANING

Student demonstrates a deep understanding and **consistently** applies the content/skill in a variety of contexts **independently**. The student exceeds the expectations of the Success Indicators and/or grade level standard by demonstrating secure mastery of standards at the next grade level.

### CREATING CONSISTENT MEANING OF EXCEEDS FOR THE GRADE LEVEL

- Does your team agree with what “**consistently** applies the content or skill **independently**” means?
- How does your team define “**deep**” understanding of the content?
- What are your established criteria that would explain whether a student is **exceeding** the Standard?
- Does a “4” mean a student has earned “4’s” on the majority of the assessments designed for the standard?

### ARE STUDENTS...

- Performing above grade level in their content/skills?
- Consistently scoring 100% or very close to that on each and every assessment?
- Providing examples to expand thinking on the task without being directed to do so... or if prompted to do so, can provide additional details?
- Adding information that shows an increase in sophisticated thinking on all work?

### CREATING CONSISTENT MEANING OF EXCEEDS FOR AN ASSESSMENT

*How does the assessment define “**deep**” understanding of the content and/or skill?*

- Does it mean answering a specific number of questions correctly?
- Are there concepts that students **must** answer correctly?
- Does the assessment offer opportunity to expand on a concept or standard beyond grade level expectations?
- Is the assessment leveled or tiered to an **exceeds** level?

*How does the assessment address a student’s ability to exceed consistently & independently?*

- Does it mean the student **always** expands on the meaning?
- Does it mean the student does not need **any** attention or help when completing class work or the assessment?
- Does it mean no prompts, cues, or guidance are needed to complete the task?

### CREATING CONSISTENT MEANING OF EXCEEDS FOR SUCCESS INDICATORS

- What are your expectations for each Success Indicator? For example, “productive use of time.” How has your grade level team defined **exceeding** with productive use of time?
- What does it “look like” or what does it “sound like” in your classroom?
- What does it mean to be an **exceeding** Collaborative Learner?