

M.S.A.D. #48

Assessment System

Assessment Systems

Credits vs **Standards**

Change the assessment and . . .

you shift the structure of school.

Change the structure of the school

From Isolated Objectives

to Common Standards

From evaluation used to sort

to evaluation used to support

Systems based on

	Constant	Variable	Measured by	Judged by
Credits	Seat Time	Content focal points	Average Performance	Teacher
Standards	Content Standards and thinking process / Focal Points	The time it takes	Improvement based on fixed increments of growth and the anchors	Individual against a pre-set Exemplar / Anchors articulated by rubrics

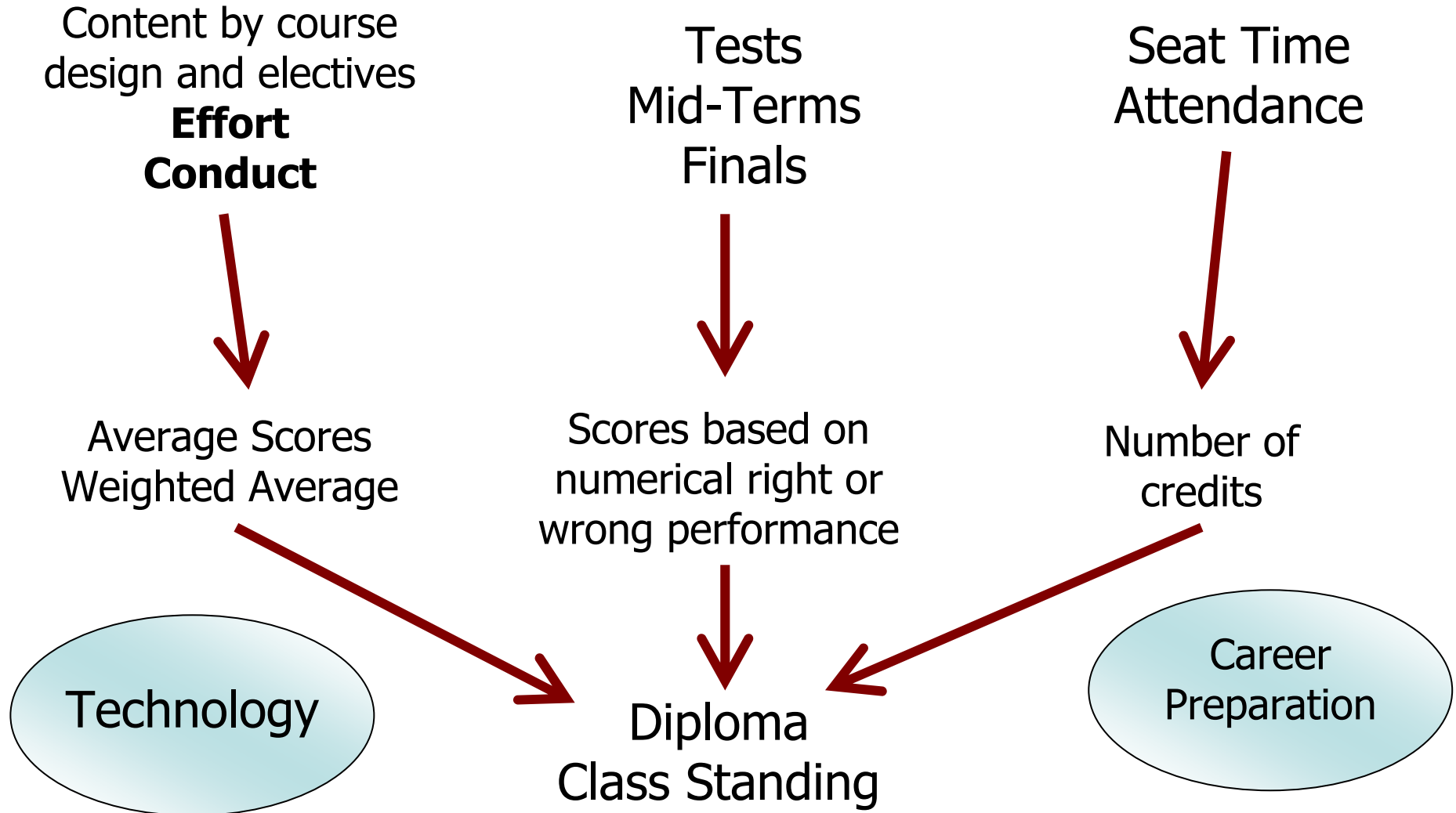
Technical Measures

	Aligned	Valid	Reliable
Credits	Teacher Determined	Does it sort rank levels?	Does it provide the same result if done again?
Standards	National, State and Local panels set the rigor	Does it articulate levels of development over time?	Does it inform next steps for growth based on rigor?

Access / Opportunity

	Opportunity	Access	Evidence
Credits	Tracking Groupings Weights	Teacher Guidance Clout	Teacher Assignments
Standards	Individual interests Learning styles	Open Transparent	Pre-set performance tasks, process, products, applications communication

The Old Model



The Standards Model

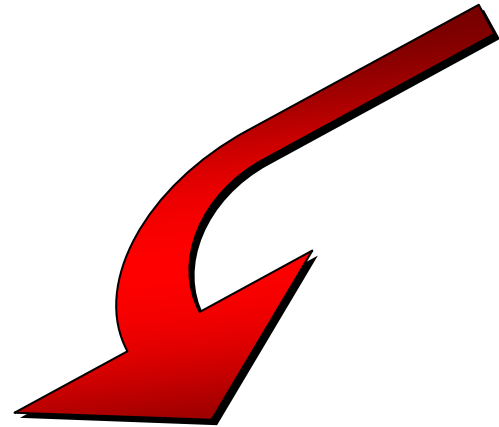
Guiding Principles

Technology/Career Prep

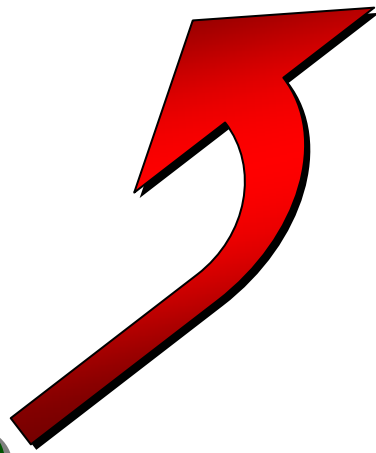
Thinking Standards

Content Standards

Planning



Process



Assessment



Outcome

The Standards Model

Use technology to demonstrate how thought processes and career paths are applied along with . .

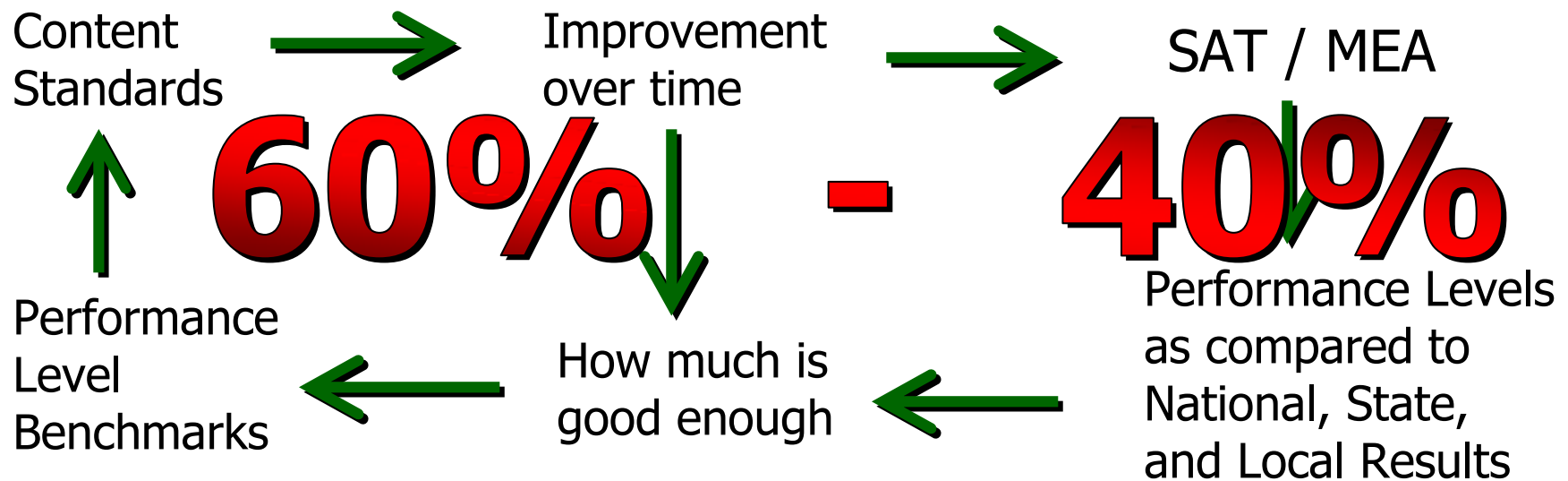


Exhibit a portfolio project showcasing the above requirements and demonstrates your use of the Guiding Principles to earn a diploma



Sample Unit

Task Information

Author: **Keith Kelley** Quarter: **1**

* Task Title: (255 chars)

Subject:

Standard:

[Get Organizer](#)

Thinking Standard: Use the 'Get Organizer' link to open a word document in another window. You may either view or save the document for your use.

Guiding Principles

- Clear and Effective Communicator
- Collaborative and Quality Worker
- Creative and Practical Problem Solver
- Integrated and Informed Thinker
- Responsible and Respectful Citizen
- Self-Directed and Life-Long Learner

Service Project

- This performance task applies student understanding to educate or serve others

SAVE

In my book the Genre is realistic fiction. The title is called Silver. And the author of my book is Gloria Whelan. This theme is courage and determination. It's about a girl. She has a dog and it run away. She is determined to find her dog and find her way home again. I will tell you what I think the author wants us to know is courage and determination.

It all started when one of Rachel's dad's dogs were going to have puppies. Then she asked if she could have one of the puppies. She got the runt of the litter. Then one day she came out and Silver one day he was gone. He was in the woods. She had courage to go into the woods. She found Silver in a wolf's den. She was determined to get out and she did.

In silver, she showed determination even though I got lost in my own woods when I first moved up here in Maine. I was really determined to get out of the woods. I was so scared like she was in the book but I got out of the woods like she did.

The book I read was Silver. It showed courage and determination. I like as my respond to it. The author wants us to know that the theme is courage and determination.

requirements and earn a diploma

The planning process

Unit

Essential Question

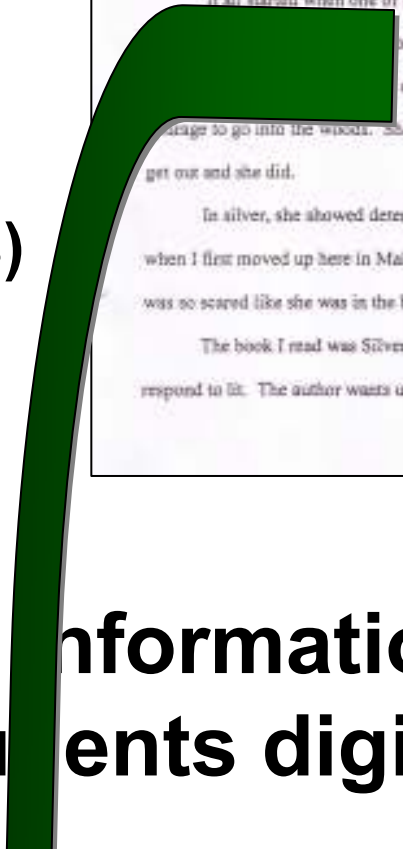
Guiding Principles

Thinking Standard(s)

Performance Task(s)

Standard(s)

Rubric



In my book the Genre is realistic fiction. The title is called Silver. And the author of my book is Gloria Whelan. This theme is courage and determination. It's about a girl. She has a dog and it run away. She is determined to find her dog and find her way home again. I will tell you what I think the author wants us to know is courage and determination.

It all started when one of Rachel's dad's dogs were going to have puppies. Then of the puppies. She got the rest of the litter. Then one day he was gone. He was in the woods. She had a chance to go into the woods. She found Silver in a wolf's den. She was determined to get out and she did.

In silver, she showed determination even though I got lost in my own woods when I first moved up here in Maine. I was really determined to get out of the woods. I was so scared like she was in the book but I got out of the woods like she did.

The book I read was Silver. It showed courage and determination. I like as my respond to it. The author wants us to know that the theme is courage and determination.

already contains the information needed to keep track of the students digital portfolio.

Educational Continuum

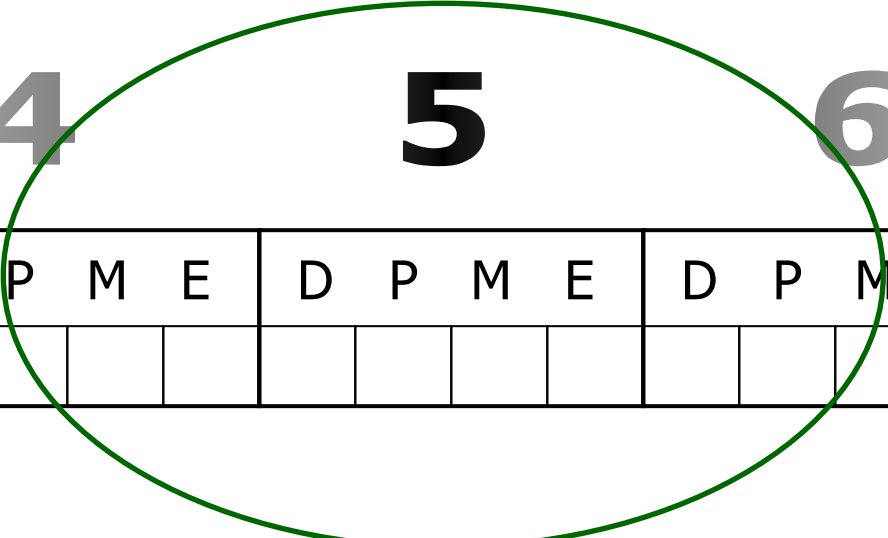
Standards

Grade Levels

Language Arts

Process of Writing

E	D	P	M	E	D	P	M	E	D	P	M	E	D	P	M	E	D	P	M



Rubrics based on anchor samples of student work

Anchor Samples

Does Not Meet

Partially Meets

Meets Standard

...about being emotional get someone else's help and feelings. ... (text continues with a student's response to a prompt about a character's feelings).

...about being emotional get someone else's help and feelings. ... (text continues with a student's response to a prompt about a character's feelings).

...about being emotional get someone else's help and feelings. ... (text continues with a student's response to a prompt about a character's feelings).



Student Work

Scoring

Sample Unit ()

Task Information

Task: **Sample Task**

Assessment Options

Assess By: **Student** Homeroom Teacher: All Students Emalie Bailey

Currently Assessing

Student: **Emalie Bailey**

Assess Task Indicators

Indicator	N	D	D+	P	P+	M	E	Clear
View Rubric Print Rubric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set All Indicators >>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students can include all necessary information and specific details in the best order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students can use visuals that help the reader follow the directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students can organize their pieces by using numbered steps, time order, and directional words, white space, and other tools that effectively guide the reader through the directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brainstorm idean, including details, to support topic to be written about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**Professional
Learning
Communities**

The Process

Unit

Writing Unit

Performance Task

Book Report

District Rubric

Rubric

Indicators: Statements that help clarify what a given standard is about.

Qualifiers:

N

D D+

P P+

M

E

Non-Scorable

Does Not Meet

Partially Meets

Meets

Exceeds

I am beginning to . . .

I consistently demonstrate . . .

Contact Information

bbraun@msad48.org

vsecor@msad48.org

kkelley@msad48.org