

# The Young Women's Leadership School of Astoria

## Mastery Based Grading



## Teacher Handbook

Spring 2017

*Curated by the Mastery Collaborative Committee @TYWLS of Astoria*

*Working Document*

## **Table Of Contents**

[An Overview of Outcomes Grading System](#)

[Rubrics @TYWLS of Astoria](#)

[Sample student work with feedback & graded rubrics \(pending\)](#)

[Jumpro.pe Overview](#)

[Unit Planning](#)

[Types of Evidence: Depth and Breadth – Pending](#)

[Lesson Planning](#)

[Student facing projects and assignment samples](#)

[FREQUENTLY ASKED QUESTIONS](#)

# An Overview of Outcomes Grading System

*The Young Women's Leadership School, Astoria*

## WHAT ARE OUTCOMES?

Instead of receiving only one grade for an entire class, each student is given a rating for each **skill** in that class. These skills are called Outcomes. Outcomes are a **year** or **semester** long, depending on the course length, and students have multiple opportunities to work towards mastery. TYWLS of Astoria operates as an **annualized, or year-long**, school for the majority of our courses.

**Shared Outcomes:** We use 10 shared outcomes that integrate “21<sup>st</sup> century skills”. Every subject and class uses these outcomes. These outcomes are 21<sup>st</sup> century skills needed to be successful in college and beyond. (*Plan, Argue, Discern, Communicate, Conclude, Be Precise, Collaborate, Create, Innovate, Investigate*)

## INSERT IMAGE OF THE SHARED OUTCOMES

**Outcome Target:** Each shared outcome can be broken down into sub-skills or what we call “outcome targets.” These outcome targets are connected to the state standards for each course. For example,

❑ **Shared Outcome: Argue**

**ELA Outcome Target:** Formulates and defends an argument using a variety of evidence from multiple sources

❑ **Shared Outcome: Create**

**Science Outcome Target:** Create a model that represents a scientific concept

**Rating System:** Within an outcome, students either earn a Exceed Standards (ES), Meet Standards (MS) or “Not Yet” (NY)

❑ Meeting Standards (MS) means a student is performing this skill at grade level

❑ Exceeding Standards (ES) means this student's work is consistently above and beyond what is required.

❑ Not Yet (NY) means students have not shown they can perform this task consistently, YET. They will have opportunities to work on these skills in the future.

**Evidence:** is an assignment or task that students produce and is assessed by the teacher using the rating

system. Evidence can be many things, including an essay, a long-term project, test, quiz, or a formative or summative assessment. The idea is that students will have multiple opportunities to demonstrate growth within an outcome target by producing a variety of evidence throughout the academic year.

## More about Mastery...

### Why Mastery Based Grading?

- Having the same “outcomes” and shared outcomes across multiple assignments, over time, allows for revisiting. This is, at least, closer to real learning. You sometimes need more time, or another opportunity before you “get it”.
- Students and parents can see exactly what it is they need to work on.
- Grades are no longer a mystery. We no longer have to ask ourselves "why is it an 'A?' What “kind” of an ‘A’ is she? *(Is it because she is good at crafting an argument and supporting it? Because she turns her work in on time? Because she is precise with her grammar?)*

### Good To Know:

- **Mastery** is often called **Standards Based** or **Competency Based** they’re usually the same thing!
- Work habits are actually skills that can be assessed and revisited time and again. (Semester, year-long, or beyond the school year)
- Our mastery based grades are translated into number grades that appears on student transcripts. Our students’ transcripts look much like those of other DOE students. Also, because mastery based grading is a growing movement, college have a growing familiarity with systems like ours.
- Many schools use this as a way to assess students, including the whole state of Maine!

## Outcome Targets: Creation, Selection and Revision

- An outcome target is a discrete skill within a Shared Outcome. It is also a TRANSFER skill, meaning it can be transferred from one piece of evidence to another.
  - Outcome Target- MS math
    - Communicates if a set of data is a function through a variety of representations
  - NON example- too specific
    - Communicates using linear graphs
  - NON example- too broad
    - Communicates elements of data
- In order to give multiple opportunities, **there can be no less than 9 outcome targets, there should not be more than 15 outcome targets. For shorter courses, there can be proportionally less outcome targets, at the teacher's discretion.**
- A strong outcome target is one that is both transferable and must be assessed multiple times according to a rubric's MS and ES criteria.

### STEPS to Creating Outcome Learning Targets:

Outcome targets are already created and uploaded into JumpRope. If a teacher feels a target needs to be added or revised, she should check in with her department and then contact the Peer Collaborative Teacher or Assistant Principal to upload the new outcome target.

1. **Each teacher or department drafted 9-15 learning targets. While doing so, teachers kept the following in mind:**
  - a. An Outcome Target should be revisited at least three times within a unit or course
  - b. Consider the evidence you will use/where the target will show up
  - c. There should be representation of a variety of Shared Outcomes. *(although not every Shared Outcome has to be covered in every class, teachers are encouraged to push themselves to use more Shared Outcomes, which will strengthen student experience)*
  - d. Outcome Targets should be horizontally and vertically aligned across the grade levels within the content department.

- e. Considering MS/ES criteria *will help to refine your Outcome Targets as well as your rubrics*)

**2. We then created rubrics**

- a. The basic criteria will look the same from assignment to assignment (see “Rubrics” page)
- b. As a student moves on from grade to grade, the meets and exceeds standards criteria becomes more rigorous.

**3. In order to create our learning targets, we collaborated in departments as we compared the [21st century skills](#) document, our subject area’s state standards, and [our school’s shared outcomes](#).**

**4. The following are resources we used to design our outcome targets:**

- a. Humanities – [ELA Common Core Standards](#)
- b. the Arts – [National Core Arts](#) and [Blueprint for the Arts](#)
- c. Science – [Next Generation Science Standards](#) and [NGSS Database](#)
- d. Social Studies– [Social Studies specific common core](#)
- e. Math– [Mathematics Common Core Standards](#)

## Rubrics @TYWLS of Astoria

Rubrics at TYWLS of Astoria are already written for the entire year, and are spiralled from 6–12 grade. For the 2015–2016 school year, teachers @TYWLS worked with their departments to delineate meets and exceeds standards criteria for each outcome target. Though there will naturally be revisions as teachers notice necessary shifts, these rubrics are set. Rubrics are based on the outcome targets selected for the given assignment. They should include the Meets Standards and Exceeds Standards requirements for a given assignment. Most teachers do not provide “not yet” requirements as students may receive a not yet for a myriad of reasons and this is a space for pointed teacher feedback.

Example of a \_\_\_\_\_ grade

ARGUE			
Outcome Target	Not Yet	Meets Standards	Exceeds Standards
Formulates and defends and arguments with a variety of evidence		Formulates a relevant thesis or claim and defends position with valid, textual evidence.	Formulates a relevant debatable thesis or claim and defends position with analysis of valid, textual evidence and when appropriate distinguishes the claim(s) from alternate or opposing claims.
COMMUNICATE			
Outcome Target	Not Yet	Meets Standards	Exceeds Standards
Skillfully and purposefully organizes writing		Writing is clear and organized. Ideas and information are ordered in a logical & sequential manner within and across paragraphs	The order, structure, or presentation of information is woven together narratively, as if it were a story that compels the reader to move through the text

**The meets standards and exceeds standards expectations for an outcome target should basically stay the same for the entire year.** This helps to enforce the outcome targets as transferrable skills. However, teachers sometimes add additional checklists below the criteria to clarify what the expectations look like for a specific assignment.

ARGUE			
Outcome Target	Not Yet	Meets Standards	Exceeds Standards

Formulates and defends and arguments with a variety of evidence		Formulates a relevant thesis or claim and defends position with valid, textual evidence  __ student creates a legal argument that is complex and debatable __ uses multiple legal documents to support claim	Formulates a relevant debatable thesis or claim and defends position with analysis of valid, textual evidence and when appropriate distinguishes the claim(s) from alternate or opposing claims.  __ student accurately describes the plaintiffs argument __ student addresses plaintiff argument with logic and evidence of her own
COMMUNICATE			
<b>Outcome Target</b>	<b>Not Yet</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Skillfully and purposefully organizes writing		Writing is clear and organized. Ideas and information are ordered in a logical & sequential manner within and across paragraphs  __ student uses paragraph format to outline each subclaim __ thesis and claims are evident within introduction and paragraphs	The order, structure, or presentation of information is woven together narratively, as if it were a story that compels the reader to move through the text  ___ student uses introduction and conclusions to connect legal arguments to nationwide context ___ the larger thesis is woven throughout every paragraph

Here's another version of a checklist some teachers are using:

COMMUNICATE				
Outcome Target:	Evidence Used	Not Yet	Meets Standards	Exceeds Standards
Skillfully and purposefully organizes writing	<b>Published Essay</b>		Writing is clear and organized. Ideas and information are ordered in a logical & sequential manner within and across paragraphs	The order, structure, or presentation of information is woven together narratively, as if it were a story that compels the reader to move through the text
<b>To Improve COMMUNICATE...</b> __ avoid vague language ___avoid making sweeping generalizations, __avoid contractions ____ use transitional phrases to link sentences and ideas __ avoid redundancy ___ be mindful of homophones (there/their) __ work on word choice (replace complex words with simple ones) __ avoid vague nouns ____ use words, not their definitions __don't start sentences with "There is," "There are," or "It is." __break long sentences into shorter ones ____ be mindful of verb tense __be mindful of subject/verb agreement__ Other:				

**Note that there is no overall grade for the assignments. You only need to give a rating for each outcome target. It should not be combined into one total grade.**

*Working Document*



A	B	C	F	G	H	I	J	K	L	M	N	O
TARGET				7			8			9		
				MS	ES		MS	ES		MS	ES	
5	COMMUNICATE	presents with command over voice and gestures										
				Meeting and Exceeding Standards Criteria for each grade level (only 7-8-9 on this snapshot)								
1	CONCLUDE Conflated Conclude 1 and 2	Forms accurate conclusions or claims based on evidence		Student provides an accurate response related to the task or question. The response includes logical text-based inferences and clear explanations for student's reasoning.	Student provides an insightful response related to the task or question. The response includes insightful text-based inferences and clear explanations for student's reasoning.		Student provides an accurate response related to the task or question. The response includes logical text-based inferences and clear explanations for student's reasoning. ____ Student picks quotes/details that support claims/thesis and draws proper conclusions from these texts. ____ Student uses text to text, text to world, and text to self connections ____ Student revisits ideas discussed in earlier units to draw conclusions	Student provides an insightful response related to the task or question. The response includes insightful text-based inferences and clear explanations for student's reasoning. ____ Student quotes/details all support claim/thesis in a clear way and student draws proper conclusions from these compelling pieces of evidence. ____ Student draws meaningful connections between fiction and nonfiction sources in writing.		Student provides an insightful response related to the task or question. The response includes insightful text-based inferences and clear explanations for student's reasoning. ____ Student analyzes chosen text evidence in order to develop an analysis that supports a thesis/claim in the text. ____ Student has a basic explanation of why the text evidence is important and how it supports and develops the thesis/claim.	Uses inferences, connections and/or prior knowledge to formulate original conclusions based on text evidence	
				Each department has a document like this- 6-12th grade for each outcome. This is a snapshot of a working document as the humanities department is revising their rubrics.								

Sample student work with feedback & graded rubrics

## Sample student work with feedback & graded rubrics

**Class:** U.S. History and Government

**Grade:** 11th

**Assignment Overview:** After participating in a simulation of a Supreme Court hearing, students were asked to write an Op-ed featuring the central issue of the case, the Court's ruling, and their opinion on the Court's ruling and the unit's essential question (What role, if any, should the government play in limiting free speech?)

**Outcome: BE PRECISE**

**Outcome Target:** Understands and applies the rules of grammar

NY	MS	ES
	Uses grammatically and mechanically accurate sentences to communicate ideas and conclusions.	Uses both simple and complex grammatically and mechanically accurate sentences to progress ideas and meaning.

**Feedback:** Strong sentence structure

**Outcome: COMMUNICATE**

**Outcome Target:** Uses language to communicate with clarity

NY	MS	ES
	Student communicates an abundance of information or text clearly by choosing words deliberately and eliminating repetitive words or phrases.	Student uses specific, not vague, words. She masterfully combines sentences, with attention to removing superfluous words.

**Feedback:** Be mindful of vague words (what do you mean by "worse?") Also, consider using transitional phrases to link sentence and ideas.

**Outcome: CONCLUDE**

**Outcome Target:** Forms accurate conclusions or claims based on evidence

NY	MS	ES
	Student synthesizes evidence from multiple texts in order to draw accurate text-based conclusions	Student synthesizes an understanding of prior knowledge, many perspectives, and a collection of evidence from numerous sources in order to draw multiple conclusions or deepen/enhance original conclusion

**Feedback:** Strong conclusion but develop this idea more by discussing how this Court decision will "change the way freedom of speech is perceived by America"

Paula Burac  
Greg  
U.S History  
Supreme Court Op-Ed

### Walker v. Texas Sons of Confederate Veterans Decision Declares License Plates as Public Speech

On Friday February 17, The Supreme Court ruled 0-8 in favor of the Petitioners, in the *Walker v. Texas Sons of Confederate Veterans* case. In a unanimous decision, the Supreme Court Justices ruled that Texas is allowed to reject a license plate design that featured a Confederate battle flag.

The *Walker v. Texas Sons of Confederate Veterans* case was very controversial because of the involvement of the Confederate Flag. The case became even worse when the First Amendment was brought into the situation. Taking the First Amendment into consideration, the Supreme Court Justices needed to determine whether or not the government violated the Texas Sons of Confederate Veterans' right to freedom of speech. At the same time, The Justices needed to decide whether or not license plates are a form of public or private speech.

Based on the arguments presented by the Petitioners, 8/8 Justices decided that license plates are a form of government speech. The First Amendment of the United States declares that the government is not permitted to interfere with private speech, however, is entitled to become involved with public speech. Due to the fact that license plates represent the state and are distributed by the state government, license plates are technically a form of public speech. Therefore, proving that the government has the right to restrict freedom of speech on license plates. Furthermore, the Justices discussed that although the license plates would have been utilized to express a positive message, the Confederate Flag is still a controversial symbol and is offensive to many people today. There are several other forms of expression that could be used to convey the same message. The Confederate Flag does not need to be displayed on a license plate to prove a point, which is why, the Supreme Court Justices rejected the proposal.

The decision made by the Supreme Court Justices is reasonable and valid. Declaring license plates as a form of government speech will change the way freedom of speech is perceived in America. At the same time, the decision will also change the way people utilize freedom of speech in the future.

Working Document



# Jumpro.pe Overview

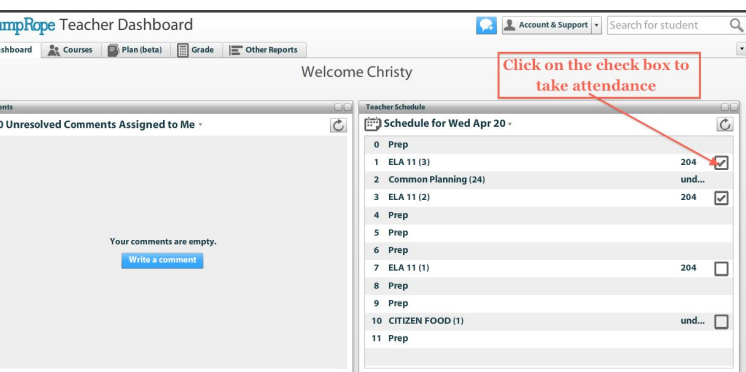
## What is jumprope?

JumpRo.pe is the online gradebook teachers use to take attendance and rate (grade) student evidence.

This platform is mastery only, so they only work with schools just like TYWLS.

## What is the website and log-in?

- ❑ <https://www.jumpro.pe/>
- ❑ An administrator at TYWLS will set you up with a log-in, it will be your email and a password of your choosing.

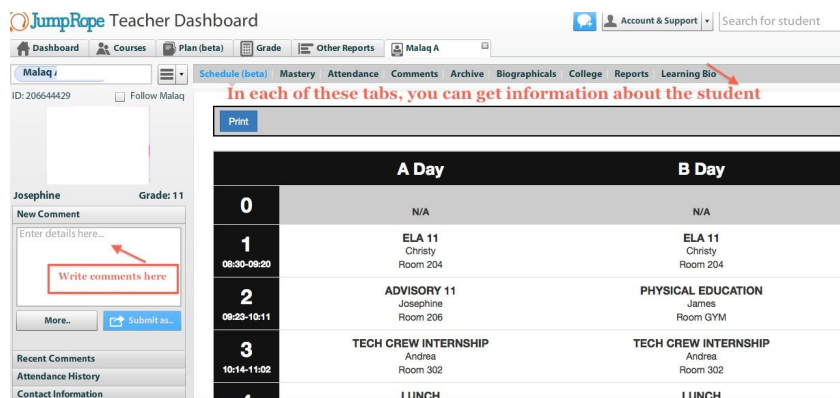


## How do I take attendance?

- ❑ Jumprope attendance is our legal attendance, in addition to first period folders of ATS attendance sheets. Take attendance for each class period, during the class.

## What are the “comments”?

- ❑ When you call home or have information to share with other teachers about a student, add a “comment” and check off who should receive the comment. Be mindful about confidential information remaining confidential and to word your comments carefully.
- ❑ You can search for any student in the school by using the upper right hand corner “search for student”



How do I

set up my jumprope?

*Working Document*



- First, while curriculum mapping, select your outcome targets from the bank of targets (9–15 for a full year course)
- Here's a [handy video](#) to help you visualize how to set it up:
- If you have trouble with jump rope, first ask a colleague or mentor then email them to ask for help if no one @TYWLS has an answer

### What do I title my evidence?

- ❑ “Coding” your evidence is **essential** for communicating with students and parents about the content and type of work they are being rated on. “The content lives in the evidence” BE very clear what each piece of evidence is– the labelling helps them know what to work on.
- ❑ It is not ok to write “unit 1” or “test 1” or “homework 1”. Your evidence needs to let the students and parents know what the content is. **E.G:** “Rocks and Minerals lab analysis” (Content: Rocks and Minerals, Type of Evidence: Lab analysis)

### How do I enter Grades?

- ❑ You will need to create evidence, link it to outcome targets and then enter grades.
- ❑ Update final ratings often so that students have an accurate picture of where they are in each outcome target. The final rating is actually a “current rating” and should change as grades are entered. (See the following page)
- ❑ Check out [this video](#) about entering grades, so you can see it in “real time”

## Deadlines and Final Ratings

### Final Ratings

Teachers have the power to determine the final rating for each outcome target (considered more of a “current” rating). The most recent pieces of evidence can have more influence in ratings because it reflects a more current picture of their level. However, pieces of evidence from earlier in the year are part of the consideration that teachers use to determine ratings. Larger projects can also have more influence in ratings because of their importance in capturing the deep, transferrable skills. \*For the 2016– 2017 school year there will be four “snapshot” progress reports sent home. The first one will be in early November, with a guideline of a minimum of 8 pieces of evidence uploaded into jump.pro.pe at that time.

By the end of the year, each outcome target should have a minimum 3 pieces of evidence, but teachers can enter final ratings immediately, even after only one piece of evidence. This helps to maintain transparency with students so that they understand their current rating. **Teachers should not wait to have three pieces of evidence to rate the final rating.** Students will be rated as early as September and their ratings may change throughout the course in any direction. Don’t be intimidated by the name “final rating,” as it can be changed as many times as we want!

We have the power to determine final ratings for outcome targets only. Larger outcome categories are automatically calculated for us. Some examples of how to determine the overall outcome rating from the evidence are below.

Identify and compare relationships and their characteristics (8/A1/PC)	<div><div></div></div> E
[Quiz] QUIZ 10/9 - 2015-10-09	<div><div></div></div> E
[Classwork] Exit Slip 10/26 - 2015-10-26	<div><div></div></div> NY
[Classwork] Exit Slip FUNCTIONS - 2015-10-30	<div><div></div></div> E
[Test] Test 1 LINEAR RELATIONSHIPS - 2015-11-05	<div><div></div></div> E
[Rating] Rating	<div><div></div></div> E

This student received a final rating of ES after they showed mastery on two pieces of evidence, regardless of their NY. Every student is entitled to a bad day; an ES does not have to be perfect every time.

Analyze data to make conclusions and predictions (6/7/8/A1/A2/PC/CA)	<div><div></div></div> M
[Performance] Exit Slip - 2015-09-28	<div><div></div></div> E
[Quiz] QUIZ 10/9 - 2015-10-09	<div><div></div></div> NY
[Project] Zera Project EQUATIONS OF LINES - 2015-10-27 (Comment: Revised from NY to MS with outcome recovery on 4/8.)	<div><div></div></div> M
[Test] Test 1 LINEAR RELATIONSHIPS - 2015-11-05 (Comment: Revised from NY to MS in class outcome recovery on 3/31.)	<div><div></div></div> M
[Rating] Rating	<div><div></div></div> M

This student received a final rating of MS after they showed mastery on two pieces of evidence, regardless of their NY and ES in the earlier evidence. Another way to think about it is, the student has consistently demonstrated that she has mastered the skill at her grade level.

*Working Document*

## Deadlines

Teachers may feel free to create deadlines for individual pieces of evidence, however a student should be able to revisit **outcome targets** throughout the year. Most times, teachers include outcome targets in multiple units, so that if a student would like to improve on an outcome target, they can look ahead to another unit, instead of looking behind to an old one. Grade team members can create their own deadline policies amongst each other to create uniformity. Example: the 7th grade team may decide that evidence may only be turned in 2 weeks late. Students will revisit that outcome target on a future piece of evidence. *Often, with mastery, there is a misconception that students must be allowed to revise their evidence. This would be appropriate in certain cases, however, true transfer of skills is achieved when a student is asked to apply that skill to a new piece of evidence or content.*

There are other ways to hold students accountable for deadlines:

1. The PLAN outcome grade is a place where we can often assess and document how well a student is at meeting deadlines. Students with an NY in PLAN, often are poor at meeting deadlines.
2. Teachers can note that evidence is missing on Jumprope. You do this by putting an 'A' in the rating box. A notification will then appear on the student/parent side of Jumprope.
3. You can also give a student an overall NY for an outcome target that has a lot of missing evidence. Example: A student may currently have an overall NY for DISCERN because she has 2 missing pieces of evidence. We don't yet have enough evidence to show that she is meeting standards.

## Unit Planning

Because it's important to plan with the end in mind, our units should be planned with *outcome targets* in mind. Once you know what outcome targets you will be using, you will need to create learning experiences that teach to those targets. If your course requires you to teach about a specific subject matter, you should then use that subject matter as the topic for the skill-based assignments you create. A good unit incorporates content within the skills of the outcome targets.

It's also important to be thinking about what outcome targets you have and have not addressed so far in the year. When planning units, we should be making sure that outcome targets are being used in multiple units and throughout the year if possible. Project based learning lends itself very well to our mastery based work because it provides students with plenty of opportunities to use critical thinking, collaboration and 21st Century skills.

### Earth Science Unit Planning Example:

TYWLS OF ASTORIA		EARTH SCIENCE	2016-2017	GRADE LEVEL 10
<b>Topic/Unit:</b>		<b>Essential Questions:</b>		
Measuring the Earth		<ul style="list-style-type: none"> <li>How can different maps improve our ability to navigate the Earth?</li> <li>How can maps be useful for scientific purposes?</li> </ul>		
<b>CCS Standards-Based Skills &amp; Processes:</b>		<b>NYS Standards:</b>		<b>Outcome Targets:</b>
<b>Reading</b> <u><b>Key Ideas and Details</b></u> 1. Cite specific textual evidence to support analysis of primary and secondary sources.  <u><b>Craft and Structure</b></u> 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.  <u><b>Integration of Knowledge and Ideas</b></u> 7. Translate quantitative or technical information expressed in words in a text		<b>Standard 7. Problem Solving</b> <b>Key Idea 1.</b> The knowledge and skills of math, science, and technology are used together to make decisions and solve problems.  <b>Key Idea 2.</b> Solving interdisciplinary problems involves a variety of skills and strategies, gathering and processing information and analyzing ideas  <b>1.1c</b> Earth's coordinate system, with the equator and prime meridian as reference lines, is based upon Earth's rotation <b>2.1q</b> Topographic maps represent landforms through the use of contour lines that are isolines connecting points of equal elevation.		<b>Argue:</b> Formulate arguments to support claims with clear reasons, sound logic, and relevant evidence  <b>Be Precise:</b> Transfer scientific data onto a graph  <b>Conclude:</b> Form conclusions from data and/or observations  <b>Create:</b> Create a model that represents a scientific concept  <b>Discern:</b> Determine which details/evidence supports a scientific concept



<b>Summative Assessment including Performance Task(s)</b>	<b>Performance Task #1: "Cartographer's in Action"</b>		
Laboratory #1 – Debunking the Bermuda Triangle  Laboratory #2 – Nightmare Island  Checkpoints  Project #1  Performance Task – "Cartographers in Action"	<p>You are a cartographer (a map maker) who has recently created a topographic map for a newly discovered piece of land. Contractors for a residential housing company have decided they want to build on this land. Your job is to prove to these contractors that the landscape is not suitable for building houses.</p> <p>⇒ <b>Claim: This landscape is not suited for residential housing</b></p> <p>⇒ You will defend this claim by interpreting the topography of the landscape</p> <p>⇒ You will create a topographic profile for the area that you are mapping out.</p> <p>⇒ <b>You will write a conclusion explaining why you believe the land is not suitable for contractors to residential housing</b></p> <p><b>Content Expectations</b></p> <p>⇒ You will analyze and interpret the topographic map</p> <p>⇒ You will create a topographic profile</p> <p><b>CCLS Skills</b></p> <p>⇒ Use and defend the given claim (making a claim)</p> <p>⇒ Use evidence from your interpretation of the topographic map/profile to defend your claim (citing evidence)</p>		

### H.S ELA Class: Macbeth Unit Planning with Outcomes in Mind (Excerpt)

Outcome (Skills)	Outcome Target	Evidence	Teaching points	CCLS
Collaborate	Participates positively and effectively in a range of collaborative discussions, activities, and projects	<input type="checkbox"/> 32-Second Macbeth Project Performance <input type="checkbox"/> Performance Project: Performance	→ Collaborative script editing → Collaborative production notes and performance-(e.g staging, costume, props) → Strategies for performing in a group	(SL1)
Discern	Identifies main ideas, facts and details from the text	<input type="checkbox"/> 32-Second Macbeth Line-Analysis <input type="checkbox"/> Close-Reading Scene analysis on-demand <input type="checkbox"/> Performance Project: Character Analysis	→ Annotate and analyze text and Subtext → Historical Context → Analyze motivation and characterization → Notice effects of Denotation/connotation/stress and inflection	(RL1) (RL3) (RL4)
Conclude	Forms accurate conclusions or claims based on	<input type="checkbox"/> Close-Reading Scene analysis on-demand <input type="checkbox"/> Performance Project:	→ Annotate and analyze text and Subtext → Analyze motivation and	(RI3) (L3)

	evidence	<input type="checkbox"/> Character Analysis <input type="checkbox"/> Performance Project: Edited and Annotated Script	characterization → Reading Shakespeare Aloud → Paraphrase and quote relevant text evidence → Perform based on conclusions around denotation/connotation/stress and inflection	(SL6)
Plan	Creates appropriate plans and follows them in a timely manner with attention to deadlines.	<input type="checkbox"/> 32-Second Macbeth Line-Analysis <input type="checkbox"/> Ted-Ed Shakespearean Context Lesson <input type="checkbox"/> Performance Project	→ Project management techniques → Self-Assessment and metacognition	(W5)

Good Unit Planning Resources:

[Understanding By Design](#)

[Buck Institute for Education](#)

## A Note: Type of Evidence

In line with the philosophy of outcome targets is the concept that teachers design their courses to vary the type of evidence we are collecting. Transfer of a skill from task to task or learning event to learning event is demonstration of true mastery. As teachers design their lessons, units and years, they take into account the type of evidence they are collecting. This includes where and when the evidence is being conducted- balancing in school work with home-work and on-demand assessment with longer term process.

## Lesson Planning

Outcome targets should also fit into your lesson plans. They act much like how any other standard would be incorporated. The lesson should be helping students practice and learn the specific skills and content that will be necessary to master their outcome targets. It's a good idea to use the same language that is found in your outcome targets and rubrics. This can manifest itself in the AIM and Essential Question for that day.

An example:

You are using the following **outcome target**: "Designs an inquiry and gathers appropriate information to complete the inquiry"

*Working Document*

I know that to meet the standard for this **outcome target**, they need a valid and researchable research question.

Your **Essential Question** for one day might be something like, “How can I create a valid and researchable research question?”

The **Essential Question** for this lesson reflects a step towards mastering this outcome target. The research question is part of how this student will master the larger outcome target.

Outcome targets should also be considered when you are thinking about formative assessments. The feedback you provide should help the student work towards mastering the outcome target(s) that you are working on.

Back to our example:

Your assessment for that lesson might be to collect and provide feedback on their research question.

This assessment and feedback will help them along towards success on a larger outcome target.

## Student facing projects and assignment samples

Musical Theater Project 1  
HS Mixed Grade  
Beginner Level (First Year)

### Project Description:

In this project you will be split into groups. Each group will have a director and choreographer and a group of actors. You will collaborate together to present a fully realized piece of musical theater. You have COMPLETE artistic control (under the guidance of your director and choreographer.) To begin, you must choose what musical and song you would like to work on. Step 1 and Step 2 are important to do in order. After that, you are free to move through each assignment at your own pace. We have 6 weeks of rehearsals and then 1 week for our final performances.

There will be days when you are working in your group and there will be days when we will come together as a class to share. *Use the google calendar to keep track of the work days vs the full class days.*

### Essential Questions:

1. What do we want to develop and communicate as a group of artists?
2. How will we work through the process being mindful of "full class" days and of our own work styles?
3. How can dance communicate emotion and character?
4. How can music communicate emotion and character?
5. How do directors, choreographers and actors collaborate together successfully?
6. How do we discern meaningful feedback from a performance?

### Planning Tool: (First Assignment)

#### Directions:

As a group you need to make some pretty big decisions. This sheet will help you PLAN and COLLABORATE with your group mates. This will count as evidence of both. Outcome targets and ratings are below!

- What does your group want to COMMUNICATE? Describe the style of musical theater your group is interested in. Do you want something that is dance heavy? Singing heavy? Do you want to fill the audience with joy or make them feel sad and depressed? Do you want to energize or make them think? Be specific and thoughtful.
- List the two songs that you are interested in performing. Before you choose- listen to the songs, sing along, watch different versions. Then think...can we do this ourselves? What do we need to adjust to make it work?
- What do you think the biggest challenge will be when working to rehearse and perform this song?
- Who is directing? What is their vision/idea for the song? What qualities do they have that will make them a good director? (If you need help with this, check out the [director's job description](#) and the [Director's Handbook](#))
- Who is choreographing? What is their vision/idea for the song? What qualities do they have that will make them a good choreographer? (If you need help with this, check out the [choreographer's job description](#) and the [Choreographer's Handbook](#).)

### RUBRIC FOR MUSICAL THEATER PLANNING TOOL

Outcome: Plan	Outcome: Collaborate
Outcome Target: <b>Students maintains a design or rehearsal process to arrive at a successful final product- this includes all class and homework.</b>	Outcome Target: <b>Students participate as collaborative ensemble members.</b>

Meeting Standards: ____Student can successfully adhere to an artistic production/rehearsal schedule.	Meeting Standards: ____Student is actively participating in their group during collaborative ensemble work.
Exceeding Standards: ____Student uses the rehearsal process to refine and deepen the artistic product, and that is clearly reflected through maintenance of a rehearsal schedule and staying on task during class rehearsals.	Exceeding Standards: ____Student are able to lead and guide collaborative ensemble work

## FREQUENTLY ASKED QUESTIONS

### 1. How many pieces of evidence do teachers need to enter per outcome target? For a final rating?

*At minimum 3, but teachers can enter final ratings immediately, even after only one piece of evidence. This helps to maintain transparency with students so that they understand their current rating. Teachers should not wait to have three pieces of evidence to rate the final rating. Students will be rated as early as September and their ratings may change throughout the course in any direction. As teachers enter ratings for evidence, the final ratings should be changed too.*

### 2. How do you determine the overall grade for a learning target (outcome)?

*Teachers have the power to determine the final overall rating for the outcome target. The most recent pieces of evidence can have more influence in ratings because it reflects a more current picture of their level. However, pieces of evidence from earlier in the year are part of the consideration that teachers use to determine ratings. Larger projects can also have more influence in ratings because of their importance in capturing the deep, transferrable skills of that student.*

### 3. What does it mean for a student to 'Not Yet' meet standards?

*Students who are not yet showing mastery of an outcome target received a Not Yet grading on their assessment. This outcome will continue to be worked on with the student ideally until they are meeting standards. Once the school year is off to a start, If a student does not provide*

*enough work to be rated and are only receiving “A” (A- Missing Work) for that particular target, a teacher may change their final rating to be a NY because they do Not Yet have enough evidence to know if a student has mastered that skill. The teacher needs to keep the A ratings in that target to communicate to the student that is the reason for their Not Yet rating.*

#### **4. What does it mean to ‘meet standards’?**

*Students are Meeting Standards when they are exhibiting mastery of an outcome target that is matching the expectations for their grade level. Grade level is determined by the schoolwide spiralled rubrics as well as the standards for the course.*

#### **5. What does it mean to ‘exceed standards’?**

*Students are Exceeding Standards when they are exhibiting mastery of an outcome target that is consistently above their grade level.*

#### **6. Where are the outcomes created from?**

*Refer to the UNIT PLANNING portion of the handbook.*

#### **7. How many outcomes targets should a course have?**

*9-15*

#### **8. How do students revise their grades?**










*Students can either take feedback from the teacher through coaching or direct instruction and revise their work and hand that work back in OR students will be offered another opportunity to master that outcome on a future assignment.*

#### **9. What is evidence?**

*When students are assessed through quizzes, test, projects, etc. we call this **evidence** because it is proof of their mastery of each outcome target at that time. The purpose of rating evidence is to give students feedback – therefore any evidence that will help to coach or inform them of their progress*

#### **10. How do code evidence in JumpRope?**

*Include the name of the unit or project that each piece of evidence is attached to.*

Musical Theater 2016 2017		
2	 We're All In This Together Planning Tool	
2	 We're All In this Together Design Concept	
1	 We're All In This Together Choreographer Audition	
2	 WAITT Rehearsal Checklist 1	
2	 WAITT Sharing Feedback 1	
1	 WAITT Director Schedule	
1	 WAITT Choreography Sharing	
1	 WAITT Sharing Feedback 2	

### 11. How do outcomes impact my course if I teach a test?

*If your course has a state or national test attached to it, you will get plenty of support with adapting this content to outcomes language. The first step is to analyze the test structure and content and match up the skills necessary to be successful with outcome targets. If available, any state rubrics or sample student work is helpful in planning. The outcome targets and shared outcomes are broad enough that they should “cover” your needs for the test. If after careful analysis and planning with departmental counterparts you notice a need for another outcome target, your department can meet and agree to add this to the targets.*

### 12. How can outcomes help hold students accountable for their work and work habits?

*We consider “work habits” to be teachable and learnable skills just like all other more “academic” skills. The outcomes “Plan” and “Collaborate” fold in the behaviors and skills many often associate with the term “work habits.” These outcome targets factor into their overall grades the same way that other outcome targets do. We are expected to teach and model these outcome targets much like we do with any other outcome targets.*

### 13. How do outcomes support rigor in the content of my class?

*Each outcome and outcome target has been spiraled across grade levels and through content areas. You have control as the teacher to adjust the rigor of the content challenge students as they gain mastery.*

Helpful and Interesting Links:

- Competency Works: Draws on lessons from early adopters and experts in the field of mastery based education: [www.competencyworks.org](http://www.competencyworks.org)
- Edutopia Article on standards based grading:  
<http://www.edutopia.org/stw-college-career-stem-assessment>
- NY Times <http://www.nytimes.com/2010/11/28/weekinreview/28tyre.html?pagewanted=all&r=0>
- Mastery Collaborative: <http://www.masterycollaborative.org> The Mastery Collaborative is a community for NYC public middle and high schools who are using, piloting, and/or exploring the use of mastery/competency-based systems.
- ASCD Article: Seven Reasons for Standards-Based Grading  
[http://www.ascd.org/publications/educational\\_leadership/oct08/vol66/num02/Seven\\_Reasons\\_for\\_Standards-Based\\_Grading.aspx](http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Seven_Reasons_for_Standards-Based_Grading.aspx)