

# ES Learning Target Tracker

Name:

Revised 3/13/12

Code:

| eSIS  | Learning Targets   | Prof | Scores |    |    |     |
|---|--|------|--------|----|----|-----|
|   |  |      | 3w     | 6w | 9w | 12w |
| <b>1. Prog</b>                              | <b>Progress Summary:</b> Overall Grade (replaces % in eSIS)<br>1.8 (C-) = minimum passing score  | 4    |        |    |    |     |
| <b>2. MiA</b>                               | FYI: Missing Assignments: Assignments that are currently missing   | 0    |        |    |    |     |
| <b>3. TMiA</b>                              | FYI: Total Missing Assignments: Even if completed later  | 0    |        |    |    |     |
| <b>ES.1 Cyc (M&amp;E Cycles)</b>            | I can explain how matter and energy are cycled through natural systems. (H.2L.1; H.2E.1)   | 4    |        |    |    |     |
| <b>ES.2 EsC (Ecosystems)</b>                | I can explain how ecosystems change in response to disturbances and interactions by analyzing the relationships among biotic and abiotic factors in ecosystems. (H.2L.2)   | 4    |        |    |    |     |
| <b>ES.3 EvS (Evaluate Sustainability)</b>   | Evaluate the impact of human activities on environmental quality and sustainability of Earth systems. Describe how environmental factors influence resource management. (H.2E.4)   | 4    |        |    |    |     |
| <b>ES.4 Val (Values)</b>                    | I can evaluate how my own values and the values of others influence their responses to environmental issues.   | 4    |        |    |    |     |
| <b>ES.5 Sys (Systems)</b>                   | I can apply an understanding of systems thinking to analyzing the social, economic and environmental impacts of human activities.  | 4    |        |    |    |     |
| <b>ES.6 STC (Science, Tech and Society)</b> | I can recognize, explain and evaluate examples of scientific theories, new technology, and society influence each other (H.3S.4; H.3S.5; H.4D.5; H.4D.6)<br>[Required Assignment: Science in the News]   | 4    |        |    |    |     |
| <b>SI.1 SciQs (Science Inquiry)</b>         | I can <i>develop</i> an experimental question and hypothesis as a possible relationship between an independent variable and a dependent variable with supporting background research, that can be investigated by collecting and analyzing data (H.3S.1) | 4    |        |    |    |     |
| <b>SI.2 Exp (Science Inquiry)</b>           | I can <i>design</i> and complete a controlled experiment that will collect enough of the right kind of data to test a hypothesis and answer the experimental question (H.3S.2)   | 4    |        |    |    |     |
| <b>SI.3 Grph (Science Inquiry)</b>          | I can <i>graph</i> data accurately - using a line graph, bar graph, or other graph as appropriate, to support analysis and assist in communicating the results of an experiment (H.3S.3)   | 4    |        |    |    |     |
| <b>SI.4 Conc (Science Inq)</b>              | I can <i>summarize</i> and <i>analyze</i> data, <i>identify</i> uncertainties, and <i>propose</i> reasoned explanations supported by the data (H.3S.3)   | 4    |        |    |    |     |
| <b>SS.1</b>                                 | FYI: Science Skills: Lab Equipment and Safety: I know and follow safe lab procedures to make accurate measurements<br>[EX: I can find the density of solids and liquids]   | 3    |        |    |    |     |
| <b>CRLS.1</b>                               | FYI: Personal Management: Exhibit behavior appropriate to work place: Completes assignments, arrives on time, maintains science notebook, behaves appropriately  | 3    |        |    |    |     |
| <b>ES.1 Rd</b>                              | FYI: I can read and understand a variety of texts about science  | 3    |        |    |    |     |
| <b>ES.2 Wr</b>                              | FYI: I can write clearly and accurately with proper conventions  | 3    |        |    |    |     |
| <b>ES.3 Mth</b>                             | FYI: I can apply math to science: creating and interpreting graphs; calculating mean, median, mode; identifying outliers; etc...   | 3    |        |    |    |     |

**You MUST have a passing score (Proficiency = 2) in ALL the core science standards (shaded) TO PASS this class**

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### Q&As about Grading by Proficiency:

#### **Q: Why grade by proficiency instead of by total points earned?**

**A:** Grading by proficiency puts the focus on LEARNING instead of acquiring points. It also reshapes the conversation. Parents and students can now track exactly how the student is doing around specific learning objectives and respond in a more targeted manner to support success rather than "just trying harder." It is empowering to all as it makes transparent what your son/daughter is expected to learn.

#### **Q: Why does eSIS show that my child has a failing grade in this class?**

**A:** eSIS is only designed to grade over total points, not by proficiency. Thus it totals the points earned rather than evaluating your child's progress toward meeting the learning targets. For example, if a student has a "2" out of four possible points - the minimum passing grade for a particular target, eSIS would assign it a percentage grade of 50% (F) even though the student has demonstrated minimum proficiency.

#### **Q: So how is a grade assigned based on proficiency?**

**A:** I average the passing proficiency scores based on the following scale: 2=C, 3=B and 4=A. Students need to have a minimum of a 1.8 (C-) in ALL core science learning targets in order to earn a passing grade.

#### **Q: Isn't that the same thing as totaling points?**

**A:** Yes, in a way; we are forced to summarize learning with a single letter grade which tells us SOMETHING about performance, but not nearly as much as is available in a proficiency model. Perhaps the grading will catch up to the learning some day!

#### **Q: Are there any other advantages to grading this way?**

**A:** Yes, several: First, it frees up students to work more independently. If they pass out of a particular learning target with a 3 or 4, they can move on to working on the targets they need to master. This allows more flexibility for the student and the teacher.

Also, if a student doesn't test out of a particular target on a particular assessment, they can focus their learning on that particular target instead of having to repeat an entire assessment.

Finally, it also supports a greater variety of assessments and projects so students who may not test well can demonstrate their learning in other ways.

#### **Q: But is this realistic? That's not how life is - you often get only one chance and you either do what must be done or face the consequences. Aren't we setting up our students for failure in the future?**

**A:** Life will always be out there ready to swallow the weak, the strong, the prepared and the not so... Why rush it? If more of our students can realize that school is about LEARNING and not about gaming points, can gain more control over that learning, and experience the success of their continued efforts - isn't that a plus for everyone - and does that also build competency to face the future?

**BONUS FEATURE:** Soon in parent assist you will find the key vocabulary for each of the core science learning targets. Could make for great dinner check-ins!

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_