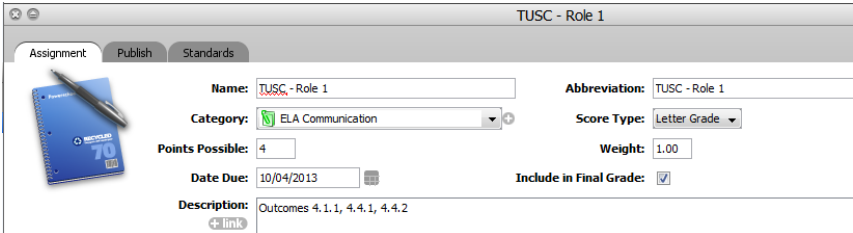


Grade Book Template/Criteria for Assessing Speaking – Grade 5 ELA

<p>Student</p> <p>TUSC = Totally Unique Speakers Club</p>	<ul style="list-style-type: none"> ▪ Focuses the topic for speech ▪ Recognizes audience feedback – answers questions ▪ Presentation follows a plan ▪ Follows teacher guidelines – long enough/content ▪ Uses clear, fluent language (no uhms, ahs...) ▪ Makes eye contact ▪ Looks enthused/interested ▪ Good posture ▪ Opens and closes the presentation effectively ▪ Makes good use of presentation time 	<ul style="list-style-type: none"> ▪ Focuses the topic for speech ▪ Recognizes audience feedback – answers questions ▪ Presentation follows a plan ▪ Follows teacher guidelines – long enough/content ▪ Uses clear, fluent language (no uhms, ahs...) ▪ Makes eye contact ▪ Looks enthused/interested ▪ Good posture ▪ Opens and closes the presentation effectively ▪ Makes good use of presentation time 	<ul style="list-style-type: none"> ▪ Focuses the topic for speech ▪ Recognizes audience feedback – answers questions ▪ Presentation follows a plan ▪ Follows teacher guidelines – long enough/content ▪ Uses clear, fluent language (no uhms, ahs...) ▪ Makes eye contact ▪ Looks enthused/interested ▪ Good posture ▪ Opens and closes the presentation effectively ▪ Makes good use of presentation time 			
	TUSC – Role 1 /10/04	TUSC – Role 2 /10/11	TUSC – Role 3 10/18			
Mark	3	Commercial	3	Country Spy	4	Demonstration
Susanne	3	Environmentalist	3	Florist	3	Historian
Melinda	4	Social Activist	4	Storyteller	4	Telephone Interview

The outcomes being assessed are highlighted.

4.1.1	<ul style="list-style-type: none"> ▪ focuses a topic for oral, written, and visual composition based on information integrated from own experiences and other sources
4.4.1	<ul style="list-style-type: none"> ▪ recognizes and uses audience feedback ▪ uses interactions during presentation (respond to questions)? ▪ follows a sequential plan? ▪ engages familiar audience’s attention/maintain audience attention ▪ uses clear, fluent, and expressive language ▪ looks at the audience when speaking ▪ assumes a comfortable posture ▪ uses appropriate gestures ▪ brings closure to the presentation? ▪ makes good use of presentation time?
4.4.2	<ul style="list-style-type: none"> ▪ uses gestures and facial expression to enhance oral presentation



The criteria for the weekly oral presentations were established using the “Focus for Assessment Questions – Does the student...” from the ELA Curriculum. These outcomes would be assessed all year long.

Grade Book Template – Grade 7 Science – Earth’s Crust

<p>Uses appropriate vocabulary to and accurately</p> <ul style="list-style-type: none"> - describes the Earth’s structure - describes the processes involved in rock formation - classifies rock by their method of formation - investigates and describes the processes of weathering and erosion - recognizes the changes in landscape over time - explains how rocks undergo a slow process of change <p style="text-align: center;">(Quiz questions – True & False, Short answer)</p>	<p>Outcomes</p> <p>7-4-1 7-4-2 7-4-3 7-4-4 7-4-5</p>	<p>4.</p> <p>4</p> <p>3</p>	<p>Excellent understanding and application of concepts and skills</p> <p>Very good understanding and application of concepts and skills</p> <p>Good understanding and application of concepts and skills</p>
<p>Uses the inquiry process to identify geological resources that are used by humans as sources of energy, and describe their method of formation</p> <ul style="list-style-type: none"> ▪ accesses information using 3 sources (human, book, computer) ▪ assesses the reliability of the information using pre-established criteria (current, legible, more than one source...) ▪ completes note-taking graphic organizers accurately and completely ▪ communicates the results in written (report) and oral (speech) form <p style="text-align: center;">Will be assessed by grading a report and speech.</p>	<p>7-4-6 7-0-2 7-0-2b 7-0-2c 7-0-7g</p>	<p>2</p> <p>1</p> <p>ND</p>	<p>Basic understanding and application of concepts and skills</p> <p>Limited understanding and application of concepts and skills</p> <p>Does Not Yet Demonstrate the required understanding and application of concepts and skills</p>

Maria	3	4	Seth	2	3	Jason	4	4
Tony	4	3	Emily	2	2	Paul	3	2
Suzanne	3	3	Daniel	3	3	Sheila	3	3

Any outcomes from the Clusters 1-4 in Science are reported on in Knowledge and Understanding. Teachers will decide how to weight each Cluster for the Final Grade. These decisions will usually be based on how much time has been spent on each Cluster.

Inquiry projects are assessed under Inquiry on the report card. These outcomes are assessed all year long. Teachers will assess the student’s “most recent, most consistent” level of achievement for these outcomes.

T1

Calculate T1 final grade using: copy

Total points Number of low scores to discard:

Term weights

Category weights

Name	Weight	Percent	Drop Low
7SC Earth's Crust	20	20.0%	0
7SC Ecosystems	30	30.0%	0
7SC Forces & Structures	25	25.0%	0
7SC Partide Theory	25	25.0%	0

Sources of Energy Inquiry

Assignment Publish Standards

Select	ID	Standard Name
<input type="checkbox"/>	E1-6.SCI	Science
<input type="checkbox"/>	E1-6.SCI.K	↳ Knowledge and understanding (Science)
<input checked="" type="checkbox"/>	E1-6.SCI.I	↳ Scientific inquiry process (Science)
<input checked="" type="checkbox"/>	E1-6.SCI.P	↳ Design process and problem solving (Science)

Grade Book Template for Grade 3 Math

Date: Assessing: Demonstrates an understanding of increasing and decreasing patterns Student is able to describe, extend, compare and create increasing and decreasing patterns.		Assessment Key 4. – Excellent understanding and application of concepts and skills 4 – Very good understanding and application of concepts and skills 3 – Good understanding and application of concepts and skills 2 – Basic understanding and some application of concepts and skills 1 – Limited understanding and minimal application of concepts and skills; see teacher comments ND – Does Not Yet Demonstrate the required understanding and application of concepts and skills.	
Mary	Peter	George	Sheila
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
William	Simon	Shirley	Mary Anne
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Template for Observation Comments - Art

Subject: Art	Outcomes:	Date: October 11
Mary		
William		
Peter		
Simon		

Grade Book Template for Grade 2 Social Studies - Communities

Students	Active Democratic Citizenship Outcomes		Critical Thinking Outcomes		Report Card Scale
		<ul style="list-style-type: none"> ▪ Cooperates & collaborates with others ▪ Resolves conflicts peacefully & fairly ▪ Interacts fairly/respectfully with others ▪ Makes decisions that reflect care, concern and responsibility for the environment ▪ Considers the rights and opinions of others during interactions 		<ul style="list-style-type: none"> ▪ Formulates questions for research ▪ Considers advantages and disadvantages of solutions to a problem ▪ Uses information or observations to form opinions ▪ Revises ideas and opinions based on new information 	<p>4. –Excellent understanding and application of concepts and skills</p> <p>4 – Very good understanding & application of concepts and skills</p> <p>3 – Good understanding & application of concepts and skills</p> <p>2 – Basic understanding & application of concepts and skills</p> <p>1 – Limited understanding & application of concepts and skills</p> <p>ND – Does Not Yet Demonstrate the required understanding & application of concepts and skills</p>
		<p>Assignment - Observations made during 2 group work times –</p> <ol style="list-style-type: none"> 1. Students were making lists describing their communities 2. Students were working on sorting recycling materials 		<p>Assignment - Compare and Contrast list – What is my town like? Read – <i>All About Canadian Communities – Towns & All About Canadian Communities – Rural Communities</i> and compare with books.</p>	
Josiah	4	Josiah worked well in the group, was the peacemaker between Luke and Lucy, was able to say why recycling was important and why we should take the time, showed a very positive attitude about the task – saw the value	4	Josiah is able to ask questions about what life is like in his community. He was able to listen to the All About books and say he thought life was the same or life was different. He was also to able to make a “now I think...” statement about life in his community.	
Matthew	2	Matthew worked well in the group after teacher intervention, was not able to answer questions about recycling, grumbled about the task	2	Matthew was able to ask a question about life in his community. He was not able to make an opinion statement about whether or not he thought life was the same or different with the book. he was not able to make a “now I think...” statement.	
Lucy	3	Lucy worked well in the group, was able to answer some questions about recycling, showed a positive attitude about the task – saw the value	3	Lucy was able to ask questions about what life was like in her community. After listening to the books she was able to make an opinion about whether or not life was the same for her and the book. She was not able to make a “now I think...” statement.	

When assessing the 3 categories of Social Studies, teachers know that **Research and Communication** and **Critical Thinking and Citizenship** are process outcomes – teachers assess these all year long. Students will grow in ability to meet the outcomes from September till June. Teachers will use their “most recent, most consistent” marks to assess these outcomes. These outcomes are meant to be assessed within the context of the grade level Social Studies Clusters.

We know that we are responsible for marking curricular outcomes not assignments. To make the bridge to marking outcomes it is often easier to list the outcomes being assessed and then design an assignment around those outcomes. This insures the outcomes are assessed.