Grading Practices

Platte County School District

In Progress:

A guaranteed and viable curriculum

- Prioritize state standards for every content area / grade level - power standards
- Unpack standards - learning targets
- Refine and develop proficiency scales
- Align instruction and assessment to proficiency scales
- Use data-driven assessment to inform instruction - intervention & enrichment

Prioritize state standards

Power Standards

Science: Intro to Biology - Unit 1

Overview

Quarter(s): 1

Pacing: 2 weeks

Unit Power Standard(s) Code	Unit Power Standard(s) Description
9-12.LS1.A.2	DEVELOP and USE a model to ILLUSTRATE the hierarchical organization of interacting systems that PROVIDE specific functions within multicellular organisms.

Below Grade/Course Connected Standard(s)	Above Grade/Course Connected Standard(s)
8th grade students were previously engaged with 6-8.LS1.A.2	N/A

Unit Supporting Standards Code	Unit Supporting Standards Description
9-12.LS3.B.1	COMPARE and CONTRAST asexual and sexual reproduction with regard to genetic information and variation in offspring.

Unpacked Standard(s)

Power Standard(s) Code	Power Standard(s) Description	DOK(s)	DESE Expectation(s) Unwrapped
9-12.LS1.A.2	DEVELOP and USE a model to ILLUSTRATE the hierarchical organization of interacting systems that PROVIDE specific functions within multicellular organisms.	3	SCIENCE AND ENGINEERING PRACTICES Developing and Using Models • Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. DISCIPLINARY CORE IDEAS Structure and Function • Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. CROSSCUTTING CONCEPTS System and System Models • Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.

"Unwrapped" Content (nouns) (students need to know)	"Unwrapped" Skills (VERBS) (students need to be able to do & DOK)	"Unwrapped" Understanding (students need to understand)
• Model • Organization • Systems • Functions • Organisms • Claim • Evidence • Reasoning	• Develop (3) • Use (2) • Illustrate (1) • Provide (1) • Observe (1) • Annotate (2) • Differentiate (2) • Compare and Contrast (2)	• Students will develop an argument using evidence that something is biotic or abiotic. • Students will distinguish between an observation and an inference. • Students will use a concept map to differentiate the similarities and differences between living and nonliving things. • Students will ask questions that arise from observations or results, to clarify and/or seek additional information. • Students will compare and contrast viruses, bacteria and animal cells using a venn diagram to find similarities and differences based on observations they make. • Students will annotate a reading on viruses and use the evidence they found to to create a logical argument using evidence whether something is living or nonliving.

New Academic Vocabulary	Scaffolded (Review) Academic Vocabulary	
• Homeostasis • Asexual reproduction • Response • Metabolism • Sexual reproduction • Stimulus • Fertile • prokaryote • Positive feedback • Species • Eukaryote • Negative feedback • Evolution • Differentiation • Somatic	• Biology • Atom • Molecule • Organ • Tissue • Cell • Organ system • Organism • Population • Species • Community • Ecosystem • Biosphere • Abiotic	• Biotic • Heterotroph • Unicellular • Multicellular • Autotroph • Hypothesis • Unicellular • DNA • Independent variable • Dependent variable • Control • Constant

Unpack standards into

Learning Targets

Refine and develop proficiency scales

Align instruction and assessment to proficiency scales

Use data-driven assessment to inform instruction - intervention & enrichment

Assessment

Common Summative Assessment/Demonstration of Understanding

- Common Unit Assessment to be completed in the 2024-2025 School Year.

Links to student example of summative assessments/demonstration of understanding

Score 4	Score 3	Score 2	Score 1
Example	Example	Example	Example

Proficiency Scale

4	Student has mastered understanding of the entire standard(s) and make little to no errors when asked to demonstrate and apply their learning.
3	Student consistently shows understanding for most components of the standard(s) with few errors when asked to demonstrate and apply their learning.
2	Student can sometimes show understanding for some of the components of the standard(s), yet there are a few aspects that they are still learning and improving upon.
1	Student rarely shows understanding for any component of the standard(s) and are still needing significant teaching to apply their learning.

Next Steps:

- Collect Feedback
  - From all district stakeholders
- Continue working with Academic Senate & Community Advisory
- Plan for K-12 reporting alignment

Feedback

- What do you see as the strengths of our current K-12 grading system?
- What are your concerns with the current K-12 grading system?
- What do you want to see in an aligned ideal grading system?