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CBIEP

Competency
Based Inclusive Education Plans

ICBIEP

Inclusive & Competency Based Inclusive Education Plans

ICBIEP – Connecting Students to their Classrooms

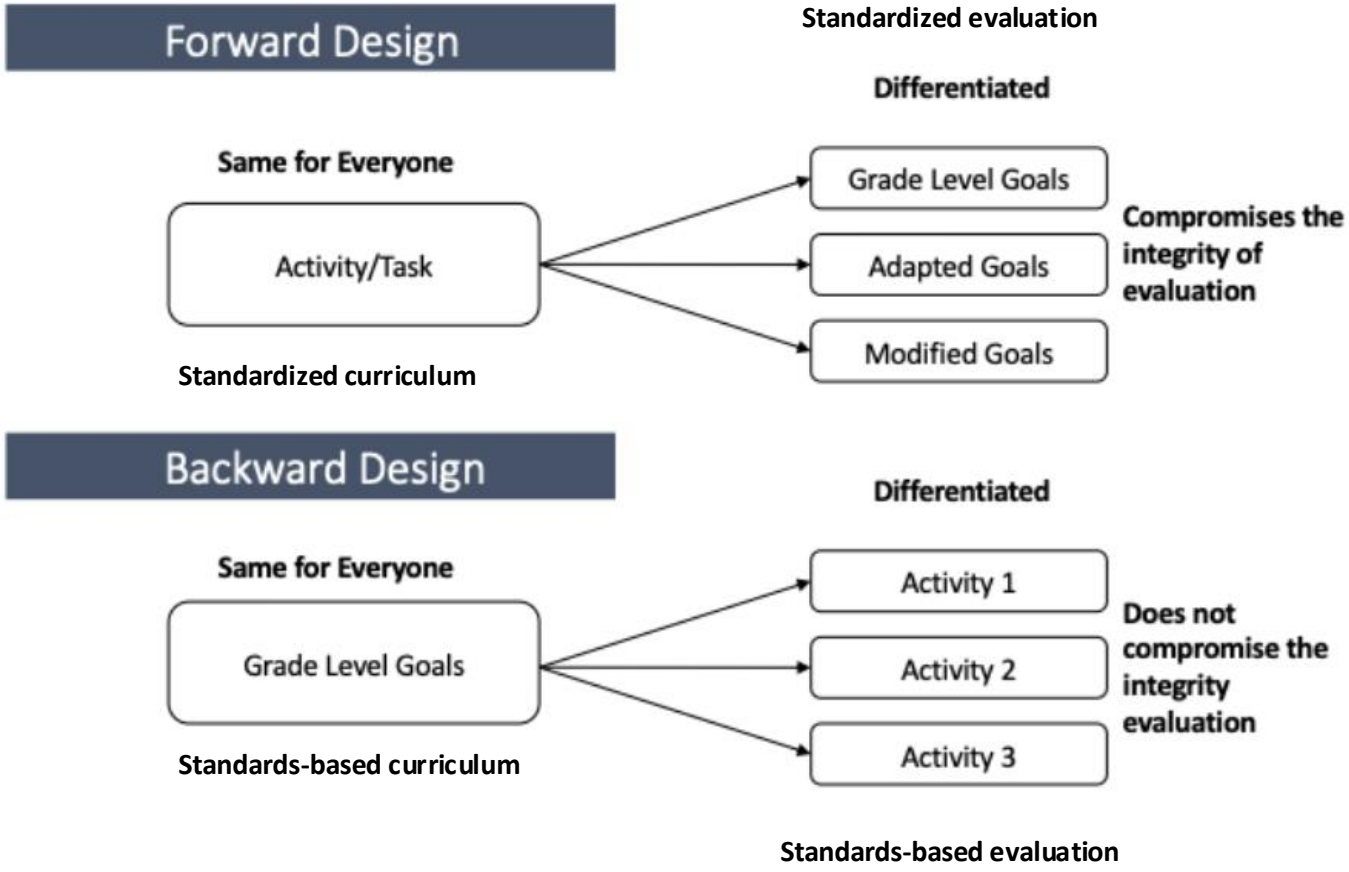
1. Strength-Based Processes that center Students Agency
2. Shared Goals
3. Universal Needs Based Supports
4. Aligned Assessment Practices

ICBIEP – Connecting Students to their Classrooms

1. Strength-Based Processes that center Students Agency
2. Shared Goals
3. Universal Needs Based Supports
4. Aligned Assessment Practices

Aligned Assessment Relies on Inclusive Curriculum Planning Processes

Adapted from McTigue, 2010



PLANNING LEARNING FOR EACH STUDENT

	Students will:	Educators will:	Tasks/Assessments will:	Leaders will:
To Belong and to Give	Each student is able to share their learning with others	Each educator will collaborate and share with others to create a safe space for learning and provide opportunities for sharing and interacting	Each task/assessment will contain elements of student interest/culture and are interactive, predictable, safe and allow for demonstration of learning without feeling judged	Each leader will create time and space for educators to learn about, practice and collaborate on creating safe spaces and tasks/assessments
To Learn	Each student is able to choose different tools and strategies to access the learning and meet the goal	Each educator will make time to learn, practice, model, collaborate on, and teach a variety of tools and strategies relevant to individual needs	Each task/assessment will provide students with choice in how to access the learning and reach the goal	Each leader will make time to learn, practice, model and collaborate on a variety of tools and strategies
To Grow	Each student can articulate their learning goal, describe where they are at, as well as next steps	Each educator will design tasks based on formative assessment and co-creating criteria and steps	Each task/assessment will provide multiple access points and require reflection/feedback on where they are at and next steps	Each leader will provide opportunities and model assessment practices that lead planning and improved student learning

Resources to Support Your Planning:

Indigenous Education (Truth and Reconciliation in QSD)

Learning Framework

Assessment Plan

Learning in the Primary Years

Portal Resources

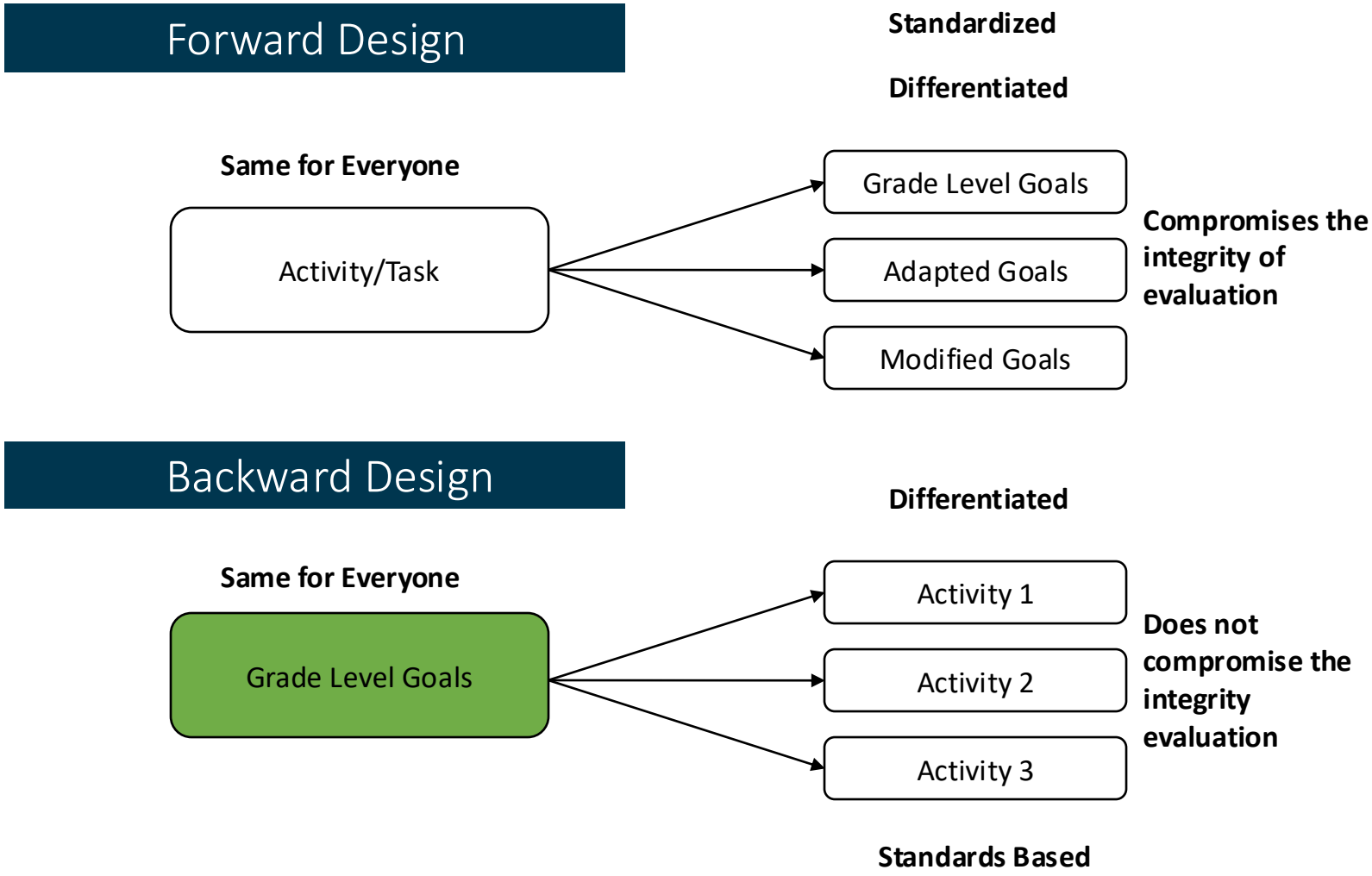
Additional Handbooks for Your Reference:

Employee Handbook

Accessibility Plan

Learning Support Resource Binder

UBD: Determining the Learning Standard



McTigue, 2010

Backwards Design

1. Content
2. Curricular Competencies
3. Core Competencies

Grade: 8	Subject Area: Math	Planning Team: Team 317
Big Idea(s): What do I need to Understand? The relationship between surface area and volume of 3D objects can be used to describe, measure, and compare spatial relationships.		**Unit Guiding Question(s):** What is the relationship between surface area and volume? What is a 3D object? How do I describe, measure and compare 3D objects?
Key Vocabulary: surface area, volume, 3D objects, relationship, regular solids, triangular, right prisms, cylinders, connect, place, story, cultural practices, community, perspective, First People, social responsibility		Skills: Describe, measure, compare, spatial, solve, include, experience

	Curricular Language	Student Friendly Language
What do students need to know? **Content Goals**	surface area and volume of regular solids, including triangular and other right prisms and cylinders	**I know what a regular solid and examples** **I know what surface area is and how to find it** **I know what volume is and how to find**
Content Goals	construction, views, and nets of 3D objects	**I know how to construct (build, create) a view and a net of a 3D object**
What do students need to do? Reason & Analyze **Curricular Competency Goal**	Model mathematics in contextualized experiences	**I can use math in everyday life**
What do students need to do? Understand & Solve **Curricular Competency Goal**	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	**I can solve problems that are connected to my place, culture, and community** **I can experience and engage in math that is connected to First Peoples' perspectives, culture, story and understanding of place?**
What do students need to do? **Curricular Competency Goal Communicate & Reflect**	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts	**I can include First Peoples' perspectives to help me connect to and understand math ideas**
Who do student need to be? **Core Competency Goal**	**I can be/ I am… Social Awareness & Responsibility**	**I can be socially responsible by…**

What is inclusive assessment & evaluation?

Backwards Design

1. Content
2. Curricular Competencies
3. Core Competencies

Backwards Design

1. Content
2. Curricular Competencies
3. Core Competencies

Examples: Core Competency Goals

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Inclusive Education: It's not more work, it's different work!

Strategy IEP Evidence Log: Core Competency

Core Competency **IEP Evidence Log for: _____** **School Year: _____ Term: _____**		**Progress**			**Type of evidence**			
		I can do this…						
Date	**Goal & Objective**	I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge	**Product**	**Observation**	**Conversation**	**Location**
	Goal:							
	Objective:							
Comment								
	Goal:							
	Objective:							
Comment								

Example

Video: Observation

Student: Vinaj

- Grade 2
- Autism

- **Inclusive Lens:** Social
- **Core Competency:** Social Responsibility

IEP Goal

- **Common Goal of Peers:** I can be part of a group by
  - **Individual Specific Objective:** choosing a buddy
  - **Individual Specific Objective:** taking turns

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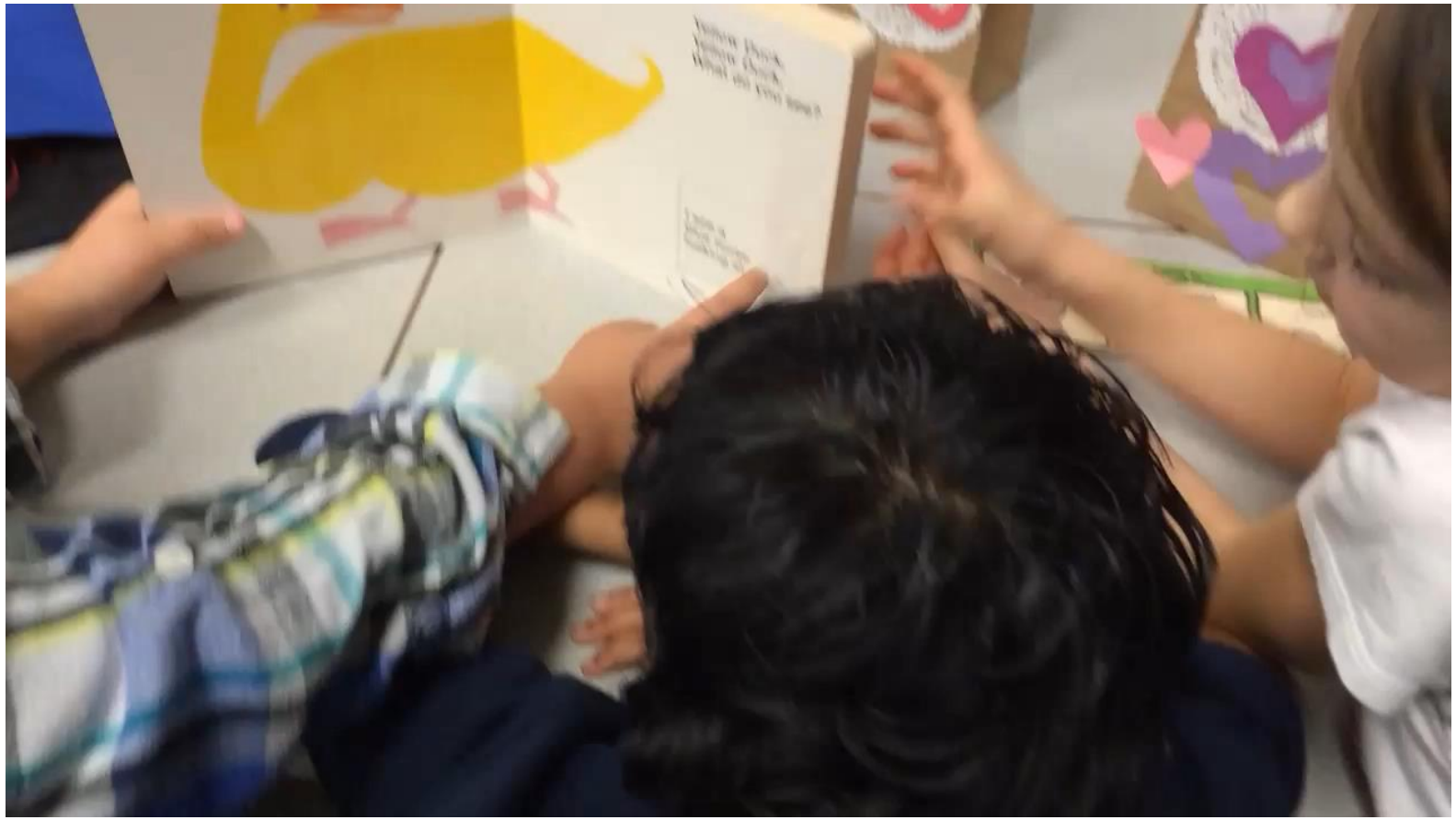
Inclusive Education: it's not more work, it's different work!

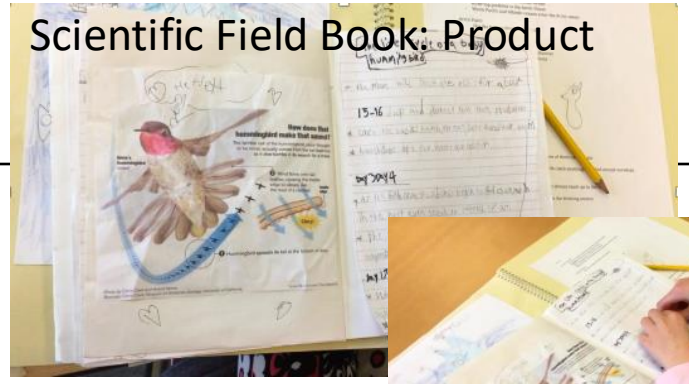
Core Competency-Based Goals			
Social Responsibil	Goal/ Facet:	With some support, I can be part of a group by	
Objective:	taking turns	**Instructional Strategies:**	buddy reading, mimicking peers, using the prompt "you're turn"
Objective:	choosing a buddy to read with	**Instructional Strategies:**	

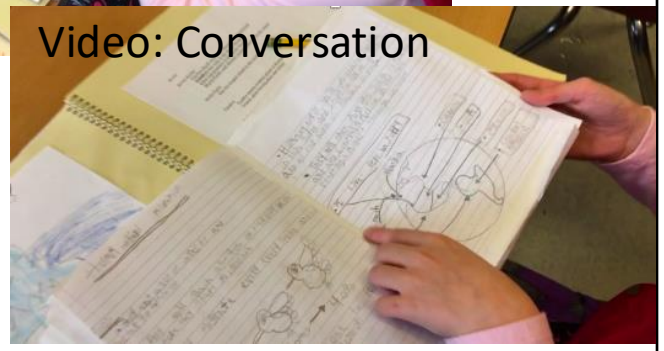


Core Competency Evidence Log

IEP Evidence Log for: VG School Year: 2018-2019 Term: 1		Progress			Type of evidence			
		I can do this…						
Date	Goal & Objective	I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge	product	observation	conversation	Location
10/19	**Goal: I can be part of a group by** Objective: choosing a buddy			✓		✓ ✓	✓	Digital portfolio, Evidence log
Comment	Classroom Teacher: VG reads with his buddies every day. Over the past few months I think he has read with almost ever student! We are also noticing he is becoming more verbal during other times of the day (observation) Conversation with student: I love when V chooses me! (conversation)							
10/19	**Goal: I can be part of a group by** Objective: taking turns		✓			✓	✓	Digital portfolio
Comment	Classroom Teacher: VG is great at choosing his buddies for reading. We are going to try and get him to choose his buddies for Phys Ed next (conversation)							

Example


Scientific Field Book: Product


Video: Conversation

Student: TS

- Grade 3/4
- Autism

- **Inclusive Lens:** Intellectual
- **Core Competency:** Creative Thinking

IEP Goal

- **Common Goal of Peers:** I can deliberately learn a lot about something by
  - **Individual Specific Objective:** researching something I am interested in over time

Core Competency-Based Goals				
Creative Thinking	Goal/ Facet:	I deliberately learn a lot about something (e.g., by doing research, talking to others or practising)so that I am able to		
Objective:	working on my own about something that is interesting to me		**Instructional Strategies:**	passion project about butterflies, drawing
Objective:			**Instructional Strategies:**	

Core Competency Evidence Log

IEP Evidence Log for: TS School Year: 2018-2019 Term: 3		Progress			Type of evidence			
		I can do this…						
Date	Goal & Objective	I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge	product	observation	conversation	Location
04/19	**Goal:** I can deliberately learn a lot about something by • researching something I am interested in over time			✓	✓	✓✓	✓✓	Portfolio in Rm 149, Evidence log
Comment	From mom: T watches her hummingbird feeder that she made everyday after school for 15 minutes and takes notes/draws. She loves it and says she feels like a Scientist! (conversation, observation)) From T: I love Hummingbirds, I think I want to learn about bees next! (conversation)							

What is inclusive assessment & evaluation?

- Combines standards-based assessment with curricular mapping to accommodate the variability in a grade level classroom
- Aims to provide all students with equitable opportunities for learning, while also being flexible for individual accessibly and challenge
- Is a way of assessing student growth and performance in relation to a learning standard, while allowing for multiple exit points
- Encourages students to have a role in determining what complexity of understanding they will show evidence of, while still knowing what is essential
- It can provide data over time for how students are progressing, and connects IEP goals to standards-based planning

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

Tasks are Evaluated

Activity/Task

- Grade Level Goals
- Adapted Goals
- Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Goals are Evaluated

Grade Level Goals

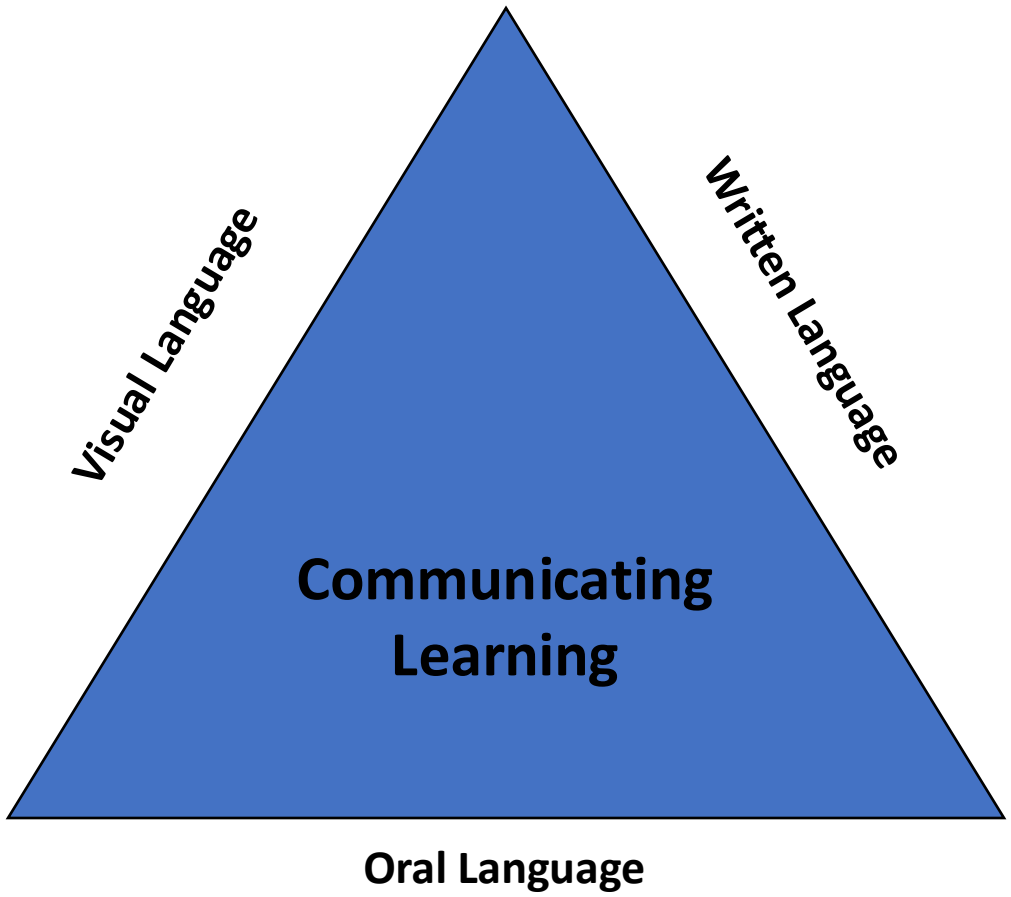
- Activity 1
- Activity 2
- Activity 3

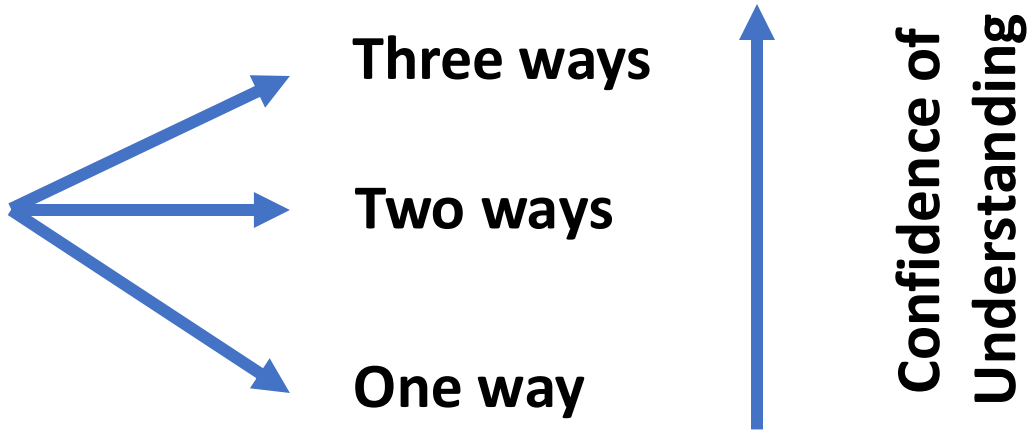
Does not compromise the integrity evaluation

Standards Based Evaluation

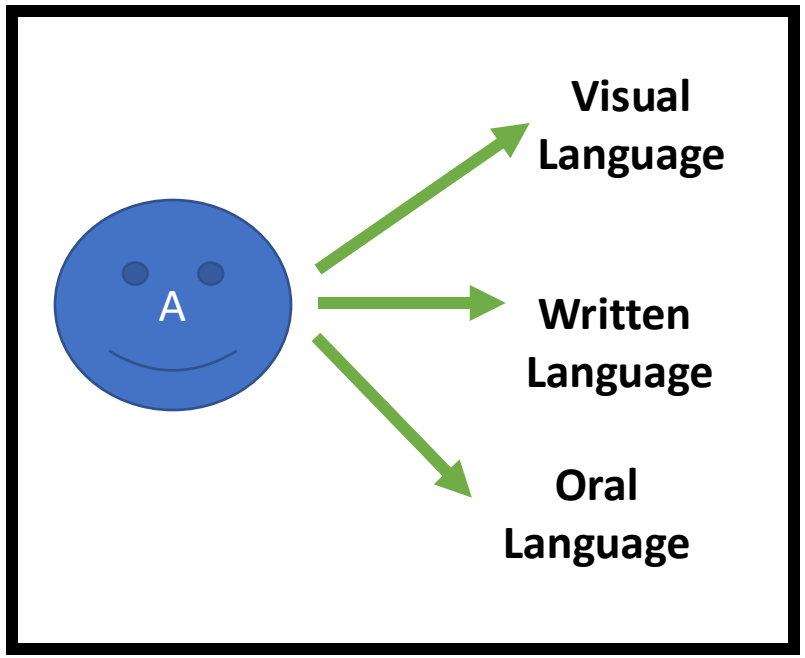
Adapted from, McTigue, 2010

How do student show what they know?





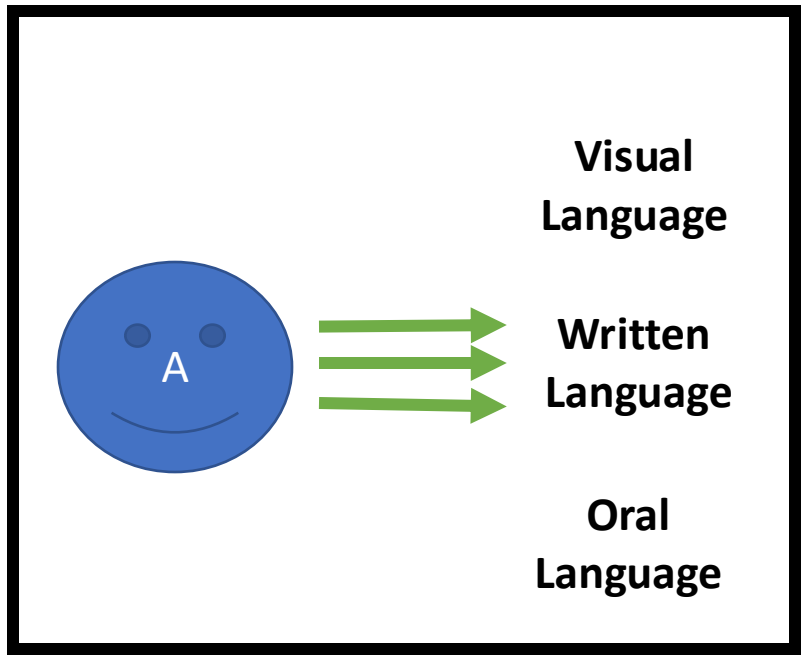
All Languages (in literacy) are Treated Equal!



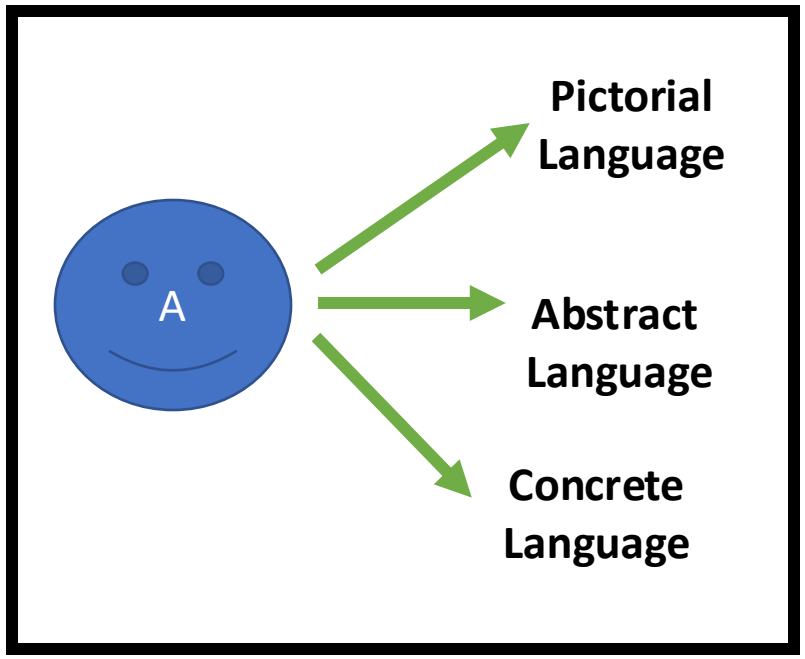
The MORE WAYS students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The NUMBER OF TIMES, a student can show their learning in one way, the more confident we are of meeting a goal



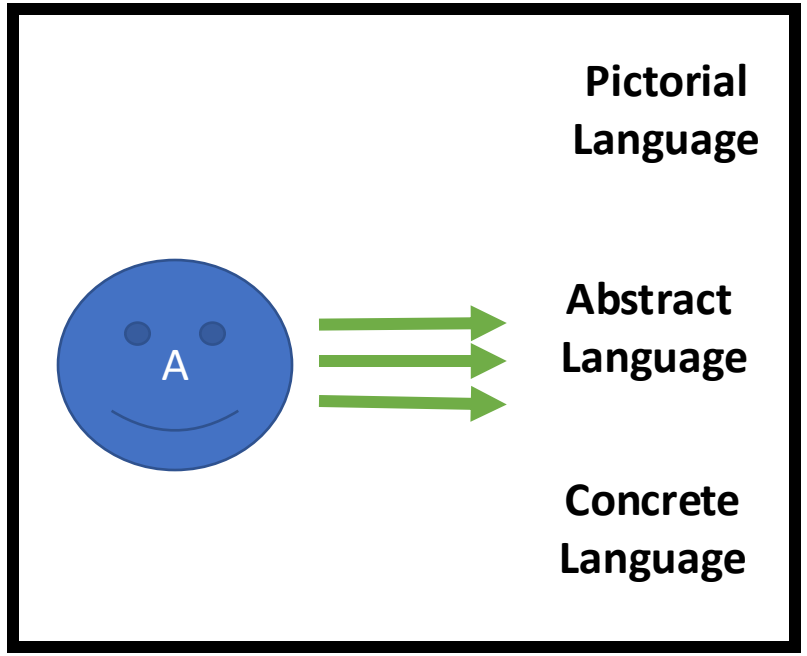
All Languages (in numeracy) are Treated Equal!



The MORE WAYS students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The NUMBER OF TIMES, a student can show their learning in one way, the more confident we are of meeting a goal



Backwards Design

1. Content
2. Curricular Competencies
3. Core Competencies

Aligning IEP Assessment in Inclusive Classrooms

Grade Level Learning Expectation/ Standard

Grade Level Specific Expectations

Grade Level Summative Task(s)

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject:	**Teacher:**	**Support Staff:**
Unit Big Idea(s):	**Unit Guiding Question(s):**	

Unit Curricular Learning Outcomes	**Student Friendly Language** (Replacement IEP Goal)	**Access Points for _____** (Replacement IEP Objective)

Summative Task(s)	**Replacement Summative Task(s)**

Aligning IEP Assessment in Inclusive Classrooms

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject:	Teacher:	Support Staff:
Unit Big Idea(s):	Unit Guiding Question(s):	
Unit Curricular Learning Outcomes	**Student Friendly Language** (Replacement IEP Goal)	**Access Points for _____** (Replacement IEP Objective)
Summative Task(s)		**Replacement Summative Task(s)**

Student Friendly Language - Questions

Student Friendly Language - Goals

Aligning IEP Assessment in Inclusive Classrooms

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject:	**Teacher:**	**Support Staff:**
Unit Big Idea(s):	**Unit Guiding Question(s):**	
Unit Curricular Learning Outcomes	**Student Friendly Language** (Replacement IEP Goal)	**Access Points for _____** (Replacement IEP Objective)
Summative Task(s)		**Replacement Summative Task(s)**

Accessible Version of Grade Level goal designed for student who has an intellectual disability (they get graded on THIS goal)

Parallel Summative Task that creates evidence of replacement goal

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject:	**Teacher:**	**Support Staff:**
Unit Big Idea(s):	**Unit Guiding Question(s):**	

Unit Curricular Learning Outcomes	**Student Friendly Language** (Replacement IEP Goal)	**Access Points for _____** (Replacement IEP Objective)

Summative Task(s)	**Replacement Summative Task(s)**

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject: Math 8 – Rational and Irrational Numbers	**Teacher:**	**Support Staff:**
Unit Big Idea(s): **Students will understand how numbers are used in everyday life**	**Unit Guiding Question(s):** **How are really big and really small numbers represented and used in everyday life?**	

Unit Curricular Learning Outcomes	**Student Friendly Language** (Replacement IEP Goal)	**Access Points** (Replacement IEP Objective)
B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life	**I know how really big and really small numbers are represented and used in everyday life** **I can show how really big and really small numbers are represented**	**I know numbers up to 100 (or 1000, 10 000)** **I know how I use numbers in my everyday life** **I know the place values of numbers up to _____**
B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts	**I know what rational and irrational numbers are** **I can describe and compare numbers and put numbers in order**	**I can show numbers, compare numbers (more/less/bigger/smaller) up to ___** **I can put numbers in order up to ____**
B1.3 Students can estimate and calculate square roots in various context	**I know what a square root** **I know how to use square roots to solve problems**	**I can use a calculator to find square root**

Summative Task(s)	**Replacement Summative Task(s)**
Exploring Celestial Distances Project - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots	Exploring Celestial Distances Project - **Choose 3-5 celestial objects** - **Put the objects in order based on their distance from the Earth** - **Label objects using their distances from Earth (distances provided)**

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject: Math 8 – Rational and Irrational Numbers	**Teacher:**	**Support Staff:**
Unit Big Idea(s): **Students will understand how numbers are used in everyday life**	**Unit Guiding Question(s):** **How are really big and really small numbers represented and used in everyday life?**	

Unit Curricular Learning Outcomes	**Student Friendly Language** **(**Replacement IEP Goal)	**Access Points** (Replacement IEP Objective)
B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life	**I know how really big and really small numbers are represented and used in everyday life** **I can show how really big and really small numbers are represented**	**I know numbers up to _____** **I know how I use numbers in my everyday life** **I know the place values of numbers up to _____**
B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts	**I know what rational and irrational numbers are** **I can describe and compare numbers and put numbers in order**	**I can describe, compare and order positive whole numbers up to _____**
B1.3 Students can estimate and calculate square roots in various context	**I know what a square root** **I know how to use square roots to solve problems**	**I can use a calculator to find square root**

Summative Task(s)	**Replacement Summative Task(s)**
Exploring Celestial Distances Project - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots	Exploring Celestial Distances Project - **Choose 3-5 celestial objects** - **Put the objects in order based on their distance from the Earth** - **Label objects using their distances from Earth (distances provided)**

Curricular Inclusive IEP – Replacement Goals (example)

Student Name, Year

Curricular Goals					
Learning/ Subject Area	**Math 8**	**Type of Goal**	**Access**	**Teacher/ Support Staff**	
Inclusive Big Idea	**Students will understand how numbers are used in everyday life**		**Inclusive Learning Standard**	B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts	
Individualized Curricular IEP Goal 1	**I can describe, compare, and order positive whole numbers by**				
Individualized Objective 1A ☐ specific to designation	describing how I use numbers up to 100 in my everyday life		**Instructional Strategies**	Visuals, scaffolded tasks (must/can/could), hands-on manipulatives (using high interest areas), colour codes e.g. place value, social stories, peer support and collaboration, word banks/labels	
Individualized Objective 1B ☐ specific to designation	comparing numbers up to 100 using words such as bigger/smaller; more/less etc.		**Instructional Strategies**		
Individualized Objective 1C ☐ specific to designation	putting numbers up to 100 in order		**Instructional Strategies**		

Strategy IEP Evidence Log: Curricular & Content

Curricular & Content Replacement Goals **IEP Evidence Log for: _____** **School Year: _____ Term: _____**		**Progress**			**Type of evidence**			
		Emerging C	Developing B	Meeting A				
Date	**Goal & Objective**	Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge	**Product**	**Observation**	**Conversation**	**Location**
	Goal: Objective:							
Comment								Grade:
	Goal: Objective:							
Comment								Grade:

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject: Math 8 – Rational and Irrational Numbers	**Teacher:**	**Support Staff:**
Unit Big Idea(s): **Students will understand how numbers are used in everyday life**	**Unit Guiding Question(s):** **How are really big and really small numbers represented and used in everyday life?**	

Unit Curricular Learning Outcomes	**Student Friendly Language** (Replacement IEP Goal)	**Access Points** (Replacement IEP Objective)
B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life	**I know how really big and really small numbers are represented and used in everyday life** **I can show how really big and really small numbers are represented**	**I know numbers up to 100 (or 1000, 10 000)** **I know how I use numbers in my everyday life** **I know the place values of numbers up to _____**
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B1.3 Students can estimate and calculate square roots in various context	**I know what a square root** **I know how to use square roots to solve problems**	**I can use a calculator to find square root**

Summative Task(s)	**Replacement Summative Task(s)**
Exploring Celestial Distances Project - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots	Exploring Celestial Distances Project - **Choose 3-5 celestial objects** - **Put the objects in order based on their distance from the Earth** - **Label objects using their distances from Earth (distances provided)**

IEP Evidence Log – Replacement Goals

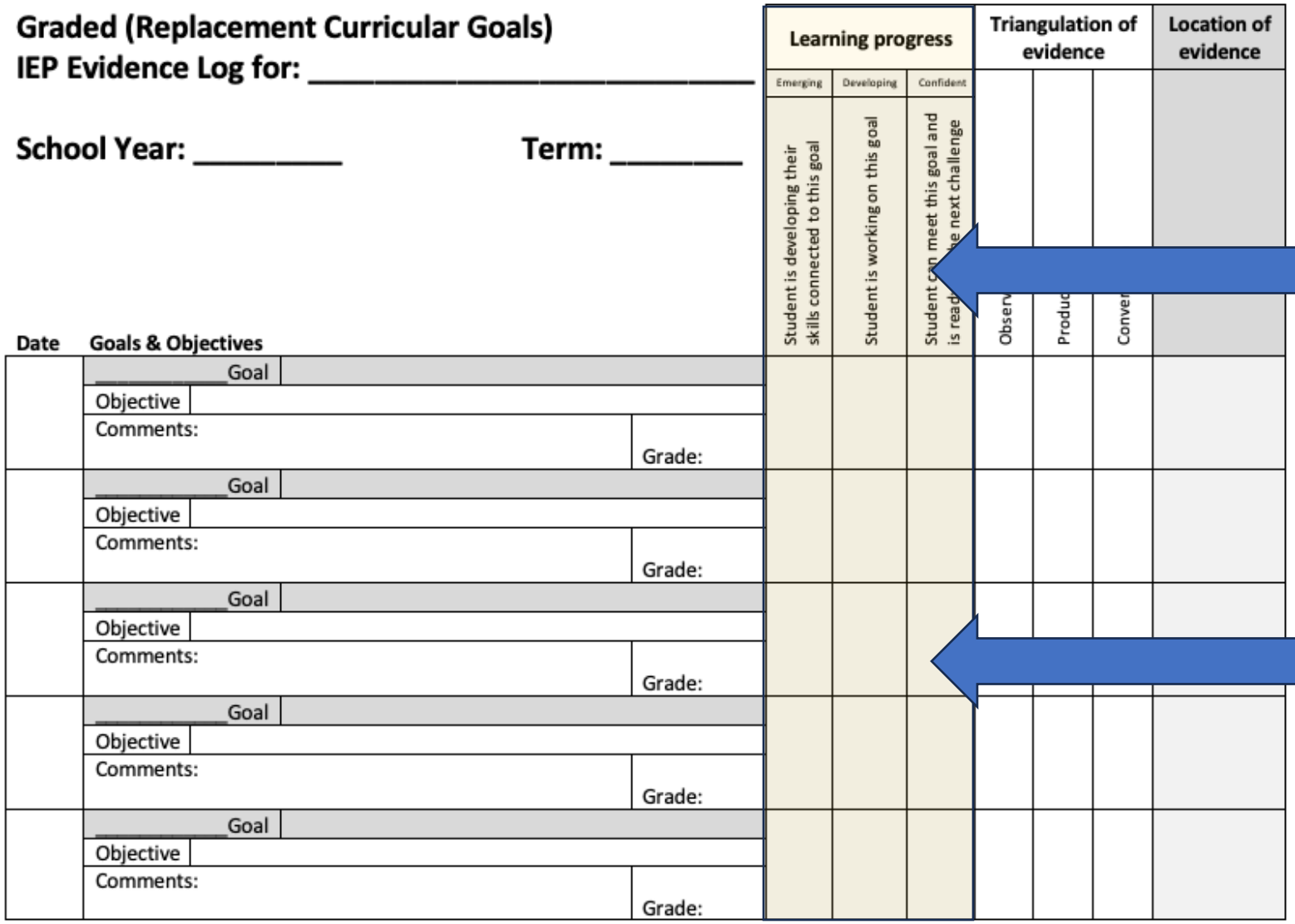
Accessible Version of Grade Level goal designed for student who has an intellectual disability (they get graded on THIS goal)

Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ **Term: _____**

Date	Goals & Objectives	Learning progress: Emerging – Student is developing their skills connected to this goal	Learning progress: Developing – Student is working on this goal	Learning progress: Confident – Student can meet this goal and is ready for the next challenge	Triangulation of evidence: Observation	Triangulation of evidence: Product	Triangulation of evidence: Conversation	Location of evidence
	_____Goal Objective Comments: Grade:							
	_____Goal Objective Comments: Grade:							
	_____Goal Objective Comments: Grade:							
	_____Goal Objective Comments: Grade:							
	_____Goal Objective Comments: Grade:							

IEP Evidence Log – Replacement Goals



Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ **Term: _____**

Date	Goals & Objectives	Learning progress: Emerging — Student is developing their skills connected to this goal	Learning progress: Developing — Student is working on this goal	Learning progress: Confident — Student can meet this goal and is ready for the next challenge	Triangulation of evidence: Observ	Triangulation of evidence: Produc	Triangulation of evidence: Conver	Location of evidence
	_____Goal Objective Comments: Grade:							
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	_____Goal Objective Comments: Grade:							
	_____Goal Objective Comments: Grade:							
	_____Goal Objective Comments: Grade:							

Evaluation based on language/ grading scale of the class (e.g., descriptive/4-point/%)

Evaluation based on evidence collected of IEP objective

IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ **Term: _____**

Date	Goals & Objectives	Learning progress: Emerging – Student is developing their skills connected to this goal	Learning progress: Developing – Student is working on this goal	Learning progress: Confident – Student can meet this goal and is ready for the next challenge	Triangulation of evidence: Observation	Triangulation of evidence: Product	Triangulation of evidence: Conversation	Location of evidence
	_____Goal Objective Comments: Grade:							
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	_____Goal Objective Comments: Grade:							
	_____Goal Objective Comments: Grade:							

Triangulated evidence collected over time allowing for multiple forms of expression

IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ **Term: _____**

Date	Goals & Objectives	Learning progress: Emerging – Student is developing their skills connected to this goal	Learning progress: Developing – Student is working on this goal	Learning progress: Confident – Student can meet this goal and is ready for the next challenge	Triangulation of evidence: Observation	Triangulation of evidence: Product	Triangulation of evidence: Conversation	Location of evidence
	_____Goal Objective Comments: Grade:							
	_____Goal Objective Comments: Grade:							
	_____Goal Objective Comments: Grade:							
	_____Goal Objective Comments: Grade:							
	_____Goal Objective Comments: Grade:							

Where evidence of learning can be located (e.g., digital learning portfolio, binder/folder, USB etc.)

Examples: Curricular Competency Goals

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Inclusive Education: It's not more work, it's different work!

Example

Student: JK

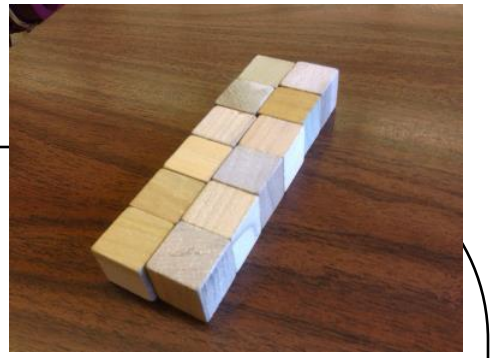
- Grade 8
- Intellectual Disability/ Down Syndrome

- **Goal Type:** Curricular
- **Subject:** Math 8

IEP Goal

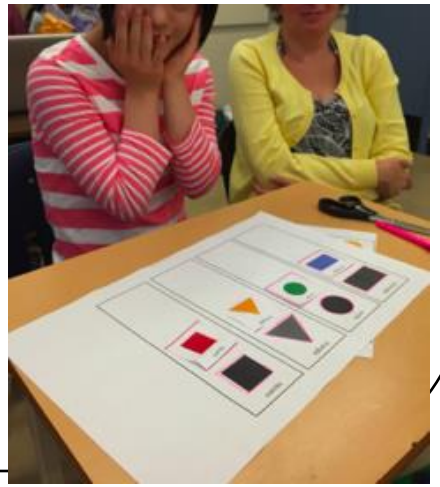
- **Common Goal of Peers:** I know surface area and volume of regular solids, including triangular, right prisms and cylinders by
  - **Individual Specific Objective:** identifying the 2D shape faces of a prism (circle, triangle, rectangle, square)
  - **Individual Specific Objective:** building a rectangular prism

Photo: Product



Video: Observation

Video: Observation



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Curricular Competency Evidence Log

IEP Evidence Log for: JK School Year: 2018-2019 Term: 4 Date	Goal & Objective	Progress			Type of evidence			Location
		IP Student is developing their skills connected to this goal	B Student is working on this goal	A Student can meet this goal and is ready for the next challenge	product	observation	conversation	
05/19	**Replacement Goal:** I know surface area and volume of regular solids, including triangular, right prisms and cylinders by Objective: identifying the 2 dimensional shape faces of a prism (circle, triangle, rectangle, square)			✓	✓	✓	✓	Student portfolio, Evidence log
Comment	Conversation with EA: JK knows her shapes! It take her a bit of time, but she gets them every time! (conversation)							Grade: A
05/19	Objective: building a rectangular prism			✓	✓	✓	✓	Student portfolio, Evidence log
Comment	Classroom Teacher: J worked in her group and she was the "builder" she built the rectangular prisms for her group to then solve the surface area for. (conversations)							Grade: A

Example

Video/Book: Observation

Student: DY

- Grade 12
- Intellectual Disability/ Down Syndrome/ Autism

- **Goal Type:** Curricular
- Subject: Marketing 12

Video/Book: Observation

IEP Goal

- **Common Goal of Peers:** I can categorize products and identify target market population by
  - **Individual Specific Objective:** choosing products designed for children, parents, teenagers
- **Common Goal of Peers:** I can design and identify the 4 P's (price, product, placement, package) of marketing by
  - **Individual Specific Objective:** choosing a favourite product and identifying the 4P's

Book: Product

Photo: Product

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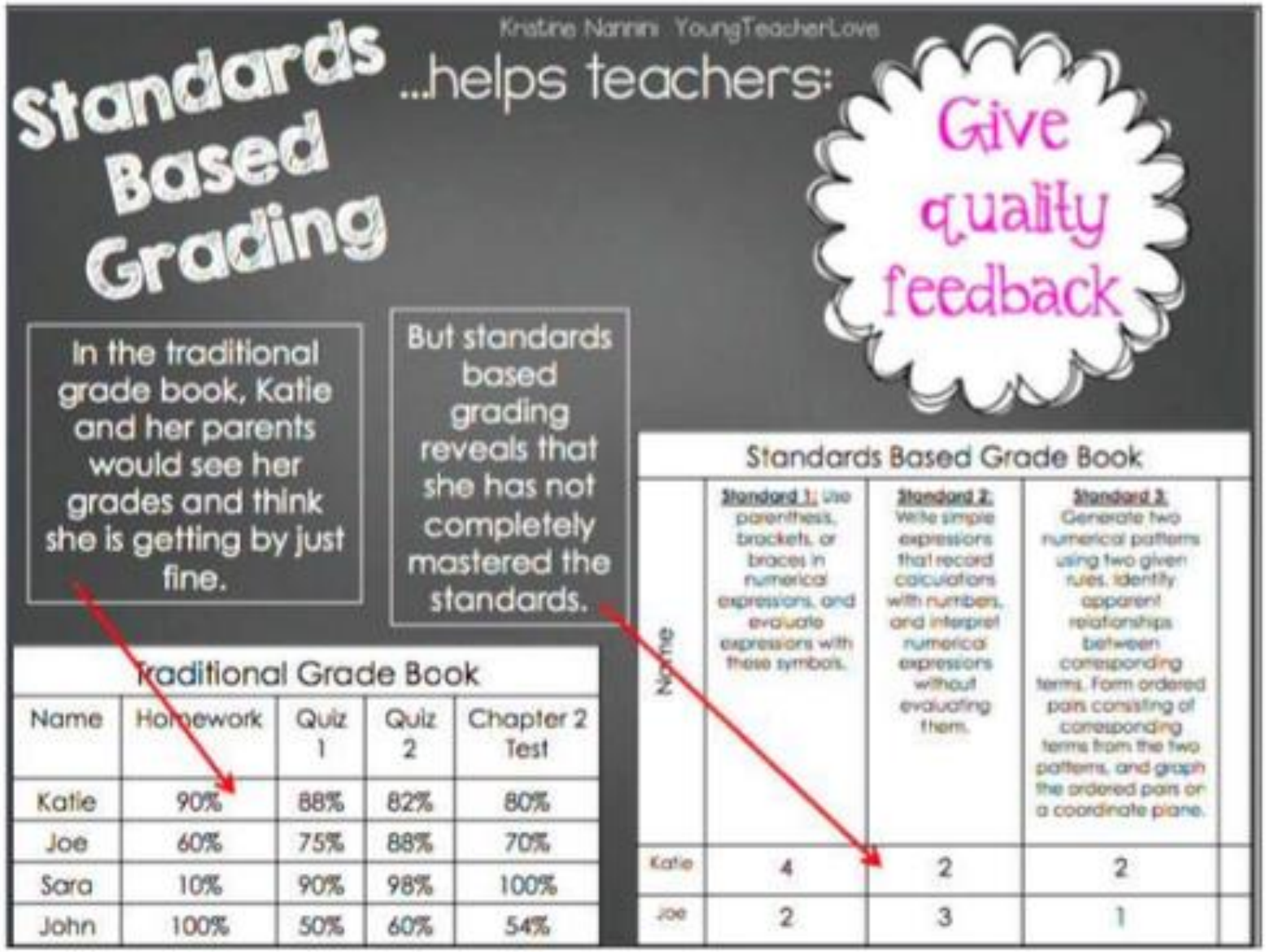
Replacement Curricular Goal: Evidence Log

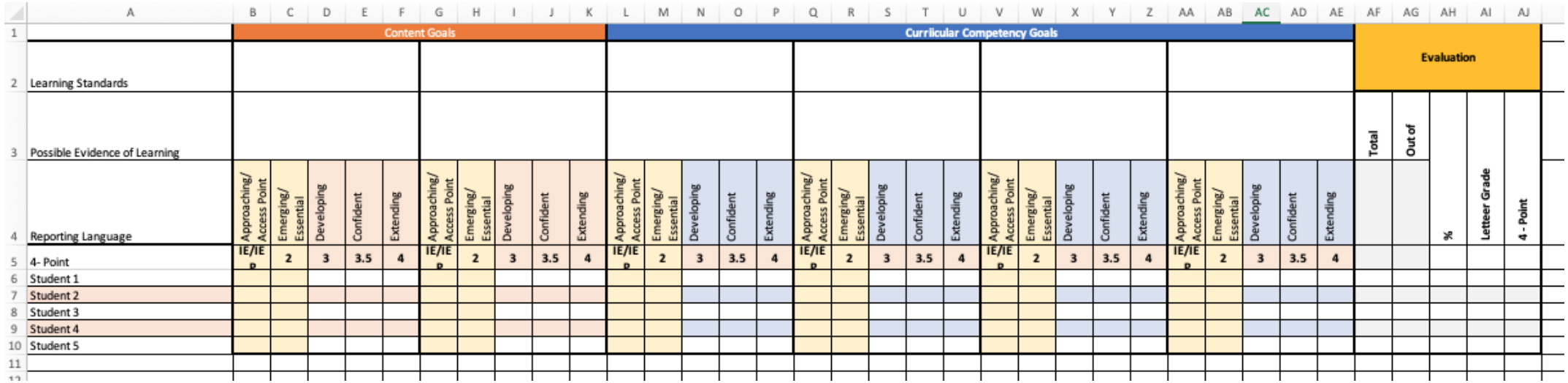
IEP Evidence Log for: DY School Year: 2018-2019 Term: 1 Date	Goal & Objective	Progress: I can do this… IP: Student is developing their skills connected to this goal	Progress: I can do this… B: Student is working on this goal	Progress: I can do this… A: Student can meet this goal and is ready for the next challenge	Type of evidence: product	Type of evidence: observation	Type of evidence: conversation	Location
09/18	**Replacement Goal:** I can categorize products and identify market targets by Objective: choosing products designed for children, parents, teenagers			✓	✓ ✓	✓	✓	Student portfolio, Evidence log
Comment	EA: DY loves this class. He surveyed the teacher, and all the student in this class, to find out what they would buy at Future Shop. We went to Future Shop after he collected the information and took photos of items for his research book.							Grade: A
09/18	**Replacement Goal:** I can design and identify the 4 P's (price, product, placement, package) of marketing by Objective: choosing a favourite product and identifying the 4P's			✓	✓	✓	✓	Student portfolio, Evidence log
Comment	Classroom Teacher: When D showed his video reading his book about his 4P's project, I could hear a pin drop in the class. I think it set the bar really high for the other students' project because D did such a great job on his. (conversation)							Grade: A

1. Standards based vs. standardized curriculum



The strategies it this module will help to plan for learner variability in a standards-based way

Standards Based Gradebook



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ
1		Content Goals										Curricular Competency Goals																				Evaluation				
2	Learning Standards																																			
3	Possible Evidence of Learning																															Total	Out of	%	Letteer Grade	4 - Point
4	Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending					
5	4- Point	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4					
6	Student 1																																			
7	Student 2																																			
8	Student 3																																			
9	Student 4																																			
10	Student 5																																			
11																																				

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

Tasks are Evaluated

Activity/Task → Grade Level Goals
Activity/Task → Adapted Goals
Activity/Task → Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Standards are Evaluated

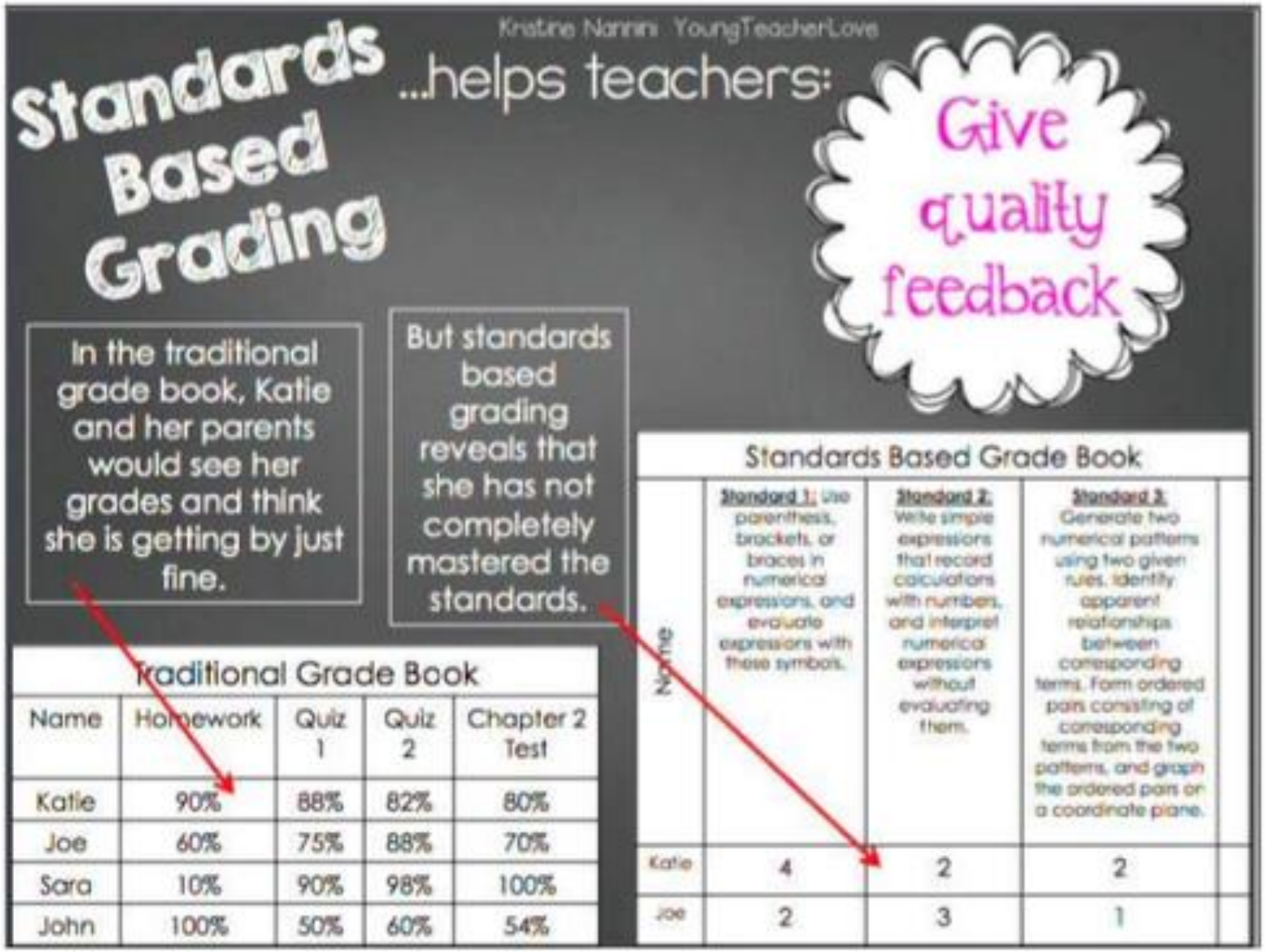
Grade Level Goals → Activity 1
Grade Level Goals → Activity 2
Grade Level Goals → Activity 3

Does not compromise the integrity evaluation

Adapted from, McTigue, 2010

Standards Based Evaluation

1. Standards based vs. standardized curriculum



Combining Standards Based Grading and Curriculum Mapping

Standards Based Grade Book (Content)										
Learning Standards										
Possible Evidence of Learning										
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Confident**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Confident**	**Extending**
Evaluation	**I/IEP**	**2**	**2+/3**	**3/3+**	**4**	**I/IEP**	**2**	**2+/3**	**3/3+**	**4**
Student 1										
Student 2										
Student 3										
Student 4										
Student 5										

Class: 4/5	Subject Area(s): Math	Planning Team: Eva & Regan
Big Idea(s): Fractions and decimals are types of numbers that can represent quantities		**Unit Guiding Question(s):** What is a fraction? What is a decimal? How are fractions and decimals connected? How do fractions and decimals show quantity? How do fractions and decimals help us understand the world?
Unit Vocabulary	**fractions, decimals, numbers, mental math, strategies, quantity, visualize, communicate, Equivalent fractions**	
Unit Goals	**Learning Standard**	**Student Friendly Language**
Content Goal (Science)	ordering and comparing fractions (4)	I know what a fraction is I know how to put fractions in order I know how to compare fractions
Content Goal (Math)	Equivalent fractions (5)	I know what an equivalent fraction is I know how to make equivalent fractions
Curricular Competency Goal: Reasoning & Analysis	Develop mental math strategies and abilities to make sense of quantities	(I know some mental math strategies) I can use mental math strategies to help me understand quantity (how much/many)?
Curricular Competency Goal: Understanding & Solving	Visualize to explore mathematical concepts	I can visualize to help me understand math ideas
Curricular Competency Goal: Communicating & Representing	Communicate (share) mathematical thinking in many ways	I can share my thinking in math in different ways
Curricular Competency Goal: Connecting & Reflecting	Connect mathematical concepts (math ideas) to each other and to other areas and personal interests	I can connect what I am learning in math to other subjects and areas I can connect what I am learning in math to my life and my interests I can connect what I am learning in math now, to other math I have learned before
Core Competency Goal:	I can be a creative thinker by…	

Life Science 11 Standards Based Gradebook

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1		Content Goals					Curriicular Competency Goals															Evaluation				
2	Learning Standards	speciation					experience and interpret the local environment					seek and analyze patterns, trends, and connections in data, including describing relationships between					construct, analyze, and interpret graphs, models, and/or diagrams									
3	Possible Evidence of Learning																									
4	Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Total	Out of	%	Letteer Grade	4 - Point
5	4- Point	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	16	16			
6	Student 1 (IEP - Replacement Goals)	x					x					x					x					4	4		A (IEP)	4 (IEP)
7	Student 2	x	x				x	x				x	x				x	x				8	16	50	C-	2
8	Student 3	x	x	x			x	x	x			x	x				x	x	x			12	16	75	B	3
9	Student 4	x	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x			14	16	88	A	3+
10	Student 5		x	x	x	x	x	x	x			x	x	x					x	x		IE	16	IE	IE	IE

ICBIEP – Connecting Students to their Classrooms

1. Strength-Based Processes that center Students Agency
2. Shared Goals
3. Universal Needs Based Supports
4. Aligned Assessment Practices

Backwards Design

1. Content
2. Curricular Competencies
3. Core Competencies

4. Supplemental Goals
   - Literacy
   - Numeracy

Strategy IEP Evidence Log: Supplemental Goals

Supplemental Goals **IEP Evidence Log for: _____** **School Year: _____ Term: _____**		**Progress**			**Type of evidence**			
		I can do this…						
Date	**Goal & Objective**	I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge	**Product**	**Observation**	**Conversation**	**Location**
	Goal:							
	Objective:							
Comment								
	Goal:							
	Objective:							
Comment								

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