Shelley MOORE PH.D.

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

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www.blogsomemoore.com

Who are you? What brings you to this place?

- Where is home for you?
- What are some of the roles you have in your community?
- What identities do you hold?
- What are some of your interests?
- What is a strength that you teach to others?
- what is a life event that shaped who you are?
- What is something that is important to know about you?
- What brought you here today to this place?

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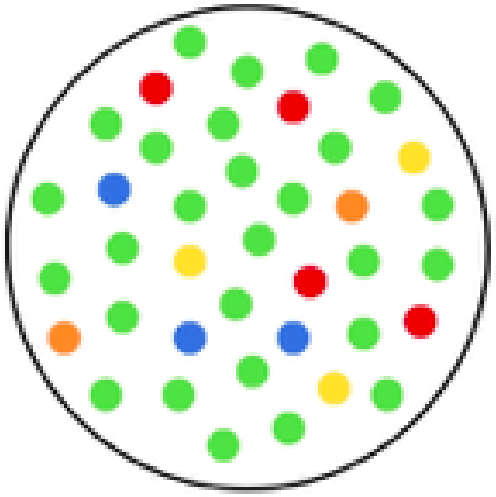
WHAT IS inclusion ?

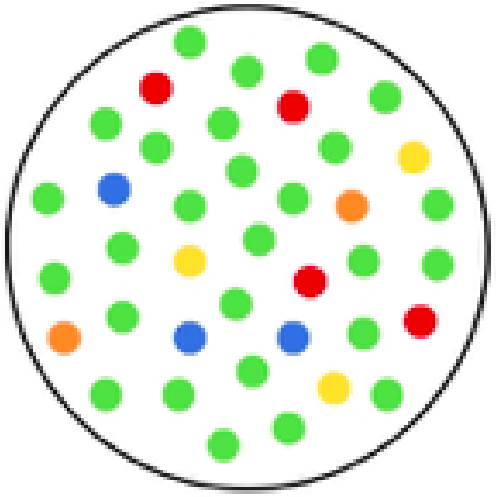


How do we include special needs students into general education classrooms?

Shelley MOORE PH.D.

2023

WHAT IS inclusion ?



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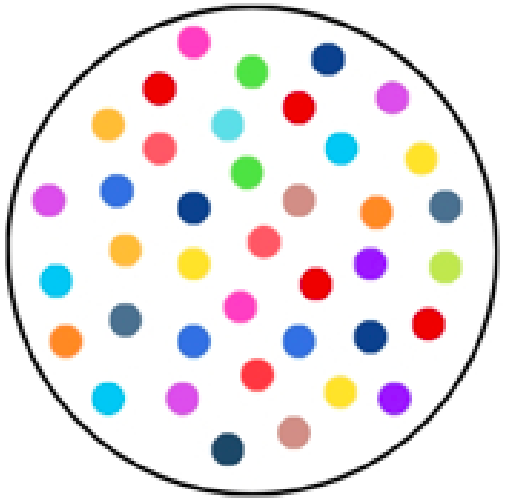

How do we teach to diversity?

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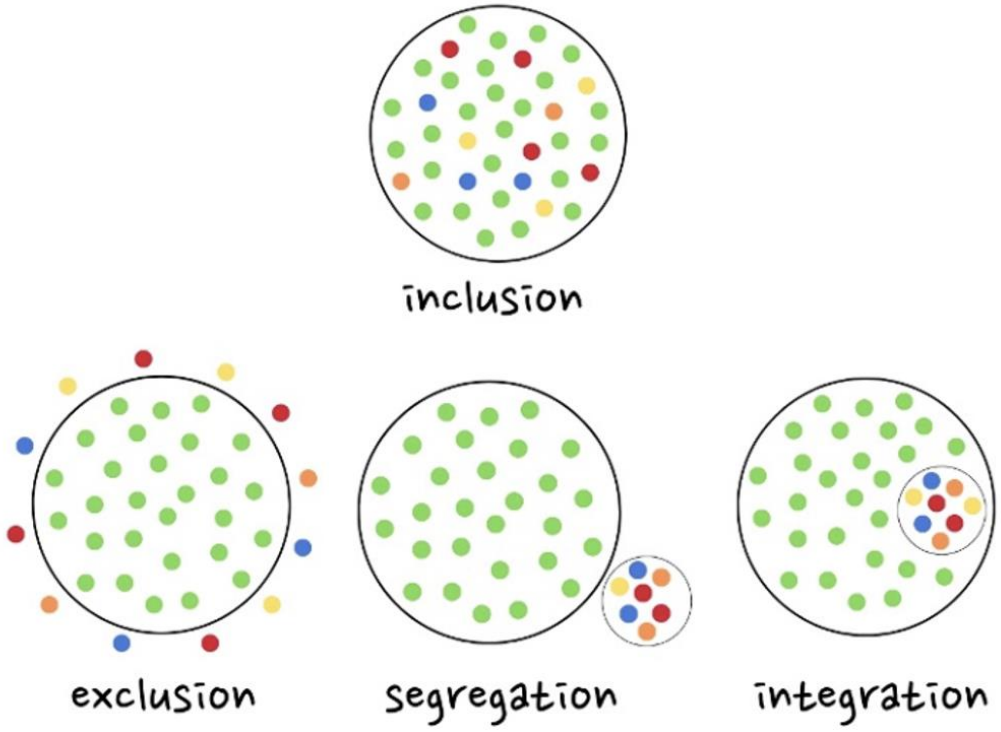
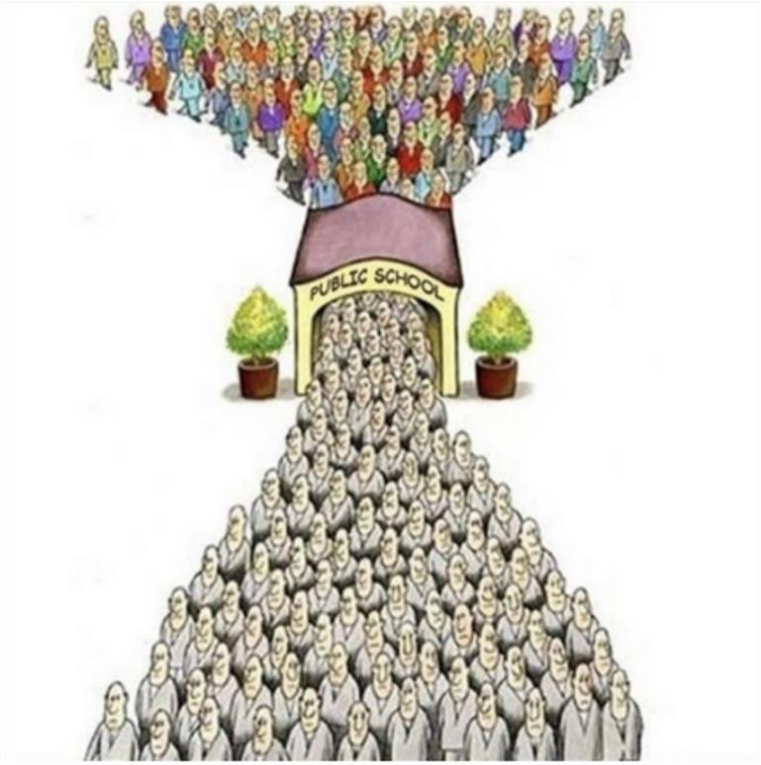
2023

Where did green come from?





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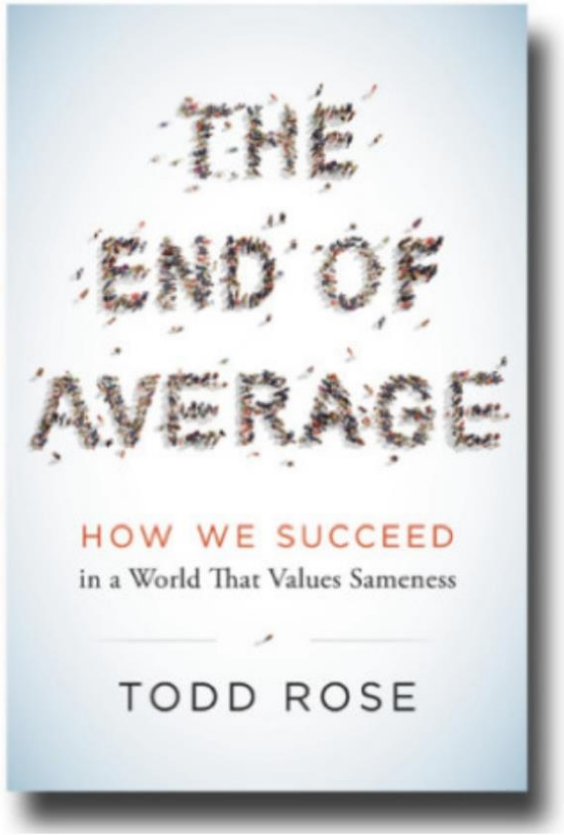
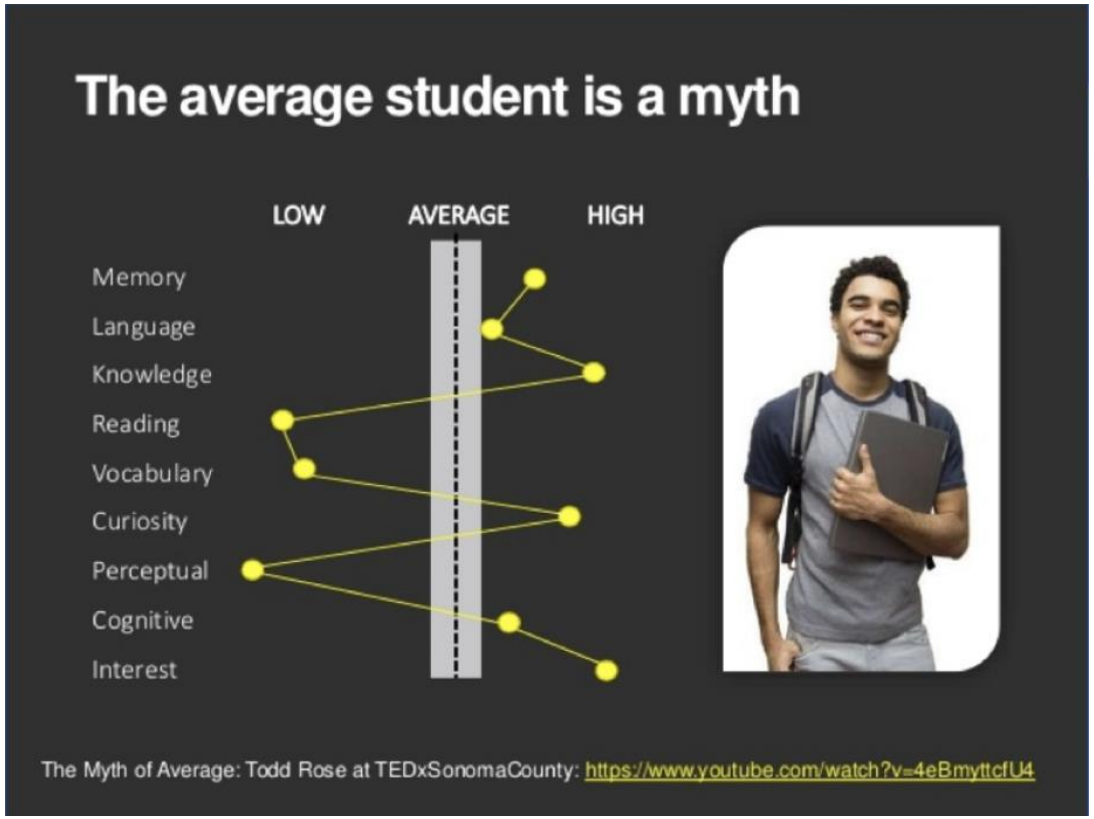
2023

WHAT IS “normal”?





WHAT IS “average”?

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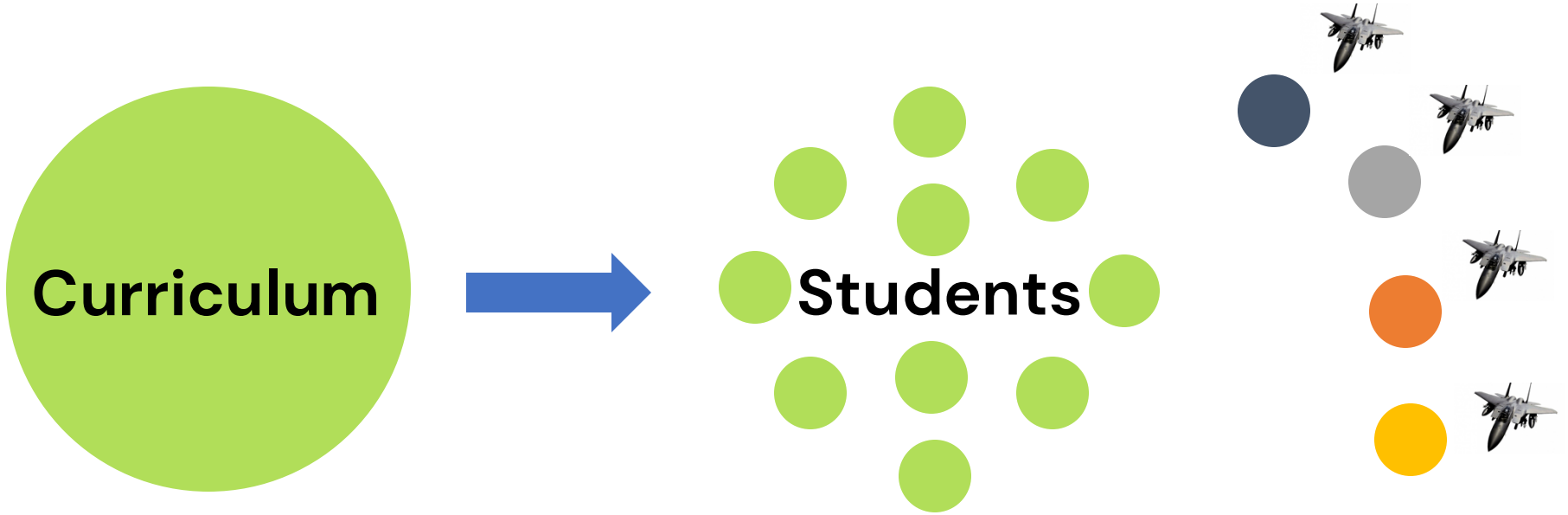
WHAT & HOW WE WERE TAUGHT…



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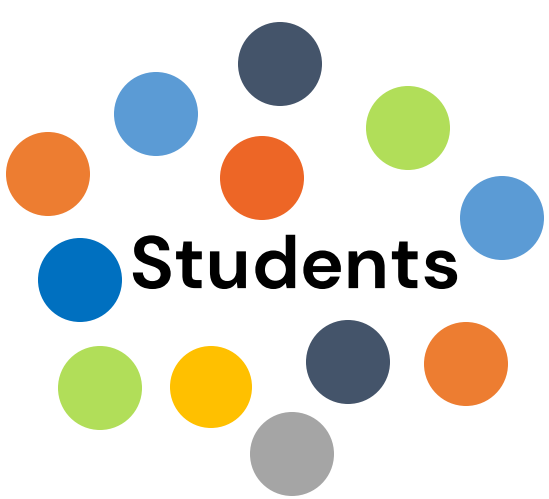
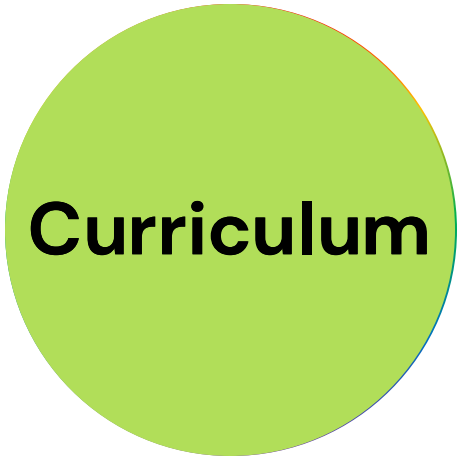
WHAT IF WE ANTICIPATED variability





INSTEAD OF homogeneity?

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HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?

- What kind of **planes** are they flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the **pilots make the adjustments** they need to fly the plane?

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2023

HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?

- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?

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What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

Adjustable Supports & Strategies

Student choice of tools and actions

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate needs & barriers?

INSTRUCTIONAL DESIGN

How will students show growth within the learning standard?
How do we know?

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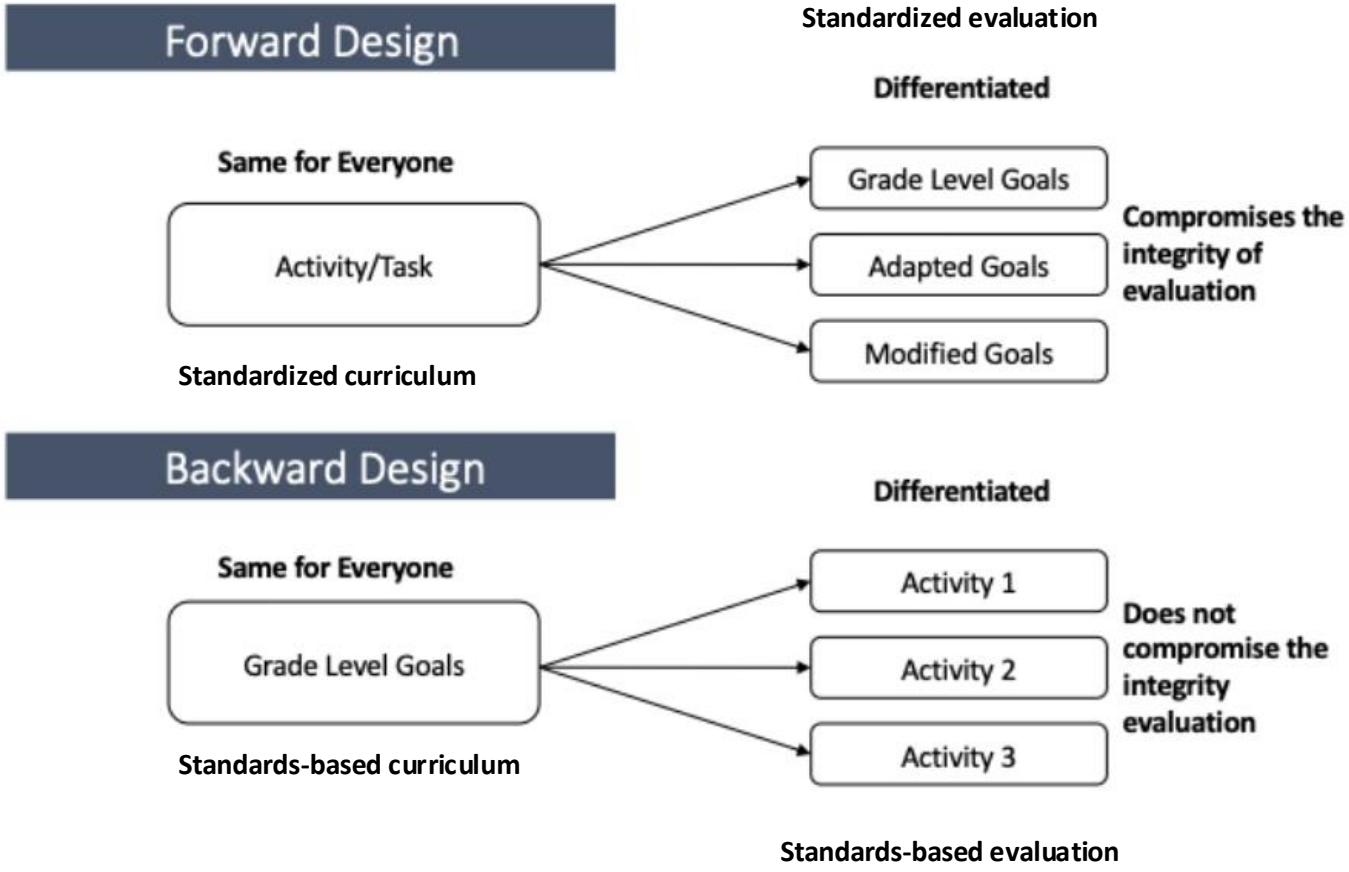
How I came to understand BACKWARDS DESIGN

UBD: Determining the Learning Standard

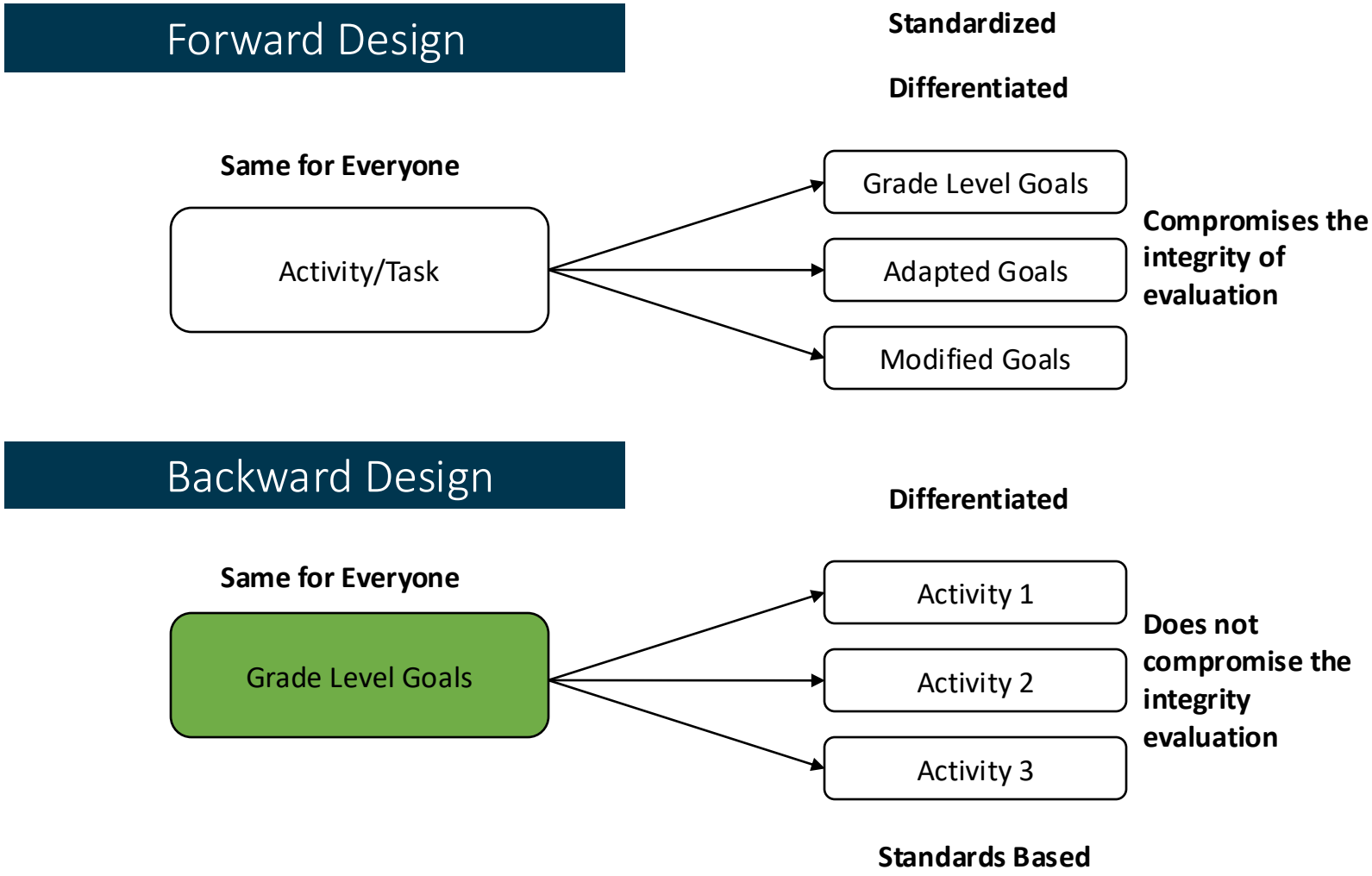
Adapted from McTigue, 2010



Useful Ideas so Far…

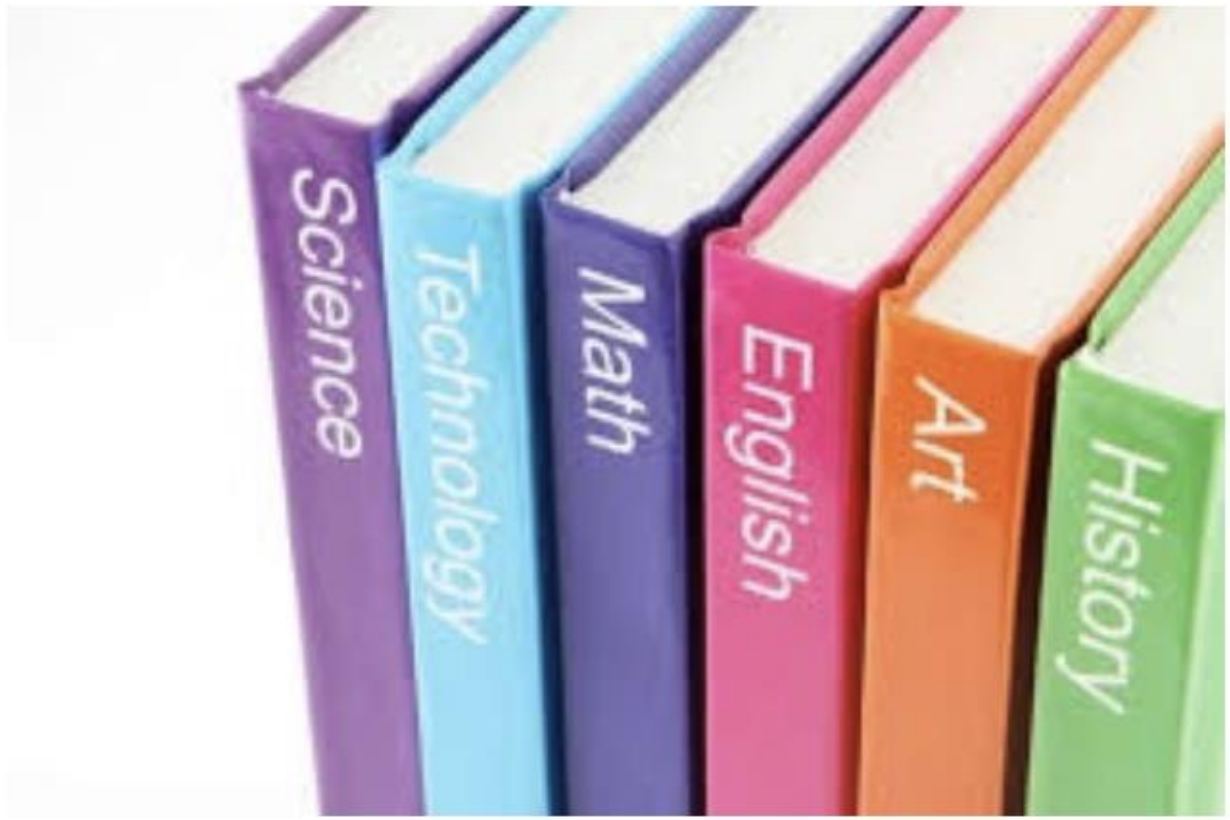
Lingering Questions So Far…

UBD: Determining the Learning Standard



McTigue, 2010

Is curriculum linear?



Backwards Design: Previous Curriculum

What types of goal are in the curriculum?

- **Content**
  - What do we need to know?

- **Process**
  - What do we need to do?

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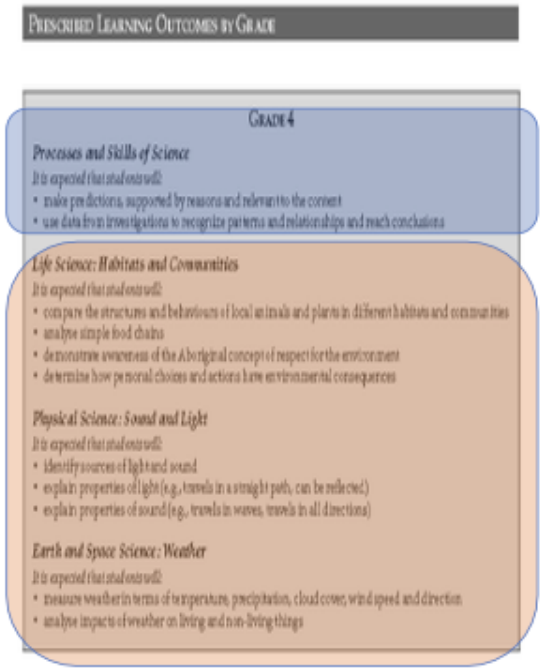


PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

Processes and Skills of Science

It is expected that students will:

- make predictions, supported by reasons and relevant to the context
- use data from investigations to recognize patterns and relationships and reach conclusions

Life Science: Habitats and Communities

It is expected that students will:

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyze simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

Physical Science: Sound and Light

It is expected that students will:

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

Earth and Space Science: Weather

It is expected that students will:

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyze impacts of weather on living and non-living things

What do you notice?

Backwards Design

What do we need to UNDERSTAND?

What do we need to KNOW?

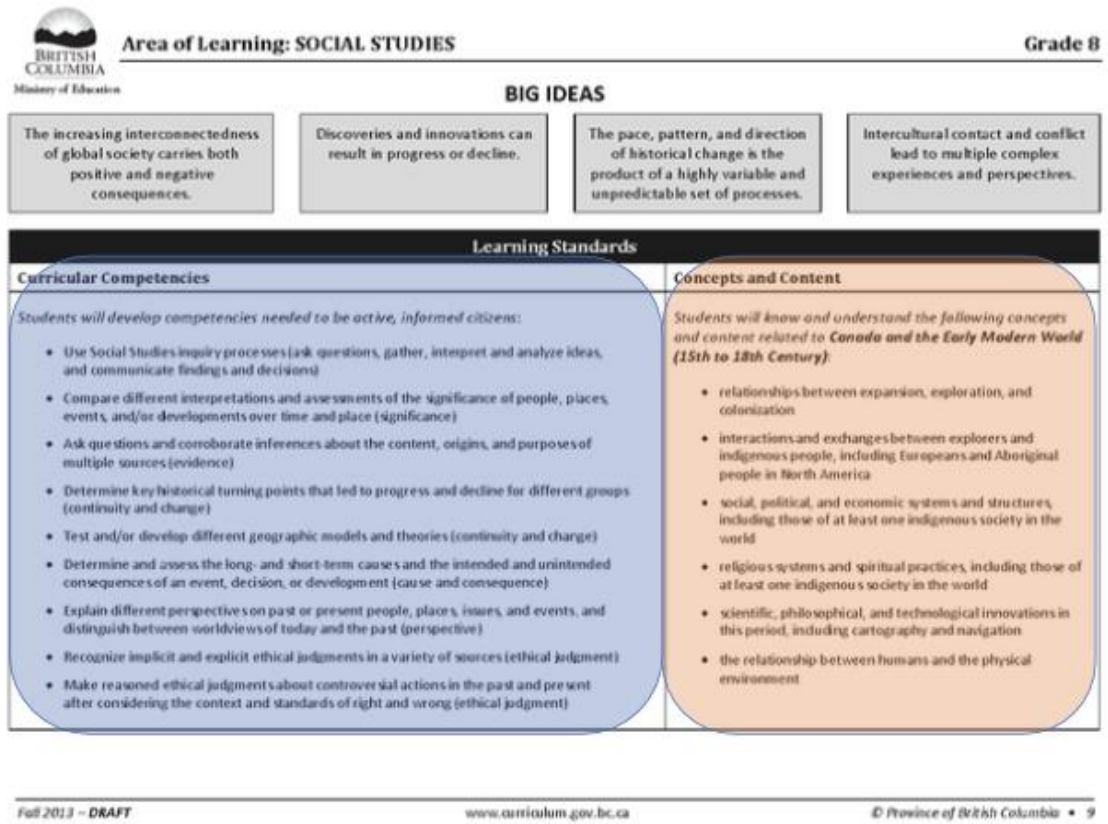
What do we need to DO?

Who do we need to BECOME?

Backwards Design:
What are the GOALS?

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

Renewed Curriculum
What do you Notice?



BRITISH COLUMBIA
Ministry of Education

Area of Learning: SOCIAL STUDIES — **Grade 8**

BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline.	The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.	Intercultural contact and conflict lead to multiple complex experiences and perspectives.

Learning Standards

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

Concepts and Content

*Students will know and understand the following concepts and content related to **Canada and the Early Modern World (15th to 18th Century)**:*

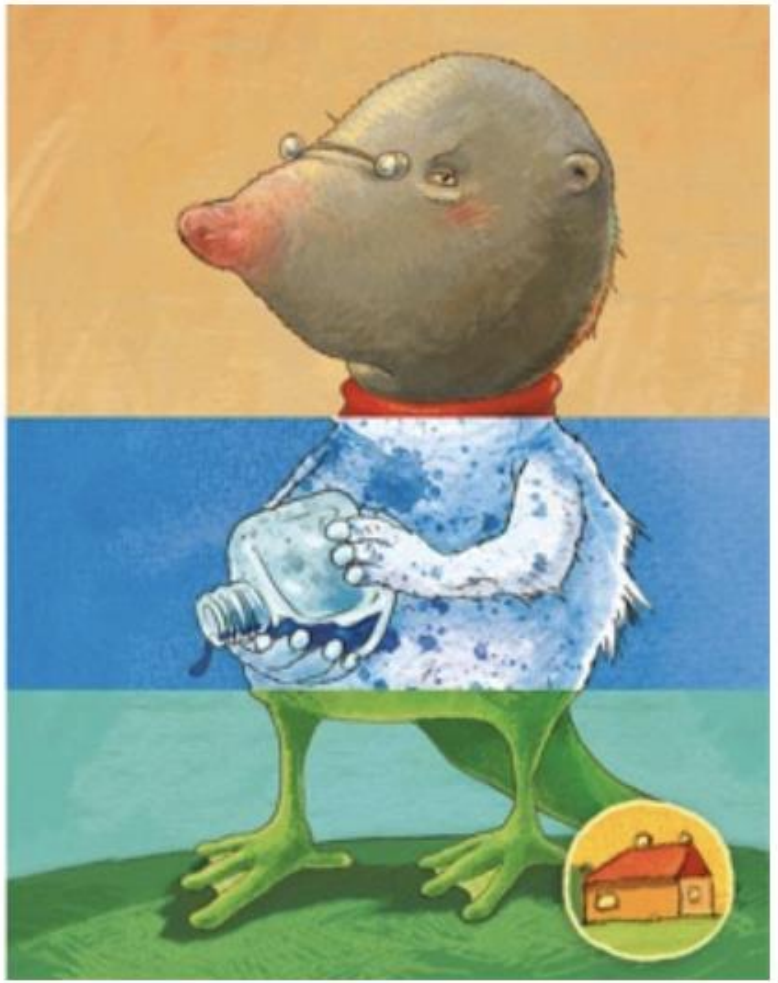
- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment

Can curriculum be less linear and more responsive?

Miserable

Two-toed

Lizard



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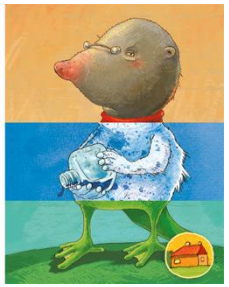


BIG IDEA

Context
Place/ Strengths/ Interests/ Inquiry/ provides context to help students to understand

Teacher Evaluation

Content

Scope & Sequence
Knowledge base needed to develop competencies

Curricular Competencies

Responsive
Formative assessment helps us to determine which competencies skills to develop

Student Evaluation

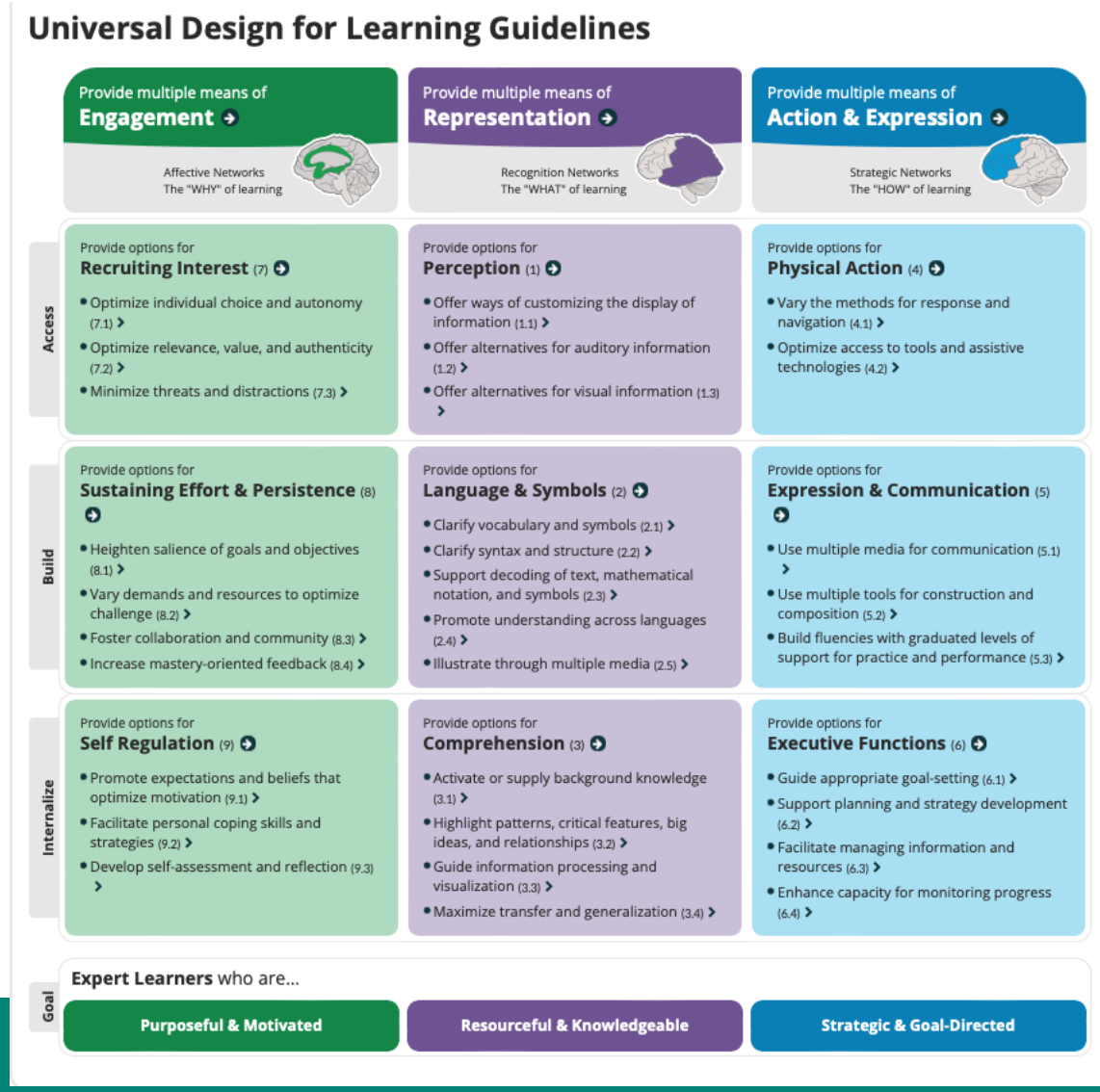
Core Competencies

Responsive
Students decide/co-decide which core competencies to develop

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		

	Learning Standard	Student Friendly Language
What do students need to know? Content		I know
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
Who do student need to be? Core Competency Goals	I can become/ I am…	

Universal Design for Learning: The Ramp for Learning



Connecting Backwards Design to UDL

Subject:	Year:	Planning Team:	
Context for Learning: 7.2, 8.3, 3.2		Teacher generated provocation questions: 7.2, 8.3, 3.2, 3.4	Student generated questions: 7.1, 7.2, 8.3, 9.1, 3.4
Key Vocabulary: 2.1			
	Learning Goals Curricular Language	Learning Goals Student Friendly Language	
What do students need to understand?		8.1, 9.1, 9.3, 6.4	
What do students need to know?			
What do students need to do?			
Who do student need to be?			

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		

	Learning Standard	Student Friendly Language
What do students need to know? Content		I know
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
Who do student need to be? Core Competency Goals	I can become/ I am…	

Grade: 8	Subject Area: Humanities	Planning Team: AD Rundle Middle
Big Idea(s): Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		**Unit Guiding Question(s): How can I be active citizen? How can I use oral language to be an active citizen and my contribute to community?**
Key Vocabulary:		

	Learning Standard	Student Friendly Language
Content	oral language features and strategies	I know features of oral speaking
Content	elements of visual and graphic texts	I know elements of visual texts
Curricular Competencies	construct meaningful connections between self, text and world	I can make connections between myself, texts and the worlds to help me better understand an idea
Curricular Competencies	synthesize ideas from a variety of sources to build understanding	I can synthesize or draw information from many sources and find patterns to understand an idea or create a new idea
Curricular Competencies	Use and experiment with oral storytelling processes	I can create and share a story orally
Curricular Competencies	assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	I can refine my texts to make my message clear and impactful to an audience
Who do student need to be? Core Competency Goals	I am socially responsible …	

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…**

Grade: 9	Subject Area: Science	Planning Team: Colleen and Shelley	
Big Ideas: Students will understand that the electron arrangement of atoms impacts their chemical nature.		**Teacher Provocation:** How does the organization of electrons in atoms impact their chemical nature?	**Student Generated Questions**:
Vocabulary to know and use	Electron, atom, chemical nature, element properties, periodic table, compounds, pattern, trend, data, inconsistencies, data, variables, scientific concepts		Question, predict, observe, process, analyze, apply, innovate, draw conclusions, transfer, apply

Unit Goals	Learning Standard	Student Friendly Language
Content Goal	Students will know element properties as organized in the periodic table	I know that there are patterns used in the periodic table I know that the periodic table organizes elements by their properties
Content Goal	Students will know that the arrangement of electrons determines the compounds formed by elements	I know that electrons determine which elements make compounds
Curricular Competency:	Students will be able to **question and predict** by …making observations aimed at identifying their own questions, including increasingly complex ones, about the natural world	I can question and predict by asking questions about what I am observing
	Students will be able to **process and analyze** by…seeking and analyzing patterns, trends, and connections in data, including describing relationships between variables (dependent and independent) and identifying inconsistencies	I can process and analyze data by seeing patterns and trends in data; by finding connections in data and information; by describing relationships between variables; by finding inconsistencies in data
	Students will be able to **process and analyze** by…using knowledge of scientific concepts to draw conclusions that are consistent with evidence	I can process and analyze data by using what I know about scientific concepts to draw conclusions
	Students will be able to **apply and innovate** by…transferring and applying learning to new situations	I can apply and innovate by transferring and applying what I am learning to new situations
Core Competency Goal	We can communicate by…	

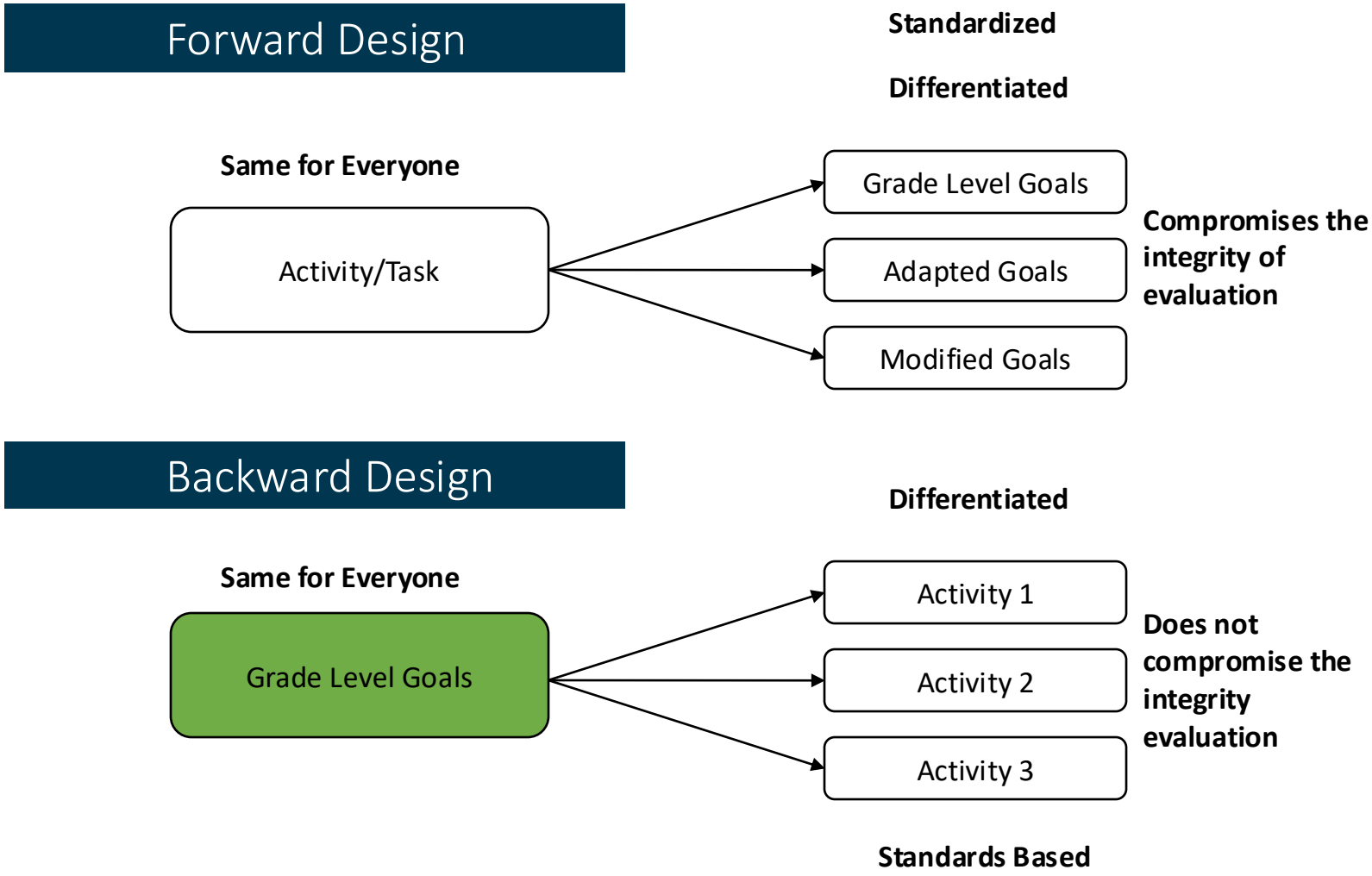
Grade: 10	Subject Area: Math 10	Planning Team: Jen
Big Idea: Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems		Unit Guiding Question: 1. What is Trigonometry and why is it useful? 2. How do I use trigonometry to find an indirect measurement?

Unit Goals	Learning Standard	Student Friendly Language
Content Goal	**Primary trigonomic ratios**	I know what **trigonometry** is and why it is useful I know how to use **trigonometry** to help me solve a problem
Curricular Competency Goals	**Respond & Analyse : Model** with mathematics in **situational contexts**	I can **reason and analyze** by **modelling** (mathematics) using real life situations
Curricular Competency Goals	**Understand & Solve: Visualize** to explore and illustrate mathematical concepts and relationships	I can **understand and solve** by **visualizing** (mathematical concepts) and **relationships**
Curricular Competency Goals	**Communicate & Respond:** Take risks when offering ideas in classroom **discourse**	I can **communicate and represent** by taking **risks** by sharing ideas during classroom discussion
Curricular Competency Goals	**Connecting & Reflecting: Use mistakes as opportunities to advance learning**	**I can connect and reflect by making mistakes and using those as opportunities to learn**
Core Competency Goal	I am a creative thinker	

Foundations of Mathematics and Pre-Calculus 10		Curricular Competencies																	
		Reasoning and analyzing					Understanding and solving					Communicating and representing				Connecting and reflecting			
Big Ideas	Algebra allows us to generalize relationships through abstract thinking. The meanings of, and connections between, each operation extend to powers and polynomials. Constant rate of change is an essential attribute of linear relations and has meaning in different representations and contexts.	Develop thinking strategies to solve puzzles and play games	Explore, analyze, and apply mathematical ideas using reason, technology, and other tools	Estimate reasonably and demonstrate fluent, flexible, and strategic thinking about number	Model with mathematics in situational contexts	Think creatively and with curiosity and wonder when exploring problems	Develop, demonstrate, and apply mathematical understanding through play, story, inquiry, and problem solving	Visualize to explore and illustrate mathematical concepts and relationships	Apply flexible and strategic approaches to solve problems	Solve problems with persistence and a positive disposition	Engage in problem-solving experiences connected with place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Explain and justify mathematical ideas and decisions in many ways	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Use mathematical vocabulary and language to contribute to discussions in the classroom	Take risks when offering ideas in classroom discourse	Reflect on mathematical thinking	Connect mathematical concepts with each other, other areas, and personal interests	Use mistakes as opportunities to advance learning	Incorporate First Peoples worldviews, perspectives, knowledge, and practices to make connections with mathematical concepts
Content	operations on powers with integral exponents																		
	prime factorization																		
	functions and relations: connecting data, graphs, and situations																		
	linear functions: slope and equations of lines																		
	arithmetic sequences																		
	systems of linear equations																		
	multiplication of polynomial expressions																		
	polynomial factoring																		
	primary trigonometric ratios																		
	financial literacy: gross and net pay																		

https://curriculum.gov.bc.ca/curriculum/mathematics/10/foundations-of-mathematics-and-pre-calculus

UBD: Determining the Learning Standard



McTigue, 2010

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

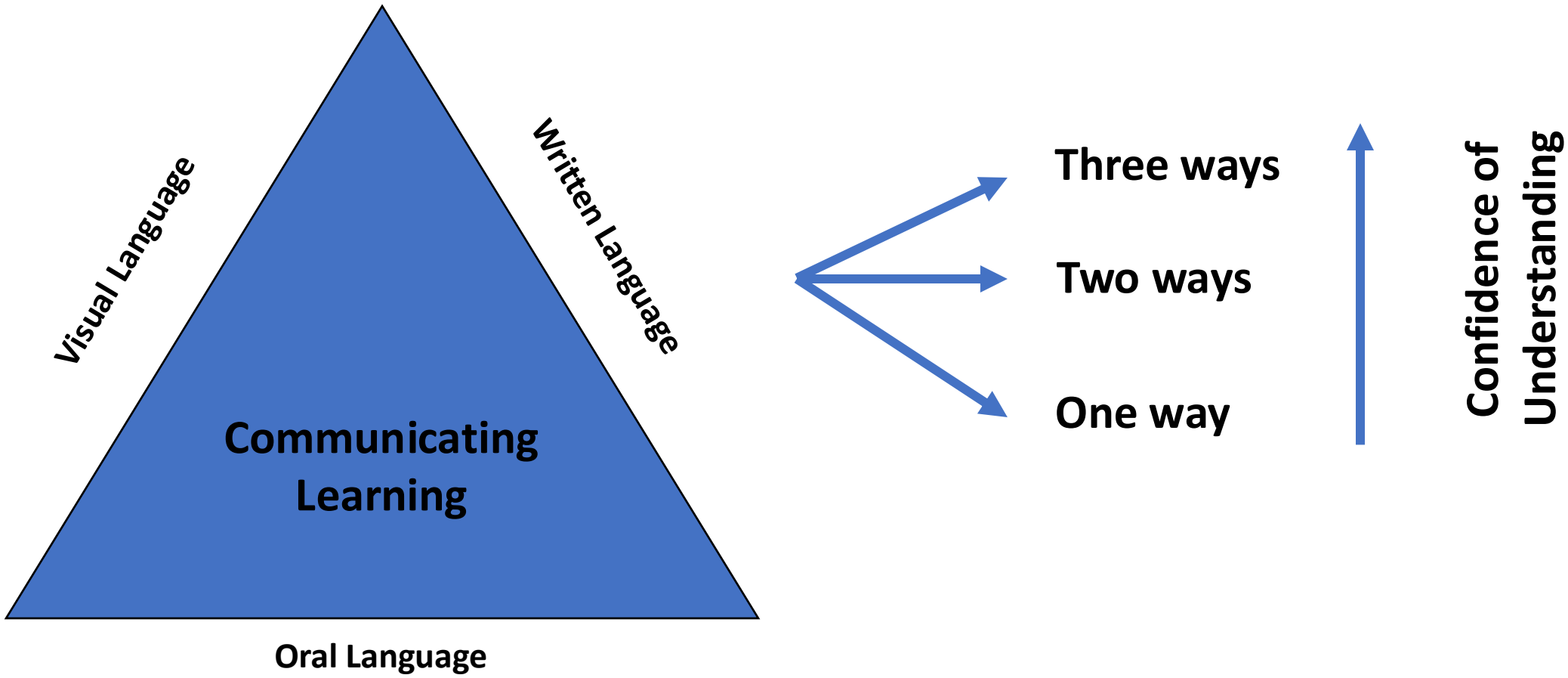
- Activity 1
- Activity 2
- Activity 3

Does not compromise the integrity evaluation

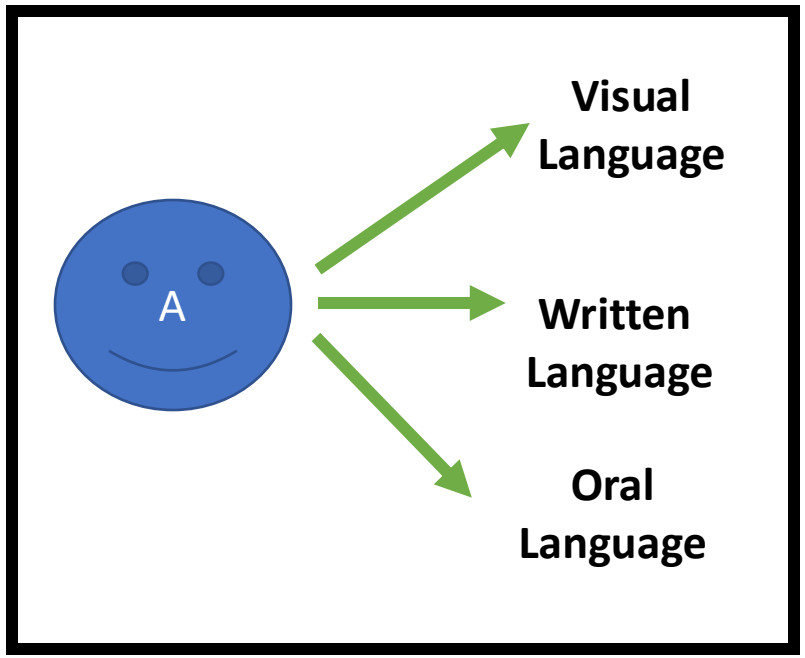
Standards Based Evaluation

Adapted from, McTigue, 2010

How do student show what they know?



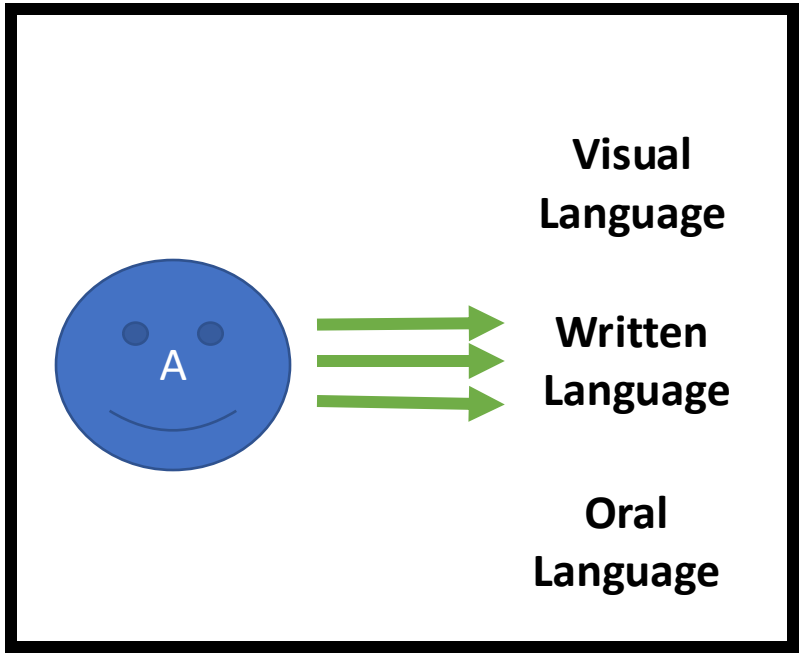
All Languages (in literacy) are Treated Equal!



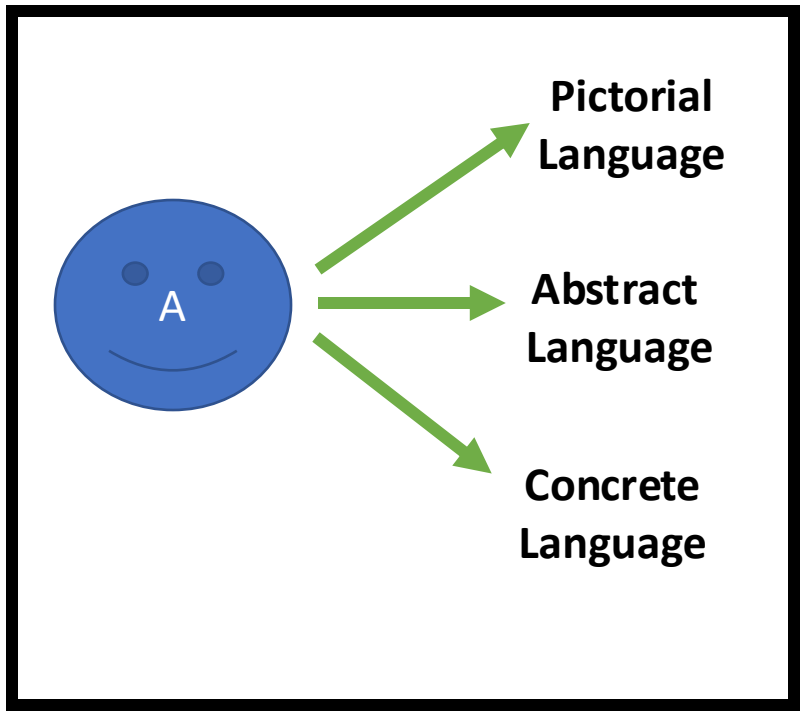
The MORE WAYS students can demonstrate learning, the deeper their understanding is

Vs.

The NUMBER OF TIMES, a student can show their learning in one way, the more fluent they become



All Languages (in numeracy) are Treated Equal!



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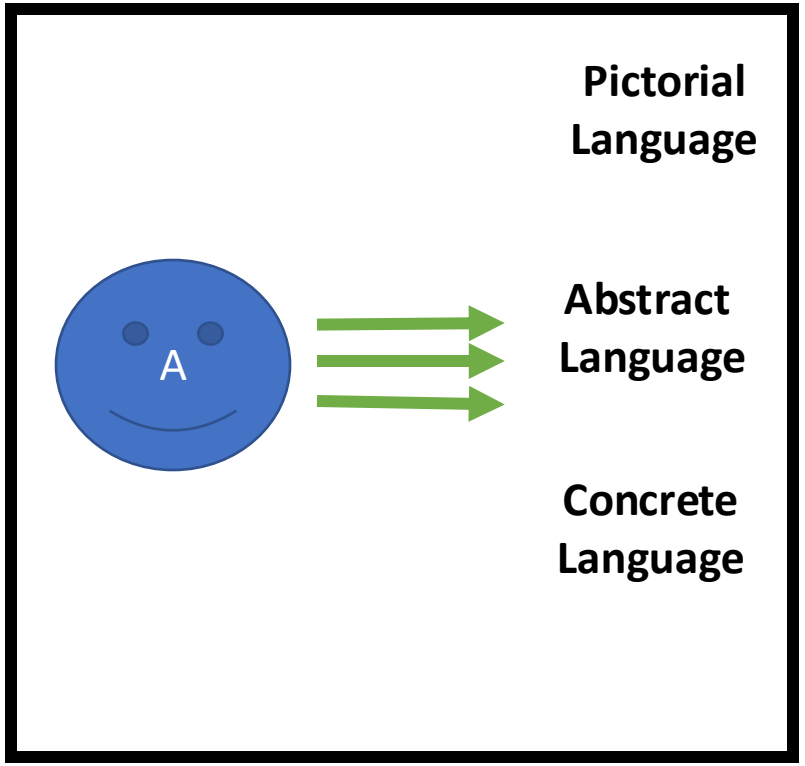
The NUMBER OF TIMES, a student can show their learning in one way, the more fluent they become



Grade: 11	Subject Area: Life Sciences	Planning Team: Timberline Secondary
Big Ideas: • All living things have common characteristics. • Living things evolve over time.		Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?
Unit Goals	**Learning Standard**	**Student Friendly Language**
Content Goal	Speciation	**I know speciation that occurs within our local ecosystems**
Curricular Competency: Process and analyze data and information	Experience and interpret the local environment	**I can understand data and information by** experiencing and interpreting the local environment
	Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	**I can understand data and information by** seeking evidence and analyze data
	Construct, analyze, and interpret graphs, models, and/or diagrams	**I can understand data and information by** constructing, analyzing and interpreting visual representations of information
Core Competency Goal	I can become socially responsible by…	

Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?

Grade 11 Science

I know speciation that occurs within our local ecosystems

I can understand data and information by experiencing and interpreting the local environment

I can understand data and information by seeking evidence and analyze data

I can understand data and information by constructing, analyzing and interpreting visual representations of information

I can be socially responsible by…

Visual activities

Concrete activities

Writing activities

Speaking activities

Abstract activities

Triangulate Evidence (best 3 pieces of evidence)

Firm Goals

Flexible Means

Choice of Expression

Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?

Grade 11 Science

I know speciation that occurs within our local ecosystems

I can understand data and information by experiencing and interpreting the local environment

I can understand data and information by seeking evidence and analyze data

I can understand data and information by constructing, analyzing and interpreting visual representations of information

I can be socially responsible by…

(insert writing goal)

Visual activities

Concrete activities

Writing activities

Speaking activities

Abstract activities

Triangulate Evidence
(best 3 pieces of evidence, 1 must be writing)

Firm Goals

Flexible Means

Choice of Expression

One point rubric: Grade 11 Life Science

Name:	Date:
Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?	

I still need support	I can do this!	I need some challenge
	Macroevolution: I know speciation that occurs within our local ecosystems	
	I can understand data and information by experiencing and interpreting the local environment	
	I can understand data and information by seeking evidence and analyzing data	
	I can understand data and information by constructing, analyzing and interpreting visual representations of information	
	I am socially responsible	

Name:	Date:

Unit Guiding question: Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?

Goals	My evidence of learning	Showing my Learning				I Need Support	I Need Challenge
	Actvtivities/ tasks	Kinesthetic/ Concrete	Written/ abstract	Oral/ conversation	Visual/ pictorial/		
I know speciation that occurs within our local ecosystems							
I can understand data and information by experiencing and interpreting the local environment							
I can understand data and information by seeking evidence and analyzing data							
I can understand data and information by constructing, analyzing and interpreting visual representations of information							

Grade: 11	Subject Area(s): Literary Analysis and Writing 11 – Unit: Relationships - Families, Communities, and the Land p. 287	Planning Team: L. Kelley
Big Idea: The exploration of text deepens understanding of one's identity, others, and the world.		**Unit Guiding Question(s): How do our relationships with our family, friends, and community strengthen us?**

Unit Goals		Activities to capture evidence of this goal
Content Goal	I know reading strategies.	Lesson 3, Literature Circles, p. 289; BLM 3 Reader Response Planning and Assessment p. 298
Content Goal	I know writing processes.	Lesson 5, Character Write, p. 291, BLM 8; Lesson 8, Writing about relationships, RAFT Templates, p. 296; Revise for summative; Lesson 7, Interview, p. 292
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	Formative and summative, BLM 7 Making Connections with questions, Parts 1-4. Part 4 is summative; Lesson 7, Interview, p. 292; Unit Summative BLM Body Biography, p. 304 or BLM Concept Map, p. 305
Curricular Competency Goal	I can transform ideas and information to create original texts, using various genres, forms, structures, and styles	Lesson 5, Character Write, p. 291 BLM 8, p 307, formative; Lesson 7, Interview, p. 292; Making Connections with questions, Parts 1-4. Part 4 is summative
Curricular Competency Goal	I can demonstrate awareness of how First Peoples' languages and text reflect First Peoples' cultures, knowledge, histories, and worldviews.	Lessons 3, 4, Novel Study, Literature Circles, p. 289-, BLM Reader Response Planning and Assessment, p. 298-; Reader Response Questions, p. 300 -
Curricular Competency Goal	I can use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently, and as appropriate to context.	Using feedback on drafts to edit. Summative assessments: Lesson 5, Character Write; Making connects with guiding questions, Part 4; Lesson 7, Interview, final draft; Unit summative, Body Biography, or Concept Map

Grade: 10	Subject Area: Socials	Planning Team: Team YK1
Big Idea(s): What do I need to Understand? Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.	**Teacher Provocations** **How do Canada's past and current injustices challenge our understanding of who we are as a country?**	**Students Generated Questions**
Key Vocabulary: injustices, narrative, identity, Canada, inclusive, multicultural society, **discriminatory policies, injustices, ethical judgements, justify, evidence, perspectives,** critical and reflective thinker		

	Curricular Language	Student Friendly Language	Tasks & activities to triangulate evidence of learning		
			Visual/pictorial/ Concrete (observations)	Written/abstract (products)	Oral language/ presentations (conversations)
Content Goals: What do students need to know?	discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments	**I know examples of discriminatory policies and injustices in Canada and the world**			
What do students need to do? **Curricular Competency Goal: ethical judgements**	Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond(ethical judgment)	**I can make ethical judgements**			
What do students need to do? **Curricular Competency Goal: evidence**	Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data(evidence)	**I can justify with evidence**			
What do students need to do? **Curricular Competency Goal: perspective**	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)	**I can explain different perspectives**			
Who do student need to be? **Core Competency Goal**	**I can be/ I am critical and reflective thinking**	I can be a critical and reflective thinker			

What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate needs & barriers?

Adjustable Supports & Strategies

Student choice of tools and actions

INSTRUCTIONAL DESIGN

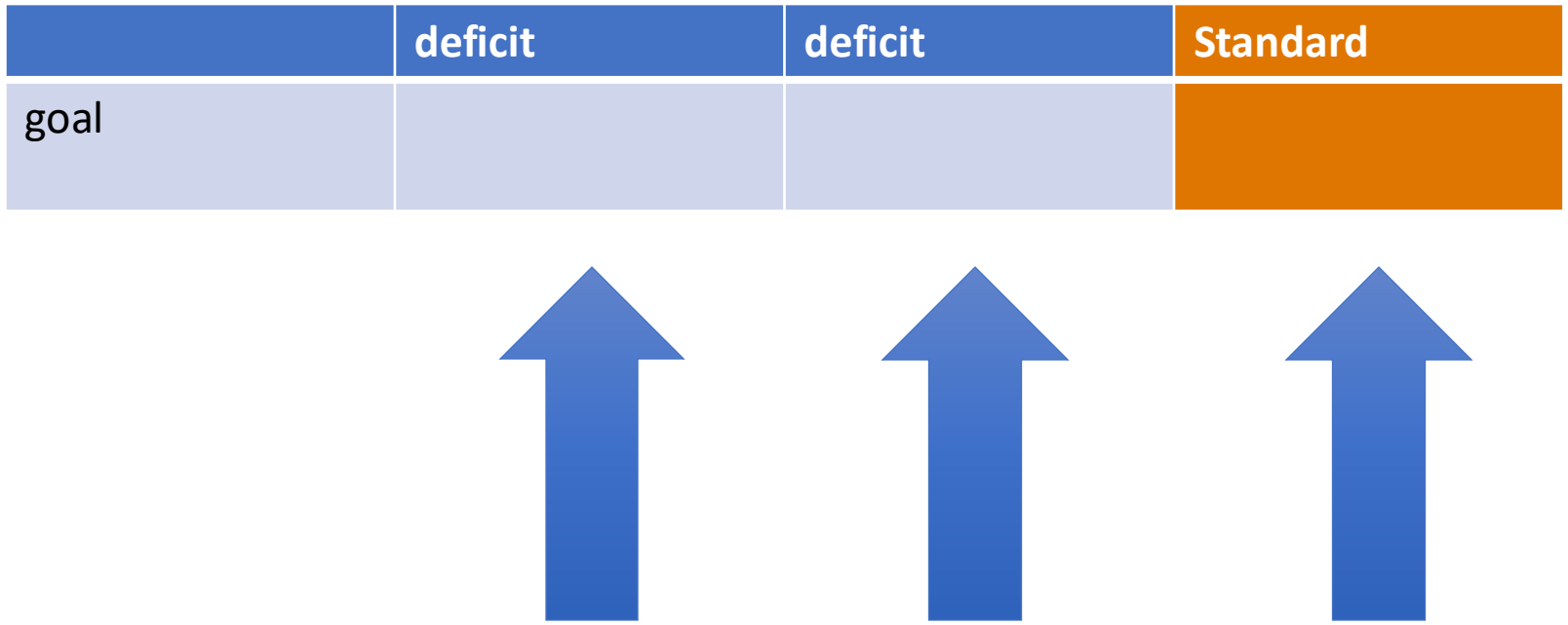
How will students show growth within the learning standard?
How do we know?

Shelley MOORE PH.D.
2023

Learning Continuums

- Learning maps/ learning continuum/ learner progressions
- Task neutral/ standards based
- Same entry point/ multiple exit points
- Start from access (what is essential/conceptual), add on challenge
- Students can have a role in choosing their challenge
- Different from a traditional rubric

Rubrics vs. Continuums



THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON

The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH

Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT

Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!

Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

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

Rubric: Life Sciences 11

Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams				
Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
• I can understand data and information by constructing, analyzing and interpreting visual representations of information with support	• I am beginning to understand data and information by constructing, analyzing and interpreting visual representations of information	• I sometimes understand data and information by constructing, analyzing and interpreting visual representations of information	• I consistently understand data and information by constructing, analyzing and interpreting visual representations of information	• I always understand data and information by constructing, analyzing and interpreting visual representations of information

Rubric: Life Sciences 11

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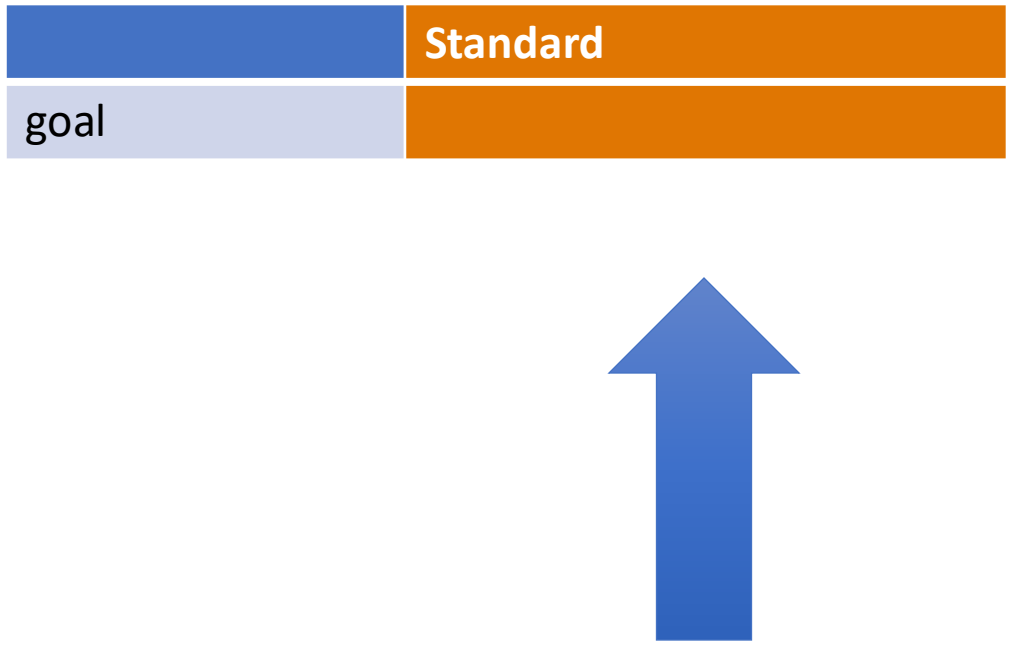
- The problem is frequency is not complexity, is deficit based and is good to measure fluency not understanding
- It doesn't matter is a student uses "support" or not, if the tool or action increases independence (support is not a person)
- If they need a person to meet a goal, the goal is not accessible enough

One point rubric



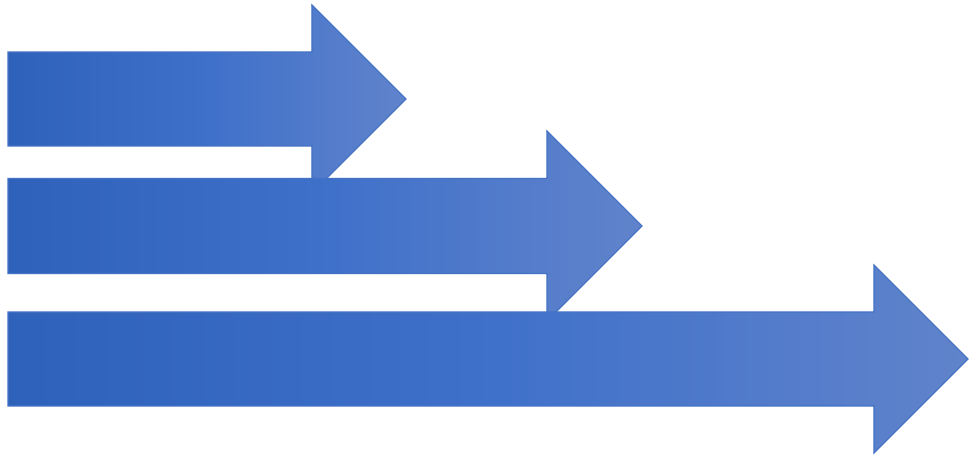
One Point Rubric: Life Sciences 11

Our Unit Questions - Why is the forest in Campbell River unique? - How and why has the forest ecosystem in Campbell River evolved over time?		
I need support	**My goals for this unit**	**I need challenge**
	• **I know speciation that occurs within our local ecosystems** • **I can understand data and information by** experiencing and interpreting the local environment • **I can understand data and information by** seeking evidence and analyze data • **I can understand data and information by** constructing, analyzing and interpreting visual representations of information	

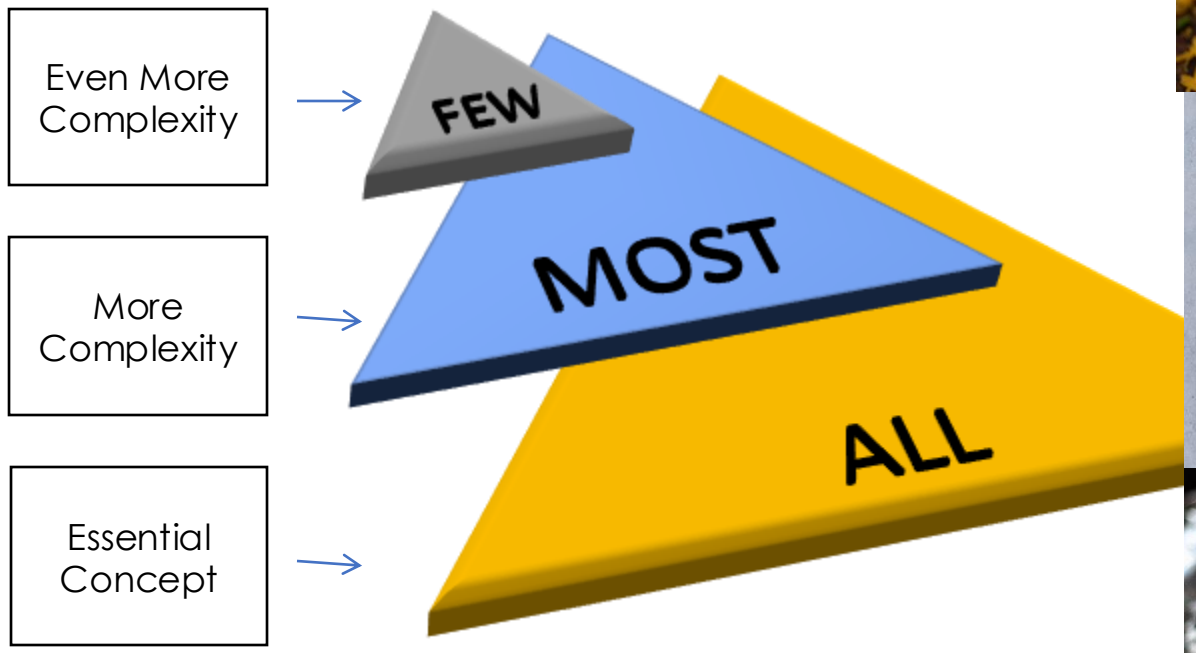
- **Great for student self assessment**
- **Difficult to use for formative & summative teacher assessment**
- **Does not communicate the variability and complexity within the goal**

Reductive vs vs. Additive

	Essential	More complex	More complex
Learning Outcome			



The Planning Pyramid: Differentiated Curriculum



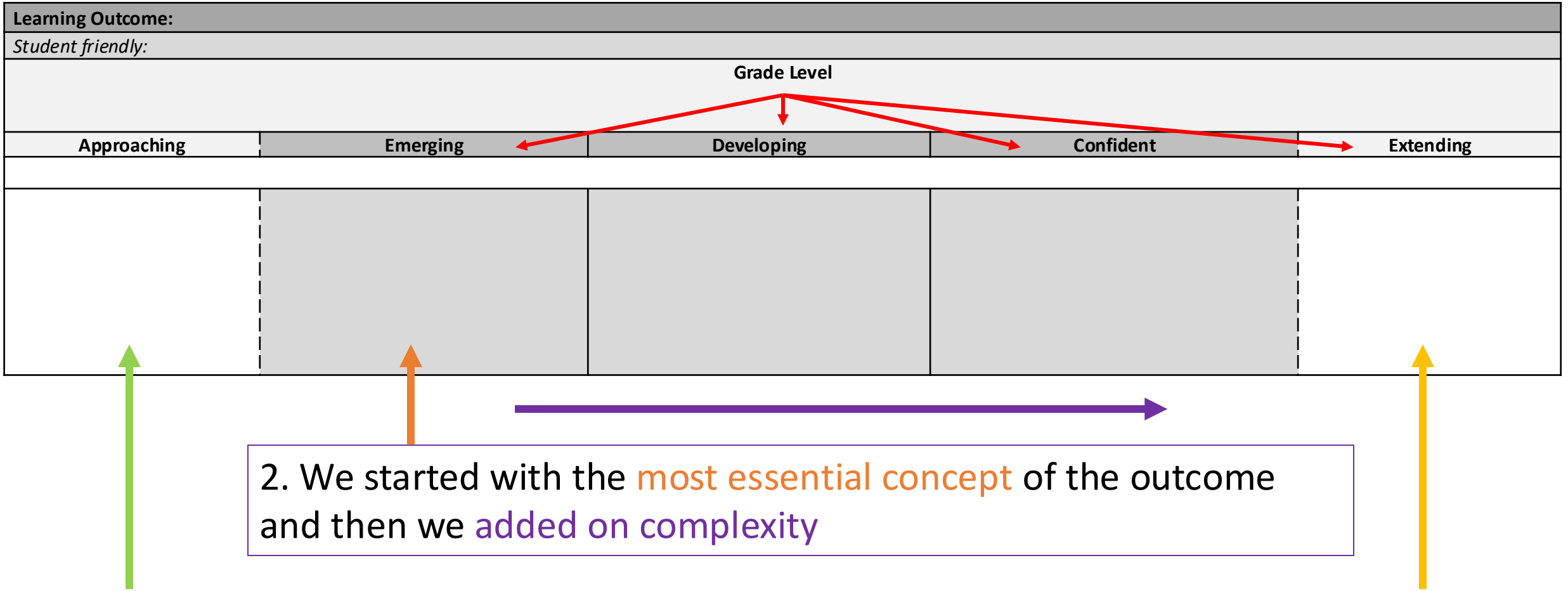
Start from access, build on challenge

Additive Learning Continuum: Life Science 11

Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams				
Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information				
	Emerging/ Essential	**Developing**	**Confident**	
→				
	I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	

Our Co-Planning Journey: Learning Continuums

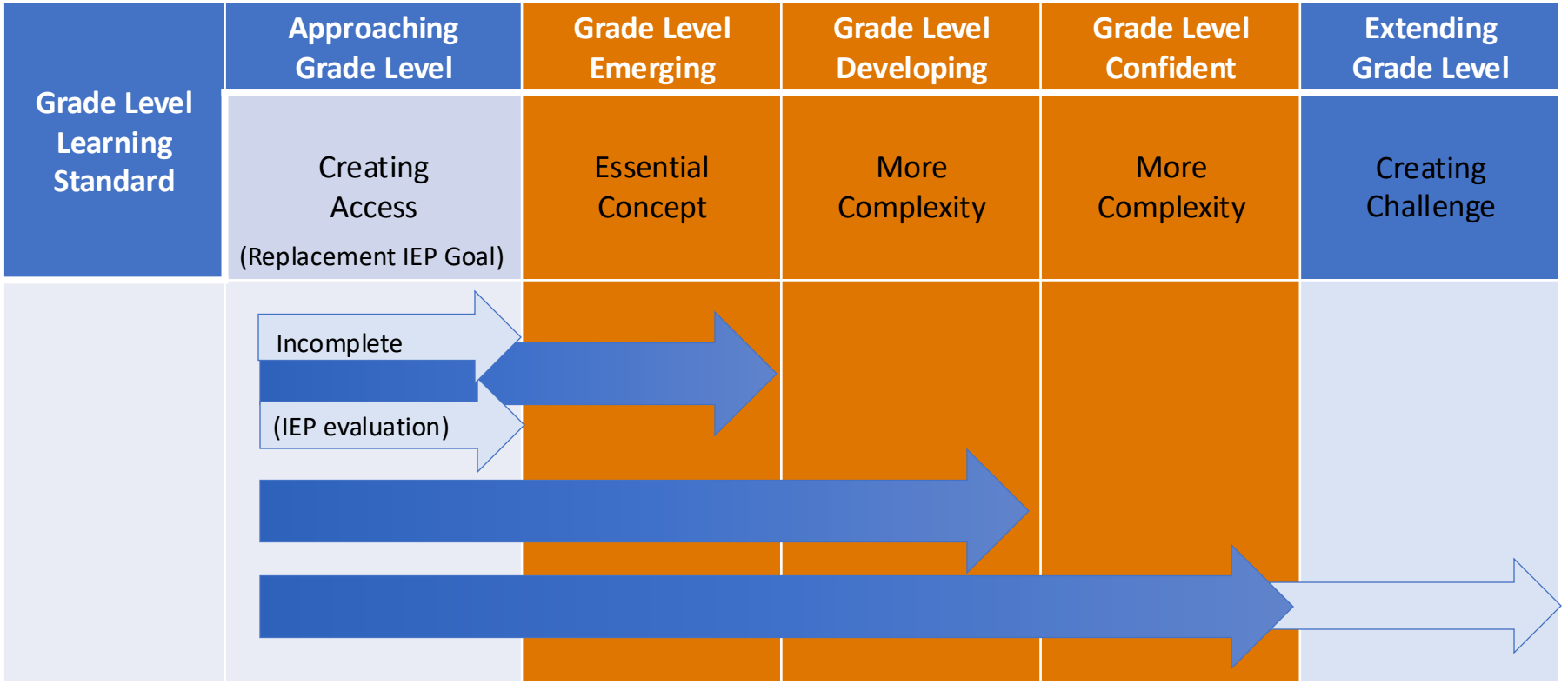
1. Using the elaborations for each learning outcome, we constructed a grade-level scaffold in *student friendly language*



2. We started with the most essential concept of the outcome and then we added on complexity

3. We extended the grade level scaffold to include an access point and challenge point

An Additive Continuum of Proficiency



Additive Learning Continuum: Life Science 11

Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams				
Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information				
Approaching	**Emerging / Essential**	**Developing**	**Confident**	**Extending**
I can build a visual representation of data by following a model I can understand a visual representation of information that is familiar to me	I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	I can construct a visual representation of data based on the purpose I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

Our Co-Planning Journey: Learning Continuums

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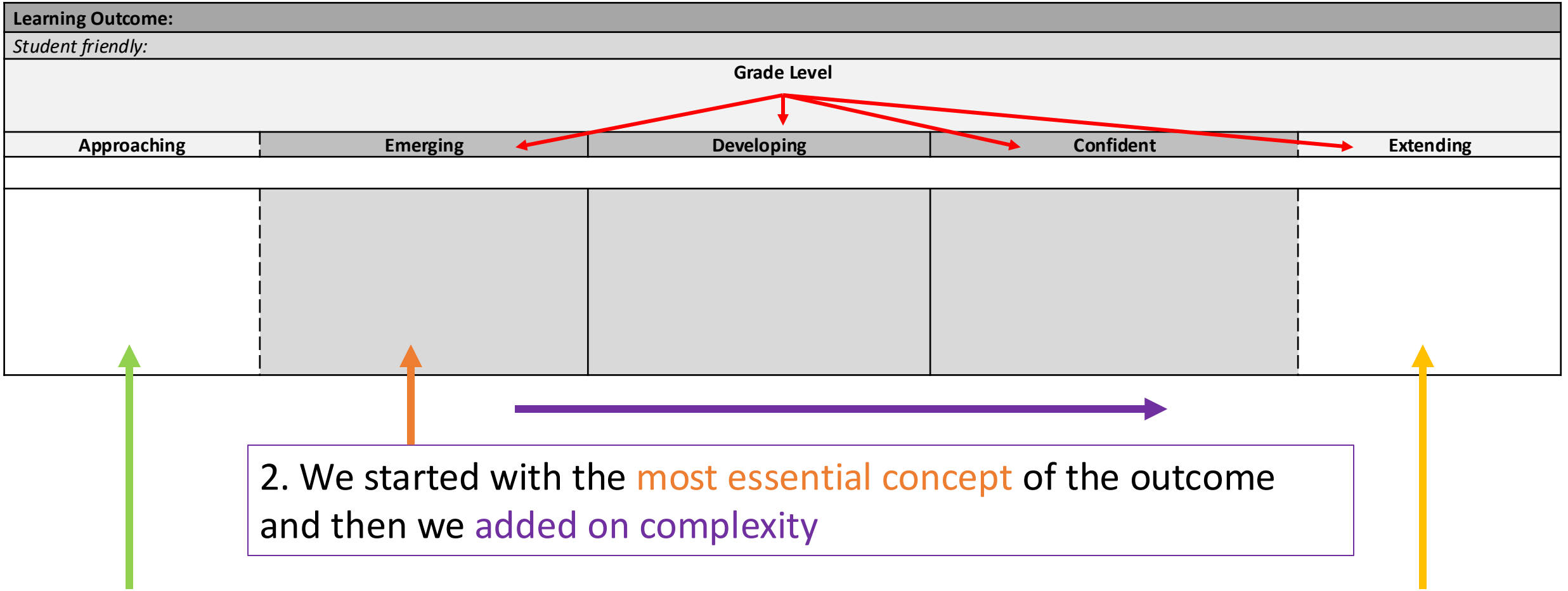

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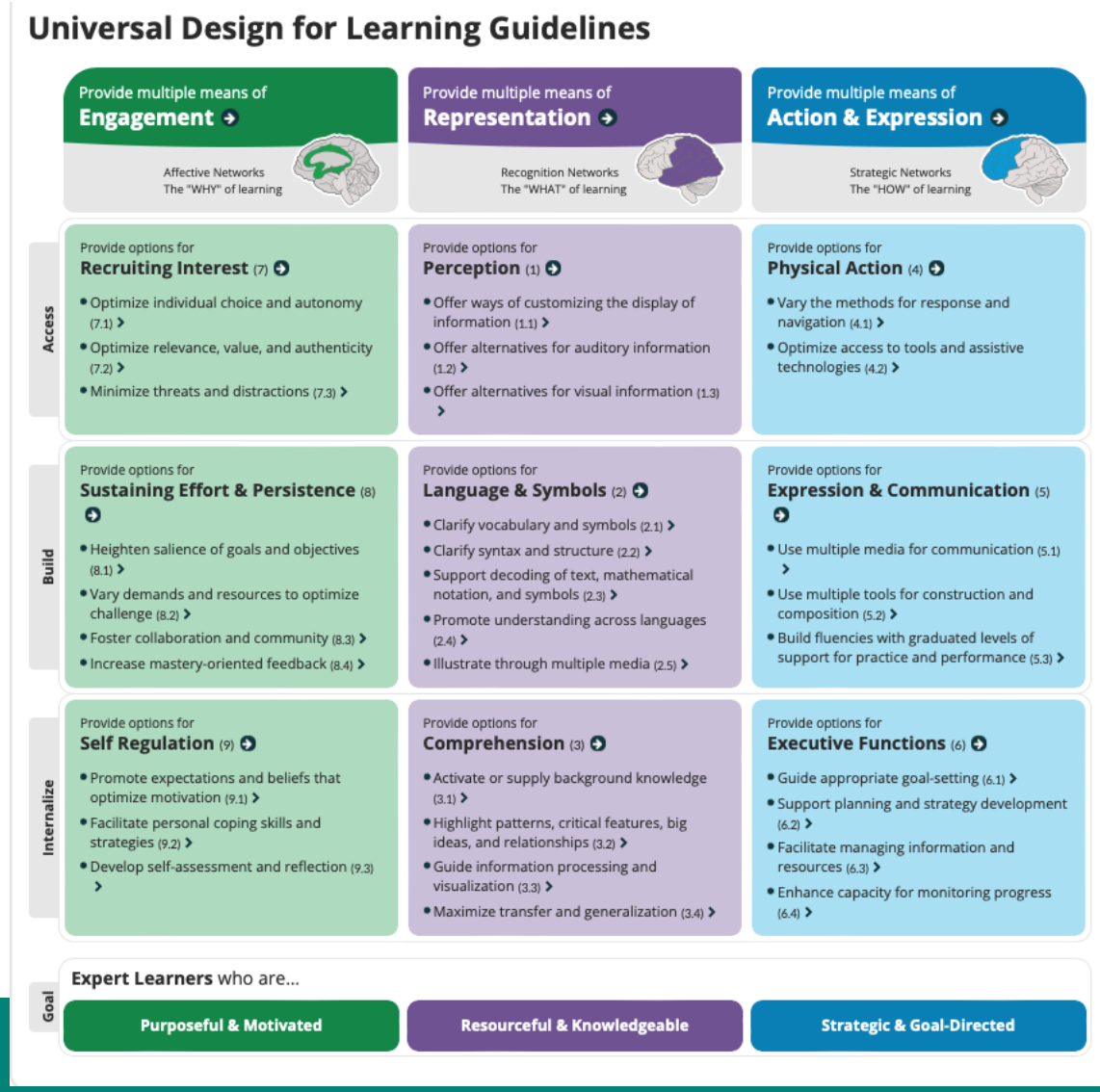
Universal Design for Learning: The Ramp for Learning



Connecting Learning Continuums to UDL

Learning Outcome: 8.1, 3.2, 3.4, 4.1, 6.1, 6.2				
*Student friendly: **7.2, 8.1, 9.1,** **3.2, 3.4,** **6.1***				
Choice of Challenge 7.1, 7.2, 8.1, 8.2, 8.4, 9.1, 9.3, 3.1, 3.4, 5.3, 6.1, 6.2, 6.3, 6.4				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**

Grade: 11	Subject Area: Life Sciences	Planning Team: Timberline Secondary
Big Ideas: • All living things have common characteristics. • Living things evolve over time.		Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?
Unit Goals	**Learning Standard**	**Student Friendly Language**
Content Goal	Speciation	**I know speciation that occurs within our local ecosystems**
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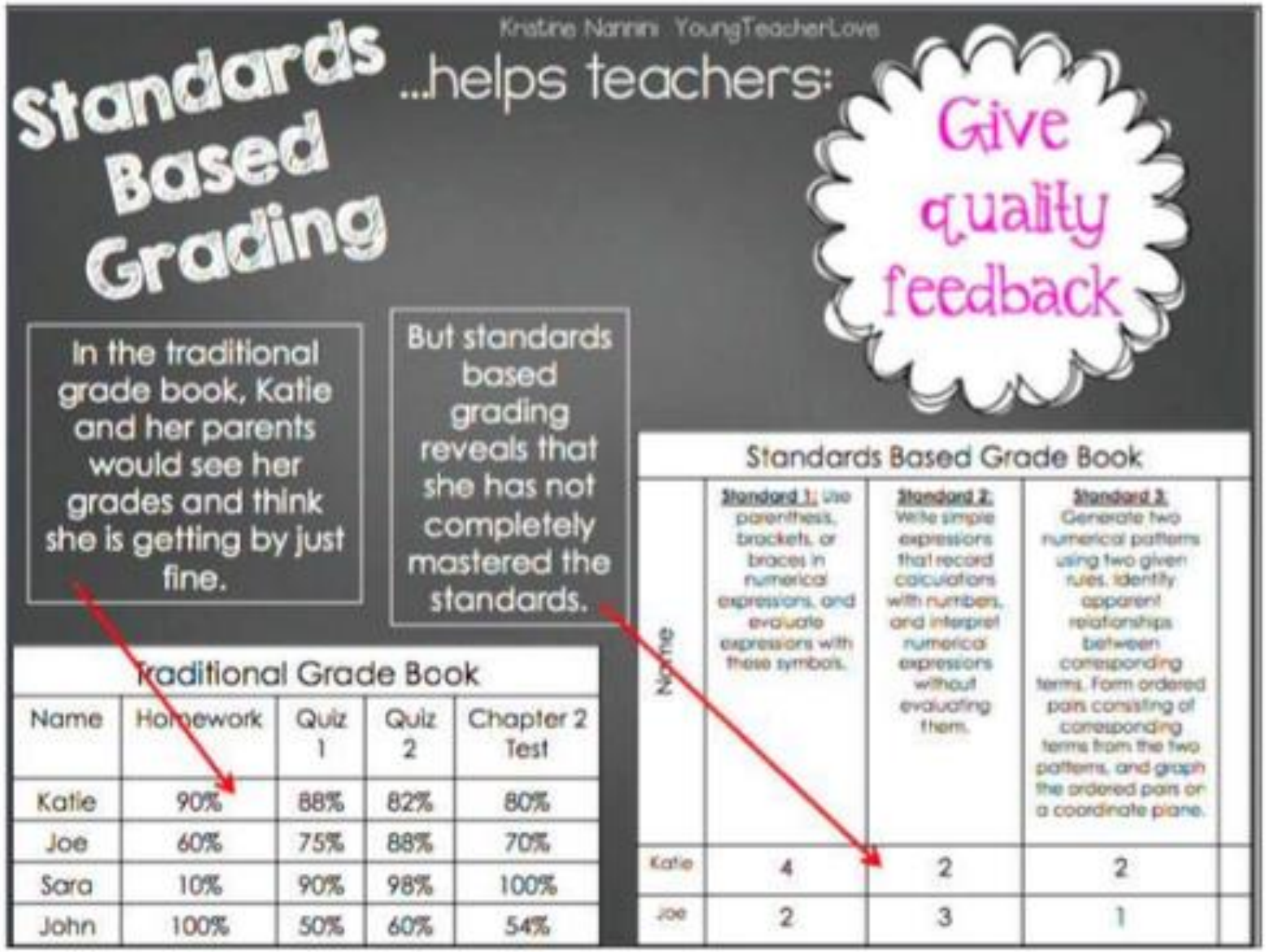
	Construct, analyze, and interpret graphs, models, and/or diagrams	**I can understand data and information by** constructing, analyzing and interpreting visual representations of information
Core Competency Goal	I can become socially responsible by…	

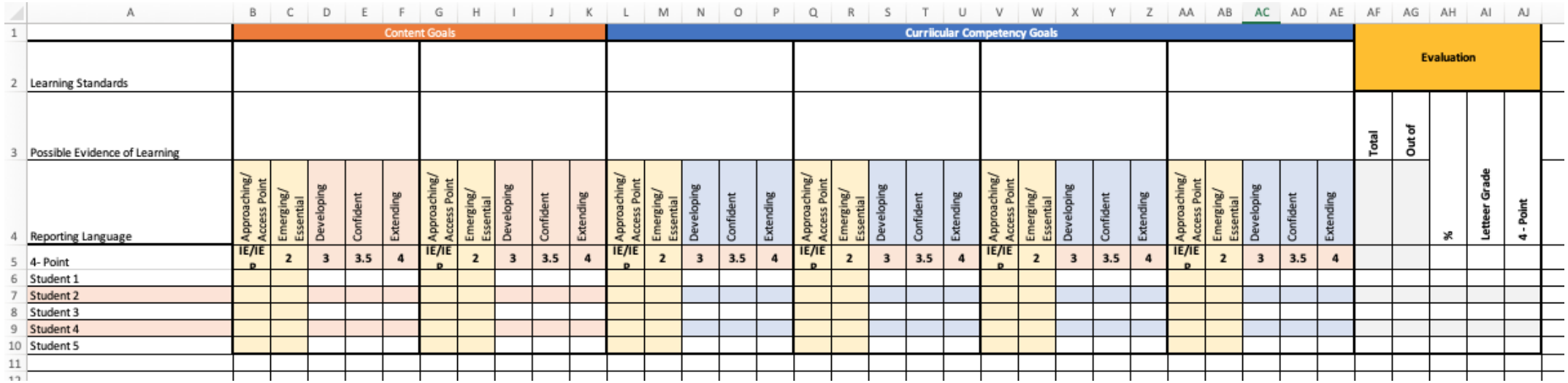
Course/Subject/Grade(s): Life Sciences 11		**Planning Team:** Timberline Secondary				
Unit Guiding Question: Unit Guiding question: Why is our forest in Campbell River unique? How and why have our forest ecosystems in Campbell River evolved over time?						
Goals		**Access**	**All**	**Most**	**Few**	**Challenge**
Content: I know speciation that occurs within our forest		I know examples of species in an ecosystems	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in two local ecosystems	I know an example of divergent, convergent, and coevolution evolution in three local ecosystems	I know how human activity affects speciation in an ecosystem I know how our 3 local ecosystems interact with each other
Curricular Competencies	I can experience and interpret the local environment	I can experience my local forests, streams and the ocean respectfully	I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence	I can interpret the local forests, streams and the ocean by making connections and reflections	I can interpret the local forests, streams and the ocean through ethical observation and stewardship
	I can Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	I can organize and collate evidence	I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and preform simple calculations	I can identify inconsistencies in data
	I can Construct, analyze, and interpret **graphs**, **models**, and/or diagrams	I can identify ways to represent data	I construct a visual representation of data	I can analyze a visual representation of data (what is happening?)	I can interpret a visual representation of data ((how does this connect to other data)	I can interpret a visual representation of data (i know why this data matters)

1. Standards based vs. standardized curriculum



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

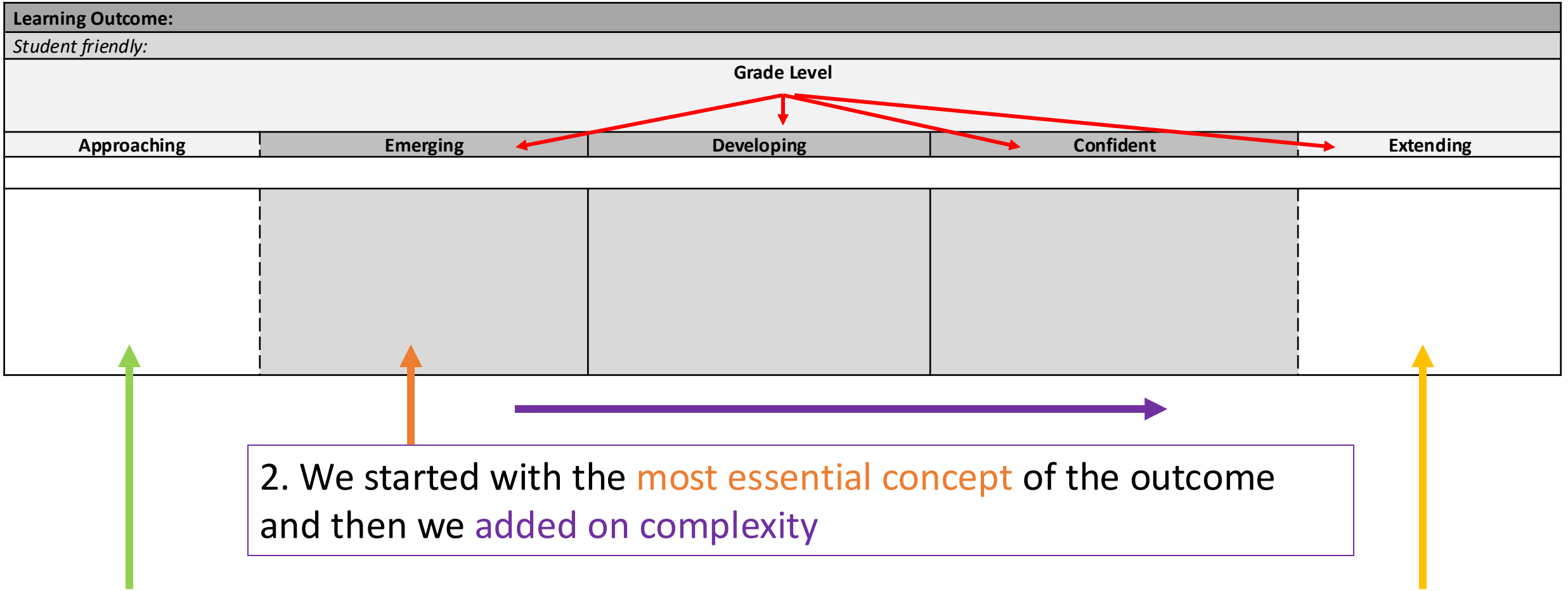
Standards Based Gradebook



	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			
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			%	Letteer Grade	4 - Point
5	4- Point	IE/IE P	2	3	3.5	4	IE/IE P	2	3	3.5	4	IE/IE P	2	3	3.5	4	IE/IE P	2	3	3.5	4	IE/IE P	2	3	3.5	4	IE/IE P	2	3	3.5	4					
6	Student 1																																			
7	Student 2																																			
8	Student 3																																			
9	Student 4																																			
10	Student 5																																			
11																																				

Combining Standards Based Grading and Curriculum Mapping

1. Using the elaborations for each learning outcome, we constructed a grade-level scaffold in *student friendly language*



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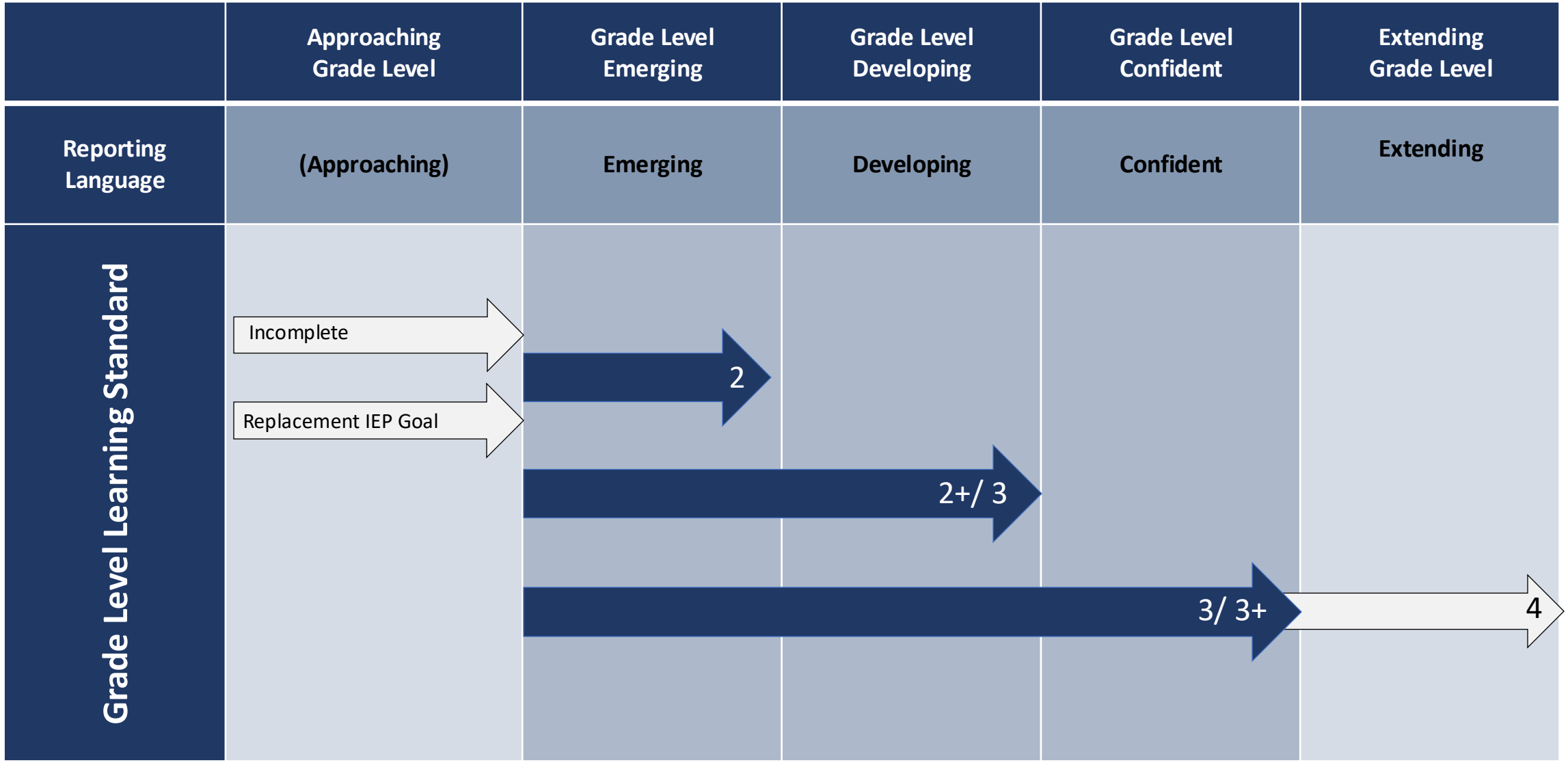
3. We extended the grade level scaffold to include an access point and challenge point

An Additive Continuum of Proficiency



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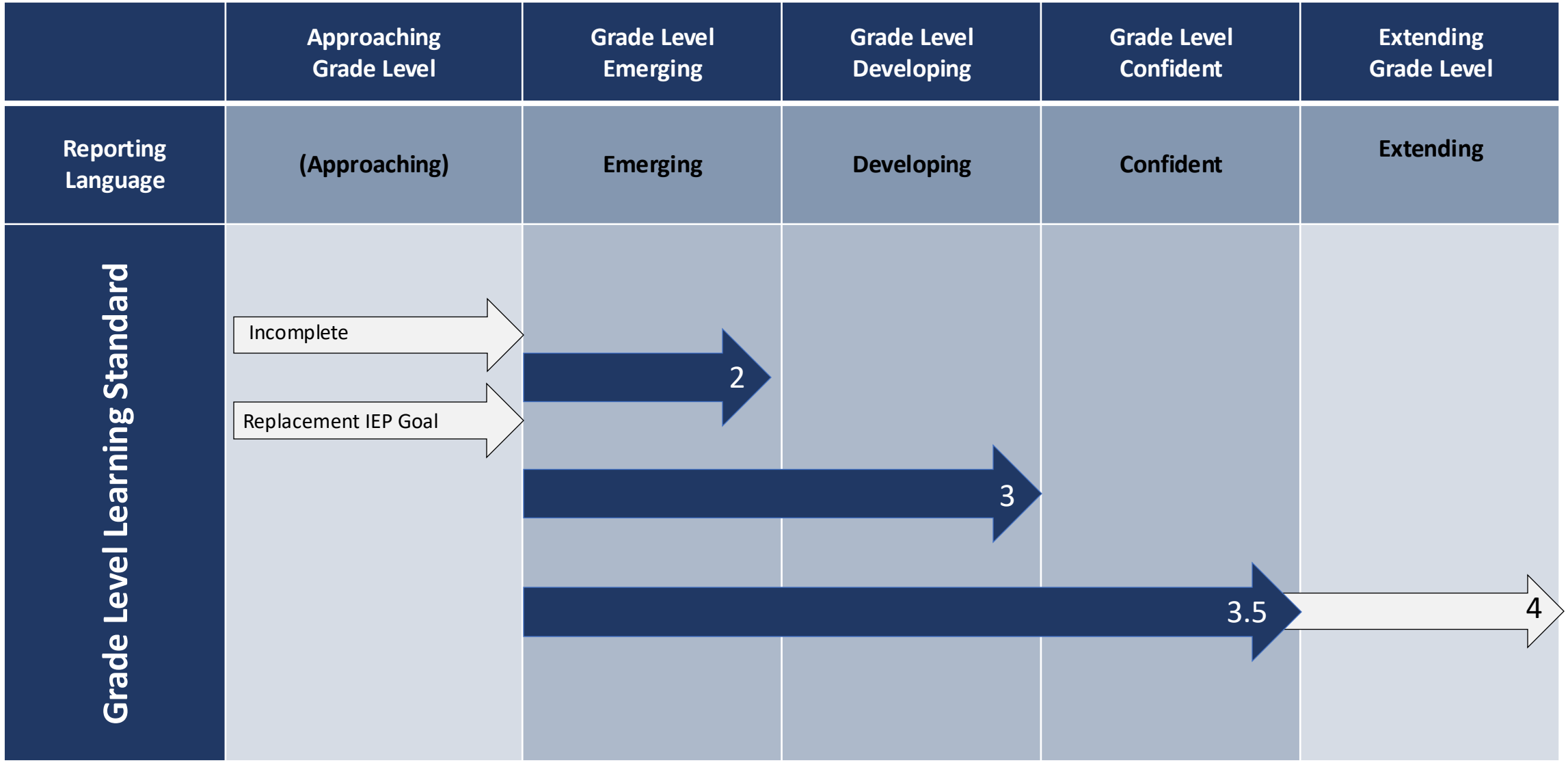

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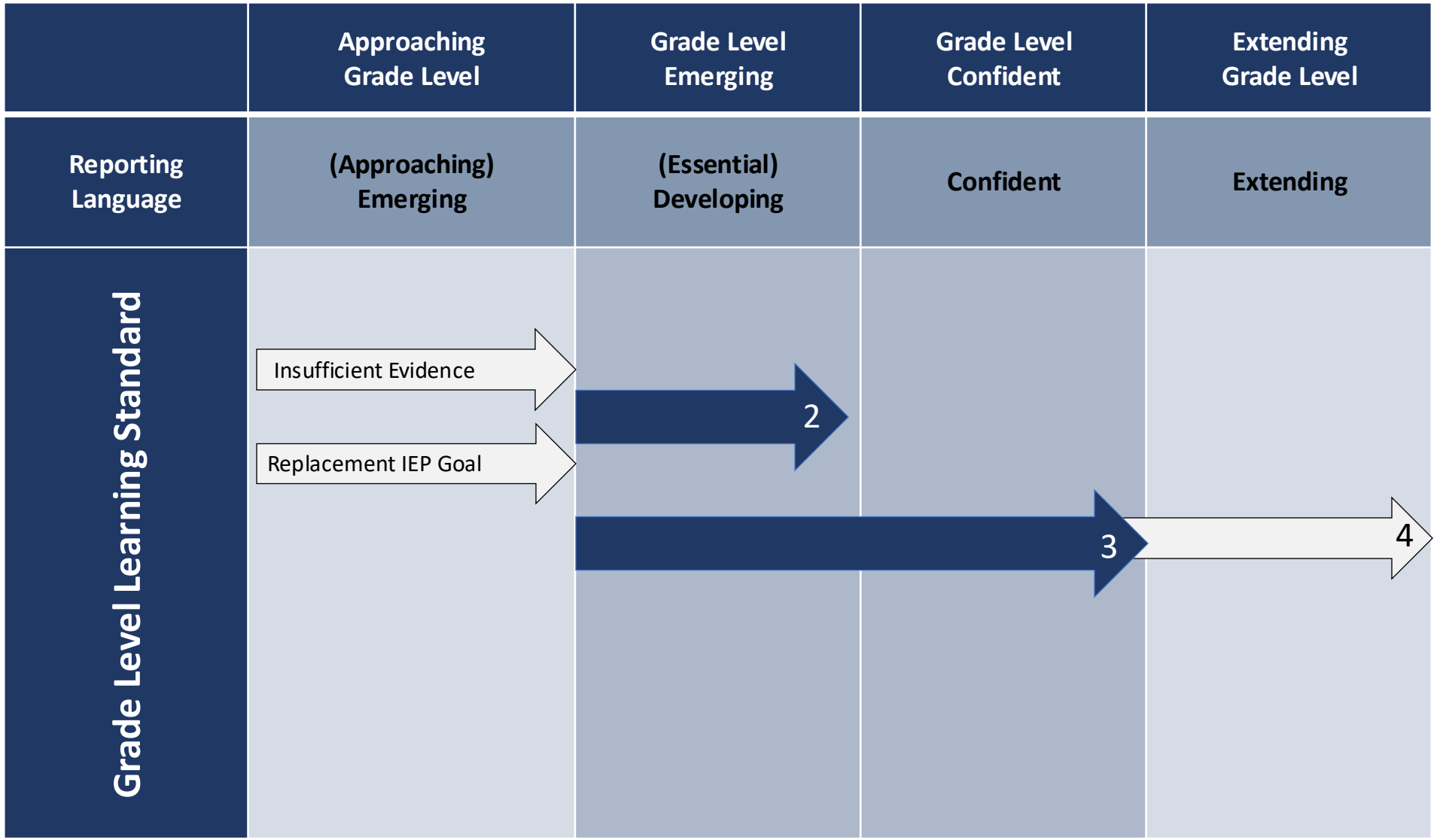

Combining Standards Based Grading and Curriculum Mapping

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										

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Core Competency Goal	I can become socially responsible 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

Course/Subject/Grade(s): Life Sciences 11				**Planning Team:** Timberline Secondary		
Unit Guiding Question: Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?						
Learning Standards		**Approaching – IE/ IEP**	**Emerging - 2**	**Developing – 3**	**Confident – 3.5**	**Extending - 4**
Content: **I know speciation that occurs within our local ecosystems**		I know examples of species in Campbell River Forest ecosystem	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in more than one local ecosystems	I know how our 3 local ecosystems interact with each other	I know how local human activity affects speciation in an ecosystem
Curricular Competencies	**I can understand data and information by** experiencing and interpreting the local environment	I can experience my local forests, streams and the ocean respectfully	I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence over time	I can interpret the local forests, streams and the ocean by making connections and reflections of my evidence collected	I can interpret the local forests, streams and the ocean through ethical observation and stewardship
	I can understand data and information by seeking evidence and analyze data	I can organize and collate evidence	I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and perform simple calculations	I can identify inconsistencies in data
	I can understand data and information by constructing, analyzing and interpreting visual representations of information	I can build a visual representation of data by following a model I can understand a visual representation of information that is familiar to me	I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	I can construct a visual representation of data based on the purpose I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate needs & barriers?

Adjustable Supports & Strategies

Student choice of tools and actions

INSTRUCTIONAL DESIGN

How will students show growth within the learning standard?
How do we know?

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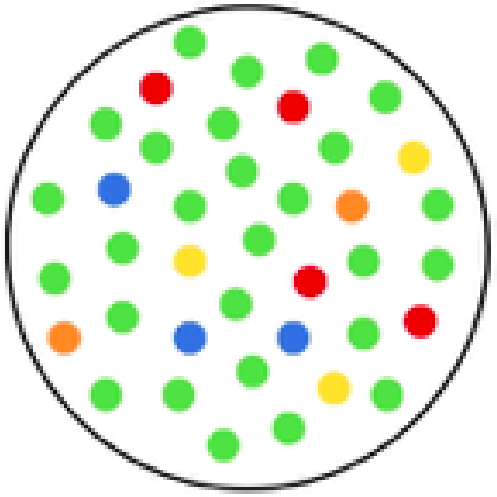
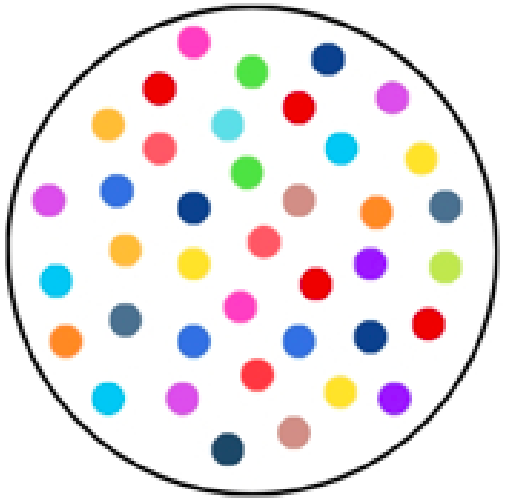
2023



How do we include people with disabilities?

How do the strategies we looked at today align with a model that teaches to and responds to diversity?



How do we teach to diversity?

What is one useful idea?

What is one question you have?

What is one thing you learned?

What is one thing you want to want to share with someone who is not here?

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