

**Committee Name:**  
**Senate Committee – Education**  
**(SC–Ed)**

**Appointments**

99hr\_SC–Ed\_Appt\_pt00

**Clearinghouse Rules**

99hr\_SC–Ed\_CRule\_99–

**Committee Hearings**

99hr\_SC–Ed\_CH\_pt00

**Committee Reports**

99hr\_SC–Ed\_CR\_pt00

**Executive Sessions**

99hr\_SC–Ed\_ES\_pt00

**Hearing Records**

99hr\_ab0000

99hr\_sb0000

**Misc.**

99hr\_SC–Ed\_\_Misc\_\_pt04

**Record of Committee Proceedings**

99hr\_SC–Ed\_RCP\_pt00

# **RUBRICS & ASSESSMENT**

**MIDDLE SCHOOL PROFICIENCIES**

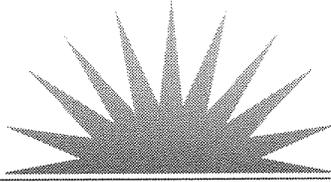


*Office of Research and Assessment*



**MILWAUKEE PUBLIC SCHOOLS**

**October 1998**



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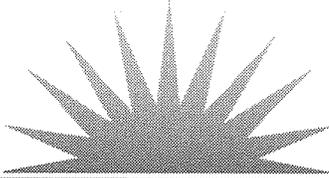
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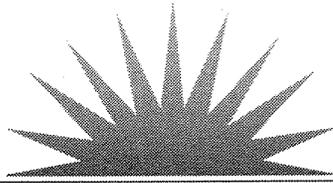
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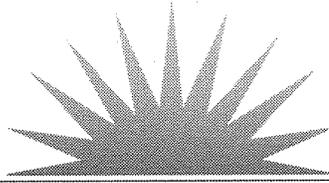
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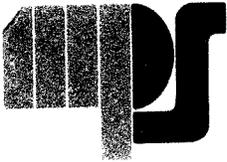
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PROFICIENCY  
2000



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**OFFICE OF THE SUPERINTENDENT**

CENTRAL SERVICES BUILDING

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Phone: (414) 475-8001

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December 1998

Milwaukee Public Schools is in the midst of major high standards and reform initiatives. The new high school graduation requirements for the graduating class of 2003 will be among the highest in the nation. These rigorous requirements will begin with students who exit middle school in the year 1999. In order to insure that these students and all others who follow will be prepared to meet these higher standards, middle school proficiencies have been established to prepare students, monitor their progress, and help to reshape K-12 teaching and learning in this district.

The middle school proficiencies are a series of standards and goals for student achievement in the areas of mathematics, science, language arts, and research. There has been a tremendous mobilization of energy and resources to prepare staff and students for this very important challenge. Collaboration among staff, parent and community involvement, and the use of technology, will be valuable tools in insuring that all students receive the preparation that they need to meet the middle school proficiencies.

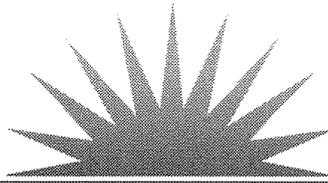
The Middle School Principals Collaborative has been instrumental in facilitating changes and opportunities to enhance student success with the middle school proficiencies. Changes in the curriculum, new and innovative teaching strategies, utilization of classroom and district assessments, and the use of technology for instruction, assessment, and management of student information, have helped to identify where extra support is needed.

Together we can prepare our students to complete middle and high school with strong academic skills and the ability to meet the challenges of the future.

Sincerely,

A handwritten signature in cursive script, reading 'Alan S. Brown'.

ALAN S. BROWN, Ed.D.  
Superintendent of Schools



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MILWAUKEE PUBLIC SCHOOLS

January 1999

Dear Colleagues, Community Members, and Parents,

This updated document is the result of refinements and revisions to the middle school proficiencies, rubrics, and assessments made by principals, teachers, curriculum specialists, consultants, and others. Based on the feedback and input from staff in K-6, K-8, middle schools, and the Ad Hoc Assessment Committee for the middle school proficiencies, this booklet represents additional clarification for the work that students are required to do and the documentation needed.

You are encouraged to duplicate and share with students and parents information such as rubrics, checklists, and other criteria related to successful completion of the middle school proficiencies. The information in this document is for both assessment and instructional purposes.

2

All "proficient" student work, indicating achievement of middle school proficiencies, needs to be kept on file by the school in a special portfolio designated as the "Verification Portfolio." This portfolio is only for "proficient" samples of student work meeting one or more of the middle school proficiencies.

Everyone's continual involvement and feedback is essential to the success of this initiative. Working together, we can prepare our students for a successful, rewarding, and productive future.

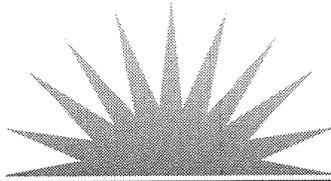
Sincerely,

*Kathy Swope*

Kathy Swope

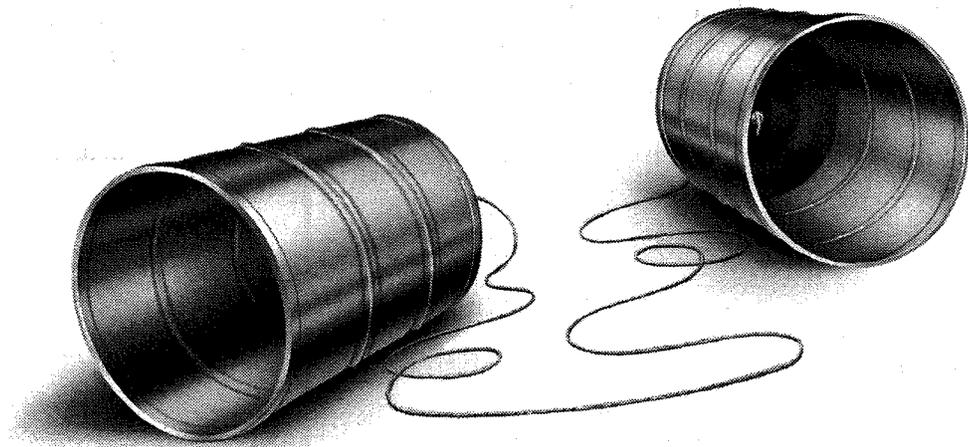
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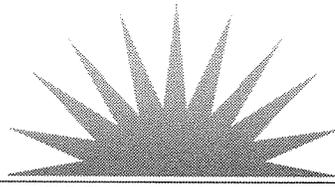


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**C O M M U N I C A T I O N**



**HIGH STANDARDS START HERE**

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COMMUNICATION PROFICIENCIES

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The three proficiencies in communication for middle school are aligned with the high school graduation proficiency in communication.

The student will:

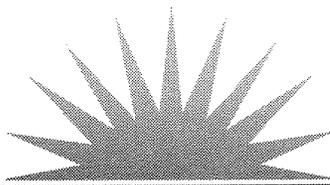
4

▲ DEMONSTRATE WRITING SKILLS THROUGH FOUR DIFFERENT FORMS of writing for specific purposes. These forms include narrative, imaginative, expository and persuasive writing. Each writing sample must receive a proficient rating or better on the MPS writing scale.

▲ PERFORM AT A PROFICIENT LEVEL IN READING as demonstrated on the *MPS READING ASSESSMENT-INSTRUCTION CARD*, and a designated formal reading assessment.

▲ PREPARE AND PRESENT A THREE TO FIVE MINUTE DEMONSTRATION, INTERVIEW, OR PERSUASIVE SPEECH that is videotaped for evaluation. The oral presentation must receive a proficient rating or better on the MPS rubric for oral communication.





**HIGH STANDARDS START HERE**

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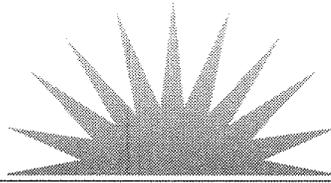
**COMMUNICATION RUBRIC  
FOR SCORING WRITING SAMPLES**

---

Your goal is to assign a single score that represents the writer's performance. This decision needs to be reached through a holistic assessment. Use the indicators attached to each number to determine the category (score) that best indicates the writer's performance.

- 4**      **ADVANCED/EXCEEDING**
- ▶ Main idea clearly communicated.
  - ▶ Ideas well organized and elaborated upon.
  - ▶ Author's personality imprinted on the writing task.
  - ▶ Effective word choice and usage.
  - ▶ Sentence fluency and variety.
  - ▶ Correct capitalization, punctuation, and spelling.
- 3**      **PROFICIENT**
- ▶ Main idea communicated.
  - ▶ Ideas sufficiently organized and developed.
  - ▶ Evidence of author's response to the writing task.
  - ▶ Appropriate word choice and usage.
  - ▶ Adequate sentence sense and minimal sentence errors.
  - ▶ Occasional errors in capitalization, punctuation, and spelling.
- 2**      **BASIC**
- ▶ Main idea vaguely communicated.
  - ▶ Ideas poorly organized and underdeveloped.
  - ▶ Little personal relationship to the writing task.
  - ▶ Occasional inappropriate or incorrect language usage.
  - ▶ Poor sentence structure; some sentence fragments and run-ons.
  - ▶ Inconsistent use of capitalization, punctuation, and spelling conventions.
- 1**      **MINIMAL**
- ▶ Main idea unclear or nonexistent.
  - ▶ Ideas unorganized and undeveloped.
  - ▶ No personal relationship to the writing task.
  - ▶ Generally inappropriate or incorrect language usage.
  - ▶ Lack of sentence sense; sentence fragments and run-ons.
  - ▶ Incorrect use of capitalization, punctuation, and spelling conventions.
- 0**      **NOT SCORABLE**
- ▶ Blank, illegible or off the point.

PROFICIENCY  
2000



**HIGH STANDARDS START HERE**

MILWAUKEE PUBLIC SCHOOLS

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**COMMUNICATION:  
READING INFORMATION**

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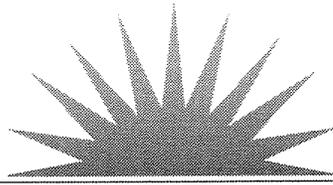
Middle School Reading Proficiencies include the formal reading assessment and the *MPS Reading Assessment/Instruction Card*.

The Assessment/Instruction grid is to be used for recording the attainment of proficiency based upon the indicated reading behaviors. This card is a compilation of Good Reader Behaviors for grades six, seven, and eight as found in the Mastery Curriculum of the Middle and High School Reading Curriculum and Instruction Guide. Upon attainment of various proficiencies, the appropriate information should be recorded in the grid.

A student is considered proficient upon receiving an acceptable teacher rating on the *MPS Assessment/Instruction Card* and attaining a seventh grade reading level as measured by one of the following instruments: Gates–MacGinitie, Metropolitan, Woodcock, S.T.A.R., or Jerry Johns.

The completed form indicating achievement of reading proficiency, should be filed in the Verification Portfolio.

PROFICIENCY  
2000



**HIGH STANDARDS START HERE**  
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Student Label

MIDDLE SCHOOL READING PROFICIENCIES

Place a check (✓), date and teacher signature on the appropriate lines when proficiencies have been met.

ASSESSMENT/INSTRUCTION CARD

	MET	DATE	TEACHER SIGNATURE
Preview Text.			
Predict what the text will be about based on what is known already.			
Build background for new concepts.			
Set a specific purpose for reading.			
Read interactively with think alouds/think alongs.			
Formulate and answer questions during reading.			
Verify, change, and add to what was known about the topic.			
Organize information visually.			
Summarize what has been read.			
Transfer information processes/strategies/skills across the content areas.			
Learn and demonstrate the processes needed for success in functional literacy.			

7

FORMAL READING ASSESSMENT

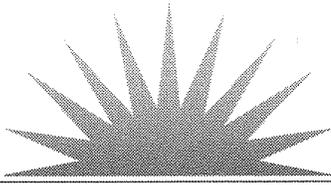
To meet proficiency, a student must, by the end of eighth grade, attain a seventh grade reading level as measured by the Gates–MacGinitie, Metropolitan, Woodcock, S.T.A.R., or Jerry Johns.

MET	DATE	TEACHER SIGNATURE

Assessment Used \_\_\_\_\_

Reading Level \_\_\_\_\_





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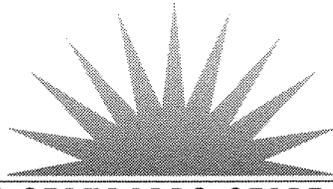
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RUBRIC FOR SCORING READING  
ASSESSMENT/INSTRUCTION CARD

---

- 4      **ADVANCED/EXCEEDING**  
▶ Demonstrates all good reader behaviors adequately.  
▶ Uses strategies regularly in unfamiliar text.
- 8    3      **PROFICIENT**  
▶ Demonstrates most good reader behaviors adequately.  
▶ Uses strategies regularly in familiar text.
- 2      **BASIC**  
▶ Demonstrates some good reader behaviors adequately.  
▶ Shows some progress in the use of strategies.
- 1      **MINIMAL PERFORMANCE**  
▶ Demonstrates few good reader behaviors adequately.  
▶ Shows little or no progress in the user of strategies.
- 0      **NOT SCORABLE**  
▶ Insufficient information.

PROFICIENCY  
2000



**HIGH STANDARDS START HERE**

MILWAUKEE PUBLIC SCHOOLS

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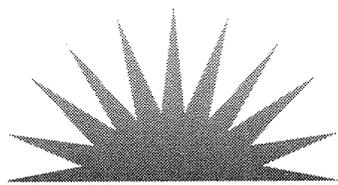
**FORMAL READING ASSESSMENT  
INFORMATION SHEET**

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Schools may select the Gates-MacGinitie, Metropolitan, Woodcock, S.T.A.R., or Jerry Johns formal reading assessment. Each of these instruments should be scored according to the guidelines provided by the test publisher. Students must score at a seventh grade level or above to be considered proficient.

- 4**      **ADVANCED/EXCEEDING**  
ninth grade or above
  
- 3**      **PROFICIENT**  
seventh or eighth grade
  
- 2**      **BASIC**  
fifth or sixth grade
  
- 1**      **MINIMAL**  
fourth grade or below
  
- 0**      **NOT SCORABLE**

PROFICIENCY  
2000



**HIGH STANDARDS START HERE**

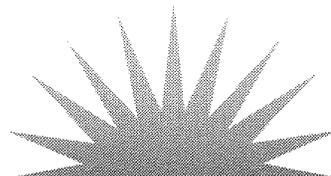
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DEMONSTRATION:  
RUBRIC FOR SCORING  
ORAL PRESENTATION

10

- 4**      **ADVANCED/EXCEEDING**
- ▶ Eye contact and facial expressions enhance and support the purpose.
  - ▶ Gestures, vocal variety, and movements appear poised and natural and enhance the presentation.
  - ▶ Speech patterns and word choices are skillfully used and add to the presentation.
  - ▶ The intent of the demonstration is well established and the audience is given a compelling reason to listen.
  - ▶ Audio/visual aids are used effectively and enhance the presentation.
- 3**      **PROFICIENT**
- ▶ Eye contact and facial expressions support the purpose.
  - ▶ Gestures, vocal variety and movements are natural and appropriate.
  - ▶ Speech patterns and word choices are appropriate for the presentation.
  - ▶ The intent of the demonstration is established and the audience is given a reason to listen.
  - ▶ Audio/visual aids are used appropriately.
- 2**      **BASIC**
- ▶ Eye contact and facial expressions are inappropriate or limited.
  - ▶ Gestures, vocal variety and movements are generally ineffective.
  - ▶ Speech patterns and word choices are often inappropriate.
  - ▶ The topic is introduced, but the audience may not be given a clear reason to listen.
- 1**      **MINIMAL PERFORMANCE**
- ▶ Facial expressions are unvaried, and eye contact is very limited.
  - ▶ Gestures, vocal variety and movements are limited and/or distracting.
  - ▶ Speech patterns and word choices distract from the presentation.
  - ▶ Intent of the presentation is not clearly established.
  - ▶ Audio/visual aids are not used or are used inappropriately.
- 0**      ▶ Insufficient information.

PROFICIENCY  
2000



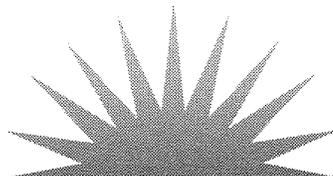
**HIGH STANDARDS START HERE**

MILWAUKEE PUBLIC SCHOOLS

**INTERVIEW:  
RUBRIC FOR SCORING  
ORAL COMMUNICATION**

- 4**      **ADVANCED/EXCEEDING**
- ▶ Eye contact and facial expressions enhance and support the purpose.
  - ▶ Gestures, body language, and movements appear natural and enhance the presentation.
  - ▶ Vocal variety enhances the presentation.
  - ▶ Speech patterns and word choices enhance the presentation.
  - ▶ Interview shows thoughtful preparation, questions are completely addressed, and the answers are skillfully and completely presented.
- 3**      **PROFICIENT**
- ▶ Eye contact and facial expressions support the purpose.
  - ▶ Gestures, body language, and movements are natural and appropriate.
  - ▶ Vocal variety is appropriate.
  - ▶ Speech patterns and word choices are appropriate for the presentation.
  - ▶ Interview shows preparation and the questions are completely addressed.
- 2**      **BASIC**
- ▶ Eye contact and facial expression inappropriate or very limited.
  - ▶ Gestures, body language, and movements are generally ineffective.
  - ▶ Vocal variety is limited.
  - ▶ Speech patterns and word choices are often inappropriate.
  - ▶ Interview shows some preparation and questions are partially addressed.
- 1**      **MINIMAL**
- ▶ Unvarying facial expressions and little or no eye contact.
  - ▶ Gestures, body language, and movements are limited and/or distracting.
  - ▶ Vocal variety is lacking and/or interferes with the presentation.
  - ▶ Speech patterns and word choices distract from the presentation.
  - ▶ Interview shows limited preparation and questions are poorly addressed.
- 0**      **NOT SCORABLE**  
Not scorable

PROFICIENCY  
2000



**HIGH STANDARDS START HERE**

MILWAUKEE PUBLIC SCHOOLS

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**PERSUASIVE:  
RUBRIC FOR SCORING ORAL COMMUNICATION**

---

12

**4**

**ADVANCED/EXCEEDING**

- ▶ Eye contact and facial expressions enhance and support the presentation.
- ▶ Gestures, vocal variety, and movements appear poised, natural, and enhance the presentation
- ▶ Speech patterns and word choices are skillfully used and add to the presentation.
- ▶ The persuasive viewpoint is supported by a thoughtfully prepared strategy using appropriate language and form.
- ▶ The speaker's ideas and viewpoint are presented in a clear, effective, and creative manner.

**3**

**PROFICIENT**

- ▶ Eye contact and facial expressions support the presentation.
- ▶ Gestures, vocal variety and movements are natural and appropriate.
- ▶ Speech patterns and word choices are appropriate for the purpose.
- ▶ The persuasive viewpoint is supported by a prepared strategy using appropriate language and form.
- ▶ The speaker's ideas and viewpoint are presented in a clear and effective manner.

**2**

**BASIC**

- ▶ Eye contact and facial expressions are inappropriate or limited.
- ▶ Gestures, vocal variety and movements are generally ineffective or may distract from the presentation.
- ▶ Speech patterns and word choices are limited and/or appropriate.
- ▶ The persuasive viewpoint shows little prepared strategy to support the viewpoint or persuade the audience.
- ▶ The speaker's ideas and viewpoint are clear.

**1**

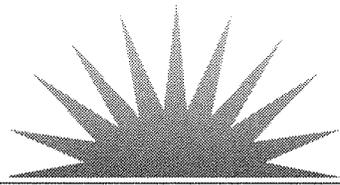
**MINIMAL**

- ▶ Facial expressions are unvaried, and eye contact is very limited.
- ▶ Gestures, vocal variety and movements are limited, inappropriate, and/or distracting.
- ▶ Speech patterns and word choices distract from the presentation.
- ▶ Persuasive viewpoint is not supported by a strategy.
- ▶ The speaker's ideas and viewpoint are unclear.

**0**

**NOT SCORABLE**

PROFICIENCY  
2000



**HIGH STANDARDS START HERE**

MILWAUKEE PUBLIC SCHOOLS



15

# **M A T H E M A T I C S**



## HIGH STANDARDS START HERE

### MATHEMATICS PROFICIENCIES

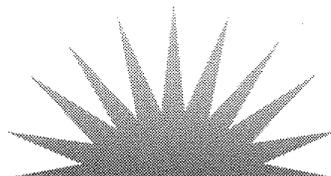
The middle school mathematics proficiencies are designed to ensure that students entering high school have demonstrated knowledge of first year algebra and have a solid foundation in mathematics and its application to real world problems. The mathematics proficiencies will be demonstrated through samples of student work, that include class projects, on-demand assessments, and the algebra portfolio.

16

The student will develop a collection of work that at the minimum has the following elements:

- ▶ Five examples of quality work showing understanding of algebra topics covered in first year algebra, e.g., plotting of linear and non-linear equations.
  
- ▶ Proficient performance on an on-demand assessment such as
  - ▶ the WSAS mathematics subtest or
  
  - ▶ the MPS Mathematics Performance Assessment for Middle School
  
- ▶ A project such as scale modeling or package design that demonstrates understanding of measurement and geometric relationships.

PROFICIENCY  
2000



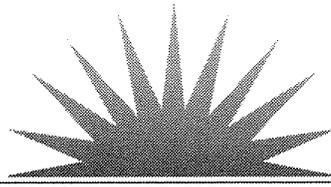
## HIGH STANDARDS START HERE

### ALGEBRA PROFICIENCY: FIVE ESSENTIAL TOPICS FOR ALGEBRA PORTFOLIO

Essential topics need to be explored in a real-world problem setting or situation in order to develop conceptual understanding and the ability to analyze a situation and translate it into mathematical statements or representations. (These five topics are representative, but not all inclusive, of the algebra component of the Connected Mathematics program studied in the seventh and eighth grade.)

- ▲ Use data organized in graphs or tables to identify patterns. Analyze a pattern or relationship in a graph or table to identify variables and interpret the relationship between the variables. Recognize linear relationships and express them in written, symbolic, tabular, and graphical form.
- ▲ Interpret linear relationships as functions in tables, graphs, symbols, and written form. Write linear equations in  $y = mx + b$  form. Find the slope of a line and identify the  $x$  and  $y$  intercepts from a graph and an equation of the line. Solve simple linear equations using symbolic methods.
- ▲ Build mathematical models and analyze relationships. Determine if there is a constant increase or decrease in one variable compared to the other. Fit a curve to the given data and make a prediction. Determine if a real-world situation can be modeled by a linear equation(s) and write the appropriate linear equation(s).
- ▲ Recognize exponential and quadratic relationships as non-linear functions. Graph exponential and quadratic equations. Explain the significance of the shape of the graphs and the patterns in the tables to make sense of the symbolic expressions,  $y = a(b^x)$  and  $y = ax^2 + bx + c$ .
- ▲ Write symbolic sentences using parentheses and properties of real numbers to communicate effectively. Recognize and explain equivalent expressions. Use symbolic methods to solve linear and non-linear equations formally.





**HIGH STANDARDS START HERE**

**RUBRIC FOR SCORING MATHEMATICS  
PERFORMANCE ASSESSMENT**

**4**

STRATEGY  
ORGANIZATION  
COMMUNICATION  
SOLUTION  
MATHEMATICS

**ADVANCED/EXCEEDING**

- ▶ An appropriate strategy is used effectively.
- ▶ The response is highly organized and well documented.
- ▶ Responses to all parts of the prompt are effective and appropriate.
- ▶ A correct solution is presented.
- ▶ Efficient, accurate use of mathematics is evident throughout.

**3**

STRATEGY  
ORGANIZATION  
COMMUNICATION  
SOLUTION  
MATHEMATICS

**PROFICIENT**

- ▶ An appropriate strategy is used.
- ▶ The response is sufficiently organized and documented.
- ▶ Response is communicated and understandable.
- ▶ A basically correct solution is presented.
- ▶ Appropriate mathematics is applied with only minor flaws.

**18**

**2**

STRATEGY  
ORGANIZATION  
COMMUNICATION  
SOLUTION  
MATHEMATICS

**BASIC**

- ▶ A strategy is attempted but is incomplete or poorly carried out.
- ▶ The response is poorly organized and insufficiently documented.
- ▶ Response is vague or reflects inadequate understanding.
- ▶ A partial or incorrect solution is presented.
- ▶ Some of the mathematics used is inappropriate or frequently flawed.

**1**

STRATEGY  
ORGANIZATION  
COMMUNICATION  
SOLUTION  
MATHEMATICS

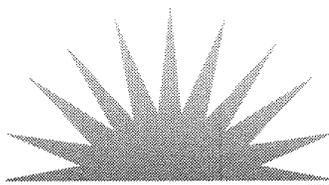
**MINIMAL**

- ▶ No strategy is attempted or it is unclear what the strategy is.
- ▶ The response is disorganized.
- ▶ Response reflects random thoughts or haphazard restatements of fact.
- ▶ Minimal to no response is presented.
- ▶ Little or no use of appropriate mathematics is presented.

**0**

**NOT SCORABLE**





## HIGH STANDARDS START HERE

### MATHEMATICS: THREE DIMENSIONAL SCALE MODELING PACKAGE DESIGN EXIT PROFICIENCIES

Students will be involved in a project such as scale modeling or package design that demonstrates understanding of measurement, proportional reasoning, and geometric relationships.

Each student will generate a question, problem, or situation that lends itself to making a scale model and/or package design.

- ▶ Clear statement of question, problem, or situation that leads to the scale model or package design. (Purpose for project.)
- ▶ Use of appropriate key terms and math vocabulary.

Each student will demonstrate consistent scale adjustment throughout the project.

- ▶ Project - model or designed package.
- ▶ Scale drawing of project. (Scale key and dimensions included.)

Each student will explain reasoning for using selected scale.

- ▶ Statement explaining reasons for selecting scale.
- ▶ Use of appropriate key terms and math vocabulary.
- ▶ Show math work that uses the selected scale.

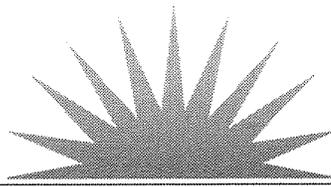
Each student will demonstrate an understanding of measurement, proportional reasoning, and geometric relationships.

- ▶ Explanation of what happens to the project as the scale changes (size, area, scale factor, volume).
- ▶ Use of percent, scale factor, size, area / perimeter relationship, volume/surface area relationship, etc., to explain results or effects of change.
- ▶ Use of appropriate key terms and math vocabulary.

Each student will write or video tape a conclusion or resolution showing understanding of measurement, proportional reasoning, and geometric relationships in the chosen situation.

- ▶ Use of appropriate key terms and math vocabulary.
- ▶ Reflect on the conclusion or resolution of the situation. (What would you do differently next time and why? What was good? What would you change?).





**HIGH STANDARDS START HERE**

**MATHEMATICS: RUBRIC FOR SCORING 3D SCALE MODEL**

4

**ADVANCED/EXCEEDING**

- ▶ A very clear statement of the question / problem / situation is presented.
- ▶ Effective use of mathematical language is evident throughout the project.
- ▶ Appropriate application of mathematics (including use of scale) is clearly demonstrated throughout the project.
- ▶ The model is consistent with stated question/problem I situation and shows sophisticated construction (esthetically pleasing).
- ▶ The data and information is thoroughly collected and appropriately displayed or presented.
- ▶ The written or taped report is well organized; language is clear and appropriate (complete and understandable sentences); format is neat, orderly and easy to follow.

3

**PROFICIENT**

- ▶ A clear statement of the question/problem/situation is presented.
- ▶ Effective use of math language is evident.
- ▶ Appropriate application of mathematics (including use of scale) is demonstrated and correct with only minor flaws in computation.
- ▶ The model is consistent with stated question/problem/situation.
- ▶ The organization of data and information is adequate.
- ▶ The written or taped report is organized; language is generally clear and appropriate (understandable sentences); format is neat and orderly.

20

2

**BASIC**

- ▶ The statement of the question/problem/situation is incompletely presented.
- ▶ The use of some appropriate mathematical language is evident.
- ▶ Some appropriate application of mathematics (including use of scale) is demonstrated, but has flaws.
- ▶ Portions of the model resemble the stated question/problem/situation.
- ▶ Organization of data and information is incomplete.
- ▶ The written or taped report is somewhat organized; language is somewhat muddled; format needs revisions

1

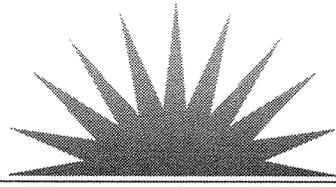
**MINIMAL**

- ▶ The statement of the question/problem/situation is unclear or not presented.
- ▶ Little appropriate application of mathematics (including use of scale) is demonstrated; major flaws exist.
- ▶ The model bears little or no resemblance to stated question/problem situation.
- ▶ Little or no organization of data and information.
- ▶ The written or taped report needs more direction in applying format, language, or other standards.

0

**NOT SCORABLE... No attempt, off the point, incomprehensible**

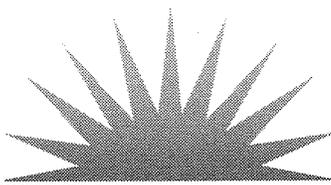




**HIGH STANDARDS START HERE**



**S C I E N C E**



## HIGH STANDARDS START HERE

### SCIENCE PROFICIENCIES

The science proficiencies will include the development of a science portfolio, a science performance assessment, and a science project.

#### SCIENCE PORTFOLIO

Students will develop a portfolio which reflects understanding of the content-rich, hands-on, inquiry-based sixth through eighth grade curriculum. The portfolio will contain selections made using a set of criteria (rubric), that evidence the student's growth in knowledge and understanding of science from grades six through eight.

▶ Communication is an integral part of the process; the student will, in all stages of compiling the portfolio, articulate his rationale for selection and his understanding of science.

24

▶ The final portfolio is due in March of the eighth grade year.

#### SCIENCE PERFORMANCE ASSESSMENT OR WSAS SCIENCE SUBTEST

Students will pass the Board-mandated Science Performance Assessment with a "proficient" rating or better.

OR

If the student scores less than a "proficient" rating or better on the Science Performance Assessment, he/she may meet this requirement with *one of two choices*.

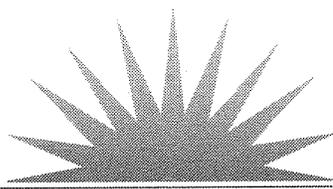
▶ Essay-type assessment on a rigorous prompt, based on an experimental format.

▶ Interview with a panel of science people to answer specific questions on a rigorous prompt, based on an experimental format.

#### SCIENCE PROJECT

The student chooses a topic/question of interest. The subject is broad, showing the connections of the science disciplines; i.e., biological, physical, environmental, etc. The project demonstrates science content/process understanding at a high level of sophistication and proficiency, in the appropriate use of technology (accessing information, use of technological resources and visual representations), scientific inquiry skills, use of scientific tools and equipment, and the applications of science and technology to the real world.

PROFICIENCY  
2000



**HIGH STANDARDS START HERE**

**RUBRIC FOR SCORING  
SCIENCE PORTFOLIO**

**4**

CRITICAL THINKING  
SCIENCE PROCESS  
SCIENCE CONTENT  
TRANSFER OF KNOWLEDGE  
COMMUNICATIONS

**ADVANCED/EXCEEDING**

- ▶ Provides evidence of original, and insightful thought processes.
- ▶ Uses process skills in ways that demonstrate unique insight, in-depth understanding, originality, and/or an awareness of a variety of approaches.
- ▶ Demonstrates an advanced understanding of scientific concepts.
- ▶ Makes multiple connections in the transfer of knowledge to real life situations or other curricular areas.
- ▶ Communicates in a clear, in depth, insightful, innovative manner.

**3**

CRITICAL THINKING  
SCIENCE PROCESS  
SCIENCE CONTENT  
TRANSFER OF KNOWLEDGE  
COMMUNICATIONS

**PROFICIENT**

- ▶ Provides evidence of appropriate and logical thought processes.
- ▶ Uses appropriate process skills effectively.
- ▶ Applies prior scientific knowledge and demonstrates accurate understanding of scientific concept.
- ▶ Demonstrates accurate transfer of knowledge to real life situations or other curricular areas.
- ▶ Consistently communicates in a clear manner. Response is complete.

**2**

CRITICAL THINKING  
SCIENCE PROCESS  
SCIENCE CONTENT  
TRANSFER OF KNOWLEDGE  
COMMUNICATIONS

**BASIC**

- ▶ Provides some evidence of appropriate and logical thought processes.
- ▶ Uses process skills with some effectiveness.
- ▶ Demonstrates a partial understanding of scientific concepts.
- ▶ Shows confusion or misconceptions in transfer of knowledge to real life situations or other curricular areas.
- ▶ Generally communicates in a clear manner. Response is incomplete.

**1**

CRITICAL THINKING  
SCIENCE PROCESS  
SCIENCE CONTENT  
TRANSFER OF KNOWLEDGE  
COMMUNICATIONS

**MINIMAL**

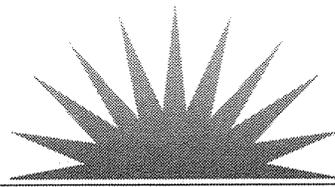
- ▶ Provides very little evidence of appropriate and logical thought processes.
- ▶ Attempts to use process skills without success.
- ▶ Demonstrates very little understanding of scientific concepts.
- ▶ Absence of transfer of knowledge to real life situations or other curricular areas
- ▶ Communicates in an unclear, ambiguous manner. Response is incomplete.

**0**

**NOT SCORABLE**

- ▶ No evidence that student was engaged in the assigned task.

PROFICIENCY  
2000



**HIGH STANDARDS START HERE**

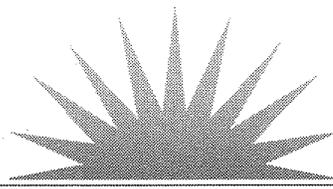
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**STUDENT RUBRIC FOR  
SELECTING WORK SAMPLE FOR  
THE SCIENCE PORTFOLIO**

---

- 4**            **ADVANCED/EXCEEDING**  
This outstanding work shows that I not only understand or can do what is expected, but the work shows that I can use that understanding in original, creative and insightful ways.
- 3**            **PROFICIENT**  
This shows that I can do or understand the skill or knowledge in a way that meets the portfolio proficiency. (I can do what is expected.)
- 2**            **BASIC**  
This work shows that I am getting good at this skill or knowledge, but I still have more work to do before I completely understand it.
- 1**            **MINIMAL PERFORMANCE**  
This is a skill or concept I have had a chance to try, but I need a lot more practice in. It shows that I tried the work, but I need to understand more. I plan to replace it with a better work sample in the future.
- 0**            **NOT SCORABLE**  
Insufficient information.

PROFICIENCY  
2000



## HIGH STANDARDS START HERE

### SCIENCE PORTFOLIO

Kinds of work samples to be included in the Science Portfolio, grades six, seven, and eight

#### INVESTIGATIONS

- ▶ Select two samples that demonstrate core content and process outcomes from each Module at each grade level.
- ▶ Selections should represent the variety of process outcomes and demonstrate a balance in understanding science.

#### WRITTEN RESPONSES

- ▶ Select one sample from each Module at each grade level.
- ▶ Samples should represent the variety of written responses possible. Samples may include these types of written responses:
  - ▶ Before and After Journal Question
  - ▶ Understanding After Journal Question
  - ▶ Question Posing and Posing Solutions
  - ▶ Relating/Connecting to Real Life
  - ▶ Operational Definitions
  - ▶ Debriefing Questions
  - ▶ Essays

#### REPORTS AND PROJECTS

- ▶ Select one sample from each Module at each grade level when applicable.
- ▶ Include photographs or video-taped presentations when applicable.
- ▶ Include the Annual Science Research Project written work and visuals.

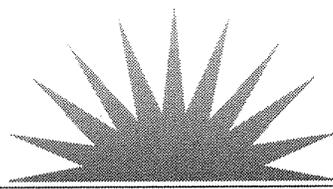
#### ASSESSMENTS

- ▶ Include assessments embedded in Modules with a minimum of one from each Module at each grade level.
- ▶ Include four Practice Performance Assessments per grade level.
- ▶ Include all District Performance Assessments from each grade level.

#### STUDENT EVALUATIONS

- ▶ Select one sample from each Module at each grade level.
- ▶ Self-evaluations, peer evaluations, and goal-setting exercises are suitable.





**HIGH STANDARDS START HERE**

**SCIENCE PORTFOLIO**

PORTFOLIO ITEM

NAME \_\_\_\_\_

DATE \_\_\_\_\_

GRADE \_\_\_\_\_

TEACHER \_\_\_\_\_

SCHOOL \_\_\_\_\_

UNIT OF STUDY \_\_\_\_\_

TYPE OF WORK SAMPLE \_\_\_\_\_

28

This work sample shows achievement in these areas of Science:

CORE CONTENT \_\_\_\_\_

PROCESS OUTCOME \_\_\_\_\_

Description of Sample and Explanation of Achievement...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

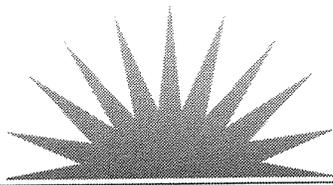
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\_\_\_\_\_

\_\_\_\_\_

PROFICIENCY  
2000



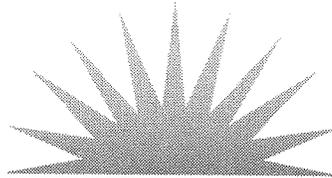
**HIGH STANDARDS START HERE**

**RUBRIC FOR SCORING SCIENCE PERFORMANCE ASSESSMENT**

The science skills and knowledge that are applicable for a particular task on the performance assessment will be different from the skills and knowledge that are required for another task. Scorers must understand what skills and knowledge are being assessed by a particular task before they can apply this holistic scoring rubric.

- 4**      **ADVANCED/EXCEEDING**  
Evidence of higher level thinking and the application of the appropriate skills and prior knowledge. The response is correct, complete, and contains elaboration and extension. There is no evidence of misconceptions. Minor inaccuracies will not necessarily lower the score.
- 3**      **PROFICIENT**  
Evidence of higher level thinking and the application of the appropriate skills and prior knowledge. The response is correct, applies prior scientific knowledge, and demonstrates accurate understanding of scientific concepts. Minor inaccuracies may appear but there is no evidence of misconceptions.
- 2**      **BASIC**  
There is evidence that the response is partially correct. There is also evidence of science skills or knowledge that is inaccurate, incomplete, or inappropriate.
- 1**      **MINIMAL PERFORMANCE**  
Lacks evidence that any science skills or knowledge is being applied appropriately or correctly. The response may have something to do with the topic but fails to address the question, or it may address the question in only a very limited way.
- 0**      **NOT SCORABLE**  
Insufficient information.

PROFICIENCY  
2000



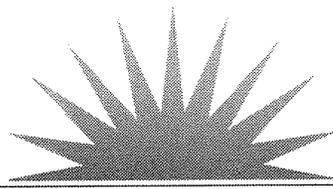
## HIGH STANDARDS START HERE

### ESSENTIAL SKILLS OF SCIENCE THAT ARE MEASURED ON THE SCIENCE PERFORMANCE ASSESSMENT

30

- ▶ **DESIGN AN INVESTIGATION**  
Students need to plan investigations that shows that they understand what needs to be done to attain meaningful results that can be applied toward a solution to a problem. Students often times will have experience at following a plan prepared by the teacher but often do not have the opportunity to learn how to plan an investigation.
  
- ▶ **CONTROL VARIABLES IN AN INVESTIGATION**  
In all scientific investigations there are variables that need to be controlled so that the results obtained will be reliable. Students need to have practice at deciding what variables will effect a system and then plan ways to control these factors. Students need to practice Us skill in many situations because each situation has its own unique characteristics and variables.
  
- ▶ **ORGANIZE INFORMATION**  
In order for information to be useful it usually has to be organized. Students need to have experiences where they organize data into a format that is useful and appropriate to the situation. This may be in the form of a list, a table, a chart or a graph or in some other way that makes sense and is logical. Most often students are asked to fill in charts and tables but are seldom asked to design the chart or table and decide how data should be organized. Students need to practice these skills regularly.
  
- ▶ **COLLECT, DISPLAY AND ANALYZE DATA IN A VARIETY OF WAYS  
(GRAPHS, PICTURES, CHARTS)**
  
- ▶ **COMMUNICATE SCIENCE KNOWLEDGE AND UNDERSTANDING CLEARLY**  
Students need practice at communicating scientific information. This is more than making neat graphs and charts, or writing in complete sentences. The self-correcting nature of science is dependent upon accurate, communication of scientific information. Students need to talk about and write about how and why they did certain things in an investigation, and how they used the information to draw conclusions. Writing about the “thinking pathway” that a student uses when solving a problem is an important process that helps students to clarify the way they think.
  
- ▶ **APPLY APPROPRIATE MATHEMATICS SKILLS  
TO SCIENCE INVESTIGATIONS**

PROFICIENCY  
2000

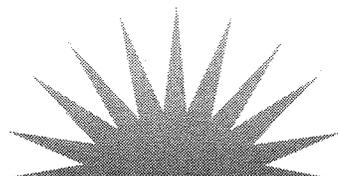


**HIGH STANDARDS START HERE**

**RUBRIC FOR SCORING  
SCIENCE PROJECT**

- 4**      **ADVANCED/EXCEEDING**
- ▶ Project question and hypothesis are stated clearly and define the direction of the research project.
  - ▶ The research investigation plan is comprehensive, presents a plan for testing the hypothesis, and clearly and completely articulates the student's reasoning.
  - ▶ Data collected is extensive and relevant and presented in clear, appropriate formats.
  - ▶ The conclusion restates the problem and hypothesis.
  - ▶ The data collected are clearly and extensively used to support or reject the hypothesis.
  - ▶ Scientific principles relating to the problem are explained comprehensively.  
New questions arising from the evaluation of the investigation are included.
- 3**      **PROFICIENT**
- ▶ The project question and hypothesis are stated clearly and define the direction of the research project.
  - ▶ The research investigation plan presents a method for testing the hypotheses that is reasonable, and clearly articulates the student's reasoning.
  - ▶ Data collected is relevant and presented in a clear, appropriate format.
  - ▶ The conclusion restates the problem and hypothesis. The data collected are used to support or reject the hypothesis. Scientific principles relating to the problem are explained.
  - ▶ New questions arising from the evaluation of the investigation are included.
- 2**      **BASIC**
- ▶ The project question and hypothesis are stated.
  - ▶ The research investigation plan presents a method for testing the hypotheses that is vague.
  - ▶ Data collected may or may not be relevant but are presented.
  - ▶ The conclusion restates the problem and hypothesis. The data collected and used to support or reject the hypotheses indicate faulty reasoning.  
Scientific principles related to the problem are omitted or faulty.
- 1**      **MINIMAL PERFORMANCE**
- ▶ The project question and hypotheses are stated.
  - ▶ The research investigation plan is incomplete or illogical.
  - ▶ Data is irrelevant or omitted.
  - ▶ Conclusion is incomplete or omitted.
- 0**      **NOT SCORABLE**
- ▶ Insufficient information.

PROFICIENCY  
2000



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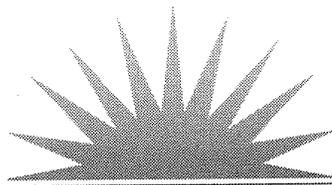
## SCIENCE PROJECT GUIDELINES

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The purpose of the Project Proposal is to allow for assessment of the student's ability to pose a question, formulate a hypothesis, and plan a scientific investigation, and to show the student's work in seeking background information about their topic using secondary sources. It will also be used as a tool to guide students in choosing a focus for their projects and managing their time. The student must also do an oral presentation/conference in conjunction with the science project.

### IN THE PROJECT PROPOSAL THE STUDENT MUST COMMUNICATE...

- ▶ the topic selected.
- ▶ background information that the student has found about the topic using a variety of sources that are cited (a paragraph).
- ▶ the question.
- ▶ the hypothesis.
- ▶ a plan for testing the hypothesis.  
A student should suggest more than one plan for testing the hypothesis.
- ▶ reasons for his/her decisions regarding the topic, question, hypothesis, and plan.  
This should show the student's reasoning and his/her understanding of the project's relevance or importance.
- ▶ a list of materials needed in order to carry out the investigation.
- ▶ a time line that outlines when and how the student will complete all of the steps of the plan he/she intend to use.
- ▶ a signed commitment by the student to carry out their plan and adhere to safety guidelines.
- ▶ signature of a parent/guardian and of the student's teacher must be obtained in order for a student to begin carrying out he/she plan.



## HIGH STANDARDS START HERE

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### SCIENCE PROJECT GUIDELINES CONTINUED

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#### THE WRITTEN PAPER

The Written Paper should communicate the student's methods and findings, following the format of a science research paper.

#### THE WRITTEN PAPER SHOULD INCLUDE...

- ▶ an abstract: a brief summary of the project.
- ▶ an introduction: a section that describes the relevance of the project and draws connections to the work of other scientists.
- ▶ a Methods and Materials section: a statement of the question and hypothesis and an explanation of the methods that were used to test the hypothesis.
- ▶ results: a presentation of the data collected through the investigation, including charts, graphs, diagrams, and/or photographs.
- ▶ a conclusion: an interpretation of the data that relates the results to the project's question and hypothesis, with attention given to possible sources of error. New questions that arise from the investigation may be suggested.
- ▶ sources: citations of sources used in preparing the introduction or any other part of the project.

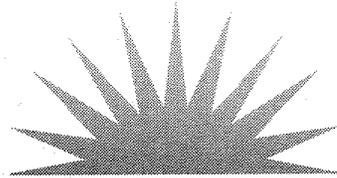
#### THE SELF REFLECTION

The Self Reflection allows the student to provide explanations for their approach and to reflect on their project's meaning and on his/her science research abilities.

#### THE SELF REFLECTION SHOULD INCLUDE...

- ▶ explanations for decisions made regarding the project's steps, showing reasoning and abilities for selecting and applying science process skills.
- ▶ reflection on the project's relevance to himself/herself, applications to the real world, and connections to other science learning, and other subject areas.



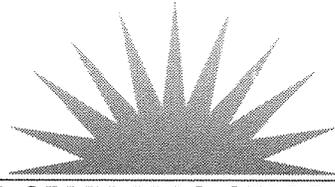


**HIGH STANDARDS START HERE**

MILWAUKEE PUBLIC SCHOOLS



**R E S E A R C H**



**HIGH STANDARDS START HERE**

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RESEARCH COMPONENT  
OF THE MIDDLE SCHOOL PROFICIENCIES

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RESEARCH PROJECT

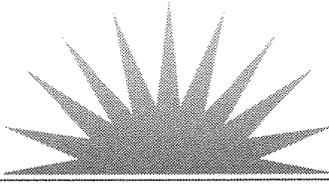
Each student must write a research paper and present the paper orally.

The research project must:

- ▶ Use statistical data to analyze a problem, interpret and report the results.  
The project may include a survey or an experiment.
- ▶ Follow standard format and document the sources used to gather the information.
- ▶ Use the computer to conduct research and write the paper whenever possible.

Students must attain proficiency on the research project.





**HIGH STANDARDS START HERE**

**RESEARCH PAPER  
SUBMISSION CHECKLIST**

STUDENTS' NAME \_\_\_\_\_

STUDENT'S ID \_\_\_\_\_

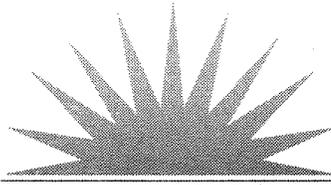
SCHOOL \_\_\_\_\_

CATEGORY	SATISFACTORY FORMAT	REVISE	COMMENTS
Title page	<input type="checkbox"/>	<input type="checkbox"/>	
Table of Contents	<input type="checkbox"/>	<input type="checkbox"/>	
One-page statement of purpose	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence of research (note cards, outlines, computer searches, interviews, evidence of data analysis.)	<input type="checkbox"/>	<input type="checkbox"/>	
Graphics	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence of the writing process (concept frames, graphic organizers, brainstorming)	<input type="checkbox"/>	<input type="checkbox"/>	
Satisfactory word processing	<input type="checkbox"/>	<input type="checkbox"/>	
Bibliography in an established format	<input type="checkbox"/>	<input type="checkbox"/>	
Rough draft submitted	<input type="checkbox"/>	<input type="checkbox"/>	
Self-evaluation of purpose	<input type="checkbox"/>	<input type="checkbox"/>	
Two signed peer response forms	<input type="checkbox"/>	<input type="checkbox"/>	

37

Teacher's Signature \_\_\_\_\_

(The teacher's signature simply indicates that the required elements have been submitted, and that to the best of her/his knowledge, the work is that of the student's.)



**HIGH STANDARDS START HERE**

**RUBRIC FOR SCORING RESEARCH PAPER**

38

**4**

**ADVANCED/EXCEEDING**

- ▶ Excellently written introduction contains thesis/previews all points of discussion
- ▶ Main ideas superbly developed in paragraph form
- ▶ All major assertions are supported by evidence
- ▶ Evidence is strongly related to topic and presented in an established format
- ▶ Excellent use of sentence variety with correct use of mathematical or scientific notations
- ▶ Specific, accurate vocabulary enhances the topic
- ▶ Visuals enhance understanding of the topic and are clearly explained in text
- ▶ Conclusion excellently summarizes major ideas and offers opinion statements
- ▶ Voice and tone vividly enhance the topic
- ▶ Minimal errors in mechanics

**3**

**PROFICIENT**

- ▶ Clearly written introduction contains thesis/previews major points of discussion
- ▶ Main ideas well developed in paragraph form
- ▶ Most major assertions are supported by evidence
- ▶ Evidence is related to topic and presented in an established format
- ▶ Satisfactory use of sentence variety. No major errors in use of math or science notations
- ▶ Vocabulary enhances the topic
- ▶ Visuals add to understanding the topic and are explained in text
- ▶ Conclusion adequately summarizes major ideas and offers opinion statements
- ▶ Voice and tone enhance the topic
- ▶ Some errors in mechanics, (but they do not seriously interfere with understanding)

**2**

**BASIC**

- ▶ Introduction needs more elaboration of thesis/points of discussion
- ▶ Fair development of main ideas or paragraph form may be inconsistent
- ▶ Some assertions are supported by evidence or unrelated evidence offered
- ▶ Evidence documented inconsistently in established format or undocumented
- ▶ Minimal use of sentence variety
- ▶ Vocabulary inappropriate or detracts from the topic.
- ▶ Visuals are somewhat unrelated or need more explanation(s)
- ▶ Conclusion summarizes some major ideas and offers opinions
- ▶ Voice and tone inappropriate for the topic
- ▶ Several errors in mechanics. (interfere with comprehension)

**1**

**MINIMAL PERFORMANCE**

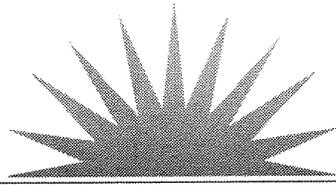
- ▶ Introduction insufficient. Thesis and points of discussion unclear
- ▶ Minimal development of main ideas in inconsistent form
- ▶ Few assertions are supported by evidence or unrelated evidence offered
- ▶ Evidence documentation unclear or format uncertain
- ▶ Vocabulary impairs understanding of topic
- ▶ Visuals inappropriate or unexplained.
- ▶ Conclusion limited in summarizing major ideas or opinion statements lacking
- ▶ Voice and tone detract from the topic
- ▶ Numerous errors in mechanics (Seriously impair comprehension)

**0**

**NOT SCORABLE**

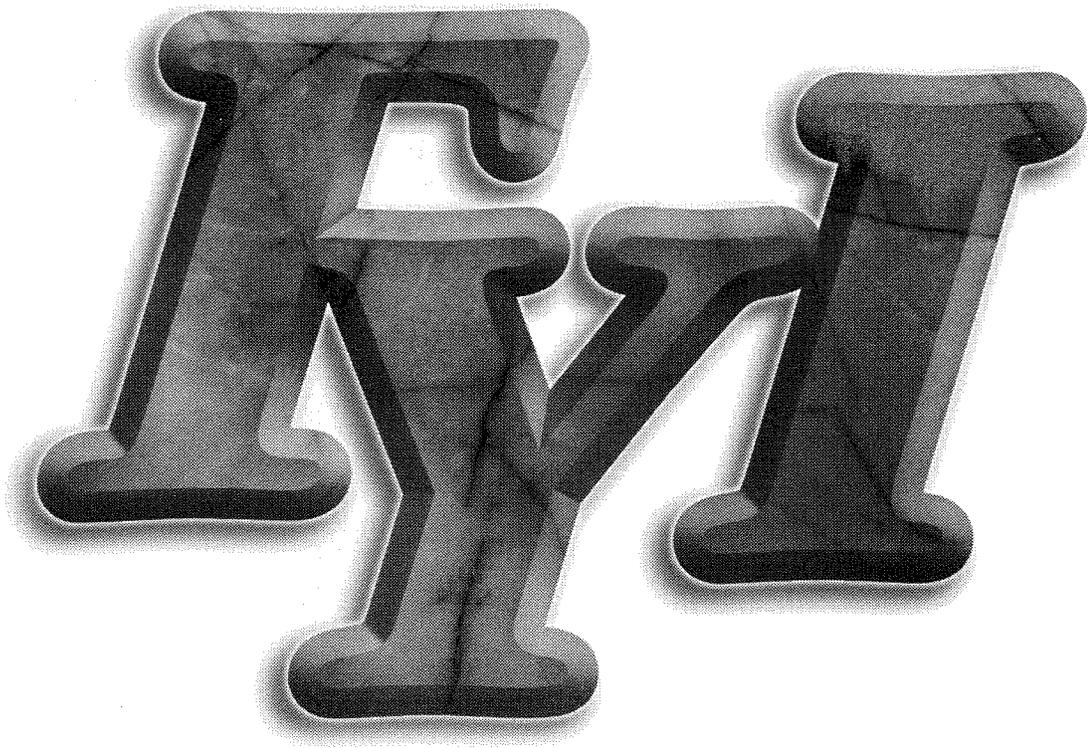
- ▶ Blank, illegible, insufficient to evaluate, required elements missing

PROFICIENCY  
2000



**HIGH STANDARDS START HERE**

MILWAUKEE PUBLIC SCHOOLS



**F Y I R E S E A R C H**



**HIGH STANDARDS START HERE**

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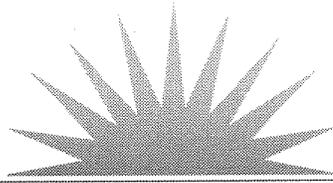
**ADDITIONAL INFORMATION FOR  
THE ASSESSMENT SYSTEM**

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Students must be given at least three opportunities to meet each proficiency, whether administered by classroom teacher, school, or district.

Students can meet multiple proficiency requirements with one project. All "proficient" student work must be documented and kept in the verification portfolio.

PROFICIENCY  
2000



**HIGH STANDARDS START HERE**

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**WISCONSIN STUDENT ASSESSMENT SYSTEM  
KNOWLEDGE AND CONCEPTS EXAMINATION (WSAS)**

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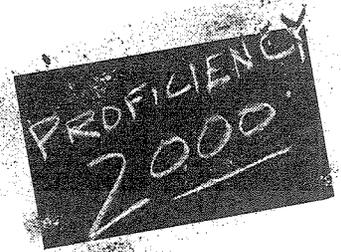
WSAS results may be used to determine the achievement of the following Middle School Proficiencies:

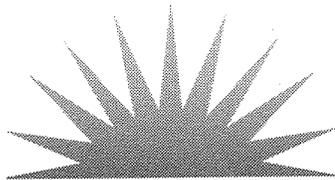
- ▶ Writing Sample
- ▶ Mathematics Assessment
- ▶ Science Assessment
- ▶ Formal Reading Assessment

The required proficiency level for these assessments is determined by the WSAS Proficiency Score Standards. A student must score in the “proficient” or “advanced” level according to WSAS guidelines.

Student performance on the WSAS subtests in Writing, Mathematics, Science, and Reading, will be provided to schools as part of the WSAS reporting process.

The Wisconsin Student Assessment System (WSAS)  
uses the CTB McGraw Hill Terra Nova test.

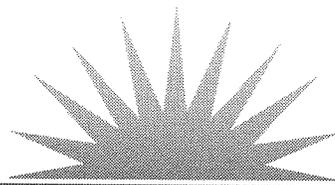




**HIGH STANDARDS START HERE**



**“ ALL MEANS ALL ”**



**HIGH STANDARDS START HERE**

**“ALL MEANS ALL” ASSESSMENT GUIDELINES**

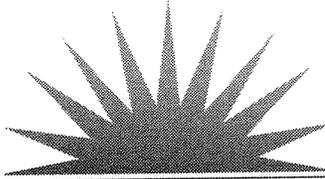
Students with disabilities, Limited English Proficient Students (LEP) and Section 504 students should be given the same opportunities as their peers to participate on State and district wide assessments according to the Improving Americas Schools Act, Individuals

with Disabilities Education Act 1997 Amendments and the Wisconsin Department of Public Instruction. MPS has supported the efforts of the State and Federal government in complying with mandates by making every effort to assess all students.

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CATEGORY	POLICY	REQUIREMENTS
STUDENTS WITH DISABILITIES	After July 1, 1998 students with disabilities will not be able to be excluded from any state or district wide assessments.	School must complete the Special Education Students Intent to Test form. All exceptional education students from the school should be listed on this form. Students who will not participate on the WSAS or MPS Assessments must submit a copy of page one and two of the IEP. Only IEPs that are current and in compliance (date, all information is given, etc.) will be verified for non participation. IEPs that are submitted and not in compliance will be returned and the student will be required to participate on the assessment.
STUDENTS WITH DISABILITIES	Students with an English competency level of 1, 2, or 3 may be excluded from the WSAS. (If a level 1, 2, or 3 is tested, he or she should receive accommodations. Students with an English competency level of 4 or 5 must take the WSAS with accommodations as needed.	School must complete the Limited English Proficient Intent to Test Form.
LEP STUDENTS (NON-HISPANIC)	Students with an English competency level of 1, 2, 3, and 4 may take district assessments in Spanish. Students with an English competency level of 5 must take assessments with accommodations as needed.	School must complete the Limited English Proficient Intent to Test Form.
SEC. 504 STUDENTS	Students must participate on the Wisconsin Student Assessment System (WSAS) or (MPS Assessments) (if LEP -Hispanic levels 1-3) with or without accommodations according to the IEP.	

PROFICIENCY  
2000



**HIGH STANDARDS START HERE**

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**SPECIAL NEED STUDENT ASSESSMENT  
QUESTIONS AND ANSWERS**

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Why do we test?

The State of Wisconsin is moving toward an accountability system based on high academic standards. Under s.115.38(4), WI Stats. and the Improving America's Schools Act (IASA) which went into effect in July of 1995, teachers must assess all regular and special education students. Also, in accordance with Individuals with Disabilities Education Act Amendments of 1997, children with disabilities must participate in State and district-wide assessments of student progress, with or without accommodations as appropriate for the child.

In regards to assessment, what information is necessary to be completed on the Individualized Education Plan (IEP)?

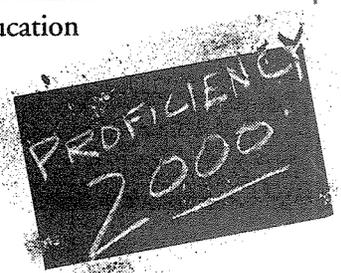
A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate.

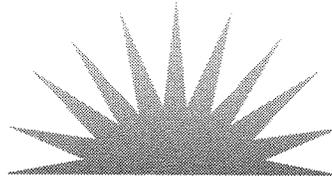
If the IEP team determines that the child will not participate in a particular State or district-wide assessment of student achievement (or part of such an assessment), a statement of:

- ▶ why that assessment is not appropriate for the child; and
- ▶ how the child will be assessed (what alternate assessment will be conducted).

Who should be tested?

All students should be assessed in the State and District Wide Assessment Program. Exclusion of a qualified exceptional education or Section 504/ADA student should be considered as the most extreme modification of the assessment. Since it is clear that the legislation's intent is to include as many students as possible, exclusion should be considered only as the last resort. Teachers must document testing accommodations or exemption in a student's Individual Education Plan (IEP or Section 504/ADA Educational Plan).





## HIGH STANDARDS START HERE

If a student has been retained at a grade level that is participating in State or district-wide assessment, would he or she have to take the assessment again?

Yes, for example an eighth grader who participates in the *WSAS* during the 1996–97 school year and is retained for the 1997–98 school year must participate in the *WSAS* during that school year. This policy also includes district assessments as well.

If a child is promoted more than one grade level in which a state or district-wide assessment is scheduled, would he or she have to take the assessment regardless?

No, for example, if a second grade student will be promoted past third grade into fourth grade, he or she should not be given the *WRCT* as a second grader. Only students enrolled in a grade level scheduled for a state or district assessment should be administered the assessment.

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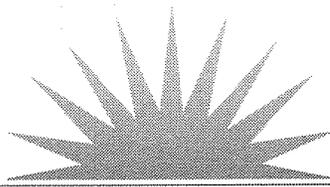
If a child is in the process of being referred for Special Education, participating in an M-Team, or has been classified as an Special Education Needs child but hasn't been placed, can he or she be exempt from State or district assessments?

No. Only children actively enrolled in the exceptional education program can be exempted from assessments provided the *IEP* team determines that is appropriate to do so. Students in the M-Team process are considered regular education students until an exceptional education placement has been offered.

Can a parent of a student with disabilities tell me that his or her child will not participate in a State or district-wide assessment?

The parent alone cannot make this determination, however, as part of the Individualized Education Planning team, he or she can share concerns and ask questions in regards to his or her child's participation in assessments. It is during this meeting that the team will determine the extent to which the student will be participate in the assessment process.

PROFICIENCY  
2000



## HIGH STANDARDS START HERE

### Who should be exempt?

On rare occasions it will be necessary to exclude a student from sections of an assessment or from the assessment as a whole. Since it is clear the legislature's intent is to involve as many students as possible in the assessment, exclusion should be limited to those sections that are inappropriate for the particular student. Exclusion should be chosen only after fully exploring the various types of modifications available. Exclusion is appropriate only if the assessment tool will not yield a valid indication of how a student functions in a given content area. Some examples of students who might be considered for exclusion are:

- ▶ Students with severe to profound disabilities  
(autistic, severe traumatic brain injury, etc.)
- ▶ Students who do not speak English (LEP levels 1-3)

If a student is enrolled as an exceptional education student in 9th grade and then is dropped from the program by 10th grade, can he or she be excluded from all State and district assessments for the rest of his or her high school career?

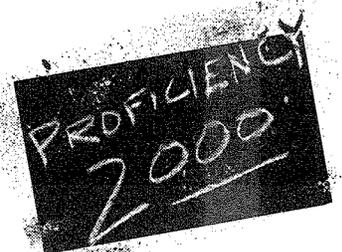
No. Any student enrolled in special education and subsequently dismissed from a program is considered a regular education student and must participate in State and district assessments without accommodations.

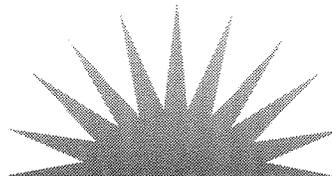
Can a student be exempted from one part of a test but take other parts?

Yes, students can be exempted from portions of an assessment according to his or her IEP Educational Plan or Section 504/ADA. A student can take all sections or a combination of specific sections (i.e. reading, math, etc.) of the State or District Assessments. However, as of July 1, 1998 special education students may not be totally exempt from assessments.

Does an exemption in standardized assessments automatically dictate an exemption in performance assessments?

If a student is exempted from a standardized assessment, they may or may not be exempted from performance assessments. The IEP or Section 504/ADA Education Plan dictates whether or not the student will participate in performance assessments.





## HIGH STANDARDS START HERE

If I have a child who needs an assessment in Braille, is it available?

Most state assessments are available in Braille. If you need a Braille assessment, please contact the supervisor who coordinates the Visually Handicapped Program.

How should students be assessed?

- ▶ Regular: Students will be tested with the same materials and within an identical testing environment as regular education students.
- ▶ Accommodation(s): Students will be tested using modifications already being employed in the student's instructional program.

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- ▶ Alternative Assessment: Student will not be tested on the State or District Assessment(s), but will be assessed in the same content using an alternative assessment.

What are the State assessments?

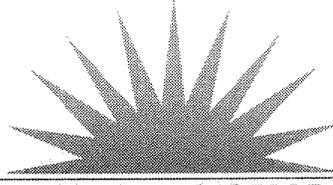
There are presently two State assessments:

- ▶ Wisconsin Reading Comprehension Test (*WRCT*) given to 3rd grade students.
- ▶ Wisconsin Student Assessment System (*WSAS*) Terra Nova test given to 4th, 8th and 10th grade students.

What are considered to be district assessments?

- ▶ Writing Performance...4th, 5th, 6th, 7th, 11th, and 12th grade students.
- ▶ Mathematics Performance Assessment Exam...6th, 7th and 8th grade students.
- ▶ Mathematics Proficiency...11th and 12th grade students.

PROFICIENCY  
2000



## HIGH STANDARDS START HERE

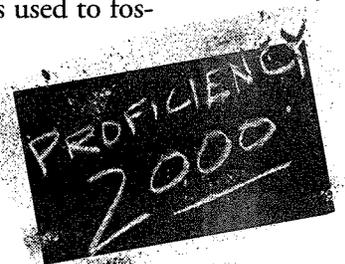
- ▶ Mathematics Portfolio...12th grade students.
- ▶ Writing Portfolio...12th grade students.
- ▶ Performance Assessment in Arts:
  - Elementary School...4th, 5th or 6th grade students
  - Middle School...6th, 7th or 8th grade students
  - High School...Students enrolled in first fine arts class
- ▶ Performance Assessment in Science:
  - Elementary School...5th grade students
  - Middle School...6th or 7th grade students
  - High School: Students enrolled in any science course beyond grade 9 science
- ▶ Performance Assessment in Oral Communication:
  - Elementary School...4th, 5th or 6th grade students
  - Middle School...6th, 7th or 8th grade students
  - High School... 9th, 10th, 11th or 12th grade students
- ▶ Middle School Proficiencies: 6th, 7th and/or 8th grade students

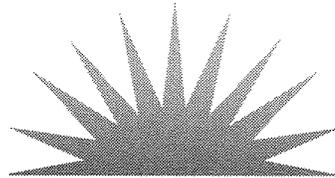
How are test results communicated to parents?

Every child that is assessed on State and district-wide Assessments receives a score report depicting their results in individual subject tests (i.e. science, reading, math, etc.).

How are test scores used?

State assessment scores are used to identify a school's focus on high standards and improvement over time; Adequate Yearly Progress (IASA Federal Law). The State assessment results include regular education students and exceptional education students. District Assessment scores are used as part of an individual schools' accountability plan. The accountability plan is used to foster high standards and improvement in the educational abilities of children. In MPS exceptional education student scores in District and State Assessments do not affect the accountability goals for a school. The accountability plan measures regular education student achievement and groups students in one of two ways: regular education students and all students.





## HIGH STANDARDS START HERE

Will scores of special education students be included in a schools' scores?

Schools will receive reports with special education students scores included as well as without the scores included. When a score report provides total enrollment data this figure will include all students. Reports will also provide desegregated data which is data separated by a specific characteristic.

How do accommodations affect the results of tests?

There has been much discussion about the impact assessment accommodations have on test results. Although this remains a valid concern, there is a little empirical information available that directly addresses this concern. Several federally funded research efforts are currently underway to investigate the impact of accommodations on test validity and reliability.

52 Is reading the test to a student an acceptable accommodation?

Yes. It is permissible to read portions of the test to a student provided it is outlined as an accommodation on his or her IEP. However, it is not **acceptable** to read a reading test to a student. This is not an appropriate accommodation and would compromise the validity of the test.

What does over-accommodating mean?

Over-accommodating means to assist the student in areas of an assessment with which s/he does not need help.

PROFICIENCY  
2000

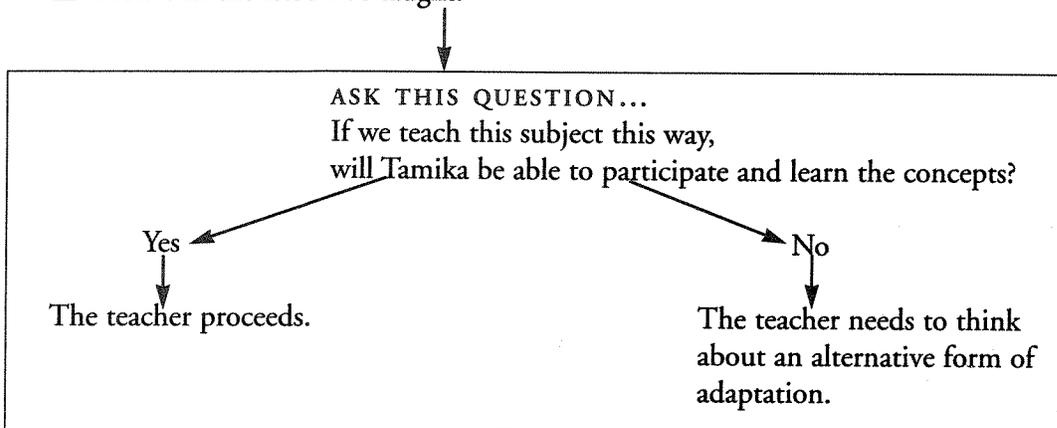


**HIGH STANDARDS START HERE**

**EFFECTIVE ACCOMMODATIONS  
FOR STUDENTS WITH DISABILITIES**

**STEPS TO MAKING EFFECTIVE ACCOMMODATIONS:**

- ▲ Get to know the student and how he or she learns.
- ▲ Determine what will be taught and what the teacher wants the student to learn and be able to do.
- ▲ How will the lesson be taught.



**FORMS OF ACCOMMODATIONS...**

- ▲ Changing the instructional grouping or arrangement.
- ▲ Changing the lesson format.
- ▲ Changing the goals.
- ▲ Changing the educator's teaching style.

For more tips on effective accommodations see:

CEC's Web Site

[HTTP://WWW.CEC.SPED.ORG/NW-MENU.HTM](http://www.cec.sped.org/nw-menu.htm)

**EVALUATE ACCOMMODATIONS...**

- ▲ Does the accommodation increase the student's interactions with his or her classmates?
- ▲ Does it improve the student's ability to be an active initiator with the lesson?
- ▲ Does it build skills over time?
- ▲ Does it connect the curriculum and make it relevant to the student's current or future life?
- ▲ Does it reduce the abstraction of material or, depending on the student increase its complexity?
- ▲ Does it match the educator's teaching style to the student's learning style?



## ASSESSMENT SYSTEM FOR MIDDLE SCHOOL PROFICIENCIES – AN OVERVIEW

PROFICIENCY	NAME OF INSTRUMENT/WHO SCORES	TIME OF ADMINISTRATION
<b>COMMUNICATION</b> Four forms of writing	<p>Three samples certified by classroom teacher One of the four must be distinct certified by:</p> <ul style="list-style-type: none"> <li>▶ <i>MPS</i> Writing Performance Assessment, or</li> <li>▶ <i>WSAS</i>, or</li> <li>▶ Submission of Paper to C &amp; I</li> </ul>	Ongoing (classroom teachers sign off) District certified sample: Spring 6, Fall 7, Spring 7, Fall 8, Spring 8 Spring grades seven and eight Spring grade 8
Reading	<p><i>MPS</i> Reading Assessment Instruction Card</p> <p>Formal Reading Assessment:</p> <ul style="list-style-type: none"> <li>▶ School selects:</li> <li>Gates MacGinities, Woodcock, or Jerry Johns</li> <li>▶ S.T.A.R.</li> <li>▶ <i>WSAS</i></li> </ul>	Ongoing (class) School schedules  Spring grades seven and eight
Oral Presentation	Classroom interview, demonstration, or persuasive, using <i>MPS</i> rubric	Ongoing (class)
<b>SCIENCE</b>		
Portfolio	Teacher scores Items representing 6th through 8th grade science curriculum.	Summer after grade seven and March & April of grade eight
Performance Assessment	<i>MPS</i> Science Performance Assessment or Alternatives to district assessment. Administered and scheduled by the schools using standard format or <i>WSAS</i> ...Spring 6, Fall 7, Spring 7, Fall 8, Spring 8	Spring grade eight
Project	Classroom	Ongoing (class)
<b>MATHEMATICS</b>		
Algebra Topics	Five topics certified by teacher	Summer after grade seven, Spring grade eight
Math Assessments	<i>WSAS</i> or <i>MPS</i> Math Performance Assessment	Spring grade seven and eight Spring grades six, seven, and eight. Fall grades seven and eight
Scale Modeling	Classroom	
	Ongoing (class) School	Ongoing – As part of regular classroomwork.

## MIDDLE SCHOOL PROFICIENCIES – COMPLETE OUTLINE

Beginning in the year 2000, students who graduate from eighth grade will be required to demonstrate skills in several areas in order to be promoted to high school. Each proficiency will be evaluated according to specific MPS guidelines. These standards apply to the eighth grade class of 2000. It is likely that the number of proficiencies required for promotion and/or the standard qualifying as proficient will rise for future use. Each student must meet these guidelines:

PROFICIENCY	NAME OF INSTRUMENT/WHO SCORES	TIME OF ADMINISTRATION
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### COMMUNICATION

The middle school proficiencies in communication are designed to ensure that students entering high school have a foundation in reading, writing, and speaking.

#### WRITING

Each student must demonstrate proficient writing skills in each of the four types of writing:

- ▶ IMAGINATIVE (creating new ideas)
- ▶ EXPOSITORY (explaining or describing information)
- ▶ PERSUASIVE (expressing opinions in a convincing way)
- ▶ NARRATIVE (telling a story).

Proficiency in at least one type of writing must be demonstrated on either the:

- ▶ MPS Writing Assessment or
- ▶ WSAS and
- ▶ Students must have the other three samples certified by a teacher

- ▶ Spring Grades 6, 7, 8, and Fall Grades 7, 8
- ▶ Spring Grades 7, 8

- ▶ Ongoing – As part of regular classwork

#### READING

Each student must :

- ▶ demonstrate proficiency on a formal reading assessment, and
- ▶ receive an acceptable rating by a teacher on the MPS Reading Assessment/Instruction Card.

- ▶ Students must show proficiency on the WSAS, or score at a minimum of the seventh grade level on any of the following: Gates–McGinitie, STAR, Woodcock, Jerry Johns, or Metropolitan and
- ▶ MPS Reading Assessment/Instruction card.

- ▶ School schedules

- ▶ Ongoing – As part of regular classwork

#### ORAL PRESENTATION

Each student must:

- ▶ prepare and present a three to five minute videotaped speech for evaluation. The speech may be a demonstration (showing and telling about a topic), a persuasive speech (making a point and supporting it with solid evidence), or an interview (with extended responses). This speech may be included as part of the research project.

- ▶ Classroom Teacher

- ▶ Ongoing – As part of regular classwork

**MATHEMATICS**

The middle school proficiencies in mathematics are designed to show that students have a solid foundation in mathematics, (including algebra), and its application to real world problems before entering high school.

**ALGEBRA TOPICS**

Each student will:

- ▶ submit five different examples of work showing an understanding of a range of mathematical reasoning skills and algebraic concepts.

▶ Five Topics Certified by Teacher

▶ Ongoing – As part of regular classwork

**MATHEMATICS ASSESSMENTS**

Each student will:

- ▶ meet proficiency on one math assessment. (Students will not have these problems ahead of time.)

▶ MPS Math Performance or  
▶ WSAS

▶ Spring Grades 6, 7, 8, and Fall Grades 7, 8  
▶ Spring Grades 7, 8

**SCALE MODELING**

Each student will:

- ▶ develop a project such as building a scale model to demonstrate understanding of geometry and

▶ Classroom Teacher

▶ Ongoing – As part of regular classwork

**SCIENCE**

The middle school science proficiencies are designed to ensure that each student entering high school has a foundation in science content, the scientific method, and can make connections between science and the real world.

**CONTENT AND SKILLS PORTFOLIO**

Each student will:

- ▶ present a collection of work that demonstrates an understanding of science. The portfolio must also show that each student knows how to pose scientific questions and find solutions through hands-on experimentation.
- ▶ explain what has been learned through each piece of work.

▶ Items to Be Certified by Teacher

▶ Ongoing – As part of regular classwork

**SCIENCE ASSESSMENT**

Each student will:

- ▶ meet proficiency on one science performance assessment. (Students will not have these problems ahead of time.)

▶ MPS Science Performance or  
▶ WSAS

▶ Spring Grades 6, 7, 8, and Fall Grades 7, 8  
▶ Spring Grades 7, 8

MIDDLE SCHOOL PROFICIENCIES – COMPLETE OUTLINE

PROFICIENCY

NAME OF INSTRUMENT/WHO SCORES

TIME OF ADMINISTRATION

SCIENCE PROJECT

Each student must create a science project which shows that the student:

- ▶ understands content at high levels.
- ▶ uses and applies the scientific method.
- ▶ uses technology and scientific equipment.
- ▶ explains how the project applies to the real world.

▶ Classroom Teacher

▶ Ongoing – As part of regular classwork

RESEARCH

RESEARCH PROJECT

Each student must write a research paper and present the paper orally. The research project must:

- ▶ use statistical data to analyze a problem, interpret and report the results. The project may include a survey or an experiment.
- ▶ follow a standard format and document the sources used to gather the information.
- ▶ use the computer to conduct research and write the paper, whenever possible.

(It is highly recommended that the research project be based in the social studies area.)

▶ School

▶ Ongoing – As part of regular classwork

- ▶ While all students are expected to meet proficiency in all areas, students must attain proficiency on the research project and in a **minimum of two** of the three proficiencies listed under Communication, Mathematics, and Science in order to be promoted to high school.

▶ All proficient student work is subject to district sampling.







# THE INVITATION

**I**t doesn't interest me what you do for a living.  
I want to know what you ache for,  
and if you dare to dream  
of meeting your heart's longing.

It doesn't interest me how old you are.  
I want to know if you will risk  
looking like a fool for love,  
for the adventure of being alive.

It doesn't interest me what planets  
are squaring your moon.  
I want to know if you have touched  
the center of your own sorrow,  
if you have been opened by life's betrayals  
or have become shriveled and closed  
from fear of further pain!

I want to know if you can sit with pain,  
mine or your own,  
without moving to hide it or fade it or fix it.  
I want to know if you can be with joy,  
mine or your own,  
if you can dance with wildness  
and let the ecstasy fill you  
to the tips of your fingers and toes  
without cautioning us to be careful,  
be realistic, or to remember  
the limitations of being human.

It doesn't interest me if the story  
you're telling me is true.  
I want to know if you can disappoint another  
to be true to yourself;  
if you can bear the accusation of betrayal  
and not betray your own soul.

I want to know if you can be faithful  
and therefore be trustworthy.  
I want to know if you can see beauty  
even when it is not pretty every day,  
and if you can source your life  
from God's presence.

I want to know if you can live with failure,  
yours and mine,  
and still stand on the edge of a lake  
and shout to the silver of the full moon,  
"Yes"!

It doesn't interest me to know  
where you live  
or how much money you have.  
I want to know if you can get up  
after the night of grief and despair,  
weary and bruised to the bone,  
and do what needs to be done  
for the children.

It doesn't interest me who you are,  
how you came to be here.  
I want to know if you will stand  
in the center of the fire with me  
and not shrink back.

It doesn't interest me where  
or what or with whom you have studied.  
I want to know what sustains you  
from the inside when all else falls away.  
I want to know if you can be  
alone with yourself,  
and if you truly like the company  
you keep in the empty moments.

by Oriah Mountain Dreamer  
(An Native American Elder)