

A key part emphasis with NGSS is an engagement and exploration before scientific ideas are explained. Naturally, we want our grading system to evolve along with our instruction in order for the grading to reflect the different expectations of NGSS. To support this shift, along with the adoption of our new curriculum (STEMscope) at Crocker, the Science Department is revising it's grading policy to more closely align with the teaching and learning required of the NGSS. This change will provide more accurate feedback to students in the areas that matter most in their science learning.

As early adopters of NGSS Crocker is instilling a change to its grading categories.

The Next Generation Science Standards (adopted by the California State Board of Education in 2014) shifted the focus in science classrooms to a growth mindset where students develop science skills and practices. Moving science instruction focus away from solely imparting on students the disciplinary core ideas (or facts) found in science

Previous grading policies at Crocker have had an emphasis on tests, quizzes, assignments, homework, and participation. This emphasis prioritized students to “have the correct answer” rather than change their understanding through the process/ journey of learning. This journey is a cycle that Engages students by allowing them to take ownership of their scientific inquiry, allows them to Explore with experiments and research. Teachers should have the role of supporting this journey by Explaining and providing targeted source materials. Then the journey comes full circle by allowing them to Elaborate on what they learned, practicing it and receiving feedback, before being Evaluated by the teacher to better support students to apply their learning and begin to Engage in the next building block of the material. Our newly adopted curriculum STEMscope is built on the learning journey called the 5Es and to align grading with this journey will allow students and parents to better track this progress.



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The entire Science Department will be shifting grading practices to include the 5Es. Doing so will help provide a better picture of each student's growth in science. The 5Es will be clear on assignments and be the categories on which each student is given grades. Teachers will clearly outline what is necessary to obtain high marks in each category for students.

These assignments are opportunities for students to investigate and build interest in our topic.

These assignments are scored based on participation, teacher observations, and following directions.

After Feedback is given work should be self evaluated for accuracy

## ENGAGE/EXPLORE

## EVALUATE

These are individual assessments and allow students to demonstrate learning based on grade level standards.

### TYPES

- Vocabulary Evaluation
- End of Scope Evaluation
- Notebook Evaluation
- Performance Task (CER)
- Segment Assessment Evaluation

### RETAKES (6TH)

In 6th grade only, after Feedback is given if scores are less than 75% Email teacher to discuss retake opportunities

## ELABORATE

These assignments allow students to apply learning and practice science skills.

After Feedback is given work should be corrected individually

## EXPLAIN

These assignments are opportunities for students to read and evaluate evidence to support scientific observations made during Engage & Explore activities

After Feedback is given work should be self evaluated for accuracy

