

Levels of Proficiency – “Eclipse” Practice Phenomena

	Community/ Learning Environment	Learning Process	Academic Mastery
<p>Exemplary: Student is proficient and performs above and beyond. <i>“I can apply it to other concepts.”</i></p>	<p>Integrity & Respect</p> <ul style="list-style-type: none"> Models and encourages honesty and integrity in self and others Advocates for respect and fairness in all situations <p>Inclusion & Equity</p> <ul style="list-style-type: none"> Seeks opportunities to supports peers Advocates for the diversity of others’ experiences, identities, opinions, ideas, and approaches to learning <p>Engagement</p> <ul style="list-style-type: none"> Brings intellectual curiosity and zest for learning Exhibits leadership skills by contributing, and encouraging other students to participate and learn Understands learning happens best in the community, shows up every day, and contributes to the community 	<p>Growth Mindset</p> <ul style="list-style-type: none"> Embraces mistakes and failures and uses them as opportunities for learning Asks thoughtful questions to deepen and/or broaden understanding Invites challenges, risks, and feedback <p>Tenacity</p> <ul style="list-style-type: none"> Perseveres through challenges and encourages others to do the same Conscientiously completes all assigned work and submits on time <p>Resourcefulness</p> <ul style="list-style-type: none"> Independently uses and models organizational systems Independently plans for short and long term tasks 	<p>Knowledge & Understanding</p> <ul style="list-style-type: none"> Independently able to explain why there is a cycle to when and where eclipses are seen in the United States <p>Higher Order Thinking</p> <ul style="list-style-type: none"> Constructs unique and/or original product that demonstrates why or why not an eclipse could be experienced on another planet Able to provide an analysis of each planet in the solar system and prove using appropriate data as to whether or not the planet experiences total solar eclipses
<p>Proficient: Student performs what needs to be done.</p>	<p>Integrity & Respect</p> <ul style="list-style-type: none"> Consistently models honesty and integrity Consistently treats self and others with respect and fairness 	<p>Growth Mindset</p> <ul style="list-style-type: none"> Consistently views mistakes and failures as opportunities for learning Consistently accepts challenges, takes risks and acts on feedback 	<p>Knowledge & Understanding</p> <ul style="list-style-type: none"> Consistently demonstrates comprehension of how and why solar eclipses are seen on Earth Consistently able to demonstrate the differences

<p><i>"I can do it by myself"</i></p>	<ul style="list-style-type: none"> Consistently respects their environment and materials <p>Inclusion & Equity</p> <ul style="list-style-type: none"> Consistently supports peers Consistently shows respect for the diversity of others' experiences, identities, opinions, ideas, and approaches to learning <p>Engagement</p> <ul style="list-style-type: none"> Consistently demonstrates an interest in learning Consistently collaborates effectively Consistently attends classes on time 	<p>Tenacity</p> <ul style="list-style-type: none"> Consistently uses effort on a pathway to mastery Consistently perseveres through challenges Consistently completes assigned work conscientiously and submits on time <p>Resourcefulness</p> <ul style="list-style-type: none"> Consistently demonstrates the ability to use appropriate resources to solve problems whenever needed Consistently uses a satisfactory organizational system Consistently self-regulates, needing little to no redirection from teacher Consistently uses class time effectively 	<p>between partial and total solar eclipse</p> <ul style="list-style-type: none"> Consistently shows mastery on most tasks and/or learning goals <p>Higher Order Thinking</p> <ul style="list-style-type: none"> Consistently able to evaluate the learning strategies that are appropriate to utilize to complete each piece of evidence Consistently able to apply gained knowledge to each activity throughout the phenomena Consistently accomplishes the learning goals for each activity during the phenomena <p>Practical Skills</p> <ul style="list-style-type: none"> Consistently able to complete a MIND MAP and amend it
<p>Approaching:</p> <p>Student performance is inconsistent but is willing to try.</p> <p><i>"I can do it with help"</i></p>	<p>Integrity & Respect</p> <ul style="list-style-type: none"> Inconsistently models honesty and integrity Inconsistently treats self and others with respect and fairness Inconsistently respects their environment and materials <p>Inclusion & Equity</p> <ul style="list-style-type: none"> Inconsistently supports peers Inconsistently shows respect for the diversity of others' experiences, identities, opinions, ideas, and approaches to learning <p>Engagement</p> <ul style="list-style-type: none"> Inconsistently demonstrates an interest in learning Inconsistently collaborates effectively 	<p>Growth Mindset</p> <ul style="list-style-type: none"> Inconsistently views mistakes and failures as opportunities for learning Inconsistently accepts challenges, takes risks and acts on feedback <p>Tenacity</p> <ul style="list-style-type: none"> Inconsistently uses effort on a pathway to mastery Inconsistently perseveres through challenges Inconsistently completes assigned work conscientiously and submits on time <p>Resourcefulness</p> <ul style="list-style-type: none"> Inconsistently demonstrates the ability to use appropriate resources to 	<p>Knowledge & Understanding</p> <ul style="list-style-type: none"> Inconsistently demonstrates comprehension of how and why solar eclipses are seen on Earth Inconsistently able to demonstrate the differences between partial and total solar eclipse Inconsistently shows mastery on most tasks and/or learning goals <p>Higher Order Thinking</p> <ul style="list-style-type: none"> Inconsistently able to evaluate the learning strategies that are appropriate to utilize to complete each piece of evidence Inconsistently able to apply gained knowledge to each activity throughout the phenomena

	<ul style="list-style-type: none"> • Inconsistently attends classes on time 	<p>solve problems whenever needed</p> <ul style="list-style-type: none"> • Inconsistently uses a satisfactory organizational system • Inconsistently self-regulates, needing little to no redirection from teacher • Inconsistently uses class time effectively 	<ul style="list-style-type: none"> • Inconsistently accomplishes the learning goals for each activity during the phenomena • Inconsistently able to understand and apply scale to developing an answer to the Phenomena question <p>Practical Skills</p> <ul style="list-style-type: none"> • Inconsistently able to complete a MIND MAP and amend it •
<p>Beginning:</p> <p>Student performance is developing and willing to try.</p> <p><i>“I need help getting started...”</i></p>	<p>Integrity & Respect</p> <ul style="list-style-type: none"> • Rarely models honesty and integrity • Rarely treats self and others with respect and fairness • Rarely respects their environment and materials <p>Inclusion & Equity</p> <ul style="list-style-type: none"> • Rarely supports peers • Rarely shows respect for the diversity of others’ experiences, identities, opinions, ideas, and approaches to learning <p>Engagement</p> <ul style="list-style-type: none"> • Rarely demonstrates an interest in learning • Rarely contributes to a positive learning environment • Rarely collaborates effectively • Rarely attends classes on time 	<p>Growth Mindset</p> <ul style="list-style-type: none"> • Rarely views mistakes and failures as opportunities for learning • Rarely accepts challenges, takes risks and acts on feedback <p>Tenacity</p> <ul style="list-style-type: none"> • Rarely uses effort on a pathway to mastery • Rarely perseveres through challenges • Rarely completes assigned work conscientiously and submits on time <p>Resourcefulness</p> <ul style="list-style-type: none"> • Rarely demonstrates the ability to use appropriate resources to solve problems whenever needed • Rarely uses a satisfactory organizational system • Rarely self-regulates, needing little to no redirection from teacher • Rarely uses class time effectively 	<p>Knowledge & Understanding</p> <ul style="list-style-type: none"> • Rarely demonstrates comprehension of how and why solar eclipses are seen on Earth • Rarely able to demonstrate the differences between partial and total solar eclipse • Rarely shows mastery on most tasks and/or learning goals <p>Higher Order Thinking</p> <ul style="list-style-type: none"> • Rarely able to evaluate the learning strategies that are appropriate to utilize to complete each piece of evidence • Rarely able to apply gained knowledge to each activity throughout the phenomena • Rarely accomplishes the learning goals for each activity during the phenomena • Rarely able to understand and apply scale to developing an answer to the Phenomena question <p>Practical Skills</p> <ul style="list-style-type: none"> • Rarely able to complete a MIND MAP and amend it •
<p>Students will be given an incomplete (no grade) if no evidence is given to support any/all above proficiency indicators.</p>			