



Norris Middle School

CUPS

I can demonstrate the command of the conventions when writing. (capitalization, punctuation, and spelling)

- C.** I can capitalize the first word of a sentence, the pronoun I and names.
- U.** I can write sentences that make sense and are easy to understand.
- P.** I can use the correct end punctuation.
- S.** I can properly space my words, and I can spell simple words phonetically.

Green	CUPS plus 2 or more sentences
Blue	CUPS
Yellow	2-3 out of CUPS
Red	0-1 out of CUPS

↳ I can use CUPS (conventions) correctly in 2 or more sentences.

I am currently on level _____ to get to the next level I need to _____.

Success criteria is used for every task/assignment and given to students to help compare their task with the level of accomplishment/expectations. This sample is used at the elementary school and shows the simplicity of the clear expectations.

Just the basics...

- THE PROCESS**
- STEP 1- Unpack a priority standard agreed upon by your team/ with your team.
- STEP 2- Decide what success for this standard looks like, and create criteria to assess the levels of achievement. (RUBRIC)
- We decided to align our levels with the report card levels of achievement: Emerging, Approaching, Proficient, & Advanced.
- STEP 3- Find or create a clear assessment for the kids to do.
- We like to do a pre and post assessment for big new standards.
- STEP 4- Create models (examples) to show the students what each level of success looks like.
- STEP 5- Model, model, model, model how to self assess and evaluate (what do they need to reach the next level) their work using the rubric and models you've posted.
- If using buddies, explain how to speak respectfully in a way that builds trust.
 - This step is very exciting and rewarding, but it takes A LOT of practice and time. • Most kids LOVE to be recorded doing this!
 - This step can be done in many ways: a score written on top by the students, a leveled folder to turn their paper in quietly, or a full-blown conversation that is recorded.
- STEP 6- Meet with your team to discuss results and new actions to take.
- WHAT WE KNOW SO FAR...**
- It is a way to focus teams on priority standards in a clear & collaborative way.
 - We share ideas on ways to teach, reteach, and assess students (a lot).
 - Kids become partners in assessing themselves and giving/getting concise feedback.
 - It feels complicated the first time through but gets much easier and faster as you go.

The school implementation plan focuses on *Impact Teams*. To keep it consistent throughout the district, new teachers are sent to a crash course for three days from an outside trainer. Teachers have follow-up and sustainability of the learning through the Impact Team meetings with grade level colleagues. Students are taught the same expectations. Students and adults ask “What is the success criteria?” for assignments, meetings, tasks, and discussions.

GENERIC MATH RUBRIC

ADVANCED
<input type="checkbox"/> All the proficient criteria plus <input type="checkbox"/> Use at least 3 domain specific vocabulary terms correctly in context
PROFICIENT
<input type="checkbox"/> Write a sentence about what the problem is asking you to do in your own words <input type="checkbox"/> Solve the problem accurately <input type="checkbox"/> Show your work (organized and legible) <input type="checkbox"/> Explain the steps you took to solve the problem in writing <input type="checkbox"/> Solve the problem at least 2 ways
CLOSE TO
<input type="checkbox"/> 4 of the 5 proficient criteria
PROGRESSING
<input type="checkbox"/> 3 of the 5 proficient criteria
EMERGING
<input type="checkbox"/> Less than 3 of the proficient criteria

Math Rubric: The teacher teams review the standards to determine the skills and concepts, depth of knowledge and rationale, progression, relevance, and develop the success criteria of the task.