

Course Title

Department, Course Number, and Section
Class Meeting Time(s) and Location(s)
Semester

Instructor(s) name(s)
Email address
Classroom location; phone extension
Availability hours if applicable
Preferred method of contact

Course Description – this should be from the district course catalog

Course Goals – MBL Priority Standards identified for this course

Students who complete this course successfully will be able to:

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Teacher Objective

Daily Routine

Daily Work/Homework – description of what classwork & homework look like in your MBL classroom (formative assessment)

Major Assignments: Description of summative assessment

Classroom Retake Policy

Class Participation – expectations of students (both academic and behavior)

Required Texts, Materials, or Equipment

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Course Grading

MBL courses are graded based on mastery of a priority standard. Mastery is measured through summative assessment by standard. Students will be given 3 formative (practice) assessments and will receive actionable teacher feedback on each one. Once students demonstrate their readiness, they will be given a summative assessment on the standard to show their level of mastery. This summative will be scored for a grade.

Assessment Vocabulary

Proficiency	<ul style="list-style-type: none">• Identified through instructional strategies and assessments as a rubric score above 2.• Describes an acceptable level of competency for a student on a standard.• Established by assessments; the score represents a probability for success in the next course.• Evaluated by established individual proficiency scales for each standard.• Provides information for RTI.• Provides correlation data between formative and summative scores.
Mastery	<ul style="list-style-type: none">• Identified through instructional strategies and assessments as a rubric score of 3 or above.• A level of performance that all students should display before moving on to the next course.• Established by assessments; the score represents an expectation for success in the next course.• Evaluated by established individual proficiency scales for each standard.
Error	<ul style="list-style-type: none">• Student thinks he/she is right but actually he/she is wrong due to lack of understanding
Mistake	<ul style="list-style-type: none">• Mindless accident, could be corrected next time, have the knowledge

Assessment rubric:

<p>4 Exemplary Response</p>	<p>The student response:</p> <ul style="list-style-type: none"> • offers a correct solution and is well supported by well-developed and accurate explanations. • gives evidence that an appropriate problem-solving strategy was selected and implemented but may contain minor mistakes that do not detract from the overall quality of the student response. • is clearly organized and focused and shows a mathematical understanding of the task or concept. • contains sufficient work to convey thorough understanding of the problem.
<p>3 Mastery Response</p>	<p>The student response:</p> <ul style="list-style-type: none"> • offers a generally correct solution but contains minor flaws (mistakes or errors) in reasoning or computation. • gives evidence that an appropriate problem-solving strategy was selected and implemented but may contain minor arithmetic or algebraic errors and/or mistakes that do detract from the overall quality of the student response. • is clearly focused, well-organized, but neglects some aspect of the complete solution to the problem. • lacks significant detail to convey thorough understanding of the task or concept to warrant a 4.
<p>2 Approaching Proficiency Response</p>	<p>The student response:</p> <ul style="list-style-type: none"> • offers a partially correct answer to the problem. • may contain flaws (mistakes and/or errors) indicating an incomplete understanding of the task or concept. • may show faulty reasoning leading to weak answers or conclusions. • may demonstrate unclear communications in writing or diagrams. • may demonstrate a poor understanding of relevant mathematical procedure and concepts.
<p>1 Not Yet Response</p>	<p>The student response:</p> <ul style="list-style-type: none"> • offers a correct solution with no supporting evidence or explanation. • offers little or no supporting detail conveying limited understanding. • contains numerous errors and/or mistakes in computation and reasoning and detracts from the overall quality of the response. • provides vague interpretation to the solution/explanation, indicating little or no mathematical understanding of the task or concept.
<p>0 No Response</p>	

Grading Scale:

Points	Grade	Description
3.0- 4.0	A	
2.5 - 2.99	B	
2.0 - 2.49	C	
1.5 -1.99	D	
1.49 and below	F	
0	I	No evidence

Course-Specific Support or Supplementary Instruction if applicable

Course Policies and Information for Students – What is MBL & AL?

Mastery-Based Learning

Mastery-Based Learning at PWHS focuses on a method of instruction that emphasizes the critical role of feedback in learning and involves a set of instructional methods which establishes a level of performance that all students must master before moving on to the next learning target.

Priority Standards: Also known as Standards of Significance, Essential Standards, Power Standards, etc. Defined as a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade-level or course

Learning Targets: A statement of *intended learning* based on standards; i.e. the standards unwrapped. In other words, a statement of what we want students to learn and be able to do, in student friendly language.

Daily Measurable Objectives: These are detailed, specific, measurable descriptions, based on the learning targets, of what students will be able to know or do by the end of a learning activity. DMOs start lower on the DOK level at the beginning of a week and increase in difficulty as the week progresses.

Common Formative Assessments: These are collaboratively developed assessments for learning created for students expected to learn the same knowledge, skills, & dispositions that will be assessed at the same time or during a very narrow window of time. Team members use the evidence of student learning from the common formative assessments to inform their individual and collective practice in four ways:

1. To inform each teacher of the individual students who need intervention because they are struggling to learn or who needs enrichment because they are already proficient.
2. To inform students of the next steps they must take in their learning.
3. To inform each member of the team of his or her individual strengths & weaknesses in teaching skills so each member can provide or solicit help from colleagues on the team.
4. To inform the team of areas where many students are struggling so that the team can develop and implement better strategies for teaching those areas.

Argumentative Literacy

What is **argumentative literacy**? Argumentative literacy is the ability to demonstrate understanding of content through critical thinking, and to refute or defend arguments using fact-based evidence in a respectful manner.

Why is argumentative literacy so important? Argumentative literacy prepares students to succeed in the argument culture that is college; to participate in the public sphere; and to be effective in the workplace in advancing and defending their own empowered ideas and viewpoints. Additionally, working on argumentative literacy in the classroom helps make learning even more engaging, dynamic, and student-centered.

Additional supports available for your course (i.e. after school tutoring, Panther Academy, Freshman Success Coach, etc..)

Preliminary Schedule of Priority Standards

Standard #	Standards with supporting textbook information	Assessment Dates (approximate)