



# Michelle Peters

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- 15th year of teaching learners with diverse needs in middle school
- Case manage 15+ students
- Co-CT leader for LA6
- Currently teach in self contained and team taught classes, have taught in specialized settings
- IBMYP CAS leader

# Our Agenda

## **9:00-12:00**

- How do students with diverse needs access the MYP at different levels?
- Teaming and Sub Group Planning
- Equal vs. Fair
- Rigor
- Break**

- Rigor or Rigor-mortis?
- Common Assessments- CLT decides assessment content prior to unit starting
- Differentiation- prioritize your pacing guides
- Break**

- Let' s take some time to look at your pacing guides and testing blue prints to see how you can better prioritize and differentiate.
- Vertical Articulation – develop a plan to communicate your accomplishments and own your concerns

## **12:00-12:30- Lunch**

## **12:30-1:00**

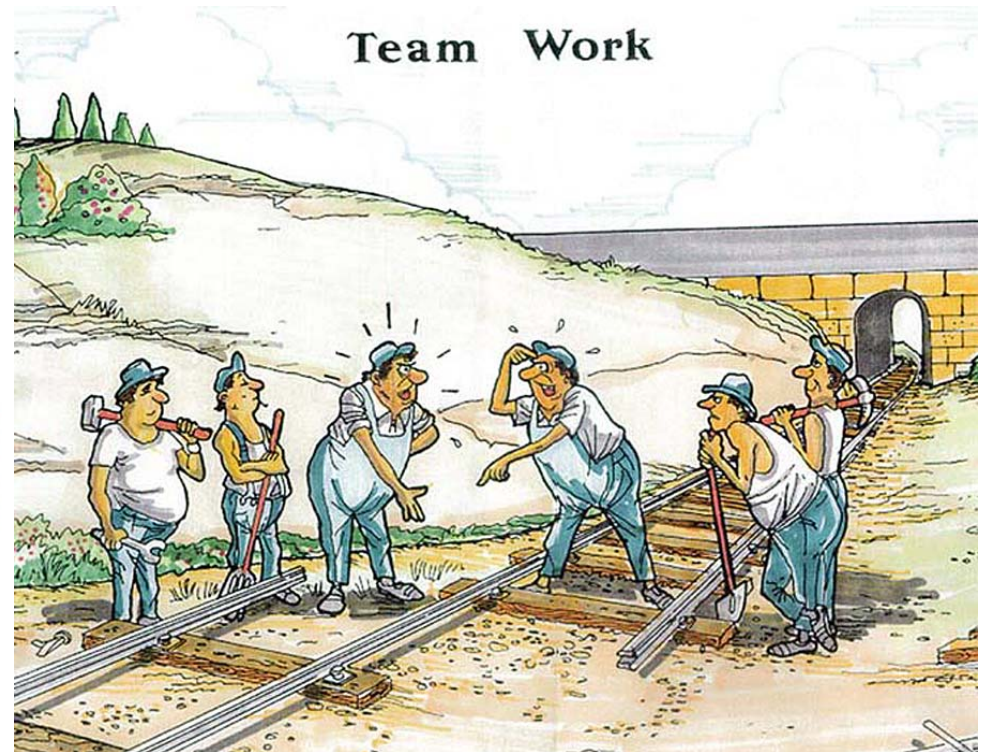
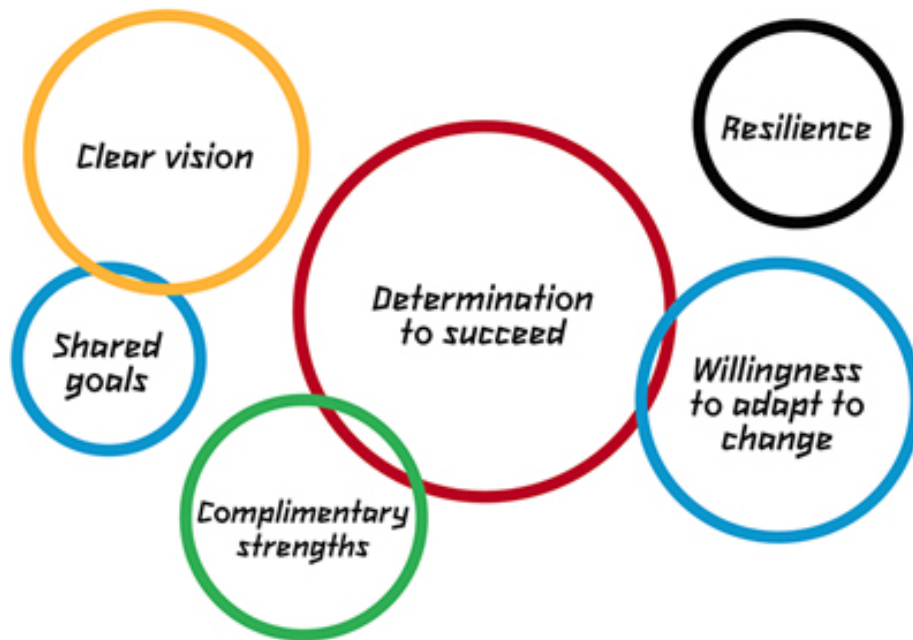
- Horizontal Articulation- COMMON WEALTH!
- How can you think about creatively influencing the culture at your school to have content areas help each other with interdisciplinary planning
- Let' s make a plan to talk and share about ways we can share our expertise with our GE and interdisciplinary team members

# Celebrating being together!

## Class Opener

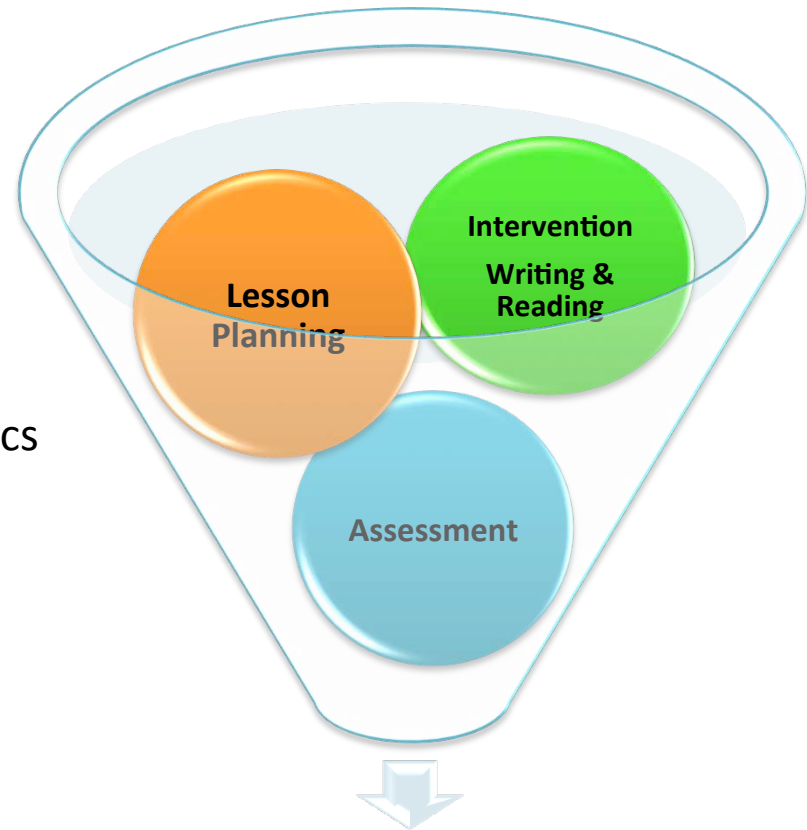
- Why are we here? TO LEARN
- What does that take? EFFORT
- What do we want to do? SUCCEED
- How will we do that? DOING OUR BEST
- Where are we going? TO COLLEGE

# How do students with diverse needs access the MYP at different levels?



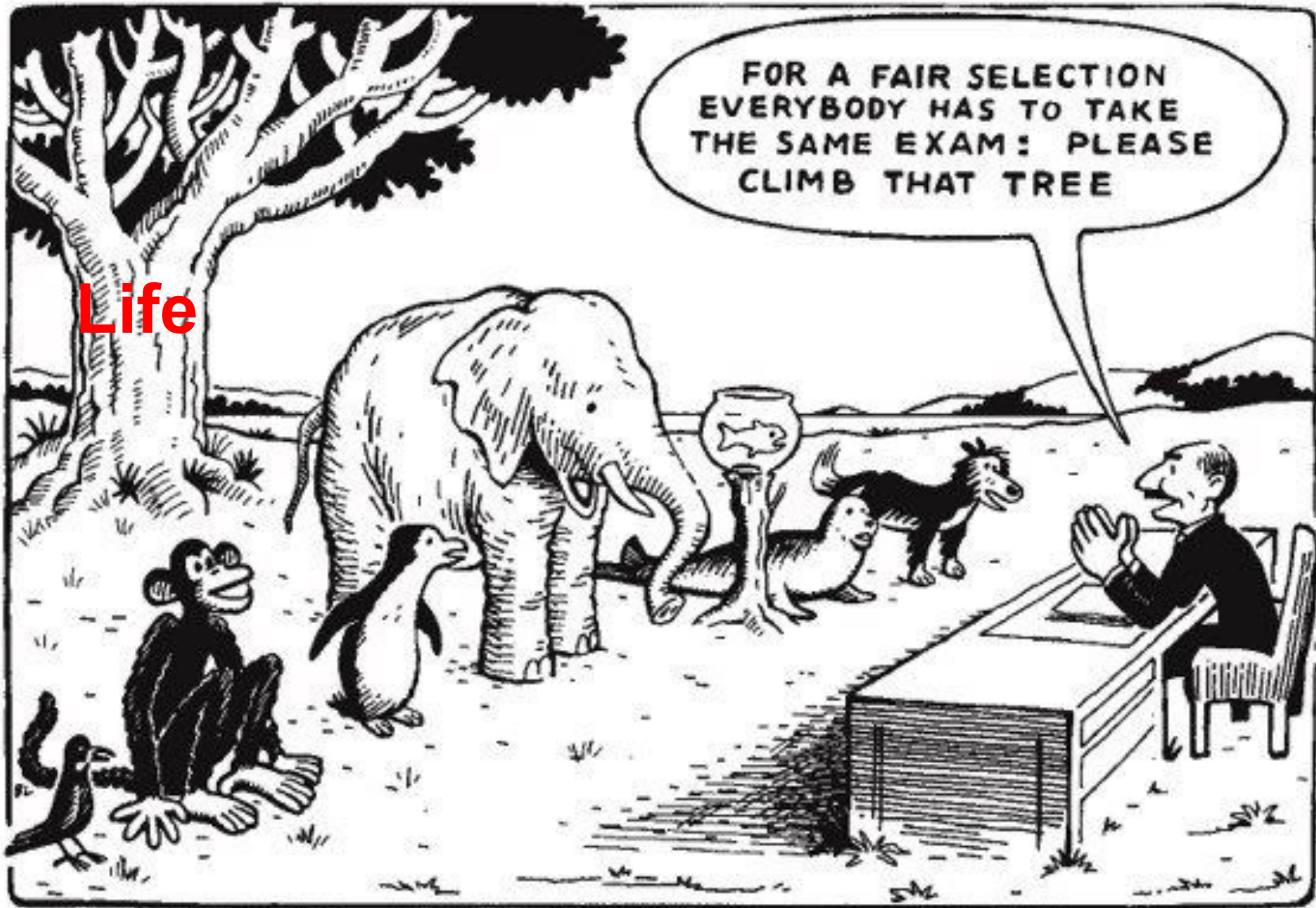
# CLT Teaming and Sub Group Planning

- **Common Assessments**
  - Formative & Summative
  - Rubrics
  - Growth Mindset
  - Accommodations
- **Lesson Plan (Differentiated & Accommodations)**
  - Conceptualize deep and shallow topics (Pacing Guide)
  - SpEd and ESOL strength
  - Themes
  - Interdisciplinary (Cross Curricular) Teaming
  - Modifications & Reflection
- **Intervention (pro-active vs. re-active)**
  - Reading
  - Writing
  - Math



**IBMYP**





Modify our teaching and learning options, not our assessments and rubrics. Accommodations make it fair.

# Equality is not always Justice



**This is EQUALITY**



# Is your class rigorous, or has rigor-mortis set in?

- <http://www.youtube.com/watch?v=iOcYfrZJWi8>

# Taking the Rigor-mortis out of Rigor!

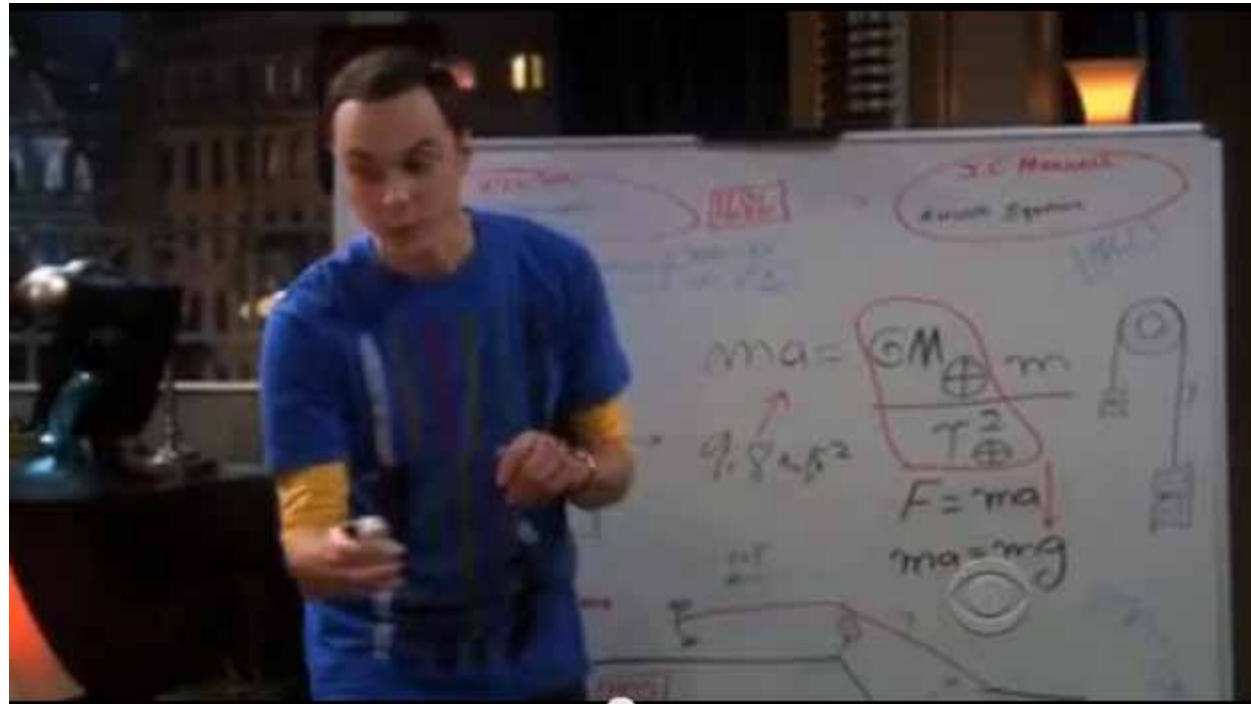
RIGOR-mortis



SKATELY  
PARTICULARS LIBRARY

RIGOROUS





- <https://www.dropbox.com/s/tu8p39zklfvvggiu/Penny%27sPhysicsLesson.m4v>

# R.I.P in Rigor-mortis



While on break, think of 3 ways you can add rigor to your school/classroom culture.



# Break





# Taking the Rigor-mortis out of Rigor!

RIGOR-mortis



SKATELY  
HARTFORD, CT 06103

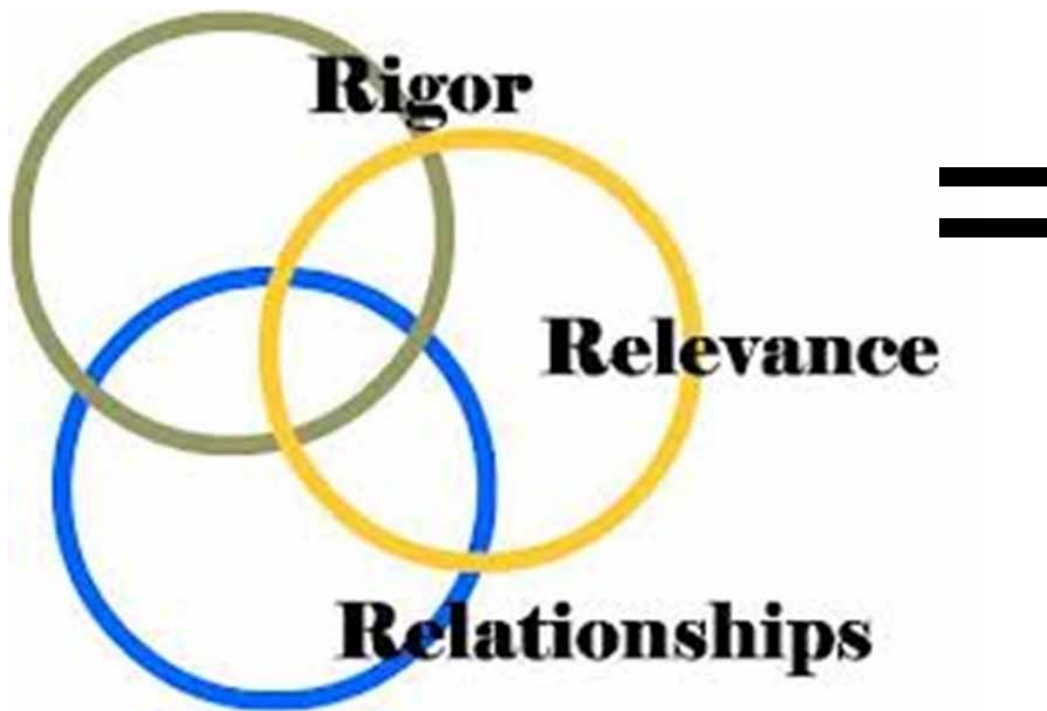
RIGOROUS





- ✓ Critical and Creative Thinking
- ✓ Problem Solving
- ✓ Collaboration & Leadership
- ✓ Initiative & Entrepreneurialism
- ✓ Accessing & Analyzing Information
- ✓ Curiosity & Imagination

- <http://www.youtube.com/watch?v=SFnMTHhKdkw>



=



If we teach the ways kids learn, and  
not have them learn the way we  
teach..... We will be providing RIGOR!

Using the ***IB Learner Profile***

Inquirers  
Knowledgeable  
Thinkers  
Communicators  
Principled  
Open-minded  
Caring  
Risk-takers  
Balanced  
Reflective

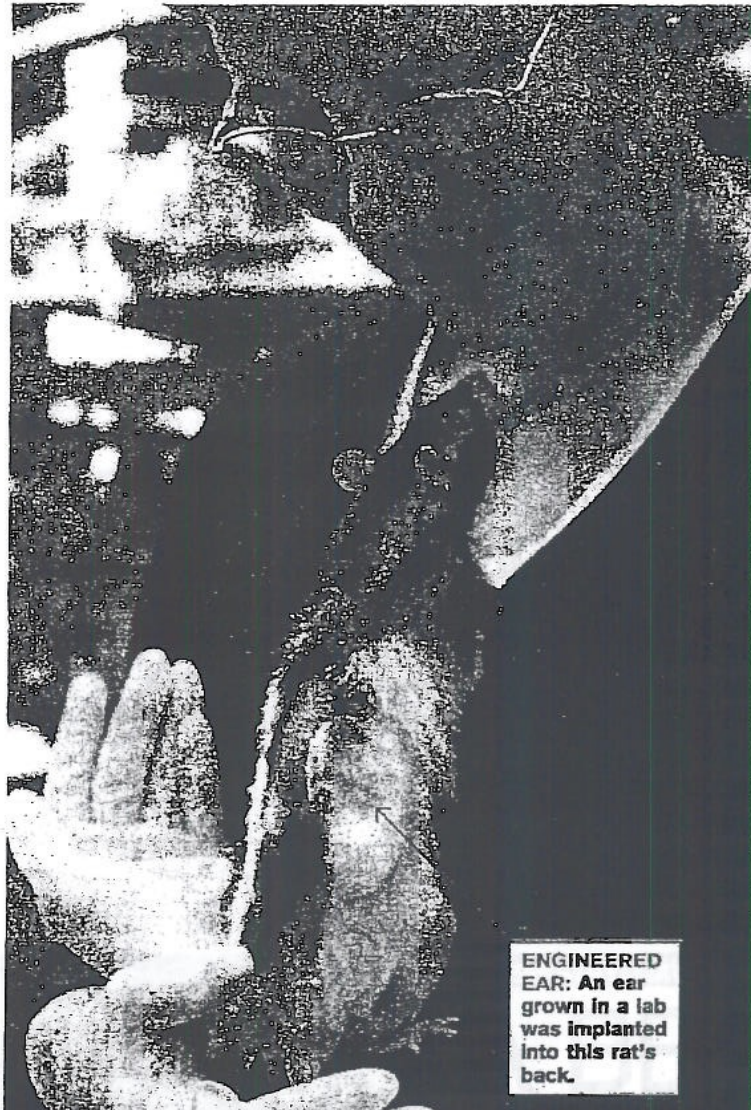


# Assessment





Directions: Identify the appropriate Internal Text Structure for each of attached marked sections. Write your answer on the back page. Remember, look on the wall or in your notes for the five choices.



**ENGINEERED EAR:** An ear grown in a lab was implanted into this rat's back.

## BIOLOGY: HEALTH

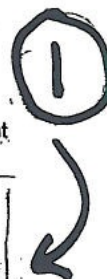
# THAT'S EAR-Y

Y our eyes aren't fooling you. That rat really does have an ear shaped like a human's on its back!

Scientists at Massachusetts General Hospital grew the ear in their labs and then implanted it into the rodent so it would be covered with skin like a real ear. They were testing out a technique to make replacement ears for people who've lost theirs in accidents.

To create the ear, the team first made an ear-shaped wire frame. Next, they covered the frame with *collagen*, a protein that forms connective tissue in the body. The team then used cells from a piece of sheep *cartilage*—the flexible tissue that gives noses and ears their shape—to seed the scaffolding. The cells grew, forming a new ear, which scientists then implanted under the rat's skin.

The group has used the same process to grow ears from human cells. The ears are both cosmetic and functional, helping to funnel sound.



# Common Rubric

## External Text Structures Assessment

6.3d,6.5a,g,f 6.6a,e



Achievement Level	ETS Criterion A: Content	ITS Criterion A: Content	ITS Criterion A & C: Writing Portion
8	The student can <b>always</b> <ul style="list-style-type: none"> <li>Identify (15 - 16/16)</li> <li>Label (6/6)</li> <li>Interpret (4/4)</li> <li>Reflect upon (7/7)</li> <li>Apply</li> </ul> <b>external text structures.</b>	The student can always identify the internal text structures. 5/5	See red rubric
7	The student can <b>almost always</b> <ul style="list-style-type: none"> <li>Identify (14/16)</li> <li>Label (5/6)</li> <li>Reflect upon (6/7)</li> <li>Apply</li> </ul> <b>external text structures.</b>	See below	See red rubric
5-6	The student can <b>usually</b> <ul style="list-style-type: none"> <li>Identify (13/16)</li> <li>Interpret (3/4)</li> <li>Apply</li> </ul> <b>external text structures.</b>	The student can identify most of the internal text structures. 4/5	See red rubric
3-4	The student can <b>sometimes</b> <ul style="list-style-type: none"> <li>Identify (11-12/16)</li> <li>Label (4/6)</li> <li>Reflect upon (5/7)</li> <li>Apply</li> </ul> <b>external text structures.</b>	The student can identify some of the internal text structures. 3/5	See red rubric
1-2	The student can <b>rarely</b> <ul style="list-style-type: none"> <li>Identify (1 - 10/16)</li> <li>Label (1-3/6)</li> <li>Interpret (1-2/4)</li> <li>Reflect upon (1-4/7)</li> <li>Apply</li> </ul>	The student can rarely identify the internal text structures. 1-2/5	See red rubric



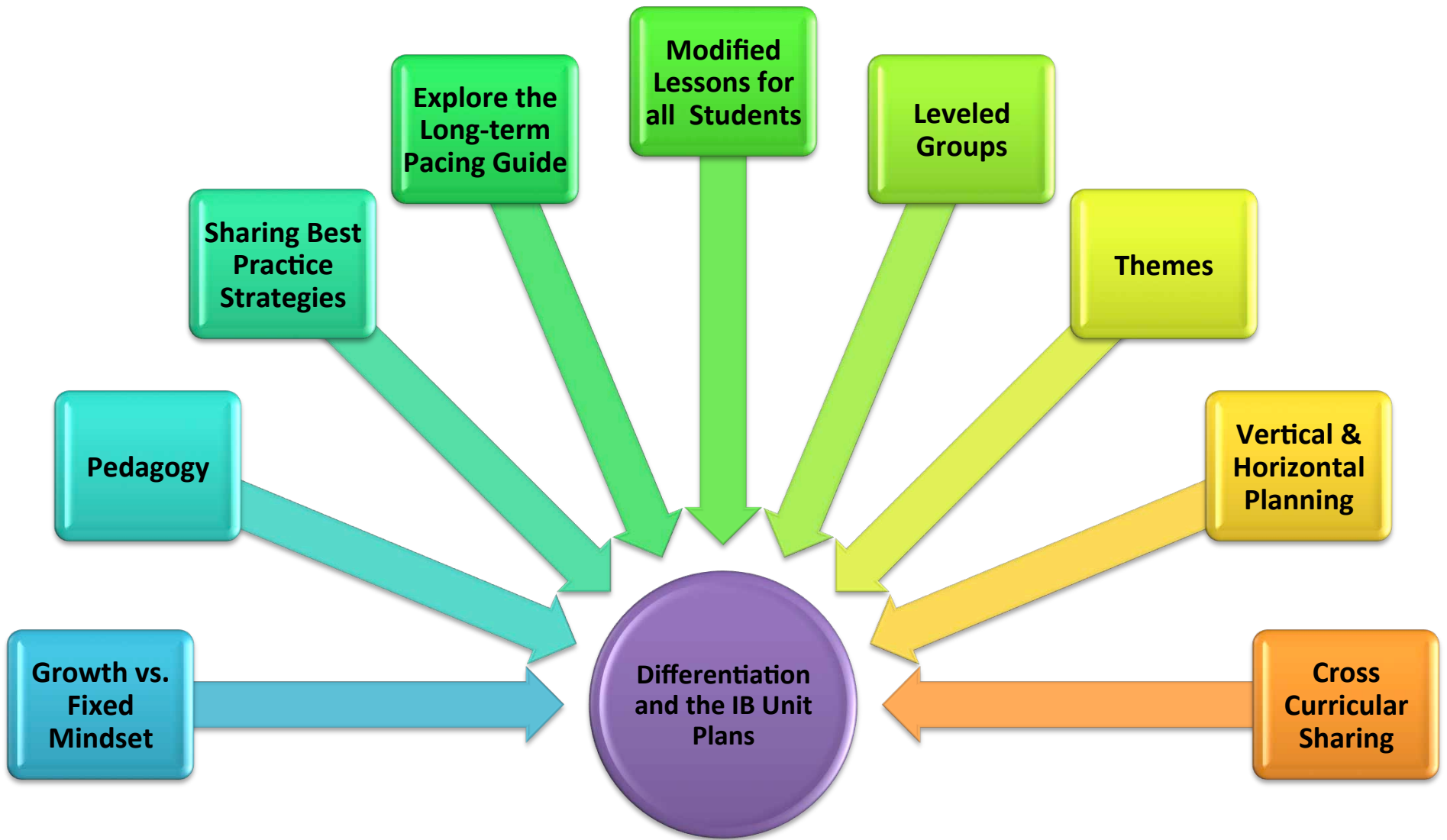
# Writing Rubric

Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Period: \_\_\_\_\_ Grade/Score: \_\_\_\_\_

SUMMATIVE MYP Criteria		1-2 Rarely meets expectations	3-4 Sometimes meets expectations	5-6 Consistently meets expectations	7-8 Exceeds expectations
FORMATIVE MYP Criteria		1	2	3	4
<b>Ideas</b> <b>(Criterion A: Content)</b> <i>Is my thought clear &amp; interesting?</i> <i>Does it have details?</i> <i>Does it have a main idea?</i>		<input type="checkbox"/> I do not have a clear main idea. <input type="checkbox"/> I have little or no details to support my main idea. Some details are random or unrelated. <input type="checkbox"/> I don't show a lot of imagination or careful thought in my work.	<input type="checkbox"/> My main idea is somewhat unclear. <input type="checkbox"/> I have some details, but not enough to convince the reader. <input type="checkbox"/> Some parts show that I put thought and imagination into this	<input type="checkbox"/> I have a clear main idea. <input type="checkbox"/> I use a lot of general details to support my main idea. <input type="checkbox"/> You can tell that I've used my imagination and thought carefully about my work.	<input type="checkbox"/> I have a clear main idea. <input type="checkbox"/> All of my details support my main idea. <input type="checkbox"/> I carefully choose the best details to support my main idea. <input type="checkbox"/> My work is unique and shows a lot of original thought and imagination.
<b>Organization</b> <b>(Criterion B: Organization)</b> <i>Does my writing have a clear beginning, middle and end?</i> <i>Have I indented my paragraphs?</i>		<input type="checkbox"/> My writing doesn't have any structure, so there is no clear beginning, middle and/or end. <input type="checkbox"/> I have not indented my paragraphs.	<input type="checkbox"/> I've tried to use a structure to organize my work, but you can't always tell how I got from one idea to the next. <input type="checkbox"/> I have inconsistently indented correctly.	<input type="checkbox"/> My work is well organized and my writing is clear. There is a clear beginning, middle and end. <input type="checkbox"/> I have indented correctly most of the time.	<input type="checkbox"/> My work is well organized and my writing is clear so that my ideas just seem to flow naturally. <input type="checkbox"/> I have a well-developed beginning, middle and end. I have a strong beginning and ending. <input type="checkbox"/> I have indented correctly and consistently.
<b>Conventions</b> <b>(Criterion C: Style &amp; Mechanics)</b>	<b>Punctuation</b> <i>(,,""? and proper nouns)</i>	<input type="checkbox"/> I did not use correct punctuation so it is hard to follow my writing.	<input type="checkbox"/> I used some correct punctuation so the reader can follow my writing.	<input type="checkbox"/> I used correct punctuation most of the time. <input type="checkbox"/> My paper is easy to read.	<input type="checkbox"/> I used correct punctuation. <input type="checkbox"/> My paper is exceptionally easy to read and flows well.
	<b>Verb Tense</b> <i>Is my verb tense consistent?</i>	<input type="checkbox"/> My verb tense is inconsistent and I have many errors in my writing.	<input type="checkbox"/> My verb tense is somewhat consistent and there are some errors throughout my writing.	<input type="checkbox"/> My verb tense is correct and has few errors throughout my writing.	<input type="checkbox"/> My verb tense is consistent and clear throughout my writing.
	<b>Subject/Verb Agreement</b> <i>Do my subjects and verbs agree?</i>	<input type="checkbox"/> My subject/verb agreement is inconsistent and there are many errors.	<input type="checkbox"/> My subject/verb agreement is somewhat consistent and there are some errors.	<input type="checkbox"/> My subject/verb agreement is mostly correct and has few errors.	<input type="checkbox"/> I am consistent with the subject/verb agreement throughout my writing.
	<b>Capitalization</b>	<input type="checkbox"/> I used capitals incorrectly and/or I did not capitalize some proper nouns.	<input type="checkbox"/> I used capitals correctly some of the time and/or some of the proper nouns are capitalized.	<input type="checkbox"/> I used capitals correctly and capitalized proper nouns most of the time.	<input type="checkbox"/> I used capitals correctly and capitalized proper nouns consistently.
	<b>Spelling</b>	<input type="checkbox"/> I misspelled many words. My errors interfere with understanding the text.	<input type="checkbox"/> I spelled frequently used words correctly but there are some errors in spelling.	<input type="checkbox"/> I spelled most words correctly.	<input type="checkbox"/> I spelled all words correctly.

Comments: \_\_\_\_\_

# I will B Differentiation!





Break



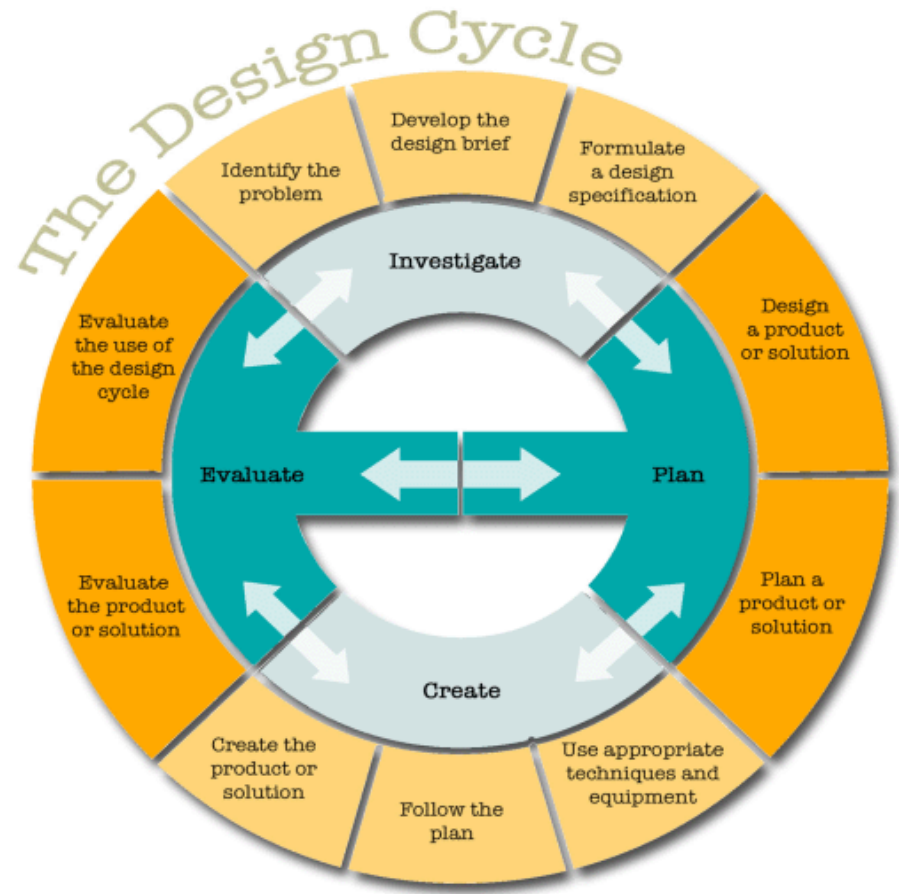
# Growth Mindset Pedagogy & Precepts

- Failure leads to success
- Teach the way kids learn, not have them learn the way you teach.
- **Triumph starts with try!**
- Focus on what you need them to do and how to get there, not on what “they can’t do”
- *Provide and model Rigor & Organization*

Real data + real honesty = real hope

# Best Practices

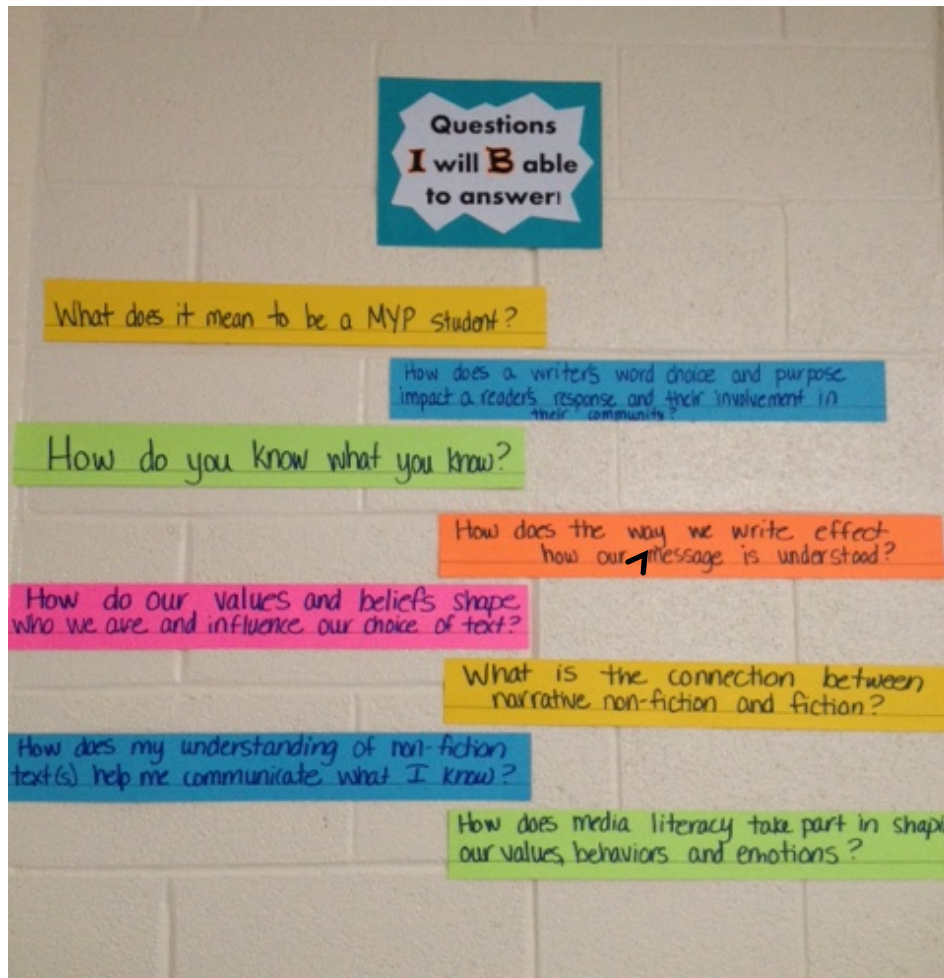
- Use data and the growth mindset to establishing groupings and goals.
- Utilize your toolbox!
- Reflect together so you can utilize your CT resources.
- Partner with your “like” teachers
- Partner with the Gen Ed teachers
- Use “prove it” sheets



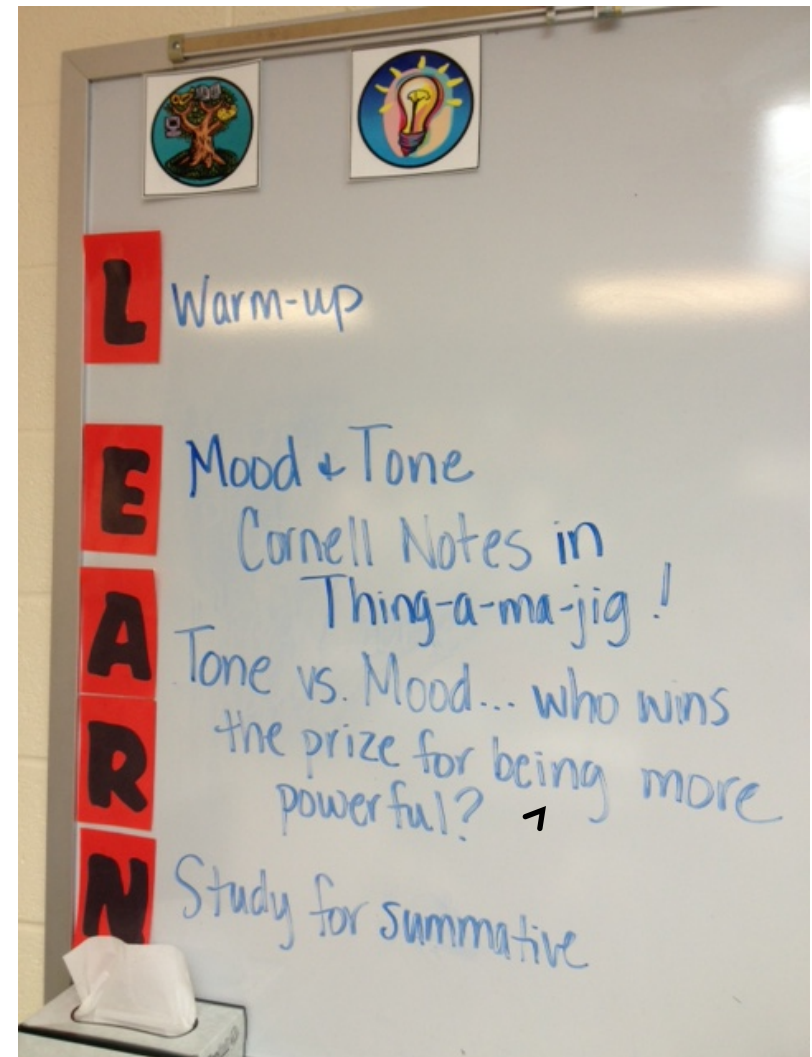
# We “unpacked” the pacing guide to include concepts and connections

Quarter 1			
Unit 1		Strengthening Literacy Strategies Using Fiction	
Reading/Literacy Analysis Skills		Writing Skills	Content/Text
<b>Word Analysis Skills</b> <ul style="list-style-type: none"> <li>-recognize, apply and extend roots, affixes, synonyms, antonyms, homophones, figurative language in Fiction (6.4a,b)</li> <li>-identify and use latin and greek roots (6.4b)</li> <li>-use context clues to determine meaning of unfamiliar words, interpret new vocabulary, recognize figurative language (hyperbole, metaphor, simile, idiom), identify meaning of figurative language, create analogies (6.4c,d)</li> <li>-use reference materials to find pronunciation of a word or determine or clarify its meaning, understand synonyms, antonyms and homophones (6.4a,b,c,d,e)</li> <li>-demonstrate an understanding of idioms (6.4d)</li> </ul>		<b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Establish, monitor and revise individual goals</li> <li>• Write narrative and descriptive pieces               <ul style="list-style-type: none"> <li>-identify audience/purpose, using description, sequence, narrative elements (dialogue, pacing, description, events, characters) (6.7a)</li> <li>-focus on a central idea/one topic, write more than one paragraph on a central theme or topic with elaboration, coherence and unity (6.7c,d,f)</li> <li>-use transitions to clarify ideas, provide an appropriate conclusion for the purpose and mode of writing (6.7f)</li> <li>-use rubric to self assess (6.7f)</li> <li>-select vocabulary and develop tone with awareness of audience and purpose, establish voice (6.7g)</li> </ul> </li> <li>• Use writing process in narrative and descriptive genres               <ul style="list-style-type: none"> <li>-select prewriting techniques (graphic organizer), use prewriting strategies to select and narrow topics, elaborate, and focus on organization (6.7b)</li> <li>-find synonyms for overused words, revise drafts by rereading, reflecting, rethinking and rewriting, understand steps involved in revising to improve a draft(6.7g,i)</li> </ul> </li> <li>• Writing skills to be addressed:               <ul style="list-style-type: none"> <li>-incorporate variety into sentences with appropriate modifiers (adjectives, adverbs, phrases, or clauses acting as adjectives or adverbs), coordinating conjunctions, transition words to connect parts of sentences (6.7h,i)</li> <li>-use complete sentences, capitalize proper nouns, identify all eight parts of speech, use apostrophe for contractions and possessives, use singular verbs with singular subjects and plural verbs with plural subjects, use first person appropriately, recognize and correct vague pronouns, maintain consistent verb tense, eliminate double negatives, use quotation marks correctly, choose adjectives and adverbs appropriately, edit for commas (6.8a,b,c,d,e,f)</li> <li>-diagramming sentences (6.7.a)</li> </ul> </li> </ul>	-short stories, folk literature, drama, poems (up to lesson plan team) -first 20 days:
<b>Reading Comprehension Skills</b> <ul style="list-style-type: none"> <li>• Establish reading routines (whole group, shared reading)</li> <li>• Establish, monitor and revise individual goals</li> <li>• Model and use reading strategies to monitor comprehension               <ul style="list-style-type: none"> <li>-inference, synthesis, making connections, determine importance (6.5b,i,j)</li> </ul> </li> <li>• Reading variety of Fiction               <ul style="list-style-type: none"> <li>-poems, short stories, drama(differentiate between narrative and poetic forms), identify: theme, author's craft, literary devices, author's purpose, tone, make conclusions, main idea, characterization (6.5a,c,f,g)</li> </ul> </li> <li>• Identify elements of narration               <ul style="list-style-type: none"> <li>-conflict, resolution, setting, character traits, plot (6.5a,g)</li> </ul> </li> </ul>			
<b>Vocabulary:</b> analyze, audience, author's craft, author's tone, context, external conflict, figurative language, idiom, internal conflict, narrative, roots, synthesize, theme, topic sentence			

# My boards



IBMYP unit  
question.



Daily reflection,  
question.

# My schedule

		Class 1	Class 2	Class 3	Class 4	Class 5
L  E  A   R N	L	Do Now- Writing (5-7 min)				
	E	Whole Group Lesson I DO (10-20 min)	Whole Group Mini Lesson I DO (5-10 min)			Whole Group Explicit Writing Instruction I DO (10-15 min)
	A		Guided Practice WE DO (10-15 min)	Independent Practice YOU DO (10-15 min)	Guided Practice WE DO (5-10 min)	
		Guided Practice WE DO (10-15)	Small Group Instruction/ Independent Practice YOU DO (15-20 min)		Small Group Instruction/ Independent YOU DO (15-20 min)	
	R N	Reflection/Closure (3-5 min)				





# My calendar

	Whole Group	Small	Group	Indep.
MONDAY 9/17	What are the 6 write traits 1, 2 + 3 & 4	Id + the	investigate traits	
TUESDAY 9/18	What are the 6 write traits? 5, 6 - review	model + rubric	use	
WEDNESDAY 9/19	6 traits practice (m/c cards) "mouse alert!" assess - mouse alert	use rubric text	on authentic context	
THURSDAY 9/20	Practice the use of rubric	Harder than you think (c) Use 5, 6, 7, 8, 9 The Joker Write one 5, one 6	Why I read The 6 best books A review	
9/21	summative		Write - How do you feel we did?	



# Mild, Medium and Spicy Notes

SPICY Class Notes	
	
Name: _____	
Class: _____	
Period: _____	
Date: _____	
Topic: _____	
What is Style?	Definition - _____ _____ _____ 1. _____ 2. _____ 3. _____ 4. _____  <i>Key Words to Describe an Author's Style</i> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____
What is Tone?	Definition - _____ _____ _____ _____ _____ _____ _____ _____ Tone <i>must</i> be _____

Medium Class Notes	
	
Name: _____	
Class: _____	
Period: _____	
Date: _____	
Topic: _____	
Style	Definition - _____ _____ _____  Four things that reveal the author's style: 1. _____ 2. _____ 3. _____ 4. _____  <i>Key Words to Describe an Author's Style</i> Key Words: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____
Tone	Definition - _____ _____ _____  You can recognize tone by _____ _____ _____  Their language will reveal his/her _____ _____ _____  Tone <i>must</i> be _____

# Example of our Vertical Planner

21

Time Frame	Unit Topic	MYP Objectives	State/Provincial Standards	Aol	Significant Concept (Aol Student Learning Expectation)	MYP Unit Question	MYP Assessment Task	MYP Criteria
10-12 days	Quarter 1 Unit 1 Part 1- Context Clues, Analogies, Homophones and Figurative Language	A 1, 2 B 7,8,9	6.4 a,b,c,d,e	Approaches to Learning  Human Ingenuity	Students will be able to identify, recognize and apply their knowledge of the use of context clues, word parts, figurative language and analogies while using reference materials	How does the use of variations of word choice help us to better connect to our understanding text and how we write?	Ecart Identification of sample texts Exit tickets Reflection Sheets	A: Content (receptive and productive) B: Organization
11-14 days	Quarter 1 Unit 1: Fiction Part II	A 1, 2, 3, 5, 6 B 9 C10,12,13,14,15	6.5 a, b,c, f, g, i, l 6.7 a, b, c, d, f, g, i 6.8 a, b, c, d, e, f	Approaches to Learning  Human Ingenuity	Students will develop an understanding of the different elements of fiction including: Setting, Plot, Main Idea, Inference, Authors Craft, Authors Tone, Authors Purpose, Character, Conflict: Internal/External.	How do our values and beliefs shape who we are as individuals and influence our behaviours and our choice of text.	Ecart (multiple choice, writing, and or thinking portion) 2 Summative Assessments Identification of sample texts Exit tickets Reflection	A: Content (receptive and productive) B: Organization C. Style and Language Mechanics
6-8 days	Quarter 1 Unit 2- Narrative Non-Fiction	A 1, 5, 6 B 7,8,9 C10,12,13,14,15	6.4 a, c, e 6.5 a, b, c, d, e, f, g, h,j, l 6.7 b, c, d, f, g, i, j 6.8 a, c, d, e, g, i	Approaches to Learning  Human Ingenuity	Students will use Narrative Non-Fiction (biographies) to explore text and find similarities/differences to Fiction.	What is the connection between narrative non-fiction and fiction?	Ecart (with Multiple Choice, Writing and/or Thinking portion) Identification of sample texts Exit tickets Reflection	A: Content (receptive and productive) B: Organization C. Style and Language Mechanics
9-11 days	Exploring Nonfiction	A 1, 2, 3, 4, 5, 6 B 7 C 10,11,12,13,14, 15	6.4 a, b, c, e, 6.6 a, b, f, g, i, j ,k, l 6.7 b,c, d, f, g, h, i, j 6.8 a, c, d, e, f, g, h, j	Approaches to Learning  Human Ingenuity	Students will explore nonfiction text to better understand internal and external text structure.	How does my knowledge and understanding of Non-Fiction text(s) help me communicate what I know in a respectful way?	Ecart (multiple choice, writing, and or thinking portion) Identification of sample texts Exit tickets Reflection	A: Content (receptive and productive) B: Organization C. Style and Language Mechanics

# Vertical Articulation Plan

- We met over the summer grades 6-8
- Discusses trends
- Defended and celebrated trends
- Shared resources and common language
- Met in the fall grades 6-12





# Analyze your pacing guide and testing blue print....

- How would you “prioritize” your standards?
- How do your priorities compare with the testing blueprint?
- How can we meld life needs with testing needs?
- Think outside your content.... Looking at your standards how could you advertise your needs to be covered in other content classes?

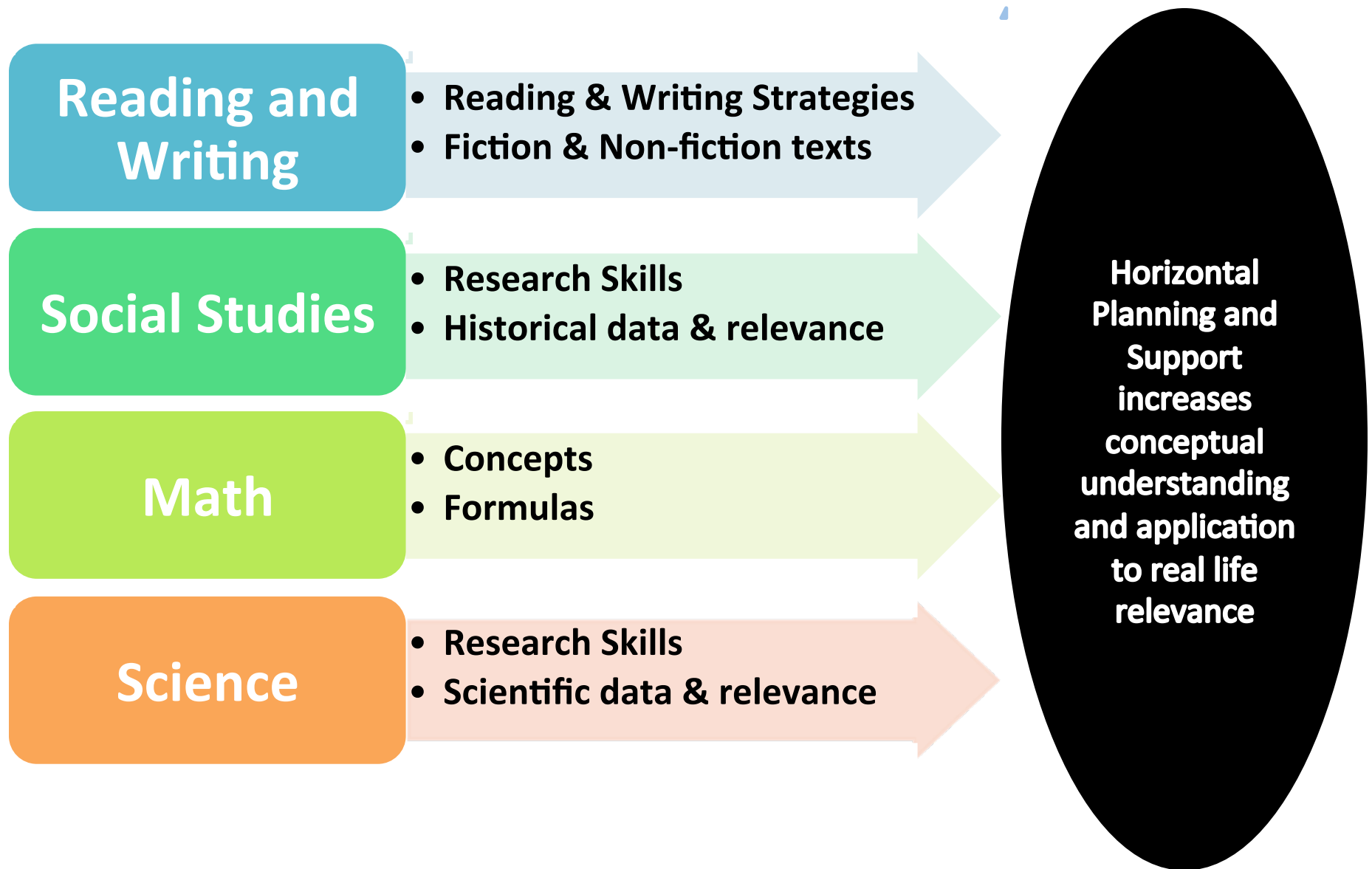






**Lunch  
Break**

# Interdisciplinary Collaboration



# Benefits of “Common Wealth”

## You are NOT alone

- Sharing & Tweaking ideas
- Less work, but requires a lot of trust, flexibility and sharing.
- New opportunities, new ideas and new guides!

## Kids talk, use that to your benefit!

- “water cooler “ discussions
- Open minded perspectives
- Behaviors improve
- Ownership
- Excitement
- MEANINGFUL CONNECTIONS!

## Increased success through

- Common /Shared CLT Assessments and Rubrics
- Interdisciplinary projects and field trips
- Closing “the real gap”
- Common SOL
- DIFFERENTIATION
- Task and data focused planning

# Writing Rubric

Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Period: \_\_\_\_\_ Grade/Score: \_\_\_\_\_

SUMMATIVE MYP Criteria		1-2 Rarely meets expectations	3-4 Sometimes meets expectations	5-6 Consistently meets expectations	7-8 Exceeds expectations
FORMATIVE MYP Criteria		1	2	3	4
<b>Ideas</b> <b>(Criterion A: Content)</b> <i>Is my thought clear &amp; interesting?</i> <i>Does it have details?</i> <i>Does it have a main idea?</i>		<input type="checkbox"/> I do not have a clear main idea. <input type="checkbox"/> I have little or no details to support my main idea. Some details are random or unrelated. <input type="checkbox"/> I don't show a lot of imagination or careful thought in my work.	<input type="checkbox"/> My main idea is somewhat unclear. <input type="checkbox"/> I have some details, but not enough to convince the reader. <input type="checkbox"/> Some parts show that I put thought and imagination into this	<input type="checkbox"/> I have a clear main idea. <input type="checkbox"/> I use a lot of general details to support my main idea. <input type="checkbox"/> You can tell that I've used my imagination and thought carefully about my work.	<input type="checkbox"/> I have a clear main idea. <input type="checkbox"/> All of my details support my main idea. <input type="checkbox"/> I carefully choose the best details to support my main idea. <input type="checkbox"/> My work is unique and shows a lot of original thought and imagination.
<b>Organization</b> <b>(Criterion B: Organization)</b> <i>Does my writing have a clear beginning, middle and end?</i> <i>Have I indented my paragraphs?</i>		<input type="checkbox"/> My writing doesn't have any structure, so there is no clear beginning, middle and/or end. <input type="checkbox"/> I have not indented my paragraphs.	<input type="checkbox"/> I've tried to use a structure to organize my work, but you can't always tell how I got from one idea to the next. <input type="checkbox"/> I have inconsistently indented correctly.	<input type="checkbox"/> My work is well organized and my writing is clear. There is a clear beginning, middle and end. <input type="checkbox"/> I have indented correctly most of the time.	<input type="checkbox"/> My work is well organized and my writing is clear so that my ideas just seem to flow naturally. <input type="checkbox"/> I have a well-developed beginning, middle and end. I have a strong beginning and ending. <input type="checkbox"/> I have indented correctly and consistently.
<b>Conventions</b> <b>(Criterion C: Style &amp; Mechanics)</b>	<b>Punctuation</b> <i>(,,""? and proper nouns)</i>	<input type="checkbox"/> I did not use correct punctuation so it is hard to follow my writing.	<input type="checkbox"/> I used some correct punctuation so the reader can follow my writing.	<input type="checkbox"/> I used correct punctuation most of the time. <input type="checkbox"/> My paper is easy to read.	<input type="checkbox"/> I used correct punctuation. <input type="checkbox"/> My paper is exceptionally easy to read and flows well.
	<b>Verb Tense</b> <i>Is my verb tense consistent?</i>	<input type="checkbox"/> My verb tense is inconsistent and I have many errors in my writing.	<input type="checkbox"/> My verb tense is somewhat consistent and there are some errors throughout my writing.	<input type="checkbox"/> My verb tense is correct and has few errors throughout my writing.	<input type="checkbox"/> My verb tense is consistent and clear throughout my writing.
	<b>Subject/Verb Agreement</b> <i>Do my subjects and verbs agree?</i>	<input type="checkbox"/> My subject/verb agreement is inconsistent and there are many errors.	<input type="checkbox"/> My subject/verb agreement is somewhat consistent and there are some errors.	<input type="checkbox"/> My subject/verb agreement is mostly correct and has few errors.	<input type="checkbox"/> I am consistent with the subject/verb agreement throughout my writing.
	<b>Capitalization</b>	<input type="checkbox"/> I used capitals incorrectly and/or I did not capitalize some proper nouns.	<input type="checkbox"/> I used capitals correctly some of the time and/or some of the proper nouns are capitalized.	<input type="checkbox"/> I used capitals correctly and capitalized proper nouns most of the time.	<input type="checkbox"/> I used capitals correctly and capitalized proper nouns consistently.
	<b>Spelling</b>	<input type="checkbox"/> I misspelled many words. My errors interfere with understanding the text.	<input type="checkbox"/> I spelled frequently used words correctly but there are some errors in spelling.	<input type="checkbox"/> I spelled most words correctly.	<input type="checkbox"/> I spelled all words correctly.

Comments: \_\_\_\_\_

# Art Rubric, notice the similarity?

Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Period: \_\_\_\_\_ Grade/Score: \_\_\_\_\_

SUMMATIVE MYP Criteria C: Reflection & Evaluation		1-2 Rarely meets expectations	3-4 Sometimes meets expectations	5-6 Consistently meets expectations	7-8 Exceeds expectations
<b>Ideas (Content)</b>  <i>Does it show my thinking about the guiding question? (This should be the main idea.)</i>  <i>Does it explain the decisions you made as an artist and why you made them? (Supporting details)</i>		<input type="checkbox"/> I do not have a clear main idea.  <input type="checkbox"/> I have little or no details to support my main idea. Some details are random or unrelated.  <input type="checkbox"/> My writing does not show my thinking about my work.	<input type="checkbox"/> My main idea is somewhat unclear.  <input type="checkbox"/> I have some details, but not enough to convince the reader.  <input type="checkbox"/> Some parts show the thinking behind my work.	<input type="checkbox"/> I have a clear main idea.  <input type="checkbox"/> I use a lot of general details to support my main idea.  <input type="checkbox"/> You can understand the thinking behind my work.	<input type="checkbox"/> I have a clear main idea.  <input type="checkbox"/> All of my details support my main idea.  <input type="checkbox"/> I carefully choose the best details to support my main idea.  <input type="checkbox"/> My statement is unique, original and clearly shows the thinking behind my work.
<b>Organization</b> <b>(Language A, Criterion B: Organization)</b>  <i>Does my writing have a clear beginning, middle and end?</i> <i>Have I indented my paragraphs?</i>		<input type="checkbox"/> My writing doesn't have any structure, so there is no clear beginning, middle and/or end.  <input type="checkbox"/> I have not indented my paragraphs.	<input type="checkbox"/> I've tried to use a structure to organize my work, but you can't always tell how I got from one idea to the next.  <input type="checkbox"/> I have inconsistently indented correctly.	<input type="checkbox"/> My work is well organized and my writing is clear. There is a clear beginning, middle and end.  <input type="checkbox"/> I have indented correctly most of the time.	<input type="checkbox"/> My work is well organized and my writing is clear so that my ideas just seem to flow naturally.  <input type="checkbox"/> I have a well-developed beginning, middle and end. I have a strong beginning and ending.  <input type="checkbox"/> I have indented correctly and consistently.
<b>Conventions</b> <b>(Criterion C: Style &amp; Mechanics)</b>	<b>Punctuation</b> <i>(,,""!? and proper nouns)</i>	<input type="checkbox"/> I did not use correct punctuation so it is hard to follow my writing.	<input type="checkbox"/> I used some correct punctuation so the reader can follow my writing.	<input type="checkbox"/> I used correct punctuation most of the time.  <input type="checkbox"/> My paper is easy to read.	<input type="checkbox"/> I used correct punctuation.  <input type="checkbox"/> My paper is exceptionally easy to read and flows well.
	<b>Capitalization</b>	<input type="checkbox"/> I used capitals incorrectly and/or I did not capitalize some proper nouns.	<input type="checkbox"/> I used capitals correctly some of the time and/or some of the proper nouns are capitalized.	<input type="checkbox"/> I used capitals correctly and capitalized proper nouns most of the time.	<input type="checkbox"/> I used capitals correctly and capitalized proper nouns consistently.
	<b>Spelling</b>	<input type="checkbox"/> I misspelled many words. My errors interfere with understanding the text.	<input type="checkbox"/> I spelled frequently used words correctly but there are some errors in spelling.	<input type="checkbox"/> I spelled most words correctly.	<input type="checkbox"/> I spelled all words correctly.

Comments: \_\_\_\_\_



# Examples:

- Science- Weather Unit
  - Math- help with graphing temperature
  - Language Arts- Character Traits of weather, reading stories about weather, conflict vs. nature.
  - Social Studies- How does the environment and weather determine a home, culture...of the indigenous peoples?
- Social Studies-
  - Math- help with creating charts and graphs on data.
  - Language Arts-Character Traits of events and historical figures, reading stories about weather, conflict vs. \_\_\_\_\_ in events.
  - Science- how does the environment and weather determine an impact an event?

# Interdisciplinary Planning

Unit and estimated when in the quarter taught (Q1, Q2 etc)	Summary of topic (in user friendly language-detailed)	Creative ways you think someone else (content) could help	Creative ideas from other content	Key Vocabulary	W
<u>Astronomy Lab 1</u> 9/16-9/20	Great Minds & Great Gadgets 1 Nature of Science & Space Technology	Students read about and sort cards about Aristotle, Ptolemy, Copernicus, and Galileo. Students make a timeline booklet detailing some of the space technological advancements in the past one hundred years	L&L- could we use some of the cards during our narrative fiction unit to talk about character traits and external text structures? Or you could front load in talking about their character traits.	Aristotle, Ptolemy, Copernicus, Galileo, heliocentric, geocentric, rocket, satellite	
<u>Lab 2 9/23-9/27</u>	Spinning in Circles 2 Investigating the Reasons for Day/Night and Seasons	The teacher will demonstrate a model of how the Earth rotates to cause day and night. Students will conduct an experiment which provides evidence to explain the change of seasons.	L&L- this could be a great discussion on conceptualizing cause and effect (earth rotates) and compare/contrast (difference between day/night and seasons.	axis, axial tilt, orbit, revolution, rotation	
<u>Lab 3 9/30-10/4</u>	Fly Me to the Moon 3 Investigating the Moon and Its Phases	Students read and take notes about the moon and moon explorations to write a friendly letter about an imaginary trip to the moon.	L&L- it would be great if you could use the 6 write traits model and rubric/check list for the letter.	phases of the moon	

# Questions to explore....

- How do we ensure all students with diverse learning needs are accessing the MYP at different levels?
- What can we do at your school to connect all learners with rigorous and growth mindset experiences?
- What is one thing YOU will do to improve your students access to MYP?







**I CARE MORE ABOUT  
THE PEOPLE MY STUDENTS  
BECOME THAN THE  
SCORES ON THE TESTS  
THEY TAKE.**

**#TEACHERCONFESSION**

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