

Appendix I.2 • Demonstrating Competence in and Application of Grade-Level Math Concepts

Rating	Performance Picture (Description of Evidence)
Geared for Success	<p><i>All of the following:</i></p> <p>Clearly achieving at or above standard in math for this point in the year (overall teacher judgment based on student coursework, in-class assessments, teacher observation, tests, conversations, interviews with students, and/or other relevant assessments).</p> <p>The learner is <i>actively</i> and <i>usefully</i> applying grade-level math concepts to everyday life, even outside the classroom (as reported or observed by parents, students, and others).</p> <p>The learner sees math as relevant and meaningful for his or her life, now and in the future (as evidenced by surveys, coursework, and/or other relevant assessments).</p>
Well on Track	<p><i>All of the following:</i></p> <p>Achieving at standard in math, or <i>very</i> close to it, for this point in the year (overall teacher judgment based on student coursework, in-class assessments, teacher observation, tests, conversations, interviews with students, and/or other relevant assessments).</p> <p>The learner is <i>regularly</i> applying grade-level math concepts to everyday life, even outside of the classroom (as reported or observed by parents, students, and others).</p> <p>Generally seeing math as relevant to everyday life. This is evident in reported attitudes gathered through assessments (e.g., surveys, teacher observation, and discussions with the student).</p>
Looking Promising	<p>Matches this picture most closely (though perhaps not exactly):</p> <p>Reasonably close to achieving at standard in math for this point in the year, although with some areas of weakness (overall teacher judgment based on student coursework, in-class assessments, teacher observation, tests, conversations, interviews with students, and/or other relevant assessments).</p> <p>The learner is <i>occasionally</i> applying grade-level math concepts to everyday life, even outside of the classroom (as reported or observed by parents, students, and others).</p> <p>Starting to see math as relevant to his or her life. This is evident in reported attitudes gathered through assessments (e.g., surveys, teacher observation, and discussions with the student).</p>
Getting Started	<p>Matches this picture most closely (though perhaps not exactly):</p> <p>Well short of achieving at standard in math for this point in the year, with some significant areas of weakness (overall teacher judgment based on student coursework, in-class assessments, teacher observation, tests, conversations, interviews with students, and/or other relevant assessments).</p>

(Continued)

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Rating	Performance Picture (Description of Evidence)
	<p>The learner is only <i>rarely</i> applying grade-level math concepts to everyday life, including inside classroom (as reported or observed by parents, students, and others).</p> <p>Likely to have a very limited view of the relevance of math to his or her life. This is evident in reported attitudes gathered through assessments (e.g., surveys, teacher observation, and discussions with the student).</p>
Substantially off Track	<p>Matches this picture most closely (though perhaps not exactly):</p> <p>Seriously below standard in math for this point in the year (overall teacher judgment based on student coursework, in-class assessments, teacher observation, tests, conversations, interviews with students, and/or other relevant assessments).</p> <p>The learner does not appear to be applying grade-level math concepts to everyday life, either inside or outside of the classroom (as reported or observed by parents, students, and others).</p> <p>Seeing little or no relevance of math in relation to his or her life. This is evident in reported attitudes gathered through assessments (e.g., surveys, teacher observation, and discussions with the student).</p>

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