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I spend countless hours writing, researching, editing and generating graphics/charts for each question. I want to continue creating useful content for you to use - however, I also want to ensure my work is fairly compensated.

Therefore, below are the terms and conditions for use of our materials.

What is allowed:

- photocopying our content for your students to use.
- posting a copy of our content (ie. questions, rubrics) on a password protected site for your students to access and/or complete.
- copying our questions into your tests or assignments. Please give credit in this case.

What is not allowed:

- Selling our content.
- Repackaging our content in your own materials and then selling it. NOTE: giving credit to us still does not make this okay.
- Distributing and/or posting our content online (for example, on social media or a blog).

Thank you for supporting us. And, we look forward to helping you with your teaching practice. Please feel free to reach out to us if you have any questions or suggestions.

Sincerely,

Kent  
REAL Science Challenge Founder  
Science Department Head (Burnaby South Secondary)

# STARTING YOUR STANDARDS BASED ASSESSMENT JOURNEY

## #1. Be intentional with your assignments and test questions


- Review assignments, tests, and quizzes and modify them to allow you to better assess skills.
- If an assignment or test question can't be used to assess a skill, don't be afraid to scrap the assignment or question.

Curricular Competency	Questions				
Processing & Analyzing	1-6	Emerging	Developing	Proficient	Extending
Questioning & Predicting	7	Emerging	Developing	Proficient	Extending
Evaluating, Analyzing & Innovating	8	Emerging	Developing	Proficient	Extending

*Example of Restructuring Questions on a Test*

## #2. Be clearer with your rubrics

- A good starting point would be to take an existing rubric and define the descriptors that define each proficiency level. For example, if a proficient level is defined as complete understanding, what would a proficient response include?
- Consider this: teachers may say a sophisticated (ie. Extending) response shows "outside-the-box thinking", but what would count as "outside-the-box thinking"?

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

*Sample Rubric from BC Ministry of Education*

## #3. Give time for students to practice

- If I'm going to have a question on a test that has students perform a specific task (ex. write a prediction), then I need to give students an opportunity to perform the same task BEFORE they write the test and evaluate that same task against the rubric I will be using.