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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:

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- 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)

Case Studies in Science Ed: Standards Based Assessment

Note: This is a work of fiction. Unless otherwise indicated, **all the names, characters, businesses, places, events and incidents in this book are either the product of the author's imagination or used in a fictitious manner.** Any resemblance to actual persons, living or dead, or actual events is purely coincidental.

1. Galileo G. is in your class and he's missed a lot of classes this term. As a result, Galileo has numerous missing assignments and tests this term. Furthermore, many of his absences are unexcused. If Galileo shows up at the end of the term and demonstrates his learning on the alternate, "make-up" assignments created by you, would you assess Galileo as "Proficient" or "Extending" this term for his curricular competencies?
2. Albert E. is an ELL student in Science class. Albert regularly uses digital translators to translate test questions into his first language. On assignments, he's given multiple adaptations and extensions of time (maybe to account for time needed to translate text or to use Khan Academy to watch content videos multiple times). Also, Albert has been given the opportunity to complete a few drafts of his assignment before submitting to edit for grammar. Would you assess Albert as Proficient or Extending? Why?
3. Marie C. is a good student in class. She understands class lectures, participates in class discussion, and hands in her homework, to the letter, as it is assigned by her teacher. She completes her work competently. Is Marie a solid Proficient student, or is she Extending? Does Marie need to complete bonus work or go beyond the scope of the course (ie. reading up on and applying content knowledge from the next grade, or asking brilliant questions in class) in order to reach Extending, or is she already Extending for completing the work asked of her? By the way: it is still Term 1. Would the time of the year impact your answer to this case study?
4. Rosalind F. is Extending on labs or assignments this term. However, she's getting DEV on her tests. Would you assess Rosalind as Proficient or Extending? Explain.
5. Isaac N. achieved a "Developing" mark in the first half of the school year. During this time, Isaac was studying the physics and chemistry units, respectively. In the second half of the school year, Isaac achieved a "Proficient" mark. During this time, Isaac was studying the biology and earth science units. What would you say is Isaac's mark (Emerging, Developing, Proficient, or Extending)? Explain.