

**Curriculum-Based Measurement (Goal #3) Worksheet Examples**

<b>Teacher:</b> Mrs. Newton		<b>School Year:</b> 2016-2017		
<b>Subject/Grade/Course:</b> U.S. History / 11th grade Periods 1, 2, 4 & 6		<b>Student Population Description:</b> all students	<b>Instructional Period:</b> full year	
<b>Curriculum-Based Measurement (CBM)</b>	<b>Standard(s) Assessed:</b> St. 1 U.S. History 1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze, and interpret data, and interpret defended by evidence.			
	<b>Performance Target / Essential Content:</b> Students will explain & analyze a current event in relationship to historical precedence using primary and secondary text sources. A written argumentative essay with an accurate and comprehensive description of the relationship between the current issue and historical precedent will demonstrate their understanding of primary and secondary sources.			
<b>Baseline Assessments, Data, &amp; Rationale</b>	<b>Baseline Data and/or Rationale:</b> The following sources were examined to determine students' overall baseline status: prior year PARCC ELA data; Unit 1 U.S. History unit 1 assessment open response cores			
<b>Progress Monitoring</b>	<b>Ongoing Assessment to Monitor Student Progress:</b> quarterly persuasive responses citing text evidence as defense; citing evidence from source scores;			
<b>Summative Assessment, Scoring, &amp; Data</b>  <i>(Percentages must be defined for all 4 performance levels.)</i>	<b>Summative Assessment:</b> Students will be given a packet of primary and secondary sources related opinions of U.S. military involvement and a hypothetical scenario between the U.S. and a foreign country.			
	Students will write a 1-2-page persuasive response essay either pro or con (Rubric attached)			
	<b>Scoring:</b> Use grade level / department rubrics for persuasive response			
	<b>Performance Goal / Student Learning Outcome:</b> Students will learn a 3 on the persuasive response rubric.			
	<b><u>GROWTH TARGETS &amp; FINAL RESULTS</u></b>			
	<b>DOES NOT MEET – 1</b>	<b>APPROACHING – 2</b>	<b>MEETS - 3</b>	<b>EXCEEDS – 4</b>
	<i>Less than 30% of my students earned a 3</i>	<i>31-49 % of my students earned a 3</i>	<i>51-89 % of my students earned a 3</i>	<i>90 % of my students earned a 3</i>
<b>Teacher Rating Based on Percentage of Students Meeting Learning Outcome</b>	I earned a 3 with 53% of my students meeting the learning outcome.			

<b>Teacher:</b> Miss Simoness		<b>School Year:</b> 2016-2017		
<b>Subject/Grade/Course:</b> 6 <sup>th</sup> grade math classes		<b>Student Population Description:</b> 3 regular; 1 remedial; 1 honors	<b>Instructional Period:</b> Full year	
<b>Curriculum-Based Measurement (CBM)</b>	<b>Standard(s) Assessed:</b> All 6 <sup>th</sup> grade math standards in complex, multi-step problem-solving situations and constructed response with complex, multi-step problems.			
	<b>Performance Target / Essential Content:</b> Students will demonstrate the ability to independently solve problems integrating multiple mathematical concepts to applications of content in new and varied contexts. Students must be able to demonstrate their reasoning clearly through problem solving, written explanations and procedural fluency.			
<b>Baseline Assessments, Data, &amp; Rationale</b>	<b>Baseline Data:</b> Data sources: 2015 PARCC Math results (%M&E) 5 <sup>th</sup> grade 29% 6 <sup>th</sup> Grade 24%; Unit 1 Constructed Response.			
<b>Progress Monitoring</b>	<b>Ongoing Assessment to Monitor Student Progress:</b> quarterly and end-of-unit math problem solving and constructed response assessments			
<b>Summative Assessment, Scoring, &amp; Data</b>  <i>(Percentages must be defined for all 4 performance levels.)</i>	<b>Summative Assessment:</b> The summative assessment used will be the grade level-developed 6th grade summative assessment - the constructed-response items. The assessment covers all content covered in the 6th grade CAS and is aligned to the Type I, Type II, and Type III tasks required on the PARCC Math assessments for 6th grade. The test will be given by all 6th grade Math teachers at our school.			
	<b>Scoring:</b> I will score the culminating assessment's 10 constructed-response items using a 3-point rubric or 4-point rubric depending upon the item. (Math Depart will dually, blind score a sample of quarter assessments to establish common expectations and anchor samples.) blind scored papers as anchor papers. Teachers will then score the remainder of their own students' assessments. For scoring purposes, the regular and remedial sections will carry 3 times the weight of the honors section.			
	<b>Performance Goal / Student Learning Outcome:</b> Students will score 80% or higher on culminating assessment.			
	<b><u>GROWTH TARGETS &amp; FINAL RESULTS</u></b>			
	<b>DOESN'T MEET – 1</b>	<b>APPROACHING – 2</b>	<b>MEETS - 3</b>	<b>EXCEEDS – 4</b>
<i>Less than 40% of students scored 80% or higher</i>	<i>41 - 52% of students scored 80% or higher</i>	<i>53 - 65% of students scored 80% or higher</i>	<i>66 - 100% of students scored 80% or higher</i>	
<b>Teacher Rating</b> <i>Based on Percentage of Students Meeting Outcome</i>	55% of my students scored 80% or higher on final assessment. I am a 3.			

<b>Teacher:</b> Ms. Farcelto		<b>School Year:</b> 2016-2017		
<b>Subject/Grade/Course:</b> Drama 1		<b>Student Population Description:</b> all students in both semesters	<b>Instructional Period:</b> 2 semesters	
<b>Curriculum-Based Measurement (CBM)</b>	<b>Standard(s) Assessed:</b> Create: ● Character development in improvised and scripted works ● Creation, appreciation, and interpretation of scripted works Perform: ● Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences Critically Respond: ● Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions			
	<b>Performance Target / Essential Content:</b> Students will develop a character as part of a one-act ensemble play that showcases vocal characteristics and techniques, posture, and movement to convey the physical, social, and psychological dimensions of a character.			
<b>Baseline Assessments, Data, &amp; Rationale</b>	<b>Baseline Data:</b> Baseline data: the tryout scores (rubric); in-class pre-test; previous Drama 1 scores Because the same summative assessment, rubric, and scoring procedures have been in place the last two years, the targets for this year's classes are set in relation to prior year's student results in comparison to their baseline characteristics.			
<b>Progress Monitoring</b>	<b>Ongoing Assessment to Monitor Student Progress:</b> informal classroom observations; Weeks 3 & 6 assessments; Additionally, students will be given a formative assessment during the 1st two weeks of class comprised of a single scene to prepare and act out with a partner. Each scene presentation will be videotaped and critiqued by the class and myself, using the rubric.			
<b>Summative Assessment, Scoring, &amp; Data</b>  <i>(Percentages must be defined for all 4 performance levels.)</i>	<b>Summative Assessment:</b> The summative assessment is a performance task based on each student's performance in an ensemble one-act play. To accommodate all students, multiple teacher-selected one-act plays will be utilized. The plays will be held early in the month before the end of each semester.			
	<b>Scoring:</b> An overall rubric score 'Meets Expectations' corresponding to a 3 on a 5-point scale.			
	<b>Performance Goal / Student Learning Outcome:</b> Students will earn a 3, 4, or 5 on the rubric scale based on the final assessment.			
	<b><u>GROWTH TARGETS &amp; FINAL RESULTS</u></b>			
	<b>DOESN'T MEET – 1</b>	<b>APPROACHING – 2</b>	<b>MEETS - 3</b>	<b>EXCEEDS – 4</b>
0 – 59% of students earned a 3 or higher on rubric	60 - 79% of students earned a 3 or higher on rubric	80 – 90% of students earned a 3 or higher on rubric	91 - 100% of students earned a 3 or higher on rubric	
<b>Teacher Rating</b> <i>Based on Percentage of Students Meeting Outcome</i>	I meet the expectation (3) as 90% of my students earned a 3, 4 or 5 on rubric on final assessment.			

**Teacher:** Mr. Gaffigan

**School Year:** 2016-2017

<b>Subject/Grade/Course:</b> 2 <sup>nd</sup> grade	<b>Student Population Description:</b> all students all sections	<b>Instructional Period:</b> year long	
<b>Curriculum-Based Measurement (CBM)</b>	<b>Standard(s) Assessed:</b> 1. Expression of Music 2. Perform simple rhythmic, melodic, and harmonic patterns 2. Creation of Music 2. Identify rhythmic and melodic notation patterns 3. Theory of Music 1. Comprehension and use of appropriate vocabulary for dynamics, tempo, meter and articulation 2. Comprehension of beginning notational elements and form in music 3. Comprehension of vocal and instrumental tone colors 4. Comprehension of beginning melodic and rhythmic patterns		
	<b>Performance Target / Essential Content:</b> Students will: <ul style="list-style-type: none"> <li>- Perform simple rhythm patterns using quarter, paired eighths and quarter rest</li> <li>- Label line/space notes on the music staff</li> <li>- Visually identify familiar instruments by name and category</li> <li>- Distinguish between same/different sections in a simple song</li> <li>- Demonstrate an understanding of the difference between audience and performer</li> </ul>		
<b>Baseline Assessments, Data, &amp; Rationale</b>	<b>Baseline Data:</b> My baseline data is my experience and data from the previous two years. Students historically come into 2 <sup>nd</sup> grade with comparative learning characteristics. Therefore, I set relative learning targets.		
<b>Progress Monitoring</b>	<b>Ongoing Assessment to Monitor Student Progress:</b> classroom assessments; observation; unit assessments		
<b>Summative Assessment, Scoring, &amp; Data</b>  <i>(Percentages must be defined for all 4 performance levels.)</i>	<b>Summative Assessment:</b> A performance assessment will be used to assess whether a student can complete the required task.		
	<b>Scoring:</b> Students will have 2 attempts per task to demonstrate proficiency on different days. Students will earn a 2 - in progress or 3 – proficient. If they are proficient on the first attempt, they will not need to do the same task a second time. Each of the 5 performance tasks will have equal weight. The student’s final score will be an average of 5 performance task scores.		
	<b>Performance Goal / Student Learning Outcome:</b> Students will earn a 3 on the five performance tasks.		
	<b><u>GROWTH TARGETS &amp; FINAL RESULTS</u></b>		
	<b>DOESN'T MEET – 1</b>	<b>APPROACHING – 2</b>	<b>MEETS - 3</b>
0 - 25% of students averaged a 3 or higher	26-49% of students averaged a 3 or higher	50 – 80% of students averaged a 3 or higher	81 - 100% of students earned a 3 or higher on rubric
<b>Teacher Rating</b> <i>Based on Percentage of Students Meeting Outcome</i>	Meets – 63% averaged a 3 or higher on performance		