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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  | *Earn* ***two*** *(2) to master a chapter.* | | | | | **Date** | **Ch.** | **Mastery Goal** | **Quizzes/Exams** | | | | | W 1/23 | # | My course had 12 learning standards. I summarized each here for students to gauge their understanding. | ❑ | ❑ | ❑ | ◼ | | F 1/25 | | M 1/28 | | W 1/30 |  |  | ❑ | ❑ | ❑ | ◼ | | F 2/1 |  |  | ❑ | ❑ | ❑ | ◼ | | M 2/4 | | W 2/6 | | F 2/8 |  |  | ❑ | ❑ | ❑ | ◼ | | M 2/11 | | W 2/13 | | F 2/15 | | M 2/18 |  | |  |  |  |  | | W 2/20 |  |  | ❑ | ❑ | ❑ | ◼ | | F 2/22 | | M 2/25 | | W 2/27 | **Exam 1** | |  |  |  |  | | F 3/1 |  |  | ❑ | ❑ | ❑ | ◼ | | M 3/4 | | W 3/6 | | F 3/8 | | 3/11–15 |  | |  |  |  |  | | M 3/18 |  |  | ❑ | ❑ | ❑ | ◼ | | W 3/20 | | F 3/22 | | M 3/25 |  |  | ❑ | ❑ | ❑ | ◼ | | W 3/27 | | F 3/29 | | M 4/1 |  |  | ❑ | ❑ | ❑ | ◼ | | W 4/3 | | F 4/5 | | M 4/8 | **Exam 2** | |  |  |  |  | | W 4/10 |  |  | ❑ | ❑ | ❑ | ◼ | | F 4/12 | | M 4/15 | | W 4/17 | | F 4/19 | | M 4/22 |  |  | ❑ | ❑ | ❑ | ◼ | | W 4/24 | | F 4/26 | | M 4/29 |  |  | ❑ | ❑ | ❑ | ◼ | | W 5/1 | | F 5/3 | **Exam 3 (Takehome)** | |  |  |  |  | | M 5/6 |  | |  |  |  |  | | F 5/10 | **Final Exam** | |  |  |  |  |   I included an explanation here of the format of the final exam and its “weight” (i.e., the effect it has on students’ overall grade in the course).  **Learning Plan for Our Course** Dates listed subject to change.  **Policies**  **This is:** a summary of the most important course policies. You probably have too many to fit here, so choose strategically (and hand out the rest on separate pages, say).  **Page 4 — Course Title Name:** | Find course mastery standards, policies, important dates, and other information here.  **Attention-Grabbing Title.**  “My” course description, explaining to students why I believe this course is interesting and important, and why it might matter to them.  **Prerequisites?** Maybe mention them here at the end.  A catalog description, and/or list of top-level learning goals.  **Instructor Name** [and@email.address](mailto:and@email.address)  **Contact information, office hours and location, websites, social media handles, …**  **4**  Summary of the kinds of learning tasks and/or assessment styles that will characterize the student experience. Non-traditional pedagogies? Mention them here.  **How You’ll Learn It**  **2-3**  **4**  **What You’ll Learn**  **You Should Know**  **Course Number Semester Meeting Times**  **My Visual Syllabus Course Title** |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *Summary of my motivation for using standards-based grading, and why students may find it beneficial (even though it will be unfamiliar at first).* | Does the work demonstrate understanding of the concept & meet expectations? | | | | **Learning Progress, Attainment, & Engagement: “The Bundle” To complete a bundle, check *every* box in its column.** No partial credit is awarded. No box may be checked unless all boxes to its left are checked. | | | | | Grade Modifier **C–** needed for prereq/transfer.  **To the grade**  **🡨 earned, add:** | | **YES** — Full Mark ☑ | | **NO** — No Mark Yet ☐ | | | Is it complete & well communicated? | | Is there evidence of partial understanding? | | | YES  **E**xemplary | NO **S**atisfactory | YES **P**rogressing | NO **N**ot Assessed | *Kinds of learning and thinking tasks* | **Beginner** **D** | **Intermediate** **C** | **Advanced** **B** | **Master** **A** | | Highest-order assignment type description. | Summarize specifications for receiving E mark | Summarize specifications for receiving S mark | Summarize specifications for receiving P mark | Summarize specifications for receiving N mark | *Conjecture, Critique* |  | ❑ | ❑ | ❑ | **PLUS ( + )**  ❑ and ❑  **50+ 9/12 XP final**  **No Modifier ( )**  ❑ and ❑  **40+ 6/12 XP final**  **MINUS ( – )**  ❑ and ❑  **30+ 3/12 XP final**  ***If the above are not met, receive the next-lowest grade and +.* (For example, a B bundle would become C+.)** | | *Ex: Project, longitudinal portfolio, term paper, …* |  |  |  |  | *Create, (Dis-)Prove* |  | (P) | (S) | (E) | | Higher-order assignment type description. | Summarize specifications for receiving E mark | Summarize specifications for receiving S mark | Summarize specifications for receiving P mark | Summarize specifications for receiving N mark | *Deduce, Contrast* |  | ❑ | ❑ | ❑ | | *Ex: Hour exams, mini-project, unit portfolio, …* |  |  |  |  | *Compare, Relate* |  |  |  |  | | Lower-order assignment type description.  For me, are mastery quizzes:  ***One***☑ *in this row is earned by* ***Two*** ☑ *in same chapter on p. 4.* | (I tend to reserve “E” marks for exemplary work on higher-order tasks only.) | Summarize specifications for receiving S mark | Summarize specifications for receiving P mark | Summarize specifications for receiving N mark | *Apply, Construct  Identify, Explain* | ❑❑❑❑ | ❑❑❑ | ❑❑❑ | ❑❑ | | Lowest-order assignment type description.  Ex: Reading quizzes, daily check-ins, other short formative tasks |  | Summarize specifications for receiving S mark | Summarize specifications for receiving P mark | Summarize specifications for receiving N mark | *Understand, Illustrate*  *Recite, Remember* | ❑❑❑❑❑ ❑❑❑❑❑ | ❑❑❑❑ | ❑❑❑❑ | ❑❑❑❑ |   **Revisions** on quizzes and exam sections are given during office hours. Request a 30-minute appointment by visiting **Experience Points (XP) ⮝**  the *#drsoffice* board in Slack. **Subject to review of homework**. Maximum one (1) revision per week, or two (2) with a coupon.are awarded for completing various tasks that enhance your and your classmates’ learning environment. **Page 2 — Course Title Name: Institution Name — Page 3****Progress, Not Points: Our Grading Specifications Making the Grade: Your Progress Chart** Here are the learning activities of our course, and the specifications to which each is assessed. Check off your progress in each learning area *from left to right* on this chart.**Required Text:** Citation(s) **Recommended Text:** Citation(s) **Online Accounts:** Describe any that students will need, or any additional resources students will need.**Course Resources** This course makes use of Open Educational Resources. **Course Website:** **(URL for online hub of course materials)** | |