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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**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** |
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| *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 forprereq/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 learningand 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+ 9/12XP final****No Modifier ( )**❑ and ❑**40+ 6/12XP final****MINUS ( – )**❑ and ❑**30+ 3/12XP 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,ConstructIdentify,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)** |