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## WVMS Parent Assessment and Scoring Guide Handbook

This guide is intended to give parents more specific information on what Westside Village Magnet School and the State Department of Education expects of all students. We take children from where they are and move them forward, to work on the benchmark that is appropriate for where they are at academically, regardless of age and identified grade level.

Students have been introduced, given opportunities to investigate and, guided through assignments and activities that use skills and concepts imbedded in the State Scoring Guides. The formal assessments require students to independently (without teacher facilitation) use and apply skills learned and practiced.

We understand that this document may provide too much information for some parents and not enough for others. Please feel free to ask WVMS facilitators questions.

Students are required by WVMS, Bend LaPine School District and the Oregon Department of Education to have work samples (assessments) in English (Reading, Writing, and Speaking and Listening), Math, Science, and Social Sciences. WVMS expects students to have more work samples than what the District or State expects. Students are formally assessed twice a year using work samples, using the state-standardized tests on benchmark years, and the state open ended math problem solving and writing assessments. Benchmark years are traditionally at the end of grade 3, 5, and 8. WVMS looks at each individual child, his or her skills and the benchmark that is appropriate. We help each student progress as far forward as possible in all areas.

The following handbook includes a short description of the content areas, specific strands in the content areas, scores students need to pass the benchmark, how many assessments required for Winter and Spring Assessments and the State Scoring Guides. To download or view a complete State Standards Handbook visit:  
<http://www.ode.state.or.us/teachlearn/real/newspaper/>

# Math

Mathematics Strands: **Calculations and Estimations, Measurement, Statistics and Probability, Algebraic Relationships, and Geometry**

All mathematical strands are given equal instruction, investigation and assessment. Students were required to complete two problem-solving assessments and a math/science assessment.

- Beginning mathematicians- (approximate ages 5-7) will work on beginning math problems. Students are not scored in accuracy or verification. Students should have scores of 1 or 2 in each area.
- 1<sup>st</sup> Benchmark students (ages 7-9) will work on problems written for first benchmark students. The State requires each student to have scores of 4s or 5s in each area in order to pass the 1<sup>st</sup> benchmark.
- 2<sup>nd</sup> Benchmark students (ages 9-11) will work on problems written for second benchmark students. The State requires each student to score 4s or 5s in each area in order to pass the 2nd benchmark.
- 3<sup>rd</sup> Benchmark students (ages 11-14) will work on problems written for third benchmark students. (The levels of difficulty for the problems are higher than the previous benchmark.) The State requires each student to score 4s or 5s in each area in order to pass the 3rd benchmark.

## **Mathematics Scoring Guide**

1. Interpret and paraphrase the task or problem into complete math ideas. Use mathematical language. **(Conceptual Understanding)**
2. Choose processes and strategies to solve the problem. Use pictures, words, and numbers to clearly show how the task is solved. **(Processes & Strategies)**
3. Solve the problem a different way. Show how you checked the concepts/strategies/calculations to defend the solution. **(Verification)**
4. The connecting path is clear, allowing the reader to move easily and make connections from one thought to another. Pictures, symbols, and math vocabulary are used to show the path to the solution. **(Communication)**
5. Answers and calculations are precisely correct. The answer is mathematically justifiable and supported. **(Accuracy)**

# Science

Science Strands: **Unifying Concepts and Processes, Physical Science, Life Science, Earth and Space, History and Nature of Science, and Scientific Inquiry.** Students are introduced, have an opportunity to investigate science concepts, and then directed to create and do an experiment. Students' experiments are done independently and then assessed using the State Scoring guide.

- Beginning scientists (approximate ages 5-7) will work on beginning scientific investigations. Most assessments will be teacher directed.
- 1<sup>st</sup> Benchmark students (ages 7-9) will work on scientific questions written for first benchmark students. The state requires each student to have scores of 4s in each area in order to pass the 1<sup>st</sup> benchmark.
- 2<sup>nd</sup> Benchmark students (ages 9-11) will work on scientific questions written for second benchmark students or questions of their own related to scientific concepts. The State requires each student to score 4s or 5s in each area in order to pass the 2nd benchmark.
- 3<sup>rd</sup> Benchmark students (ages 11-14) will create questions of their own related to scientific concepts, investigates and evaluates data. (The levels of difficulty for the problems are higher than the previous benchmark.) The State requires each student to score 4s or 5s in each area in order to pass the 3rd benchmark.

## Science Inquiry Scoring Guide

1. Create (3<sup>rd</sup>) or choose a question to investigate and create a hypothesis. (Includes background knowledge) Relate it to a scientific theory. **(Frame)**
2. Design the investigation to answer or test your hypothesis. Communicate the general procedure and detailed steps of the investigation. **(Design)**
3. Observe, gather, measure, and record your data to organize and interpret. Transform the data in a useful format (graph, chart, diagram, averages, etc.). **(Collect, Present & Communicate)**
4. Evaluate, analyze, and communicate your results accurately. Give specific examples. Share conclusions about your investigation that relate to the scientific concepts, mathematical concept(s) and/or theories and your question or hypothesis. **(Analyze & Interpret)**

## Writing

**Writing Traits:** There are 7 traits that will be taught and evaluated using the State Writing Scoring Guide. Traits are Ideas/Content, Organization, Voice, Word Choice, Sentence Fluency, Citing Sources (for non-fiction writing) and Conventions. Students are required to complete two writing assessments.

- **Beginning writers** (approximate ages 5-7) will work on learning the writing process. Usually student writing is done as language experience (where the adult writes for the child) and or teacher facilitated. Many students are learning to write words and then sentences. Students should have scores of 1 or 2 in each area.
- **1<sup>st</sup> Benchmark students** (ages 7-9) will work on following the writing process and completing writing pieces (writing complete paragraphs.) The State requires each student to have scores of 3 in each area (except for voice and sentence fluency) in order to pass the 1<sup>st</sup> benchmark.
- **2<sup>nd</sup> Benchmark students** (ages 9-11) will work on applying the writing process and completing writing pieces with more developed writing, The State requires each student to score 4s or 5s in each area (except voice) in order to pass the 2nd benchmark.
- **3<sup>rd</sup> Benchmark students** (ages 11-14) will work on applying the writing process and completing writing pieces that are more developed and involved. The State requires each student to score 4s or 5s in each area in order to pass the 3rd benchmark.

**Types of Writing: Imaginative, Expository, Narrative, Persuasive, and Descriptive**

1. The writing piece is clear and focused. The main ideas are easily understood and developed by supporting details. **(Ideas and Content)**
2. The writing is clear and coherent with a developed beginning, middle and ending. **(Organization)**
3. A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of "writing to be read." The writing is expressive, engaging and sincere. **(Voice)**
4. The words convey the message in an interesting, precise and natural way to the audience. There are accurate, specific words that energize the writing. **(Word Choice)**
5. The writing is easy to read. It glides along from one sentence to the next. The sentences enhance the meaning. **(Sentence Fluency)**
6. The writing demonstrates control of writing conventions (punctuation, spelling, capitalization, paragraph breaks, grammar and usage). **(Conventions)**
7. Borrowed material is acknowledged, credit is given to sources. Quoted materials are punctuated, a bibliography page lists every source cited in the paper. **(Citing Sources/3<sup>rd</sup> Benchmark)**

# Speaking and Listening

**Speaking and Listening:** Students are expected to communicate ideas across the subject areas using oral, visual, and multimedia forms appropriate to topic for a variety of audiences and purposes. Students are also required to listen effectively to gather information, and critically analyze and respond to information.

- Beginning speakers and listeners (approximate ages 5-7) will work on learning the process. Usually student performances are teacher directed and students are learning to follow directions and listen during circle time. Students should have scores of 1 or 2 in each area.
- 1<sup>st</sup> Benchmark students (ages 7-9) will work on following the process and completing performances. The State requires each student to have scores of 3 in each area in order to pass the 1<sup>st</sup> benchmark.
- 2<sup>nd</sup> Benchmark students (ages 9-11) will work on applying the process and completing performances with that are more developed. The State requires each student to score 4s or 5s in each area in order to pass the 2nd benchmark.
- 3<sup>rd</sup> Benchmark students (ages 11-14) will work on applying the process and completing performances that are more developed, involved, and documented. The State requires each student to score 4s or 5s in each area in order to pass the 3rd benchmark.

## Speaking and Listening

### Ideas and Content

- Include a clear, focused and well-suited purpose or main ideas that have strong, supporting details.
- Inform your audience about your topic.

### Organization

- Include an effective introduction, middle and ending.
- Use smooth transitions and share carefully selected details for impact.

### Language

- Use precise, descriptive and vivid language that makes a strong impact.

### Delivery

- Use eye contact.
- Speak at an appropriate rate, volume and tone.
- Enunciate your words.
- Include appropriate nonverbal techniques (i.e. facial expression, gestures, body movements, stage presence) that help convey the message.

# Reading

**Reading:** There are two reading strands that are assessed for the first benchmark: Oral Reading Fluency and Comprehension. There are three areas (comprehension, extending understanding, and text analysis) that are assessed for the 2<sup>nd</sup> and 3<sup>rd</sup> benchmarks. The fourth area, context analysis is taught and informally assessed. All students are required to complete a fiction and a nonfiction reading assessment.

- Beginning readers (approximate ages 5-7) will work on reading emergent text and stories and their own language. Students read in Guided Reading groups, with Rapid Reading buddies and individually with facilitators. Students should have scores of 1 or 2 in each area.
- 1<sup>st</sup> Benchmark students (ages 7-9) will work on oral reading fluency and text comprehension. Reading material used is appropriate for benchmark level. The State requires each student to have scores of 4s or 5s in each area in order to pass the 1<sup>st</sup> benchmark.
- 2<sup>nd</sup> Benchmark students (ages 9-11) will work on applying comprehension skills, extending understanding, and reading critically: text analysis. The level of reading material is appropriate for benchmark level. The State requires each student to score 4s or 5s in each area in order to pass the 2<sup>nd</sup> benchmark.
- 3<sup>rd</sup> Benchmark students (ages 11-14) will work on applying comprehension skills, extending understanding, reading critically: text analysis and context analysis. The level of the reading material is higher than that of the 2<sup>nd</sup> benchmark. The State requires each student to score 4s or 5s in each area in order to pass the 3<sup>rd</sup> benchmark.

## 1<sup>st</sup> Benchmark Literature State Scoring Guide

<u>Oral Reading Fluency</u>	<u>Comprehension</u>
<ul style="list-style-type: none"><li>• Text is read with expression, flow, at a pace that is smooth and conversational. (Student checklist: I make my reading sound like talking, I sound interesting, I pay attention to the punctuation, and I correct my mistakes quickly.)</li></ul>	<ul style="list-style-type: none"><li>• Retell the story clearly and completely.</li><li>• Include main idea of story, setting, characters, mood, plot, sequence of events, and supporting details.</li><li>• Include a conclusion and details.</li><li>• Personalization/Extending Understanding Make generalizations beyond the text. Text to text, text to self, and text to world. Relate the selection to what you know.</li></ul>

## 2<sup>nd</sup> and 3<sup>rd</sup> Literature State Scoring Guide

___ Comprehension	___ Extending Understanding	___ Reading Critically Text Analysis	___ Reading Critically Context Analysis
<ul style="list-style-type: none"> <li>● Show a strong understanding of the main ideas and supporting details.</li> <li>● Share inferences and support your conclusions with evidence from the selection.</li> <li>● Present interpretations, generalizations, or predictions based on specific, conclusive evidence.</li> <li>● Share examples, interpretations and information from the text that helped you understand what you read.</li> </ul>	<ul style="list-style-type: none"> <li>● Show a strong understanding of the main ideas and supporting details.</li> <li>● Share inferences and support your conclusions with evidence from the selection.</li> <li>● Present interpretations, generalizations, or predictions based on specific, conclusive evidence.</li> <li>● Share examples, interpretations and information from the text that helped you understand what you read.</li> </ul>	<ul style="list-style-type: none"> <li>● Share the author's purpose. Support your analysis and evaluation of how the author's style affected their message or purpose.</li> <li>● Show how the literary elements and/or devices contributed to the selection.</li> <li>● Back up your analysis with specific evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate how the author's life influenced his/her work.</li> <li>● Share how the selection impacts history, society, culture, the past and/or present.</li> <li>● Use your background knowledge of culture and history to analyze and interpret the message(s) or theme(s) of the text.</li> </ul>

# Social Science

**Social Science:** The State has benchmarks and is implementing a new scoring guide. They have written one for 3<sup>rd</sup> benchmark students and WVMS uses the 3<sup>rd</sup> benchmark to assess student progress on these standards. Skills relate to the standards of *Civics and Government, Geography, History, and Economics*.

- Beginning social scientists (approximate ages 5-7) will work on beginning social science analysis. Most assessments will be teacher directed. Students should have scores of 1 or 2 in each area.
- 1<sup>st</sup> Benchmark students (ages 7-9) will work on social science analysis written for first benchmark students. Although the state does not yet have required scores, WVMS requires each student to have a whole score of 4 in order to pass the 1<sup>st</sup> benchmark.
- 2<sup>nd</sup> Benchmark students (ages 9-11) will work on social science analysis written for second benchmark students or questions of their own related to social science research. Although the state does not yet have required scores, WVMS requires each student to score 4s or 5s in each area in order to pass the 2nd benchmark.
- 3<sup>rd</sup> Benchmark students (ages 11-14) will create questions of their own related to social science research and will examine and analyze information and conclude and justify their research investigates and evaluates data. (The levels of difficulty are higher than the previous benchmark.) The State requires each student to score 4s or 5s in each area in order to pass the 3rd benchmark.

## **1. Frame and Question**

Frame the topic, event issue or problem. Define and clarify an issue or topic so that its features are understood.

## **2. Research**

Collect, read and evaluate researched information to support ideas, analysis, and conclusions.

## **3. Examine and Analyze**

Identify and analyze characteristics, causes, and consequences of an event, topic, issue or problem.

## **4. Conclude and Justify**

Present reasonable conclusions or resolutions, recognizing and evaluating other points of view. Use supporting data to present.

# Art

**Art Standards:** The state has benchmarks but no state scoring guides have been written. We assess students on skills that relate to these standards: Aesthetics, Art Criticism, Historical and Cultural Perspectives, Creation, Presentation and Performance. WVMS has written their own scoring guides to assess student's progress on these standards.

Art Standards	1 <sup>st</sup> Benchmark State Scoring	2 <sup>nd</sup> Benchmark State Scoring	3 <sup>rd</sup> Benchmark State Scoring
Aesthetics and Art Criticism	<ul style="list-style-type: none"> <li>● Recognize artistic elements in works for art.</li> <li>● Describe an idea or feeling connected with viewing or hearing a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify artistic elements and principles, which can be used to analyze works of art.</li> <li>● Identify personal preferences and their relationship to artistic elements.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and describe how technical organizational and aesthetic elements contribute to ideas, emotions and overall impact communicated by works of art.</li> <li>● State preferences for works of art and reasons for preferences based on key artistic elements and principles used in producing the art.</li> </ul>
Historical and Cultural Perspectives	<ul style="list-style-type: none"> <li>● Identify an event or condition, which inspired a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify distinguishing features of works of art and their historical and cultural context.</li> <li>● Describe how historical or contemporary events influenced or influence works of art.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe and explain distinguishing features of works of art in their historical and cultural context.</li> <li>● Discuss and compare works of art from different time periods and cultures emphasizing their historical context.</li> </ul>
Create, Present and Perform	<ul style="list-style-type: none"> <li>● Create, present and/or perform a single form of art using experiences, imagination, artistic methods and composition to achieve desired effect.</li> <li>● Communicate using a simple vocabulary related to various art forms.</li> </ul>	<ul style="list-style-type: none"> <li>● Create, present and/or perform a work of art using experiences, imagination, observation, artistic elements and technical skills to achieve desired effect.</li> <li>● Communicate using an extended vocabulary related to various art forms.</li> </ul>	<ul style="list-style-type: none"> <li>● Create, present and/or perform a work of art selecting and applying artistic elements and technical skills to achieve desired effect.</li> <li>● Communicate verbally and in writing about one's own artwork.</li> </ul>