



Prácticas Excepcionales de Calificación: (Calificación basada en estándares)

Entender las Rúbricas



¿Dónde encuentro recursos?

Distrito Escolar Unificado de Rialto

1. Haga clic en **Áreas de servicio**
2. Pulse en **Servicios Educativos**
3. Haga clic en los iconos ELA  o Aritmética 
4. Para ELA, haga clic en el icono ELA. Los mapas curriculares y las rúbricas están a la derecha.
5. Para aritmética, haga clic en Recursos de matemáticas de primaria para ver todos los recursos disponibles.

¿Cómo informamos del progreso hacia el dominio?

- Ya no se utilizarán las tradicionales calificaciones A,B,C,D,F ni los porcentajes.
- El objetivo es que los estudiantes **alcancen el dominio a finales de año** de todos los estándares del grado. **Se trata de un viaje de aprendizaje de un año de duración.**
- El **progreso de los estudiantes hacia el dominio** se comunica cada trimestre.

Descriptor del Nivel de Dominio			
<p>IE Evidencia insuficiente de dominio</p> <p>No hay pruebas de dominio de ninguna parte de los estándares.</p>	<p>EP Dominio emergente</p> <p>Empieza a mostrar cierto dominio. Requiere apoyo para realizar el/los estándares.</p>	<p>AP Aproximación al dominio</p> <p>Demuestra una comprensión parcial o puede realizar partes de los estándares. Es posible que se brinde apoyo ocasional.</p>	<p>P Dominio</p> <p>Demuestra un dominio completo de los estándares. Puede realizar todas las partes del estándar o estándares de forma independiente..</p>

Dominio emergente (EP)

- Tiene pocos o algunos conocimientos previos
- Necesita apoyo para participar en el aprendizaje

* No es raro que los estudiantes se encuentren en este nivel en los trimestres 1 y 2. El Dominio Emergente (PE) puede utilizarse para aquellos estándares/indicadores que no se hayan enseñado completamente hasta más avanzado el curso escolar.



Iniciar el camino de aprendizaje

Aproximación al dominio (AP)

- Es posible que aún se brinde apoyo
- Comprensión parcial
- Progreso hacia el dominio



Más lejos en el camino del aprendizaje

Dominio (P)

- Demuestra dominio
- Puede seguir necesitando apoyo ocasional

Dominio no significa perfección.



Completó el viaje

Evidencias insuficientes de aprendizaje (IE)

- Ausencias excesivas
- No completa el trabajo de clase
- Imposibilidad de reunir evidencias del aprendizaje del estudiante



No debe utilizarse para indicar " estándar no enseñado"

Entender las rúbricas

Domain: Numbers and Operations in Base Ten

Indicator	Standard	EP Emerging Proficiency	AP Approaching Proficiency	P Proficient
<p>Understand place-value of multi-digit whole numbers</p> <p>Synergy Standard 04.M.NB.A</p>	4.NBT.1	<p><i>With support</i>, in a multi-digit number, <u>student</u> recognizes a digit in one place represents 10 times as much as it represents in the place to its right.</p>	<p>In a multi-digit number, <u>student</u> recognizes a digit in one place represents 10 times as much as it represents in the place to its right <i>with some errors</i>.</p>	<p>In a multi-digit number, <u>student</u> recognizes a digit in one place represents 10 times as much as it represents in the place to its right.</p>
	4.NBT.2	<p>Student demonstrates ONE of the following:</p> <p>Reads a number with up to five digits</p> <p>OR</p> <p>Writes a number (up to five digits) using base-ten numerals</p> <p>OR</p> <p>Writes a number (up to five digits) using number names (word form)</p> <p>OR</p> <p>Writes a number (up to five digits) using expanded form</p> <p>OR</p> <p>Compares two multi-digit numbers (up to five digits) based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>Student demonstrates THREE of the following:</p> <p>Reads a number with up to six digits</p> <p>OR</p> <p>Writes a number (up to six digits) using base-ten numerals</p> <p>OR</p> <p>Writes a number (up to six digits) using number names (word form)</p> <p>OR</p> <p>Writes a number (up to six digits) using expanded form</p> <p>OR</p> <p>Compares two multi-digit numbers (up to six digits) based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>Student demonstrates ALL of the following:</p> <p>Reads a number with up to seven digits</p> <p>AND</p> <p>Writes a number (up to seven digits) using base-ten numerals</p> <p>AND</p> <p>Writes a number (up to seven digits) using number names (word form)</p> <p>AND</p> <p>Writes a number (up to seven digits) using expanded form</p> <p>AND</p> <p>Compares two multi-digit numbers (up to seven digits) based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
<p>Numbers and Operations in Base Ten domain continued on next page</p>				
	4.NBT.3	<p>Rounds a number up to the hundreds place.</p>	<p>Rounds a number in any place up to the thousands place.</p>	<p>Rounds a number in any place up to the millions place.</p>

Este es el **INDICADOR**; lenguaje amigable para los padres que se utiliza en el boleta de calificaciones. **No es el estándar de CA.**

Domain: Numbers and Operations in Base Ten

Indicator	Standard	EP Emerging Proficiency	AP Approaching Proficiency	P Proficient
Understand place-value of multi-digit whole numbers Synergy Standard 04.MAT.NB.A	4.NBT.1	<i>With support</i> , in a multi-digit number, <u>student</u> recognizes a digit in one place represents 10 times as much as it represents in the place to its right.	In a multi-digit number, <u>student</u> recognizes a digit in one place represents 10 times as much as it represents in the place to its right <i>with some errors</i> .	In a multi-digit number, <u>student</u> recognizes a digit in one place represents 10 times as much as it represents in the place to its right.
	4.NBT.2	Student demonstrates ONE of the following: Reads a number with up to five digits OR Writes a number (up to five digits) using base-ten numerals OR Writes a number (up to five digits) using number names (word form) OR Writes a number (up to five digits) using expanded form OR Compares two multi-digit numbers (up to five digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Student demonstrates THREE of the following: Reads a number with up to six digits OR Writes a number (up to six digits) using base-ten numerals OR Writes a number (up to six digits) using number names (word form) OR Writes a number (up to six digits) using expanded form OR Compares two multi-digit numbers (up to six digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Student demonstrates ALL of the following: Reads a number with up to seven digits AND Writes a number (up to seven digits) using base-ten numerals AND Writes a number (up to seven digits) using number names (word form) AND Writes a number (up to seven digits) using expanded form AND Compares two multi-digit numbers (up to seven digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Numbers and Operations in Base Ten domain continued on next page				
	4.NBT.3	Rounds a number up to the hundreds place.	Rounds a number in any place up to the thousands place.	Rounds a number in any place up to the millions place.

Synergy Standard 04.MAT.NB.A



Esta es la "Norma de Synergy" vinculada al indicador para etiquetar una tarea en el libro de calificaciones. Este no es el estándar CA.

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	4.NBT.3	Rounds a number up to the hundreds place.	Rounds a number in any place up to the thousands place.	Rounds a number in any place up to the millions place.

Son los estándares de CA asociados al indicador. Puede haber múltiples estándares bajo un indicador. Estos estándares no aparecen en el libro de calificaciones.

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Si hay varios estándares en un indicador, los estudiantes **deben ser competentes en cada estándar** para recibir una calificación final de Dominio.

¿Cuáles son algunas opciones para evaluar el aprendizaje del estudiante?

- Portafolios de los estudiantes (muestras del trabajo de los estudiantes)
- Participación en las rutinas matemáticas
- Tareas de introducción y revisión de matemáticas
- Muestras de escritura del estudiante
- Registros de lectura/lectura guiada
- Evaluador de fonética
- Proyectos
- Presentaciones
- Investigación/Experimentos
- Contribuciones a los debates en clase
- Observaciones del maestro

Las evaluaciones no tienen por qué ser pruebas formales.

ESTOS SON ALGUNOS EJEMPLOS Y NO UNA LISTA EXHAUSTIVA

¿Qué cosas hay que recordar?

- ❖ El indicador **no es el estándar de CA.**

El “Estándar de Sinergy” se utiliza para etiquetar una tarea; no es el Estándar común de CA.

- ❖ Para indicadores con múltiples estándares, **TODOS** los estándares deben ser dominados para recibir una calificación final de Dominio en la boleta de calificaciones.
- ❖ **Los maestros son responsables de enseñar TODOS los estándares de nivel de grado, incluso si no se informa en la boleta de calificaciones.**

¿Cuáles son algunas sugerencias para seguir el progreso del estudiante?

- Imprimir una rúbrica (ELA y Matemáticas) para cada estudiante. Utilizar un marcador para marcar en la rúbrica el punto en el que se encuentra el estudiante en su aprendizaje. Utilizar un color diferente para cada trimestre.
- Al ingresar tareas en Synergy, titule la tarea con el estándar de CA real entre paréntesis. [por ejemplo: redondear números a millones (NBT.3)].

Recursos de enlace rápido

- K-5 [Primaria One-Pager](#) con rúbricas y guías curriculares de ELA/MATH
- [ELA](#) página web
- Página web de [MATEMÁTICAS](#) de primaria
- [Resumen](#) de la Presentación