

## TEACHER EXAMPLE B\* - Grading Plan: 8.1 Contact Forces

\*The table below was edited and completed by an OpenSciEd teacher. This table is shared as an example of how an educator might use this tool and how they might assess and grade across a unit. This is not meant to be the definitive way to grade or a recommended model but instead is meant to be illustrative and an opportunity to reflect and discuss.

The Grading Planning Tool is meant to be a working document for teachers to use as they plan their instruction and grading of a unit. The table below is pre-populated with the assessments that are built into the unit and called out in the **Overall Unit Assessment table** found in the Unit Overview document. For each assessment opportunity, a teacher can consider if it is used for grading, what category in their own gradebook it fits into and the associated points. Teachers can also add rows to the table below to capture the additional assessment moments they plan to build into their instruction of the unit.

Lesson	Existing Unit Assessment	Assessment Type	Used for grading? Y/N	Category for Gradebook	Point Value	Notes
Lesson 1	Initial Model: Objects During Collisions	Pre-Assessment	N	Practice		Gave written feedback Kept comments positive (pros only) Asked additional questions  Looked for: Clear labeling touching in timepoint 1 Lines to indicate any motion Shape changes, damage
Lesson 2	Progress Tracker	Formative	N	Practice		Co develop a model to organize our thinking about energy and force

Lesson	Existing Unit Assessment	Assessment Type	Used for grading? Y/N	Category for Gradebook	Point Value	Notes
						Feedback from Peers: Highlight where your partner used Kinetic energy to explain something. Highlight where your partner used force to explain something. If they didn't use those ideas, write the idea they are missing and put a question mark next to it.
Lesson 2	Added: CER Argument	Summative	Y	Performance	100% (4) 90% (3) 75% (2) 60% (1) 50% (no evidence)	If mastery is not reached, use feedback to revise and resubmit.
Lesson 3	Added: Progress Tracker	Formative	N	Practice		Building a routine of answering lesson questions with what we've figured out
Lesson 3	Added: CER Argument	Summative	Y	Performance	100% (4) 90% (3) 75% (2) 60% (1) 50% (no evidence)	Multiple claims are acceptable. Evidence must support the claim that is made.  If mastery is not reached, use feedback to revise and resubmit.
Lesson 4	Independent, Dependent and Controlled Variables	Formative	N	Practice		
	Progress Tracker	Formative	N	Practice		Co develop a model to visually represent our thinking about force and deformation

Lesson	Existing Unit Assessment	Assessment Type	Used for grading? Y/N	Category for Gradebook	Point Value	Notes
Lesson 4	Exit Ticket Slide L - Unbreakable, foldable phone screen	Summative	Y	Performance	100% (4) 90% (3) 75% (2) 60% (1) 50% (no evidence)	If mastery is not reached, use feedback to revise and resubmit.
Lesson 5	Slide K and related science notebook entry	Formative	N	Practice		Planning investigation in small groups with limited scaffolding
	Progress Tracker	Formative	N	Practice		Co develop a model to visually represent our thinking about energy, how energy changes with added mass or speed, force, how force changes with added mass or speed, and Free Body Diagrams as a way to show forces acting on objects.
Lesson 5	Exit Ticket Slide N	Summative	Y	Performance	100% (4) 90% (3) 75% (2) 60% (1) 50% (no evidence)	If mastery is not reached, use feedback to revise and resubmit.
Lesson 6	Soccer Assessment	Summative	Y	Performance	100% (4) 90% (3) 75% (2) 60% (1) 50% (no evidence)	Soccer Assessment Key  If mastery is not reached, use feedback to revise and resubmit.  Volleyball Re-assessment (same prompts, different phenomenon)  Performance in Lesson 6 replaces

Lesson	Existing Unit Assessment	Assessment Type	Used for grading? Y/N	Category for Gradebook	Point Value	Notes
						performances in L2, L3, L4, and L5.
Lesson 7						
Lesson 8						
Lesson 9	Progress Tracker	Formative				
Lesson 10	Lesson 10 Assessment	Summative and Formative				Lesson 10 Assessment Key
Lesson 11	Protection Device Design Thinking	Pre-Assessment				
	Drafting Our Protection Device Design	Pre-Assessment				
Lesson 12						
Lesson 13	Progress Tracker	Formative				
Lesson 14	Lesson 14 Device Redesign	Summative				
Lesson 15	Part 1: Cheerleading Headgear Assessment	Summative				Part 1 Key: Cheerleading Headgear Assessment
	Part 2: Cheerleading Headgear Assessment	Summative				Part 2 Key: Cheerleading Headgear Assessment