

# How Ellipsis Education Does Assessment



Ellipsis Education by Coder Kids, Inc. uses assessment practices that provide ongoing and actionable insights into students' learning. Following best practices for design, we use a variety of assessment types to ensure intentional monitoring of students' learning against key outcomes. Educators are provided with grade-tracking tools and rubrics to support consistent and equitable grading.

## Performance Task

Students demonstrate their ability to apply their new learning by completing TEKS-aligned performance tasks.



## Self - Assessment

Students reflect on how far their learning has progressed by repeating the self-assessment and celebrating their growth.



## Exit Tickets

Students complete brief exit tickets in most lessons to help determine if they understood the lesson's main ideas.



## Formative Assessments

Students take formative assessments in lessons that do not have an exit ticket. These allow the students and teachers to see how their mastery of key learning outcomes is developing across the unit.



## Self - Assessment

Students begin each unit by completing a self-assessment to measure themselves against the unit's I Can Statement.



# How to Grade Assessments in Ellipsis Curriculum



Grading students' work is done using grade-tracking tools, answer keys, and rubrics. We recommend using qualitative grading systems with high quality feedback to track students' progress on formative assessments. Numeric grades can be assigned to summative assessments.



## Capacity Matrix

Locate the unit's capacity matrix in the Unit Launch lesson. Prepare the document by adding your students' names. Or, input the assignment names into your online gradebook.

**ellipsis education**

**Capacity Matrix**  
Unit 1: We Are Digital Consumers

**Instructions:** List students' names in column one under the heading that reads Student Name. Throughout Unit 1, there will be opportunities to record students' progress against learning outcomes using a series of formative assessments. Select lessons in Unit 1 that include a Formative Assessment. Each Formative Assessment will include instructions to evaluate students' performance as Developing, Emerging, or Mastery. Mark D, E, or M in the column that corresponds with each lesson's assessment opportunity.

Student Name	Unit 1 Launch: We are Digital Consumers	How We Use Technology	Troubleshooting	Digital Footprints	Emerging Technologies and Daily Life	We are Network Technicians
Mickey						
Donald						
Minnie						
Daisy						



## Self Assessment

Guide students through the self-assessment found in the Unit Launch and the Unit Close. Use the provided guidance to rate students as developing, emerging, or mastery on the capacity matrix.

**Star Ratings**

**Instructions:** After listening to the "I-Can" statement, color the star rating that best represents your ability to complete this "I-Can" statement today (Unit 1 Launch). You will complete the star rating for the Unit 1 Close at the end of the unit.

Unit 1 Launch

One Star      Two Star      Three Star

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Mickey	D					
Donald	D					
Minnie	E					
Daisy	D					



## Exit Tickets

Print and distribute Exit Tickets found at the end of most lessons. Use the answer key to evaluate and provide feedback on students' work.

**Exit Ticket: Welcome to Scratch!**

**Instructions:** Write one sentence and draw one picture below to answer the question.

What is one action you can take to follow your school's acceptable use policy or safely use school devices?

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**Exit Ticket: Welcome to Scratch! Answers**

**Instructions:** Write one sentence and draw one picture below to answer the question.

What is one action you can take to follow your school's acceptable use policy or safely use school devices?

**Answers will vary. Possible answers include:**

- Do not share passwords.
- Log off accounts and websites.
- Log off devices.
- Treat devices with respect.



## Formative Assessments

Print and distribute the Formative Assessments that occur in lessons without an exit ticket. Use the answer keys and provided guidance to rate students' progress. Update the capacity matrix.

**Formative Assessment: How We Use Technology**

**Instructions:** Answer the prompts below.

- What is an Acceptable Use Policy?

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- Name three types of positive social behaviors that Acceptable Use Policies promote.

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**Formative Assessment: How We Use Technology Answers**

**Instructions:** Answer the prompts below.

1. What is an Acceptable Use Policy?  
An Acceptable Use Policy is an agreement that outlines users' rights and responsibilities while using school technology.

2. Name three types of positive social behaviors that Acceptable Use Policies promote.  
**Answers may vary. Examples may include:**

- Use kind words.
- Don't talk to strangers.
- Keep your information private.

**Capacity Matrix**  
Unit 1: We Are Digital Consumers

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Donald		D				
Minnie		E				
Daisy		D				



## Performance Task

Print and distribute the performance task summative assessment found in the Unit Close lesson. Use the provided grading rubric to review students' work. Enter their summative grades in the gradebook.

**Performance Task**  
Unit 1: We Are Digital Consumers

**Part 1: Troubleshooting**  
Pablo is trying to access their Scratch account, but this message has appeared.

**Part 2: Network and Operating Systems**  
It might be helpful to give Pablo some information on what operating and network systems are and how they work.

**Performance Task Rubric**  
Unit 1: We Are Digital Consumers

	3 Mastery	2 Emerging	1 Developing	0 Missing
<b>Part 1: Troubleshooting</b>	Two or more strategies are identified and explained in detail.	Two strategies are given, but the explanations are lacking detail.	One strategy is identified, with little to no explanation given.	No strategies are identified.
<b>Part 2: Operating and Network Systems</b>	Accurate definitions are given, and a logical connection to the scenario is provided.	Accurate definitions are given, but no connection to the scenario is provided.	One definition is given, and no connection to the scenario is provided.	No definitions are given, nor is a connection provided.
<b>Part 3: Account Safety and Digital Identity</b>	Two or more practices are identified and explained in detail.	Two practices are given, but the explanations are lacking detail.	One practice is identified, with little to no explanation given.	No practices are identified.
<b>Part 4: Digital Footprint</b>	An accurate definition is given, and a comprehensive illustration is provided.	A relevant illustration is provided, but the definition is lacking detail.	A relevant illustration is provided but is lacking detail, and no definition is provided.	No definition is given, nor is a relevant illustration provided.
<b>Part 5: Emerging Technologies</b>	An accurate definition is given, and a comprehensive illustration is provided.	A relevant illustration is provided, but the definition is lacking detail.	A relevant illustration is provided but is lacking detail, and no definition is provided.	No definition is given, nor is a relevant illustration provided.