

What is Standards Based Grading



How does it work with SWSD?

A scale for your learning!

Standard(s): Our target for today is to gain a better understanding for Standard Based Grading

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4.0	<p>In addition to 3.0</p> <ul style="list-style-type: none"> • Adapt instruction and make instructional decisions that help students demonstrate understanding of content within a learning progression leading to rigorous standards..
<i>No major errors or omissions regarding 4.0 targets</i>	
3.0	<ul style="list-style-type: none"> • Plan to communicate and inspect learning targets. • Plan lessons that scaffold to rigorous standards • Articulate the relationship between targets and assessments (evidence) • Identify the power of focusing on monitoring students learning in real time in the classroom and to close the gap of achievement.
<i>No major errors or omissions regarding 3.0 targets</i>	
2.0	<p>Students will recognize or recall specific vocabulary, including: learning target, scale</p> <ul style="list-style-type: none"> • Steps to create a learning target • Steps to create a scale • Describe the transition to Standard based grading
<i>No major errors or omissions regarding 2.0 targets</i>	
1.0	With help, partial success at score 2.0 (and possibly score 3.0) targets.

Where do we start?

- ✎ We began this journey by looking at standards.
- ✎ Finding priority standards.
- ✎ Unpacking these standards.
 - Circling the verbs
 - Underlining to nouns

4th grade Math Standard

Standard(s): 4.OA.4

Find all factor pairs for a whole number in the range 1-100. **Recognize** that a whole number is a multiple of each of its factors. **Determine** whether a given whole number in the range 1-100 is a multiple of a given one-digit number. **Determine** whether a given whole number in the range 1-100 is prime or composite.

From unpacking we created the scale

Standard(s): 4.OA.4

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4.0	<p>In addition to score 3.0 performance the student demonstrates in depth inferences and applications that go beyond what was taught, for example:</p> <p>I can</p> <ul style="list-style-type: none"> •Find factor pairs for larger numbers and explain how they are related
3.0	<p>I can...</p> <ul style="list-style-type: none"> •Find the factors of any number between 1- 100. •Identify prime and composite numbers
2.0	<p>Students will recognize specific vocabulary including</p> <ul style="list-style-type: none"> •Factor •Multiple •Prime •Composite <p>I can...</p> <ul style="list-style-type: none"> •Find multiples of any number up to 100
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Learning Target/Scale

Foundational Targets

- ✎ Contains essential prerequisites
- ✎ Knowledge not explicitly stated in the standard but necessary to understand in order to master the standard.

Learning Goal Target

- ✎ Skill required to demonstrate mastery of the content.
- ✎ Cognitive complexity as the academic standard.

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Standards-Based Grading and Reporting

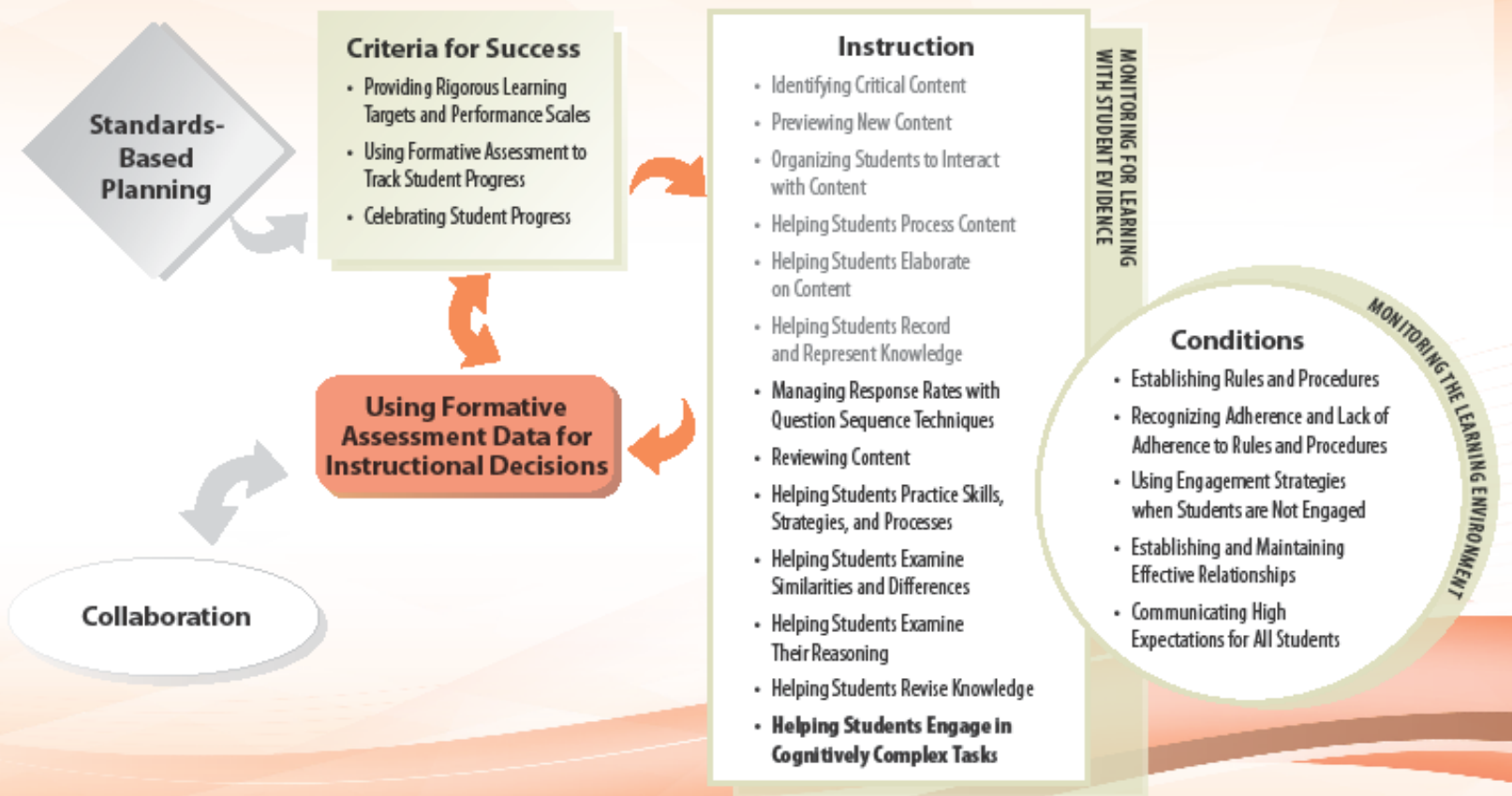
- ☞ Based on the learning targets and Performance scales
- ☞ Standards are criterion or proficiency based.
- ☞ Measure achievement only not effort or behavior.
- ☞ Selected assessments are used for grading
- ☞ Emphasizing the most recent evidence of learning.

What is this going to look like?

- ☞ Grading should have consistent meaning.
- ☞ It helps teachers adjust and adapt
- ☞ Teaches what quality look like
- ☞ Assess what we are teaching
- ☞ Students become partners in their learning

STANDARDS-BASED CLASSROOM

Teaching Map



Criteria for Success

- Providing Rigorous Learning Targets and Performance Scales
- Using Formative Assessment to Track Student Progress
- Celebrating Student Progress

Instruction

- Identifying Critical Content
- Previewing New Content
- Organizing Students to Interact with Content
- Helping Students Process Content
- Helping Students Elaborate on Content
- Helping Students Record and Represent Knowledge
- Managing Response Rates with Question Sequence Techniques
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- **Helping Students Engage in Cognitively Complex Tasks**

MONITORING FOR LEARNING WITH STUDENT EVIDENCE

Conditions

- Establishing Rules and Procedures
- Recognizing Adherence and Lack of Adherence to Rules and Procedures
- Using Engagement Strategies when Students are Not Engaged
- Establishing and Maintaining Effective Relationships
- Communicating High Expectations for All Students

MONITORING THE LEARNING ENVIRONMENT

Standards-Based Planning

Using Formative Assessment Data for Instructional Decisions

Collaboration

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Standard/Strand: **Standard(s):**

- [2.OA.A.1](#)
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- [2.OA.B.2](#)
Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- [2.NBT.B.5](#)
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- [2.NBT.B.7](#)
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- [2.NBT.B.8](#)
Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- [2.MD.B.5](#)
Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- [2.MD.B.6](#)
Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Trimester Assessed	1	2	3	4
T3	With teacher guidance, and support, partial success on level 2 skills.	Student is able to use content appropriate vocabulary and fluently add and subtract using mental strategies. Also, add up to four two-digit numbers. And represent the sums and differences of a problem for numbers within 100 on number line.	The student can use addition and subtraction within 100 to solve one or two-step word problems and add and subtract within 1,000 using models, drawing or strategies, and explain why the strategies work. The student can also mentally add or subtract 10 or 100 from a given number between 100 and 900. Example 765-100=	The student demonstrates in-depth applications of the skill beyond what was taught. The student can fluently add and subtract within 100 using strategies and step by step processes based on place value, properties of operations and/or the relationship between addition and subtraction.

I hoped this helps



Any questions?