



**Standards – Based Learning & Grading
Q and A Parent Meeting
April 5, 2023**



OUR VISION

WHERE WE ARE HEADED

As a District, for every student in every school we commit to providing:

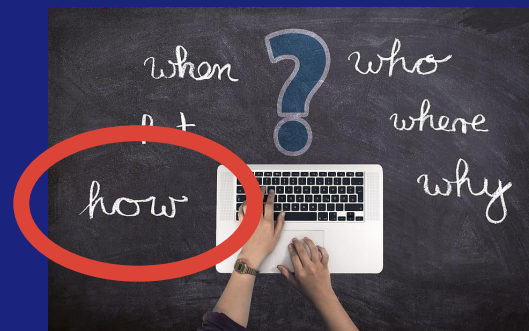
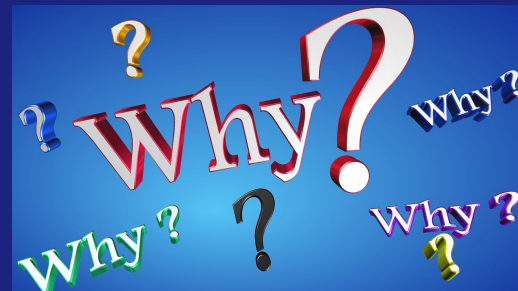
- ◆ a culture encouraging student *perseverance and resiliency*;
- ◆ a *growth mindset* for students and adults;
- ◆ a commitment to the whole child and each student's *social-emotional well-being*;
- ◆ a *collaborative, team-oriented* learning culture;
- ◆ a curriculum connected to students' *interests, experiences, talents and the real world*
- ◆ an environment where *creativity, curiosity and responsible risk-taking* are encouraged

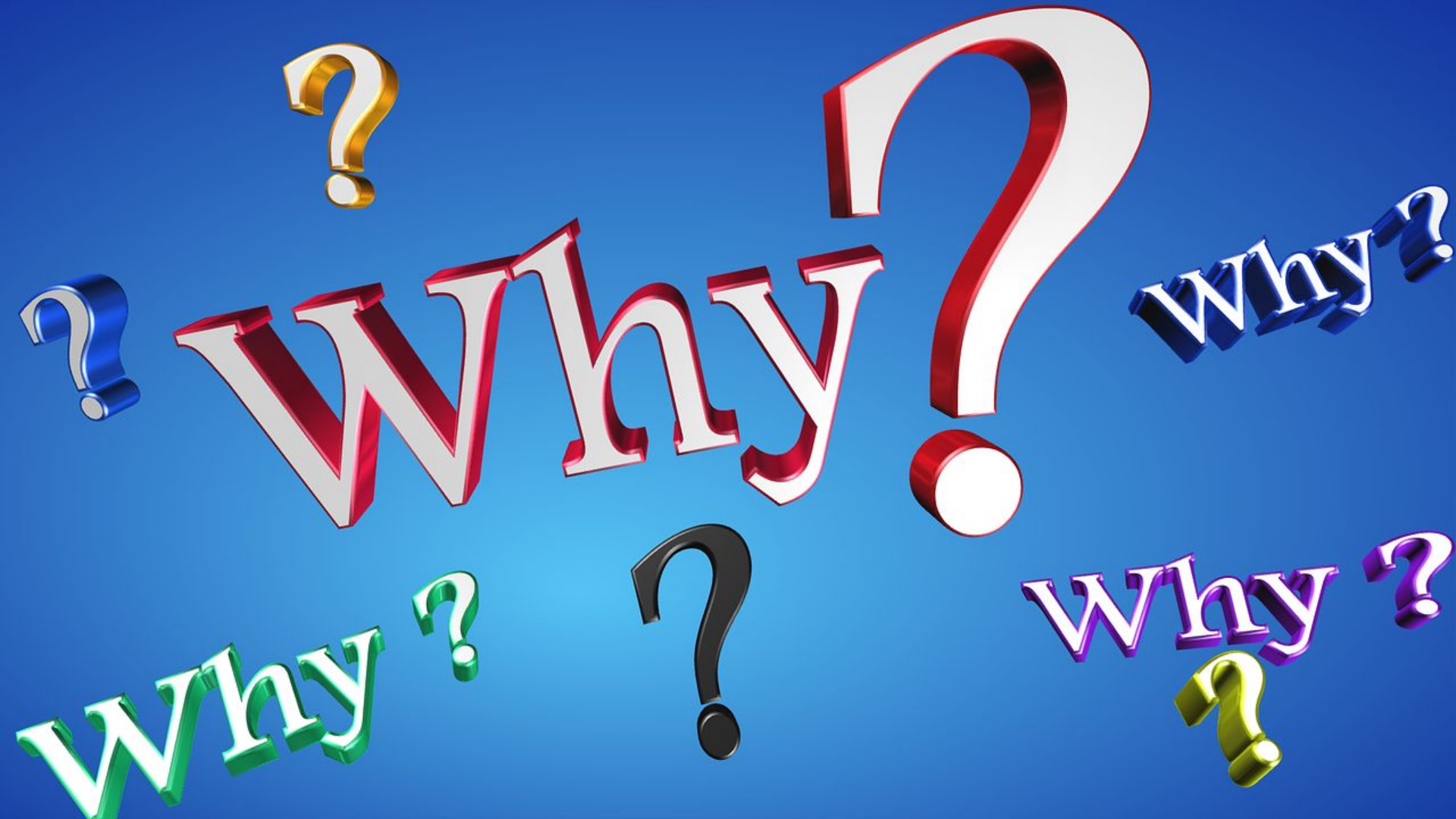
Purpose

The purpose of this meeting is to answer questions parents/guardians have regarding D92s transition to Standards-Based Learning & Grading.



Tonight's questions...







Why is District 92 transitioning to SBL & G?

- Focuses on Learning
- Provides clarity on what a student can and can not do through feedback
- Students are aware of their progress
- Connects students and parents in the learning process
- Intrinsic motivation for learning



Research on Why...

What the research says about SBL & G

Focuses on student learning

Helps high achieving students

Effective Grading Practices

Standards-Based Grading vs. Traditional Grading

Decreases Dropout Rates

Why traditional grading practices can hurt students

Motivation



Is this a decision that has already been made or something you are gathering feedback and taking parents concerns into account before making a decision on?

(2-3)

- This decision was made by District 92's **Strategic Planning Committee** during the 2019-2020 school year. The committee was comprised of teachers, paraprofessionals, parents, community members, Board of Education members, and former D92 students.
- We will continue to hold meetings to communicate the direction we are heading and will solicit feedback from parents when needed.



Does this show accountability?

(2-3)

- Yes! Students know exactly **what they know and need to learn**. Rather than worrying about having enough points to get the next letter grade, they **focus on what they need to learn** to ascend to the next level of proficiency.
- We also plan to add a section to the reporting system regarding **Work Habits/Behavior**.



Why can't teachers provide the same level of feedback to students so they know where they are, regardless of grades or these new levels?

(4-8)

- The teachers are currently encouraged to provide **feedback** on the **learning**, not just points and grades.
- These **levels communicate where they are** in their learning journey.
- Students will be encouraged to track their own progress and learning.
- They will know where they are in learning the standard and what they need to do versus trying to get “extra points” to get the next letter grade.



Does this really prepare for HS model learning and accountability?

(4-5)

- Yes! Students **understand** exactly **what they know and need to learn**. Rather than worrying about having enough points to get the next letter grade, they **focus on what they need to learn** to ascend to the next level of proficiency. This communicates the standards that students know and are still working toward.
- LTHS currently has a 30-minute time set aside in their day called **Plus** for students to get the help they need on a **particular standard** they are not demonstrating proficiency with. These students meet with teachers for **reteaching** on a daily basis until the teacher believes they are ready to exit.
- LTHS **allows and encourages retakes, redos, and reassessment**. This may not be for every assignment, however, teacher teams have established this.



Why not roll this out for incoming K-3rd graders versus changing this for kids already enrolled in higher grades?

(4-5)

- The roll out has **not yet** been determined. We will discuss a roll out process with the teachers to decide the best way to execute the transition.
- The **proposed** timeline was only an **estimate**. We will not fully implement standards-based reporting until our teachers are ready.



Why are we doing this if the high school has tried and failed?

(2-3)

The High School is focused on **effective grading practices**.

- **Minimal-based grading** - adjusted the 100 point scale, lowest a student can get is a **45%**.
- Sophomore English department is dabbling in standards-based reporting, but still converting scores to traditional letter grades.
- Some teachers are doing both types of reporting.



WHAT?



Will standards be listed/named exactly as they are in the ISBE standards?

(K-8)

- Standards will be written in family friendly language. The standard identifier, such as 3.W.3, will also be included.

The standard is written as:

3.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.

The standard written in family/student friendly language:

3.W.3 Student can write grade appropriate narrative pieces.



What tools will teachers use to assess a student's understanding of a standard?

(K-8)

- Teachers will develop and use proficiency scales and rubrics to assess a student's understanding of a standard through assessments, projects, etc.
- There will be times when a teacher may need to **reassess** a student's level of understanding in another method, such as orally, to ensure the student is **secure with the standard**.



What is going to happen when our kids for into high school and suddenly have real grades?

(2-3)

- We will continue to have “real grades.”
- These grades are reported in a different form, through **proficiency scales**, **rubrics**, and **feedback**.
- Our students will be given **specific feedback** to understand where they are in the learning process.
- Based on the input we get from our teachers, there could be a model that is a combination of both standards-based and traditional grade reporting.



What measures will be used to prevent a lack of motivation for the students?

(e.g. most students now are motivated by not getting a low grade usually C or lower at our house)
(4-5)

- **No research** supports that **low grades motivate** students to try harder. Low grades actually lead to students **withdrawing from learning**. When grades are used as **consequences** for students who do not comply, such practices not only have no educational value, they **adversely affect students**.
- Work **habits/behaviors** will be **separated** from the academic learning.
- We believe that students become motivated when they are **clear on what they have to do to improve** because this has been given to them in the form of **feedback**.



What/where are examples of districts that like this new standard and examples of districts that do not like this? I am sure there are pros and cons. What are the cons and have those been thought through?

(4-8)

- Palos 128, Orland 135, Downers Grove 58, New Lenox 122, Naperville 203, Valley View 365
- **Pros:**
 - Teachers having **greater knowledge of students' learning.**
 - Promotes **greater consistency among teachers at the same grade level.**
 - Students work toward **learning the standard** versus trying to get more points.
 - **Feedback is clear, meaningful, and precise** which encourages student **reflection and growth.**
 - Rubrics provide **clear expectations** for students and parents.
 - Standards-based grading is designed to be **accurate, fair, and recognizes student learning.**



What/where are examples of districts that like this new standard and examples of districts that do not like this? I am sure there are pros and cons. What are the cons and have those been thought through? (Continued)

(4-8)

- A con that has been communicated is that it is a heavy lift to change. The **transition** takes time. It will be important to **build knowledge and understanding** of everyone involved.
- **Critical Considerations:**
 - It is imperative that an **accountability system is in place** to ensure students complete homework and are prepared for assessments.
 - Students need to know and understand the **importance of what they are learning** and how it will translate to high school. Students lose sight of percentages.
 - Some districts have reported that they would like their junior highs to have a **hybrid reporting system** (standards-based and traditional). Some students are content with a 2.0 level of proficiency.

when



who

what

where

how

why





How and when will teachers work to decide which standards will be listed?

(K-8)

- The priority standards **have already been identified** and are posted on our website. Teachers continuously make adjustments after **articulating** with the grade level above and below. IAR data will also be looked at to ensure that standards that appear most often on the assessment are included.
- Teachers have weekly PLC meetings, Institute Days, SIP Days, and optional summer opportunities to complete the work that needs to be done.



How many priority standards will there be per subject?

(2-3)

It depends on the grade level:

- There can be anywhere between 2 and 15 Priority Standards per subject for a year of instruction, however, not all standards are assessed every trimester/quarter.
- This will be a work in progress as grade level teams review the priority standards after articulating with grade levels above and below them, especially coming out of COVID.



How is it different from how grading is currently done?

(K-1)

- At the K - 1 level the difference will most likely be in the descriptors.
 - For example, the assessment codes for learning are currently Needs Improvement, Improving, and Meets Expectations. The descriptors may read **Emergent, Developing, Proficient, and Advanced**.
 - Priority standards will be listed for Art, Music, and PE.
 - There may be more priority standards for math than there are now.
 - Every priority standard may not be formally assessed every trimester.



Will this grading be the same as K-1?

(2 - 3)

- We anticipate that the grading will be similar, but not exact.
 - The assessment codes for learning are currently Needs Improvement, Improving, and Meets Expectations. The descriptors **may read** 1.0 - Emergent, 2.0 - Developing, 3.0 - Proficient, and 4.0 - Advanced.
 - Priority standards will be listed for Art, Music, and PE.
 - Every priority standard may not be formally assessed every trimester.
 - There will be a section for Work Habits/Behaviors.



What tools will teachers use to assess a student's understanding of a standard?

(K-8)

- **Assessments, Projects, Observations**
- **Proficiency scales** (Levels of Learning of the Standard)
Example:
 - 4.0 - Advanced
 - 3.0 - Proficient
 - 2.0 - Developing
 - 1.0 - Emergent
- **Rubrics** (Define the quality of student work)



Will those tools (such as rubrics, assessments) be given a traditional grade so parents can see how the student performed and for feedback to work on improvement?

(K-8)

- The decision to give traditional grades has not been determined. We need to seek input from teachers.
- Feedback will always be given. Students will have a solid understanding on their level of skills and knowledge, as well as what they need to do to get to the next level of performance.



Will there be additional help for those that are struggling? Will that additional help be based on more than just the Fastbridge testing? Will we continue Fastbridge testing?

(2-3)

- Interventions for struggling students are **essential**.
- There will **continue to be interventions** for students who are struggling. This will not change. FASTBridge has been only one data point to determine who gets additional services. Teachers also look at **classroom assessments** and **daily performance** in the classroom. At this point in time, no decision has been made to eliminate FASTBridge.



How many times will you allow students to retake assessment?

What will they need to show in order to take the assessment again?

(2-3)

- We want students to provide **evidence of learning**. This, of course, is **within reason and at the discretion of the teachers**. If students do not understand a skill/concept, it will need to be **retaught**.
- Many teachers have a form students need to complete stating what they will do to prepare for the reassessment. These forms require students to create a plan to prepare for the retake and get a parent/guardian signature.
- This is an area that teachers will discuss and determine a grade level plan.
- Standards can and must be met and where students are not permitted to submit substandard work without being asked to revise.



Will children still be held accountable for handing in late or missing assignments? In preparing them for their future, meeting deadlines is part of every job. Are there going to be ways that those children that are actually doing well (current A students; handing homework in on time) are going to be rewarded/encouraged to continue?

(6-8)

- We anticipate that these things will continue. We believe that **work habits** and **responsibility** are important.
- Teachers have **systems in place** to handle late or missing assignments, that will not change. Many teachers have **reward systems** to **encourage positive behavior and work habits**. **Communication** with families will continue to be an important part of students' school journey.
- Many standards-based reporting systems include a section on **work habits**, which often communicates **responsibility**.



How does this new system translate to high school? Will Lockport be picking up this system too?

(K-1)

- LTHS looks at students' **PSAT scores** and **FASTBridge scores** for incoming freshman.
- LTHS has implemented **effective grading practices**. Teachers are expected to **share their learning targets** with students every day. Students must know what they are **expected to learn**. This aligns with Standards-Based Learning and Grading.



How does this new system translate to high school? Will Lockport be picking up this system too? (Continued)

(K-1)

- There are teachers at LTHS who have implemented SBL & G in their classrooms. They also have the standards-based reporting translated into traditional grades.
- District 92 and Lockport Township High School have a **great relationship and articulation** which we will continue.
- LTHS **does not see any hindrance** with a students' progression by putting standards-based reporting in place.



How does it translate to college?

(K-1)

- Colleges receive transcripts from high schools all over the world. They are all different, especially international transcripts. To name a few, **Harvard**, **University of Illinois**, and **Illinois State University** all accept transcripts that are standards-based.
- Colleges report that they look at:
 - The **rigor** of a student's coursework.
 - The **activities** students are involved in.
 - They **essays** students write during the application process.
 - **ACT/SAT Scores** (many are optional, however).
- Colleges also report that high schools can best prepare students by teaching them to **accept and implement feedback** and have the ability to **work collaboratively**.



Will the grading scale stay the same? How do you plan on continuing to teach the students about percentages, as those will not be going away in high school?

(2-3)

- In standards-based reporting, the grading scale will look different. Many scales are based on a 4 point system that are clearly defined.

Example: Level 4: Advanced
Level 3: Proficient
Level 2: Developing
Level 1: Emergent

- We teach percentages as part of a math standard. This skill is introduced in 4th grade and continues in 5th and 6th grades.



Will we be getting rid of grades entirely or will this be information to support the letter?

(2-3)

- This decision has not been made yet. We feel it is important to get feedback from our teaching staff.



How do you plan on attaching letter grades to every standard?

(2-3)

- If the teachers decide that we want to attach letter grades, it would more than likely be for an entire subject or content area such as ELA, Math, Science, Social Studies, etc. There would not be a letter grade for every single standard.



Will teachers have a standard grade level rubric that they will be using?

(4-5)

- **Proficiency scales** and **rubrics** will be created by teachers in grade level teams that will include **descriptors of the quality of work** expected to meet the proficient level of each priority standard.



Will there be a transition period using a combination of standard based & regular grades so that we (parents and students) can ease into the new grading system?

(4-5)

- This has not been decided at this time. Collaboration with teachers will guide us to what will work best for all stakeholders (parents, students, teachers, etc.).



How do teachers feel about standard based grading? (It feels like a lot of work for them!)

(4-5)

- We have some teachers that are ready for SBL & G. Any time there is change, there are those who are hesitant. Many teachers see the value and are ready for standards-based learning and grading.
- There will be some additional work on the front end, however, once the proficiency scales and rubrics are in place, teachers from other districts report that the grading is much easier.



How will GPA be calculated?

How does this impact GPA and honors classes?

(4-8)

- We have not determined this yet, as we are in the beginning stages of learning about and transitioning to SBL & G, however, it will be a topic that will be discussed.
- There are conversion charts that can be used or created to calculate proficiency scores into a traditional grade point average/letter grade.
- Honors classes placement considers FASTBridge scores, CogAT score, IAR scores, and teacher recommendation.



How will my child know if they are on the spectrum of 'Passing - but barely" or 'Passing - doing great'? Such as the current grading system (ex. D- vs. B+).

How do you encourage children to excel?

(6-8)

- **Feedback!** Teachers are in **constant communication** with students. Assignments are often scored with a level of proficiency (4.0, 3.0, 2.0, and 1.0) that communicates where they are in their learning journey.
- Students that are meeting the standard will be **pushed/encouraged to extend their learning** to an advanced level (problem solving, critical thinking, application of understanding the standard).
- Students can be **truly challenged** in a standards-based classroom because if they show **early mastery of fundamental skills and concepts**, they can then **concentrate on more challenging work** that is at a higher level or that seeks connections among objectives.



How is the National Honor Society going to recognize kids that excel?

(6-8)

- This has not been decided yet, however, there are ways to convert standards-based reporting into grade point averages/traditional grades.



With teachers in the upper grades having multiple classes and 100 students- how will you be helping teachers adjust and giving them time for grade input?

(6-8)

- **Grade level** representatives, **SPED** representatives, and **specials** representatives from each building will be part of the district committee who will participate in training to prepare for the transition. They will disseminate the information back to their teams during PLCs and/or grade level meetings.
- Teachers have communicated that this does not have to consume more teacher time if done properly. Teachers will create proficiency scales and rubrics to determine a student's level of learning on a particular standard. Our teachers have plan periods every day.



When in power school will parents be able to see “grades” on tools used to determine where a student stands in a particular standard?

(6-8)

- Power School has the capacity to report on standards. Our tech team is currently working on this.
- This will be set up and teachers will be trained by the time we fully implement standards-based reporting.



Will %/ "letter" grades be given in Jr High? In prep for HS

(6-8)

- This has not been determined at this time. We need time to work with the teachers to determine what is best for their students.



By 4th grade, a % / “letter” grade will be given?

(4-5)

- This has not been decided yet. Input from the teachers will be sought.



My child LOVES school. She was extremely upset with her grades and when I talk to the school and her teacher I'm told she's actually advanced in almost every area? Please explain how a kid who is advanced still receives a "needs improvement "

(K-1)

- Our goal is to only assess and give feedback on standards that have been taught.
- Whether we use a traditional or a standards-based grading system, students are **not expected to have standards mastered when they are learning and practicing it.** We want to see where students are at **the end of their learning,** not punished along the way.
- Many Math standards can be mastered by the end of a unit, whereas, ELA standards may take all year to master.



Thank you!

We appreciate you taking the time to submit questions and being here this evening. We plan to have follow-up meetings during the 2023-2024 school year as teachers work through establishing practices and reporting on student learning.



Resources

- [Proficiency scale](#) (template example)
- [Rubric](#) (example)