Standards-Based Learning and Grading

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District 92's Strategic Plan

Student Growth and Achievement

Priority Strategy 2: We will develop and sustain a **standards and data-based** reporting system that provides evidence of the strengths and challenges of student learning.

During the 2022-23 school year, District 92 will provide professional development for a balanced assessment model and **standards-based reporting**.

Today's Learning Targets

- Learn about the importance of Standards-Based Learning and Grading

- Understand the purpose of grading

- Understand what goes into a grade

- Learn about the Tenets of Standards-Based Learning and Grading

Implementation Timeline

To do:	Prediction	Reality (Driven by Teachers)
Started Conversations about SBL & G	2017-2018	
PD for Why SBL & G?	January - June 2023	TBD
PD for How do we do SBL & G?	March 2023 - June 2024	TBD
SBL & G Committee	March 2023 (ongoing)	TBD
Parent Communication	Spring 2023	TBD
Electronic Gradebook Planning (Tech Dept.)	Spring 2023	TBD
Pilot SBL & G (volunteer)	2023 - 2024	TBD
SBL & G Implementation	**Fall 2024**	**TBD**

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The Golden Circle

WHAT

Every organization on the planet knows WHAT they do. These are products they sell or the services

HOW

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

WHY

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.

WHY
HOW
WHAT
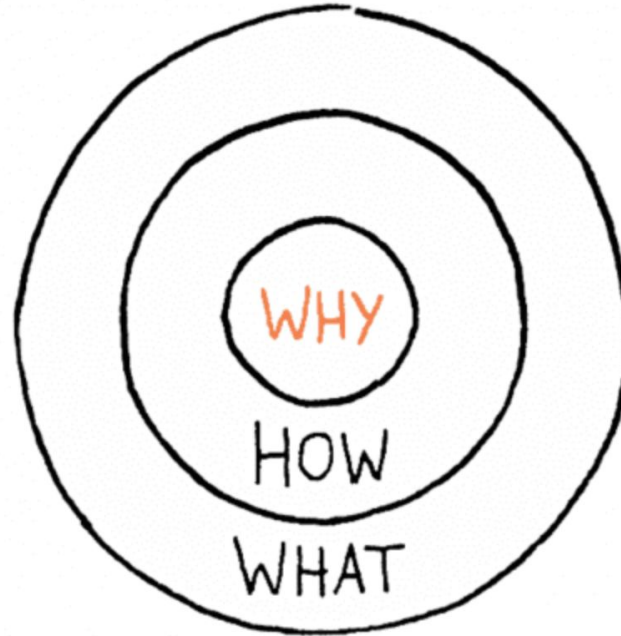
Source: Simon Sinek (2009), *Start with Why*

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QUESTIONS

Today – Why?

When is it starting? Implementation timeline

Will we receive training?

Who will be designing?

Why?

How does this benefit our children and students?

Will there be standards-based for SEL/Behavior/ EF?

Will there be training offered to teachers?

What are the students held accountable for?

Will teachers be included in report card format decisions?

Do we need to write our own standards? Who is choosing the standards?

Next – How?

How many standards should be graded per class/per quarter?

How does Depth of Knowledge affect the pacing of the standards during the quarter?

What happens if we do not reach a standard during the assigned time or quarter?

Are there ways to integrate our technology to make it easier for the standards to be recognized? Google Classroom does not talk to PowerSchool

Are we going to use numbers 4, 3, 2, and 1 or wording such as Meets, Towards or Below?

Will growth be measured throughout the year? Will standards change during the year?

Where will the standards be posted?

What happens when they do not meet the standards?

What happens when a standard was mastered and then they slip?

Are we using priority standards or all of them?

How are we tracking student progress/growth?

What would happen if teachers are off the scheduled pacing?

Where will we get the standards? - Will they come from our priority standards?

What levels will benchmarks be written?

How does it work for SPED? - Instructional for reading/math, how do I grade them for 5th-grade social studies and science?

Set up PowerSchool the same way for everyone?

How does it work for homework assignments?

Do we work on the same learning targets all year or a different set for each trimester?

What levels will benchmarks be written?

How does it work for SPED? - Instructional for reading/math, how do I grade them for 5th-grade social studies and science?

Set up PowerSchool the same way for everyone?

How does it work for homework assignments?

Do we work on the same learning targets all year or a different set for each trimester?

What will the grading scale be?

Do letter grades correlate to a number?

Who will be compiling examples of mastery, emerging, and strategic for each subject area?

What happens to students who are not meeting? Redos? Retakes?

How many learning targets per subject per trimester per year are we planning on?

What kind of training are we going to get?

Can we see a lesson/classroom/district where this has been implemented?

What does the grading look like from grade to grade?

Would the standards be general or specific to each project?

How will the high school look at the reporting?

What districts already use standards-based grading? Can they give us some feedback?

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How many categories are we expected to list on a report card? I know that is a very broad question, but the report card examples I saw were multiple pages with every subject having several categories. We have 4 categories of standards so would probably have at least 4 categories for music.

What does a report card format look like? How does it translate to traditional grades?

How will it be rolled out? By grade level, by schools

How will it be communicated to parents?

When is the intended rollout to begin?

When do you anticipate Standards Based Learning taking effect?

Will the standards be measured across content areas and in electives?

Will there be cross-over in classes for certain standards - ie - writing/ELA?

What's the plan to roll out this grading at all levels and services?

What will rubrics look like?

Will there be progress reports?

Will we be using a portfolio/PowerSchool or both?

Why do we Grade?

- **Teamwork: Create a poster with your table group's response.**

- **Hang your poster up when finished.**

- **Be prepared to share.**

What's in a Grade ?

- **Individually, jot down anything and everything in your experience on the post-it notes that has been counted or included as part of a grade.**

- **One idea per post-it**
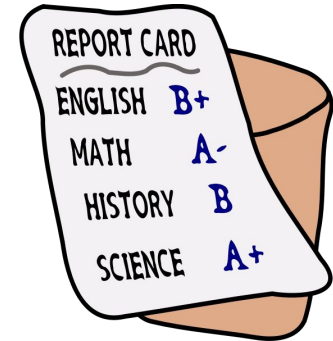
What's in a Grade?

- **At your table, categorize your post-it notes into academic and behavioral tasks.**

- **Those that do not fit either category can be placed in the middle.**

- **Be ready to share out.**

To What Extent Do Grades Reflect Learning?

- **Reflect on your own**

- **Tabletop discussion**

"Why would anyone want to change current grading practices?

The answer is quite simple: grades are so imprecise that they are almost meaningless."

- Robert Marzano

5 Key Tenets of Standards Based Grading

1. **Separation of Academic Achievement (Product), Behaviors (Process), and Growth (Progress)**

2. **Criterion Referenced**

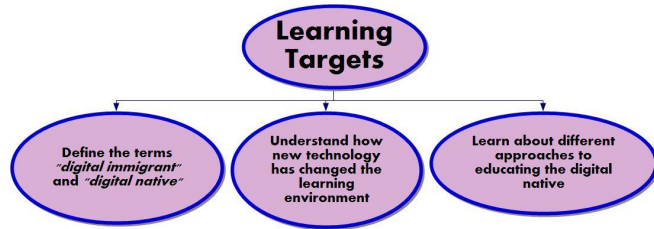3. **Evidence Based**

4. **Learning Focused**

5. **Shortened Scale**

Separation of Academic Achievement (Product), Behaviors (Process), and Growth (Progress)

Academic Achievement (Product)

Proficiency with the priority standards

Summative assessment data

Reported on a proficiency scale

Behaviors (Process)

Behavioral Expectations or attributes

Reported on a Frequency Scale

Choose 3-6 behaviors for reporting

Growth (Progress)

Note where students have areas of strength as well as areas for growth

Usually reported as a narrative comment

Comments can pertain to academic achievement, behaviors, or both

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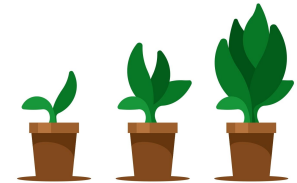
Tenet #1

Where am I?
Google Form

Level of Implementation

Developing
Approaching
Proficient
Mastery

1. **Separation of Academic Achievement (Product), Behaviors (Process), and Growth (Progress)**

2. **Criterion Referenced**

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Criterion Referenced

PLC Question 1 - What do we want the kids to know?

Determining Priority Standards

- **Endurance** - standards that appear in many grade levels
- **Leverage** - standards that have impact in many disciplines
- **Readiness** - what students need for the next year of instruction
- **External Exams / High Needs** - assessed on standardized tests

Ainsworth, 2013

AHS DISRUPTIVE RESEARCH PRIORITY AREAS

1. **Humanistic Intelligence:** The seamless integration of psycho-social-techno systems supporting enhanced human-machine teaming and synergistic behaviors.

2. **Bio and Human Enhancement Technologies (BHET):** Biotechnologies use organisms, tissues, cells or molecular components derived from living things, to act on living things; or, act by intervening in the workings of cells or the molecular components of cells, including their genetic material.

3. **Data-AI-Biotechnology:** AI, in-concert with Big Data and Synthetic Biology, will contribute to the design of new drugs, purposeful genetic modifications, direct manipulation of biochemical reactions, and living sensors.

4. **Synthetic biology:** Synthetic biology provides an arsenal of new tools to gain medical advantages across the spectrum of care.

5. **Additive manufacturing:** Additive manufacturing for generation healthcare delivery and biomedical applications. Battlefield medicine seeks to address this capability gap through two integrated research thrusts such as pharmacy on demand and biologically-derived medicines on demand.

6. **Quantum technology:** Quantum technology could revolutionize the detection and treatment of diseases. Military medicine applications for quantum computing.

Figure 3. AHS Disruptive Research Priority Areas

Unpacking Standards into Learning Targets

- **Know, Understand, Do**
- **Learning Progressions - I Can Statements**
- **Knowledge, Reasoning, Skill, and Product Targets**

Learning Targets

Define the terms "digital immigrant" and "digital native"

Understand how new technology has changed the learning environment

Learn about different approaches to educating the digital native

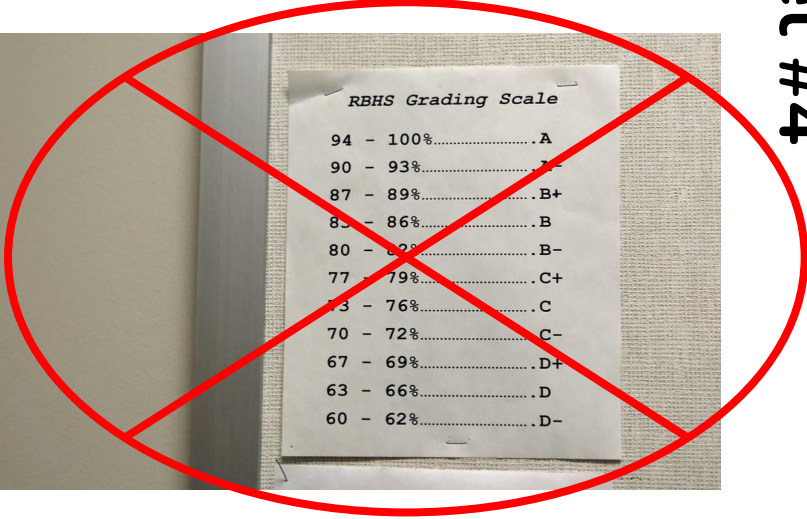**Where am I?**

Google Form

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Approaching

Proficient

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5. **Shortened Scale**

Evidence Based

- **Summative Assessment**
  - Confirms proficiency level
  - Addresses the power standards
  - Organized by standard for scoring
  - Teachers choose the best method to gather evidence
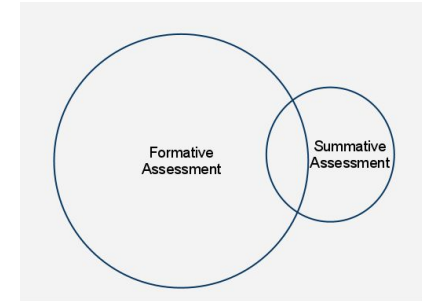
- **Formative Assessment**
  - Gathers evidence or proficiency levels throughout the journey to mastery
  - Feeds forward the learning process
  - Informs both the teacher and student, as a natural part of the classroom experience

Tenet #3

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Where am I?
Google Form

Level of Implementation

Developing
Approaching
Proficient
Mastery

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5. **Shortened Scale**

Learning Focused

Tenet #4

Where am I?
Google Form

Level of Implementation

Developing
Approaching
Proficient
Mastery

1. **Separation of Academic Achievement (Product), Behaviors (Process), and Growth (Progress)**

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3. **Evidence Based**

4. **Learning Focused**

5. **Shortened Scale**

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Shortened Scale

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

101 Levels/Percentage Based System

- **60 Levels of "F" (0-59)**
- **Other letter grades evenly distributed**
- **How do you describe 101 different levels of learning?**
- **What's the difference in learning between a 78 and 81?**

Tenet #5

4 Levels / Standards

- **Evens the playing field**
- **Increases inter-rater reliability**
- **Learning can be described at 4 levels**

Rubric for Assessing Critical Thinking Across the Curriculum.

Where am I?
Google Form

Level of Implementation
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1. **Separation of Academic Achievement (Product), Behaviors (Process), and Growth (Progress)**

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Today – Did we answer why?

When is it starting?	**Implementation timeline**
Will we receive training?	**Starting today and ongoing**
Who will be designing?	**Teachers will be driving this. SBL & G Committee will oversee and ensure alignment**
Why?	**Today's presentation aligns with the Strategic Plan**
How does this benefit our children and students?	**Student investment of learning**
Will there be standards-based for SEL/Behavior/ EF?	**Yes…reported separately**
Will there be training offered to teachers?	**See above**
What are the students held accountable for?	**Learning**
Will teachers be included in report card format decisions?	**Absolutely**
Do we need to write our own standards? Who is choosing the standards?	**No Teacher PLCs**

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The Game of School

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