

Parent Informational Meeting

A Standards-based System: Instruction, Learning, Assessment and Reporting



Standards-based learning is a process, not an event.



A Standards-based System: Instruction, Learning, Assessment and Reporting

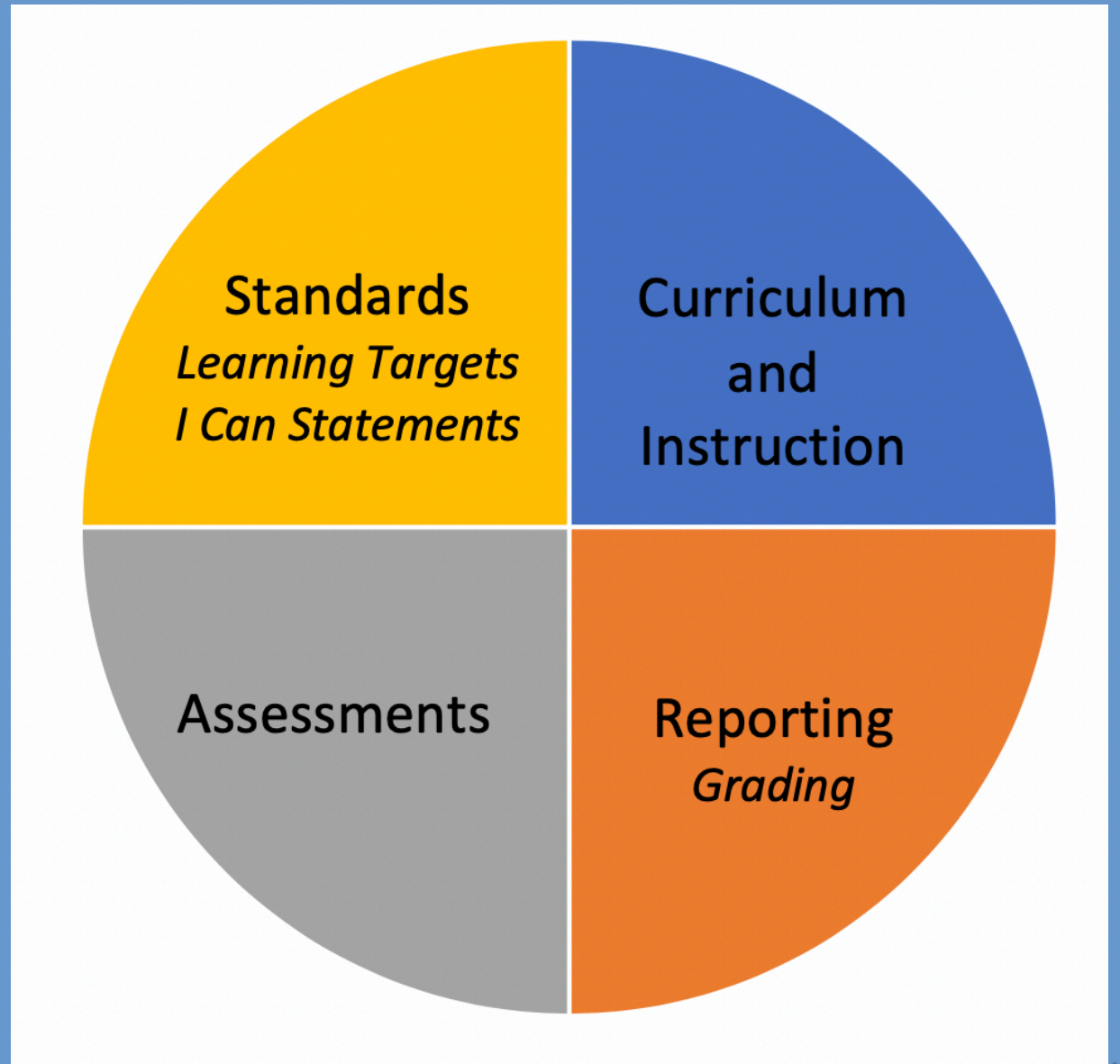
Moving to a standards-based system requires a shift in thinking and a shift in what takes place inside the four walls of the classroom.



Standards-based learning is a process, not an event.



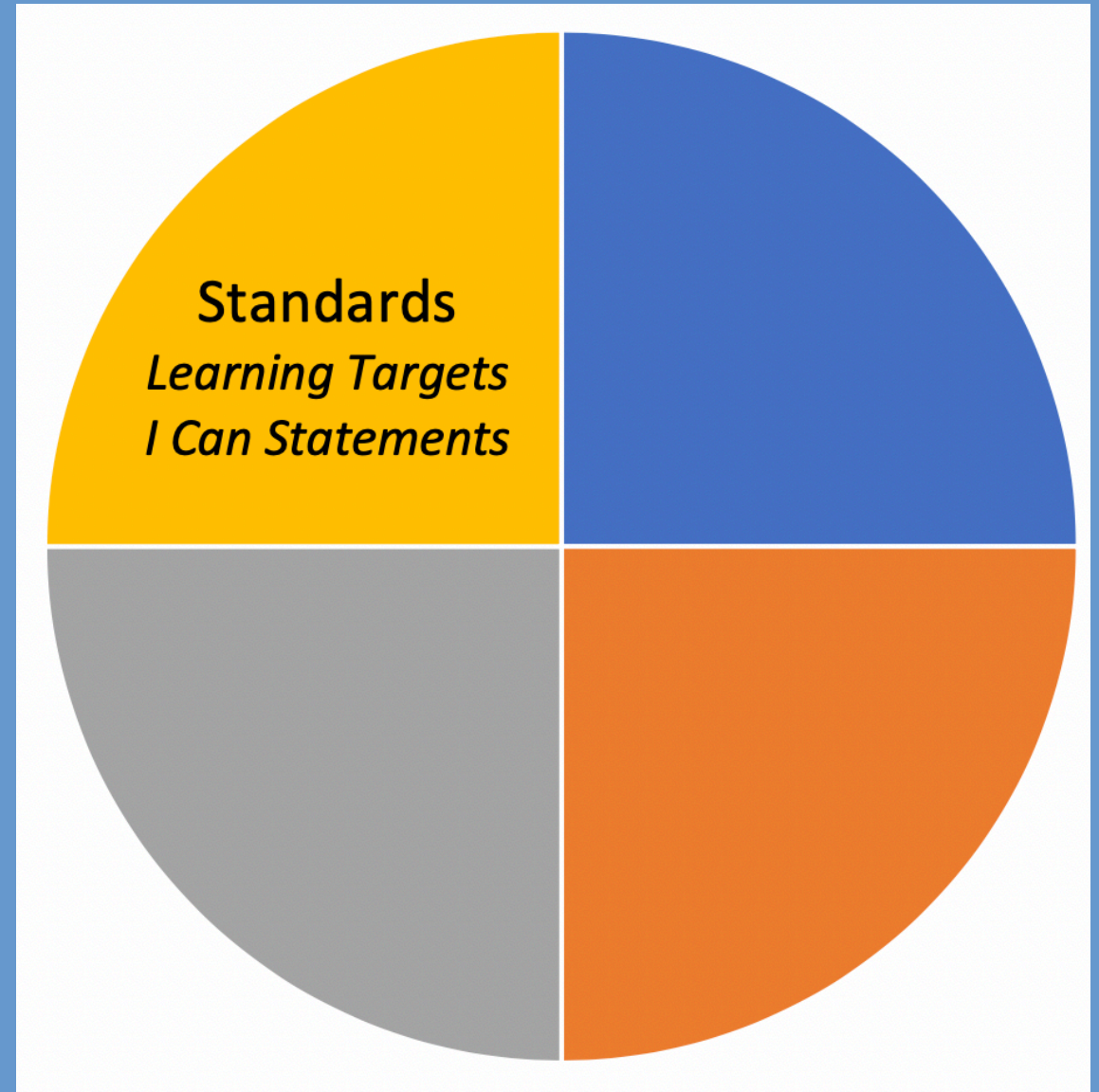
Components of a Standards-Based System



Standards-based learning is a process, not an event



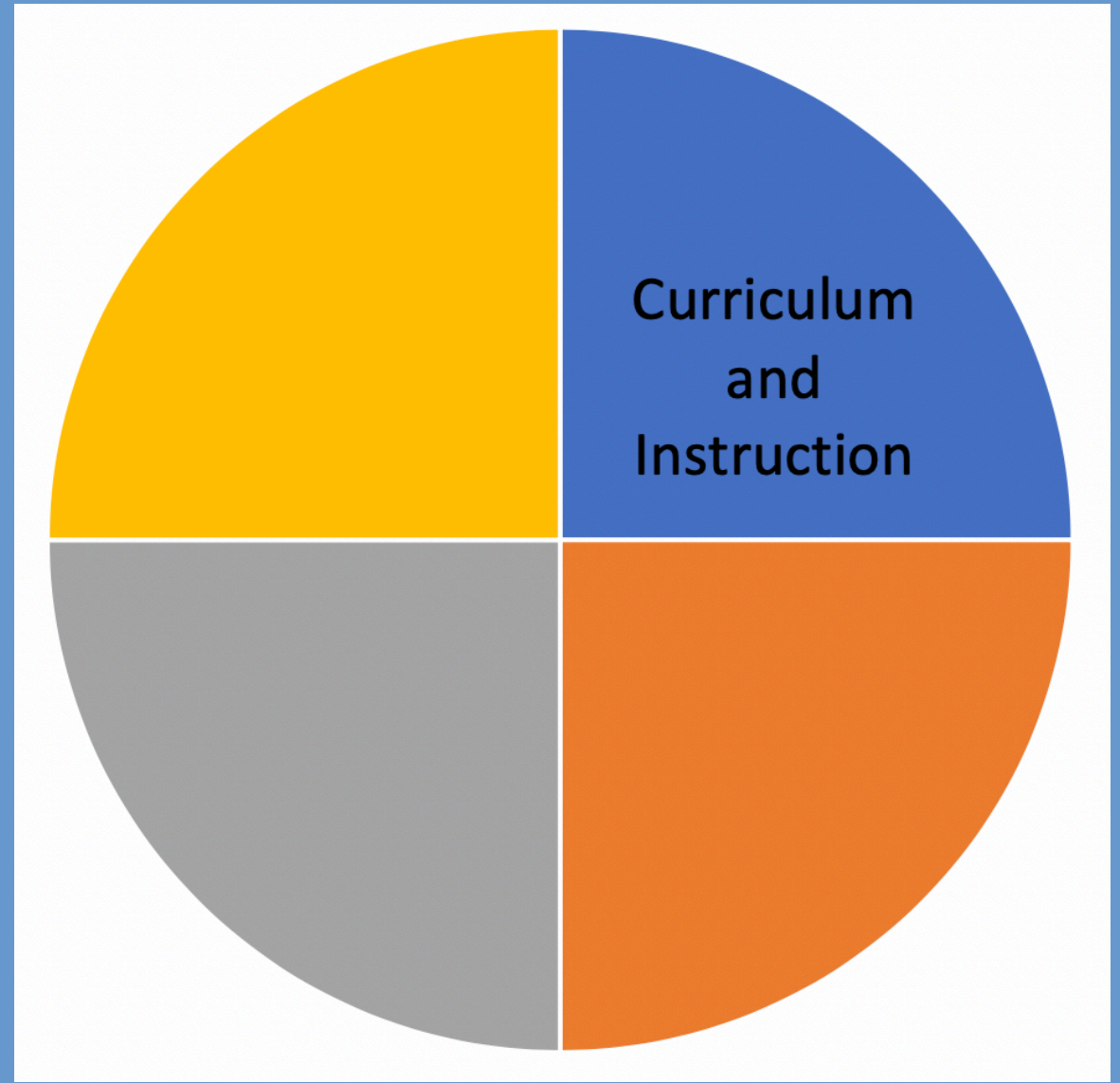
The standards describe what a student should know and be able to do at a given grade level for each subject.



Standards-based learning is a process, not an event



The standards-based Curriculum is a roadmap a teacher uses to ensure that Instruction focuses on the standards.



Standards-based learning is a process, not an event



A teacher uses **Assessments** to measure learning and the extent to which a student has met the grade level content standards.

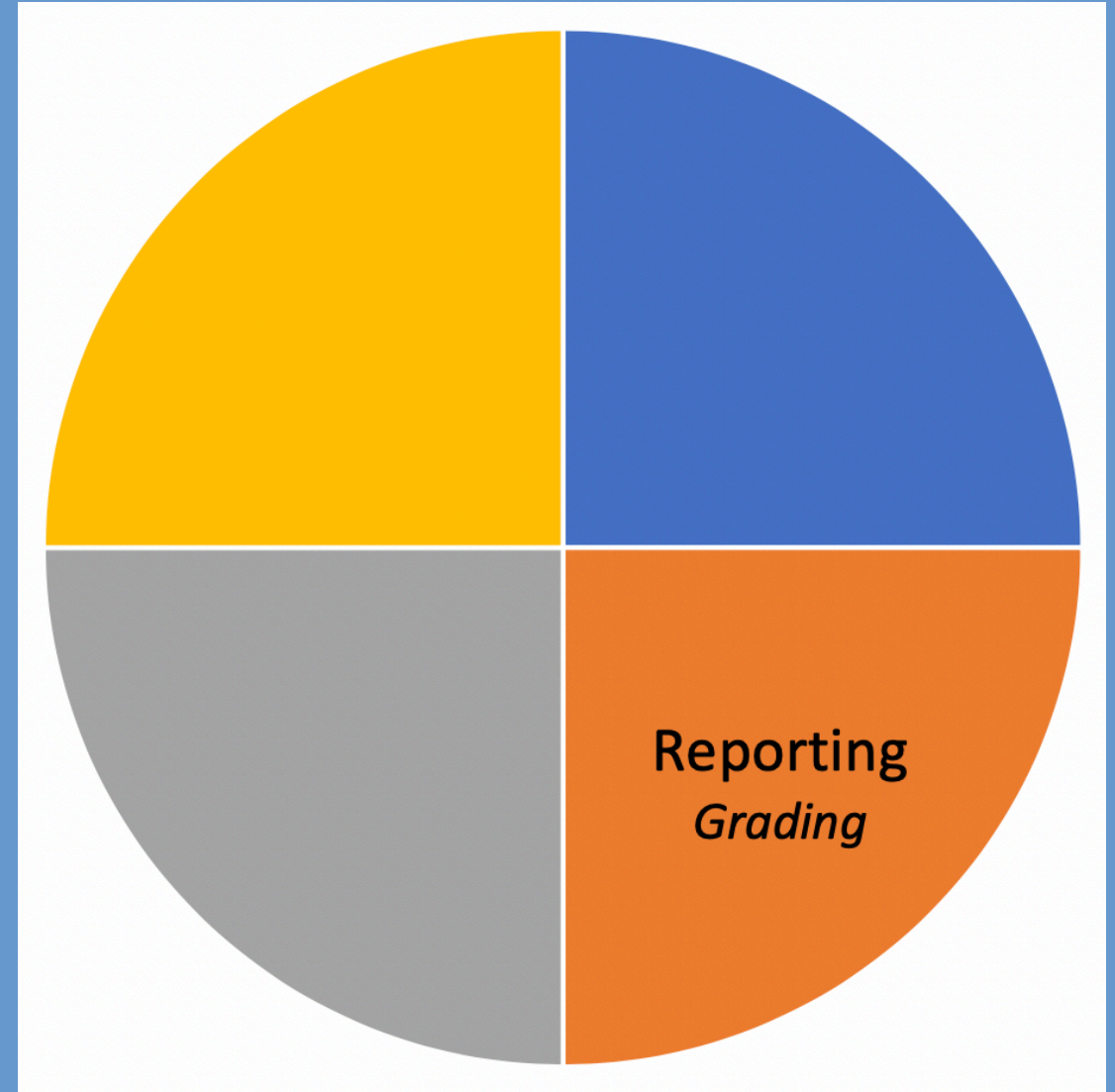
Level of Proficiency or Mastery



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The standards-based **Report Card** allows a teacher to communicate accurately a student's progress towards meeting the standards at specific points in the school year.

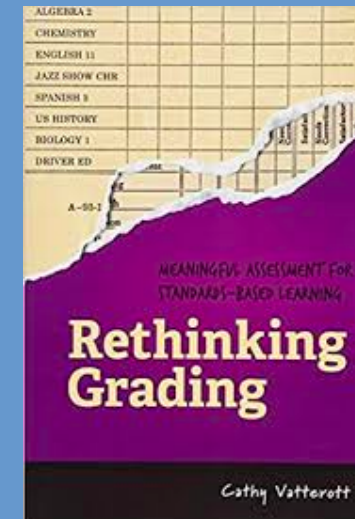
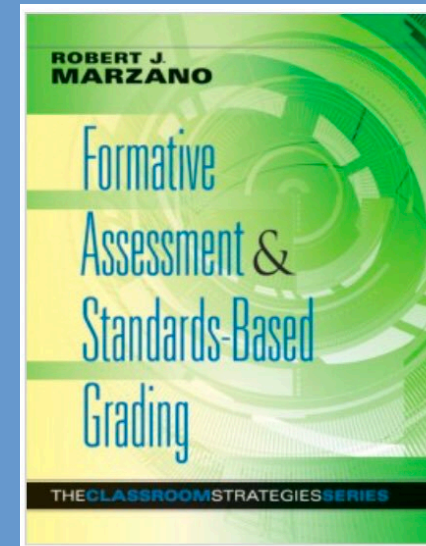
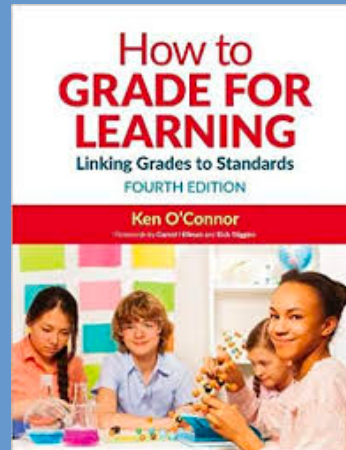


Standards-based learning is a process, not an event



Why The Change?

- Research by experts in the field of education overwhelmingly assert that standards-based grading and reporting allows us to best align our instructional practices with how we report student learning. (Robert J. Marzano & Ken O'Connor)

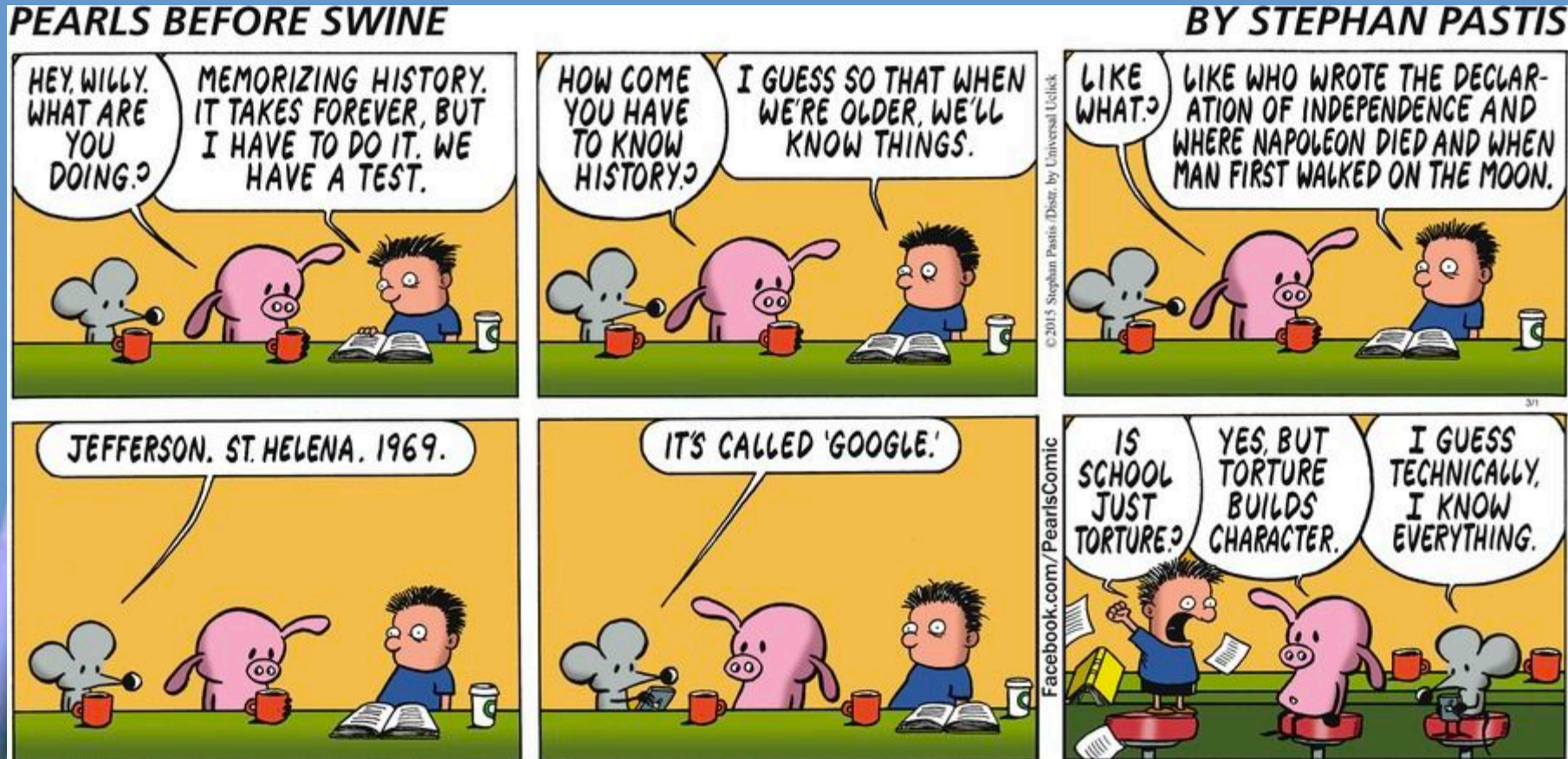


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Why The Change?

- Education and learning look different today



Standards-based learning is a process, not an event.



Why The Change?

- To more accurately and effectively communicate student progress to students, parents and to staff in other grades .



Traditional Report Card

Class	Q1
Mathematics	95% = A

Standards-based Report Card

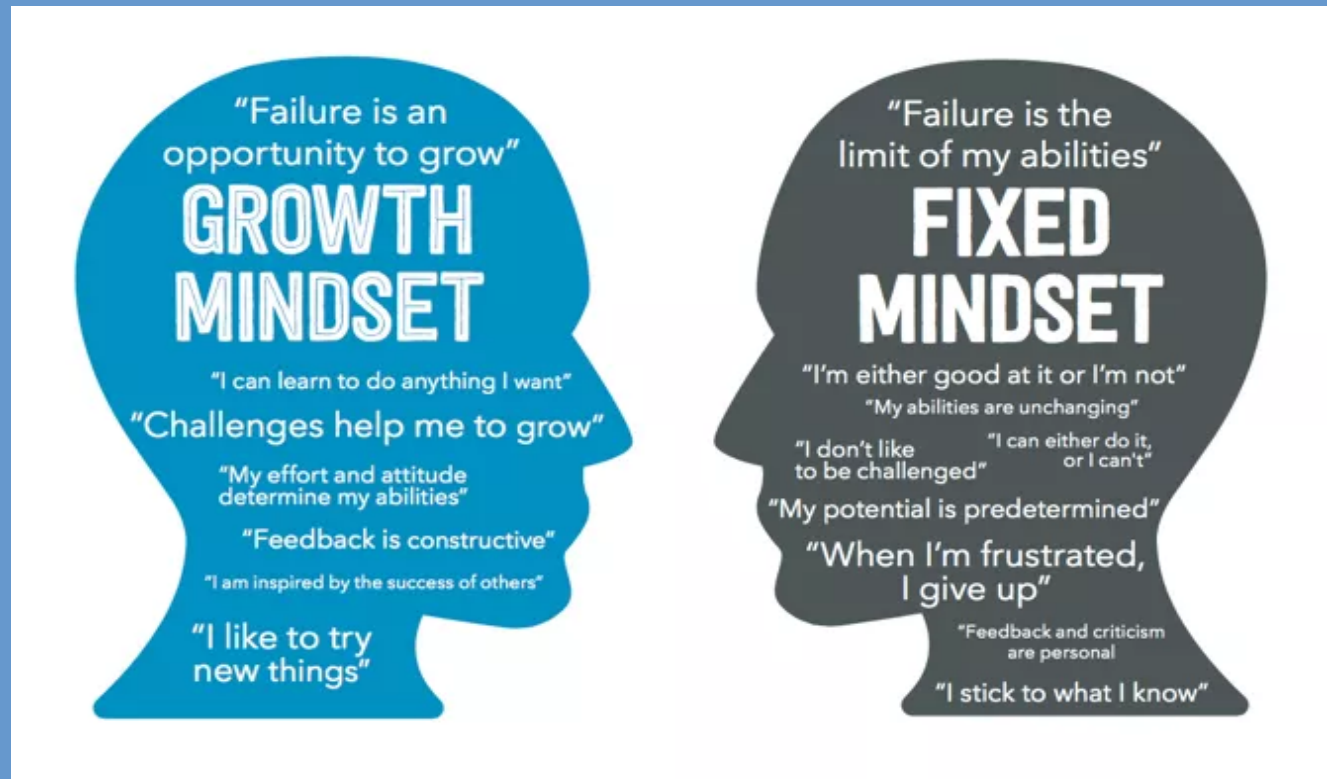
Class/Standards	Q1
Mathematics	3
I can define a number sentence	2
I can solve number sentences that have brackets	2
I can solve number sentences that have braces	3
I can create number patterns using two rules	3
I can estimate the answers of number sentences	2
I can find the sum of two 2-digit numbers	3
I can find the difference of two 2-digit numbers	2
I can find the product of two 2-digit numbers	2
I can find the quotient of two 2-digit numbers	3

Standards-based learning is a process, not an event.



Why The Change?

- Standards-based practices focus on growth. Students are assessed on clearly defined learning goals that are aligned with standards, which show a progression of learning.



Standards-based learning is a process, not an event.



What is a standard and where do they come from?

- Standards define what students need to know, need to understand, and need to be able to do at a certain point in time.
- There are standards for every content area and for every grade level.
- These standards are part of the curriculum of the Archdiocese of Milwaukee and are aligned with the common core state standards.



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For Example... Grade 2 Physical Science Standards



PS.1 MATTER AND ITS INTERACTIONS PHYSICAL SCIENCE ANCHOR CATEGORIES (Performance Expectations)	2 nd GRADE LEARNING TARGETS (Disciplinary Core Ideas)	2 nd GRADE I CAN STATEMENTS
2-PS.1.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	<ul style="list-style-type: none"> • Different kinds of matter exist and many of them can be either solid, gas or liquid, depending on temperature. • Matter can be described and classified by its observable properties. 	<ul style="list-style-type: none"> • Classify matter as solid, liquids and gas. • Provide examples of properties of matter. • List the properties of each state of matter.
2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	<ul style="list-style-type: none"> • Different properties are suited to different purposes. 	<ul style="list-style-type: none"> • Make observations comparing the attributes of various materials (including-- but not limited to-- strength, flexibility, hardness, texture, and absorbency of various materials). • Determine which materials would work best for a stated purpose. • Use data to explain the results of my investigations.
2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	<ul style="list-style-type: none"> • A great variety of objects can be built up from a small set of pieces. 	<ul style="list-style-type: none"> • Create a variety of objects using a set amount of pieces (blocks, Legos, etc.) • Measure the dimensions of different structures. • Compare the measurements of different structures.
2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	<ul style="list-style-type: none"> • Heating or cooling a substance may cause changes that can be observed. • Sometimes these changes are reversible, for example water and butter at different temperatures. • Sometimes these changes are not reversible, for example when cooking an egg or burning wood. 	<ul style="list-style-type: none"> • Assess the changes in objects when they are heated or cooled. • Determine whether these changes can be reversed. • Communicate the results of these investigations.
PS.2 MOTION AND STABILITY FORCES AND INTERACTIONS PHYSICAL SCIENCE ANCHOR CATEGORIES		
PS.3 ENERGY PHYSICAL SCIENCE ANCHOR CATEGORIES		
PS.4 WAVES AND THEIR APPLICATION PHYSICAL SCIENCE ANCHOR CATEGORIES		
CATHOLIC SOCIAL TEACHINGS		<ul style="list-style-type: none"> • Work cooperatively and respectfully with my classmates.

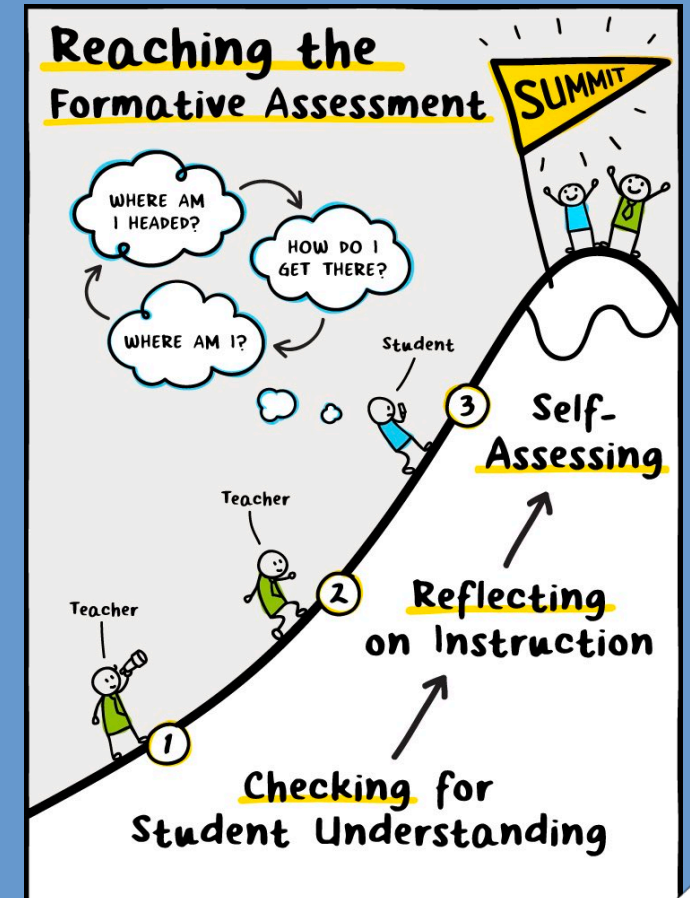
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Standards-based Assessments are used to measure learning

- **Formative:** Assignments and assessments completed on the way to mastery or proficiency: Demonstrates learning by the student

- Teacher Observations
- Peer/Self Assessment
- Dry Erase Boards
- Hold-up Cards
- Exit Tickets
- Think-Pair-Share



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Standards-based Assessments are used to measure learning

- **Summative:** Final declaration of mastery or proficiency; Demonstration of proficiency in knowledge and skills at the end of a period of instruction.
 - Written tests/quizzes
 - Presentations
 - Portfolios
 - Projects
 - Reports
 - Final exams



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Standards-based Assessments are used to measure learning

A Grading Rubric



<u>Properties of Matter Rubric</u>			
Level	Classifying	Explaining	Applying
3	Classified all 3 according to properties	Accurate labeling and complete description of 3 states of matter and gave examples <input type="checkbox"/>	Gives an example or story about matter, making a real world connection
2	Classified 2 according to properties. <input type="checkbox"/>	Sees only 1 contrast between solids, liquids, and gases	Example or story of matter is given but does not make a real world connection
1	Cannot classify matter according to their properties	See no relationships between the states of matter <input type="checkbox"/>	Cannot apply matter example into their life

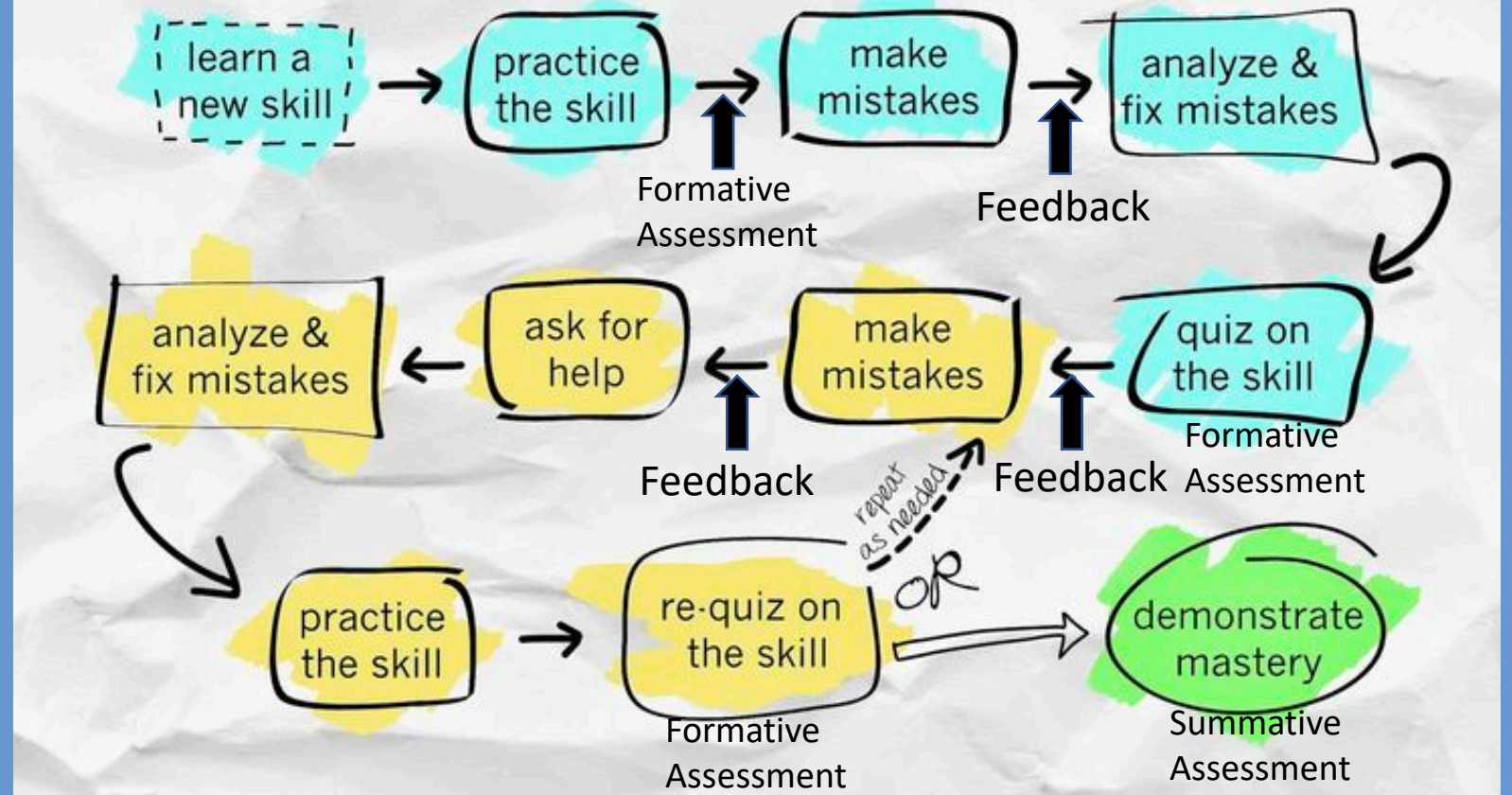
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Process of SB Instruction, Learning, and Assessment



What is standards based grading?



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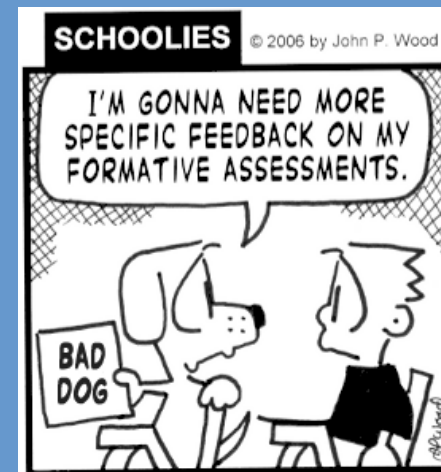
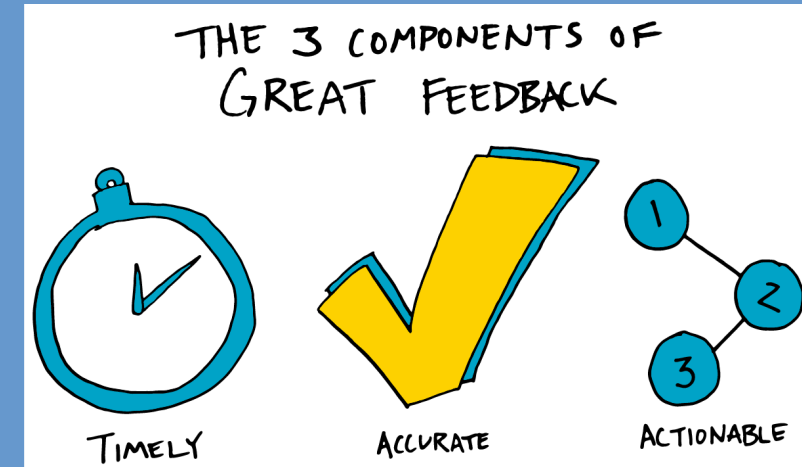
The Importance of Feedback

Formative feedback has the greatest impact on student learning and achievement.

~ John Hattie

In order for feedback to be effective it has to be:

- Positive
- Immediate
- Targeted on specific outcomes
- Allow student time to process or rework



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A Grading Rubric

Properties of Matter Rubric

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A Standards-based Report Card

A current Report Card

Science Teacher _____	1	2	3	4
Understands scientific concepts				
Investigates scientific concepts				
Evaluates scientific concepts				
Develops explanations and solutions for scientific concepts				

Science Teacher _____	1	2	3	4
Understands scientific concepts				
PS.1 Matter and Its interactions				
LS.1 From Molecule to Organisms: Structures and Processes				
LS.2 Ecosystems: Interactions, Energy and Dynamics				
LS.4 Biological Evolution: Unity and Diversity				
ES.1 Earth's Place in the Universe				
ES.2 Earth's Systems				
Investigates scientific concepts				
PS.1.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.				
PS.1.4 Construct and argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.				
LS.2.1 Plan and construct an investigation to determine if plants need sunlight and water to grow				
LS.4.1 Make observations of plants and animals to compare the diversity of life in different habitats.				
ES.1.1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.				
ES.2.3 Obtain information to identify where water is found on earth and that it can be solid or liquid.				
Evaluates scientific concepts				
PS.1.2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.				
ES.2.1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.				
Develops explanations and solutions for scientific concepts				
PS.1.3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.				
LS.2.2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.				
ES.2.2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.				

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Archdiocese of Milwaukee Proficiency Scale

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Grades K-3 Proficiency Scale

3 Proficient	<ul style="list-style-type: none">• Student demonstrates consistent understanding and application of concepts and skills aligned with grade level standards.• Student can complete assigned tasks independently.
2 Developing	<ul style="list-style-type: none">• Student demonstrates partial understanding of grade level standards.• Student can sometimes complete learning activities without assistance.
1 Emerging	<ul style="list-style-type: none">• Student needs more time to develop understanding of grade level standards.• Student can complete learning activities with assistance.

Grades 4-8 Proficiency Scale

4 Advanced	<ul style="list-style-type: none">• Student demonstrates understanding of concepts and skills extending beyond grade level standards.• Student can independently complete self-directed studies.
3 Proficient	<ul style="list-style-type: none">• Student demonstrates consistent understanding and application of concepts and skills aligned with grade level standards.• Student can complete assigned tasks independently.
2 Developing	<ul style="list-style-type: none">• Student demonstrates partial understanding of grade level standards.• Student can sometimes complete learning tasks without assistance.
1 Emerging	<ul style="list-style-type: none">• Student needs more time to develop understanding of grade level standards.• Student can complete learning activities with assistance.



Student Understanding of Proficiency Scale



The 4 Point Scale	
4	I got it and I can teach it, or apply it in new ways!
3	I get it! I am on target with all of my learning objectives!
2	I almost have it! I just need a little practice.
1	I am trying to get it! I need some more practice.

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Student Understanding of Proficiency Scale



Your goal: To ride a bike by yourself		
	4	Extending the Standard Wow! You not only ride a bike on your own, but you can pop a wheelie, jump ramps, and perform other bike stunts.
	3	Achieving the Standard Congratulations! You are successfully riding a bike by yourself.
	2	Progressing with the Standard You are pedaling well and staying upright as long as someone is holding on and giving you a little push.
	1	Beginning with the Standard You are riding a bike, but using training wheels

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Student Understanding of Proficiency Scale



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A Standards-based Report Card

Learner Behaviors are Reported Separately from Academic Achievement

PERSONAL/SOCIAL GROWTH AND LEARNER BEHAVIORS				
Learner Behavior / Effort Key				
O = Outstanding: Student displays superior successful learner behaviors				
S = Successful: Student displays successful learner behaviors appropriate for the grade level				
P = Progressing: Student has shown progress with behavior				
N = Needs Improvement: Student is not displaying behaviors that lead to successful learning				
<input type="checkbox"/> = Not applicable				
Learner Behaviors	1	2	3	4
Attends to class work				
Participates in class discussion				
Follows directions				
Makes good use of time				
Keeps an assignment notebook				
Completes assignments on time				
Has work and materials ready when needed				
Does work carefully and neatly				
Works cooperatively with others				
Demonstrates listening skills				
Revised November 2018				
Personal and Social Growth				
	1	2	3	4
Shows respect and consideration for:				
Adults				
Classmates				
School property				
Follows rules and classroom procedures				
Assumes responsibility				
Keeps personal belongings in order				
Attendance				
	Quarter			
	1	2	3	4
Half-Days absent				
Times Tardy				
GRADE PLACEMENT:		FOR SCHOOL YEAR:		

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Standards-based Grading & Reporting

- Rubrics
- Progress Reports
- Report Cards-Proficiency Scale, Learner Behaviors and Personal and Social Growth
- Conferences



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A Time to Review

A Standards-
based
Video



Standards-based learning is a process, not an event.



How standards-based assessment and grading benefits **students**:

- They know what they need to do to achieve; clear expectations
- Provides meaning to grades that are specific to a standard
- Better feedback for improvement
- Become more self-motivated; goal being mastery/proficiency



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How standards-based assessment and grading benefit **teachers**:

- They know exactly where all students stand in their progress toward learning goals;
- Standards-based grades are consistent between teachers and classrooms because expectations are aligned with standards;
- Standards-based assessments show them which students need extra help and which need more challenging work so they can adjust teaching



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How standards-based assessment and grading benefits **parents**:

- Report Cards have more meaning
- You get better information about what your child knows, is able to do, and the direction of future learning
- Standards-based grading lets you know in which areas your child can use learning support at home



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Parent Support

- What standard are you working on now?
- What specifically do you need to know, understand, or do?
- What level are you at right now?
- What are you doing to get to the next level?



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Frequently Asked Questions

I have heard that homework will not be graded, so does that mean my child will not be getting any homework? What is the consequence for not doing homework?

- Homework is not going away
- Homework is used as a formative assessment and will receive feedback for learning (not used in the final grade)
- Consequences to not completing homework will be reported in the Learner Behaviors or Success Indicators on the report card



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Parent Frequently Asked Questions

With many high schools using a traditional grading system, will our students be prepared?

YES!

- Identifying one's strengths and weaknesses as a learner, being self-motivated to meet course objectives, developing strong study habits, and mastering course standards are all aspects of this system that will help students in high school.



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Thank you for being here and for your
on-going support of your child's
education!



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