
Standards Based Learning

~ PTA Meeting - Nov 9 ~

Innovation Elementary

Presented by: Keith Knott, 3rd Grade

Objectives:

- The Why - Understanding Innovation's Journey
- Define Standards Based Grading
- Understand what Standards Based Grading looks like at Innovation
- Know how I can support my student's learning at home

Grading & Reporting Practices

Purpose of the Report Card

A communication tool

A valid representation of student's progress

Inform students and parents of strengths and challenges in learning

Included in a student's school record and cumulative file

Current Report Cards at APS

Language and Literacy	Jan	June
Oral Language (Listening and Speaking)		
Listens for meaning in discussion and conversations	M	M
Uses language effectively to communicate with others	M	M
Contributes to group discussions	M	M
Word Knowledge		
Generates rhyming words	M	M
Hears and identifies sounds in words	P	M
Recognizes and identifies uppercase and lowercase letters	M	M
Recognizes and produces letter sounds	P	M
Reading		
Relates personal experiences to text	M	M
Recalls details about fiction and non-fiction texts	M	M
Shows an understanding of concepts of print	M	M
Matches spoken words to written words (one to one)	M	M
Reads and writes simple high frequency words	P	M
Reads predictable, familiar, and decodable text independently	P	M
Writing		
Communicates thoughts and ideas on paper	P	M
Writes for a variety of purposes	P	M
Writes several sentences around a single topic	P	M

SUBJECT		Grading Period			
		1	2	3	4
English/Language Arts Reading	Instructional Level	3-2	3-2+	3-2+	3-2+
	Achievement	A	A	A	A
	Effort	O	O	O	O
English/Language Arts Writing	Achievement	A	A	A	A
	Effort	O	O	O	O
Mathematics	Instructional Level	3	3	3	3
	Achievement	A	A	A	A
	Effort	O	S	O	O
Science	Achievement	A	A	A	A
	Effort	O	S	O	S
Social Studies	Achievement	A	A	A	B
	Effort	O	S	O	O
Art	Achievement	S	O	O	O
	Effort				

LANGUAGE ARTS				
READING				
Level of instructional materials	P	P	P	P
Reads with understanding	PP3	1-2	1-2+	2-1
Shows growth in vocabulary	+	+	+	+
Shows growth in vocabulary				+
Reads independently		+	+	+
Uses word recognition skills			+	+

ORAL COMMUNICATION				
Uses listening skills	+	+	+	+
Expresses ideas clearly			+	+
Shows growth in vocabulary		+	+	+

WRITTEN COMMUNICATION				
Expresses ideas clearly	+	+	+	+
Shows growth in vocabulary				+
Writes legibly		+	+	+
Uses capitalization/punctuation appropriately				
Spells assigned words correctly	+	+	+	+
Applies spelling skills to written work	+	+	+	+

MATHEMATICS				
Level of instructional materials	P	P	P	P
Understands concepts presented	1	1	1	1+
Computes accurately		+	+	+
Uses problem solving strategies			+	+

Achievement and Participation

An asterisk (*) indicates either that a supplement is attached or that the curriculum has been modified

P - Making Expected Progress

N - Not Making Expected Progress

- Area of Difficulty

+ - Area of Strength

No symbol indicates - Satisfactory

Academic Progress Key

An asterisk (*) indicates either that a supplement is attached or that the curriculum has been modified

A - Exceeds Grade Level Expectations

B - Often Exceeds Grade Level Expectations

C - Meet Grade Level Expectations

D - Does Not Meet Grade Level Expectations - Passing

E - Does Not Meet Grade Level Expectations - Failing

FLES/FLS: M=Meeting, P=Progressing, B=Beginning.

ACHIEVEMENT

	NOV.	FEB.	APRIL	JUNE
Reading	B	A	A	A
Mathematics	B	B	B	A
Language Arts	B	A	A	A
Applied Spelling	B	B	A	A
Science	A	A	A	A
Social Studies	B	B	B	A
Handwriting		A	B	A
Art	A	A	A	A
Physical Education		B	B	A
Music – Vocal	B	A	A	A
Instrumental				

A – Excellent B – Good C – Satisfactory
D – Poor F – Failure

PERSONAL GROWTH AND DEVELOPMENT

	NOV.	FEB.	APRIL	JUNE
Effort	S	S	S	S
Conduct	S	S	S	S
Preparedness	S	S	S	S
Courtesy	S	S	S	S
Health Habits	S	S	S	S

S – Satisfactory U – Unsatisfactory

SUBJECT		Grading Period			
		1	2	3	4
English/Language Arts Reading	Instructional Level	3-2	3-2+	3-2+	3-2+
	Achievement	A	A	A	A
	Effort	O	O	O	O
English/Language Arts Writing	Achievement	A	A	A	A
	Effort	O	O	O	O
Mathematics	Instructional Level	3	3	3	3
	Achievement	A	A	A	A
	Effort	O	S	O	O
Science	Achievement	A	A	A	A
	Effort	O	S	O	S
Social Studies	Achievement	A	A	A	B
	Effort	O	S	O	O
Art	Achievement	S	O	O	O
	Effort	S	O	O	O
Vocal Music	Achievement	S	S	S	S
	Effort	S	S	O	S
Physical Education	Achievement	A	A	A	A
	Effort	O	O	O	O
Health	Effort	S	S	S	S
Instrumental Music (not all students)	Achievement				
	Effort				
FLES/FLS (not all students)	Achievement	P	P	M	M
	Effort	O	O	O	O

FLES/FLS: M=Meeting, P=Progressing, B=Beginning, O=Outstanding, S=Satisfactory, U=Unsatisfactory

Innovation's Journey

SUBJECT		Grading Period			
		1	2	3	4
English/Language Arts Reading	Instructional Level	3-2	3-2+	3-2+	3-2+
	Achievement	A	A	A	A
	Effort	O	O	O	O
English/Language Arts Writing	Achievement	A	A	A	A
	Effort	O	O	O	O
Mathematics	Instructional Level	3	3	3	3
	Achievement	A	A	A	A
	Effort	O	S	O	O

Workshop model and the progression of learning

- Our practice is to provide accurate, specific, and timely feedback designed to improve student performance
- Conferring and guided small group instruction is taught this way, and now the report card reflects specific targeted areas within a subject
- We strive to create an environment where students take ownership for their learning and are intrinsically motivated to increase their knowledge and skill, rather than just collecting as many points as possible

Snapshot vs. Summative Average

In 2007, John Hattie pointed out that 'feedback is effective when it consists of information about progress, and/or about how to proceed.' A single letter grade summarizing a student's performance in one content area does not provide this type of specific feedback.

Standards based reporting is a method that allows teachers, students, and parents to clearly communicate about specific areas of strength and need. It gives a clear and concise answer to the student's question, **What do I need to do to improve?**

Our goal is to improve student achievement over time, rather than simply reporting it at predetermined intervals.

Mindshift - Learning is a progression

Meets Standard	Student consistently demonstrates mastery of the Virginia standard.
Approaching Mastery	Student is close to mastering (e.g., the student is learning) the Virginia standard.
Developing Mastery	Student is in the process of mastering (e.g., the student is learning) the Virginia standard.

Standards-Based Grading

The Virginia Standards of Learning has identified specific elements of knowledge and skill that all students should know and be able to do as a result of being in a grade level for a year.

Examples from VA standards

1st Grade Math	3rd Grade Reading	5th Grade Writing
1.1 The student will a) count forward orally by ones to 110	3.6 The student will read and demonstrate comprehension of nonfiction texts. f) Summarize information	5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive. g) Write a clear topic sentence focusing on the main idea.

4th Grade ELA - 4.5f Identify the Conflict and Resolution

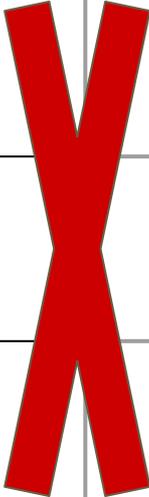
Meets Standard	I can identify the main conflict (problem) and the resolution (solution). I can support my ideas evidence from the text
Approaching Mastery	I can identify the conflict (problem) and the resolution (solution).
Developing Mastery	I identify a problem, or a solution, or neither.

2nd Grade Math - 2.1c compare and order whole numbers 0 to 999

Meets Standard	I can compare and order whole numbers between 0 and 999 and use the correct symbol to show my understanding ($<$, $>$, $=$).
Approaching Mastery	I can compare and order whole numbers between 0 and 99.
Developing Mastery	I can work through identifying where numbers belong on a number line, and with support can begin to compare the greater or lesser number. I might mix up my symbols ($<$, $>$, $=$) to represent a comparison.

Standards Based Assessment Does NOT Equate to Letter Grades

Meets Standard	Student consistently demonstrates mastery of the Virginia standard.	A
Approaching Mastery	Student is in the process of mastering (e.g., the student is learning) the Virginia standard.	B
Developing Mastery	Student is in the process of mastering (e.g., the student is learning) the Virginia standard.	C



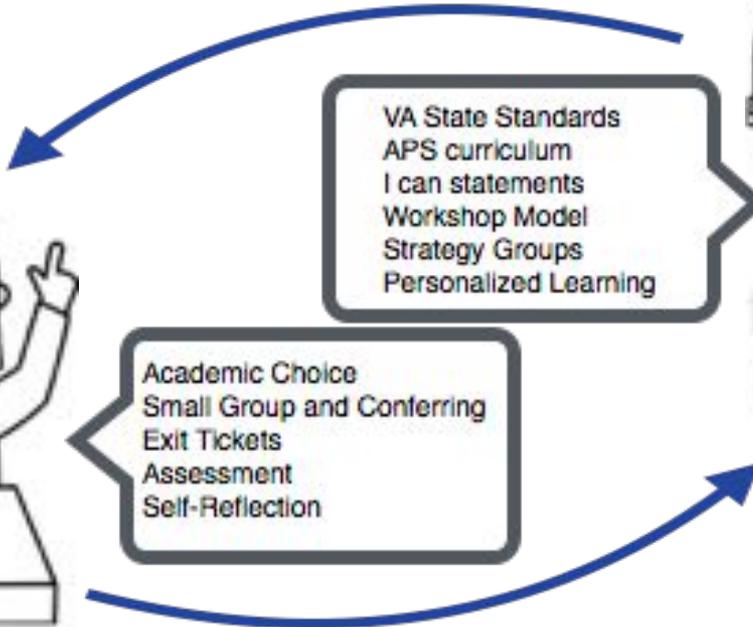
WHAT DOES THIS LOOK LIKE AT INNOVATION?

Instructional Practices



VA State Standards
APS curriculum
I can statements
Workshop Model
Strategy Groups
Personalized Learning

Academic Choice
Small Group and Confering
Exit Tickets
Assessment
Self-Reflection



End of Quarter Snapshot - what to expect

Language Arts - Grade 4

Standard	Proficiency
4.7j. Express an opinion about a topic and provide fact-based reasons for support.	Meets
4.7k. Use transition words and prepositional phrases for sentence variety.	Developing
4.8a. Use subject-verb agreement.	Developing
4.8d. Use commas in series, dates, and addresses.	Meets

Reading - Grade 4

Standard	Proficiency
4.5d. Identify genres.	Meets
4.6a. Use text features such as type, headings, and graphics, to predict and categorize information.	Meets
4.6d. Summarize supporting details.	Meets
4.6e. Draw conclusions and make inferences using textual information as support.	Meets
4.6h. Use reading strategies throughout the reading process to monitor comprehension.	Meets
4.9b. Collect and organize information from multiple resources.	Meets

The Outcomes

Students Can...	Teachers Can...	Parents Can...
<ul style="list-style-type: none">● Stay in touch with their own progress and growth● Set their own reasonable goals● Communicate and celebrate their achievements	<ul style="list-style-type: none">● Identify for students what they are expected to learn● Build relevancy for why they need to learn it● Understand the exact skills and knowledge a student has mastered and those in which a student needs additional time and help● Provide targeted instruction	<ul style="list-style-type: none">● Understand the exact skills and knowledge their child has been taught and where he or she is in meeting the skill● Provide focused support

Social Skills & Work Habits to C.A.R.E.S

CURRENTLY:

WORK and SOCIAL SKILLS	Reporting Periods			
	1	2	3	4
Meets expected standards for behavior	O	O	O	O
Shows respect for peers, property, and authority	O	O	O	O
Organizes self and materials for task	O	O	O	O
Works independently	O	O	S	S
Checks work for accuracy	O	O	O	O
Begins and completes class work on time	O	O	O	O
Stays on task	O	O	S	S
Follows written directions	O	O	O	O
Completes homework regularly and effectively	O	O	O	O
Demonstrates self-motivation	O	O	O	O
Gets along well with others	O	O	O	O
Works collaboratively	O	O	O	O
Listens attentively	O	O	O	O
Follows oral directions	O	O	O	O
Participates in discussion	O	O	O	O
Participates in group projects & oral presentations	O	O	O	O
Meets grade level expectations for tech. use	O	O	O	O
ESOL/HILT [1=Entering 2=Beginning 3=Developing 4=Expanding 5= Bridging]				
ESOL/HILT Level				

TRANSITIONING TO:

Standard	Proficiency
C.A.R.E.S: Cooperation.	Meets Standard
C.A.R.E.S: Assertion.	Meets Standard
C.A.R.E.S: Responsibility.	Meets Standard
C.A.R.E.S: Empathy.	Meets Standard
C.A.R.E.S: Self-Control.	Developing Mastery

Academic Progress Key An asterisk (*) indicates either that a supplement is attached or that the curriculum has been modified	Effort/Work & Social Skills	Music Achievement Scale
A - Exceeds Grade Level Expectations B - Often Exceeds Grade Level Expectations C - Meet Grade Level Expectations D - Does Not Meet Grade Level Expectations - Passing E - Does Not Meet Grade Level Expectations - Failing	O - Outstanding S - Satisfactory I - Improving U - Unsatisfactory	B - Beginning P - Progressing S - Skills O - Outstanding



Huskies demonstrate these characteristics:

<u>C</u>ooperation	<u>A</u>ssertion	<u>R</u>esponsibility	<u>E</u>mpathy	<u>S</u>elf-control
<ul style="list-style-type: none">- Follows class rules- Cooperates with others in work and play- Interacts with peers and adults in a respectful and positive way	<ul style="list-style-type: none">- Self-Motivated- Exhibits leadership skills- Demonstrates perseverance	<ul style="list-style-type: none">- Demonstrates effort- Organizes self/materials for tasks- Work Independently- Follows written and oral directions	<ul style="list-style-type: none">- Respects rights/property of others- Demonstrates care for others- Listens to others- Perceives other people's feelings	<ul style="list-style-type: none">- Accepts authority at school- Stays focused and attentive- Thinks before acting

How Can You Be Involved?

- Ask your student about what he or she is learning
- Stay connected - learning logs, parent information sessions, P-T conferences
- Partner with us and provide feedback about grading practices



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QUESTIONS

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Resources

- CARES: <https://www.responsiveclassroom.org/about/principles-practices/>
- “The Case Against Grades” by Alfie Kohn: <http://www.alfiekohn.org/article/case-grades/> “The Case Against Rewards and Praise” by Harvard Education Letter: http://hepg.org/hel-home/issues/10_2/helarticle/the-case-against-rewards-and-praise “The Case Against Grades” by Michael Thomsen: http://www.slate.com/articles/double_x/doublex/2013/05/the_case_against_grades_they_lower_self_esteem_dis_courage_creativity_and.html “Self-esteem based on external sources has mental health consequences,” American Psychological Association: <http://www.apa.org/monitor/dec02/selfesteem.aspx> “A is the Best One” by Caroline Greig: <https://www.macalester.edu/educationreform/actionresearch/GreigAR.pdf> “Standards-based grading made my kid average” by Lisa Westman: <https://lisawestman.com/2017/03/15/standards-based-grading-made-my-kid-average/>