Standards-Based Learning, Assessment & Grading

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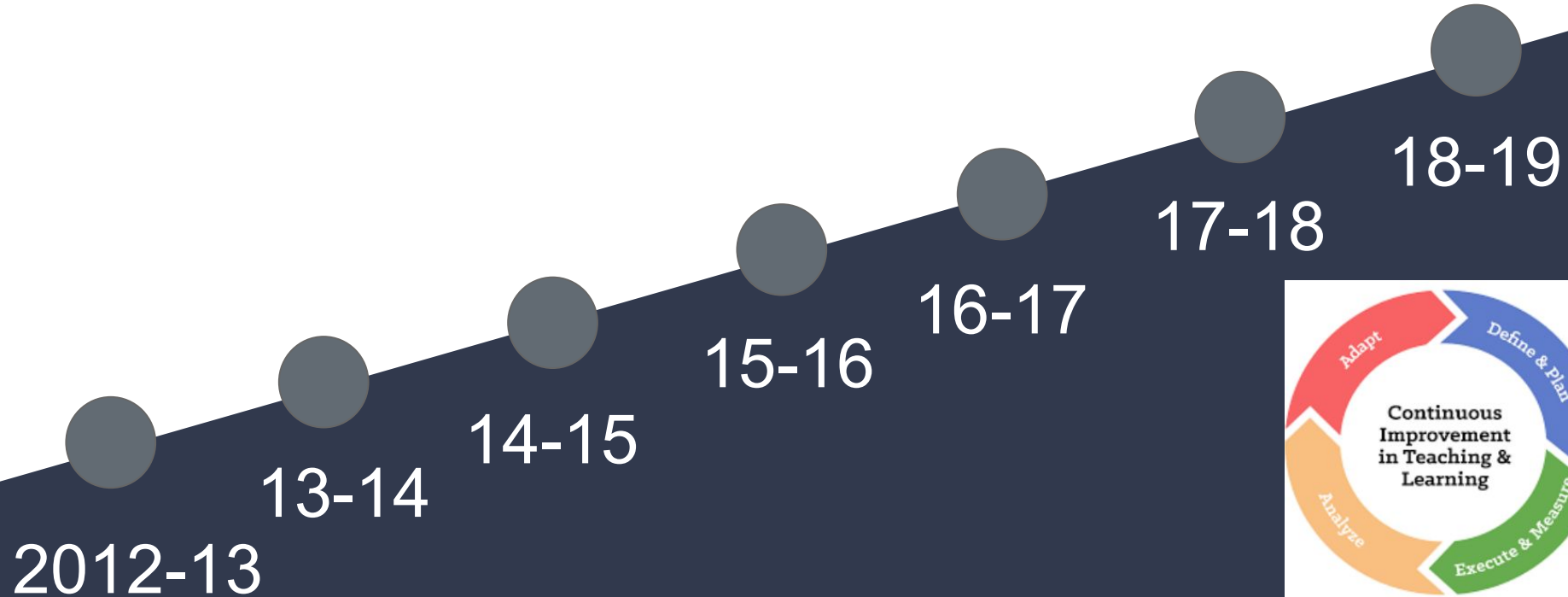
Define & Plan

- ❏ Personalized learning
- ❏ Meeting learners where they are
- ❏ Consistency between learning and reporting

- ❏ Grades capture level of mastery of skills & concepts

- ❏ Behavior, effort, compliance are reported separately

- ❏ Individuals learn in different ways, at different rates

- ❏ Students should know where they are in their learning

- ❏ High expectations for all - low level work is not accepted

- ❏ Students are held accountable, and given multiple opportunities to demonstrate learning
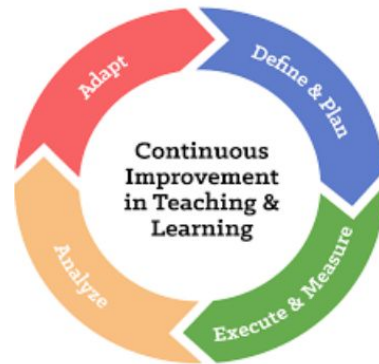
Guiding Principles

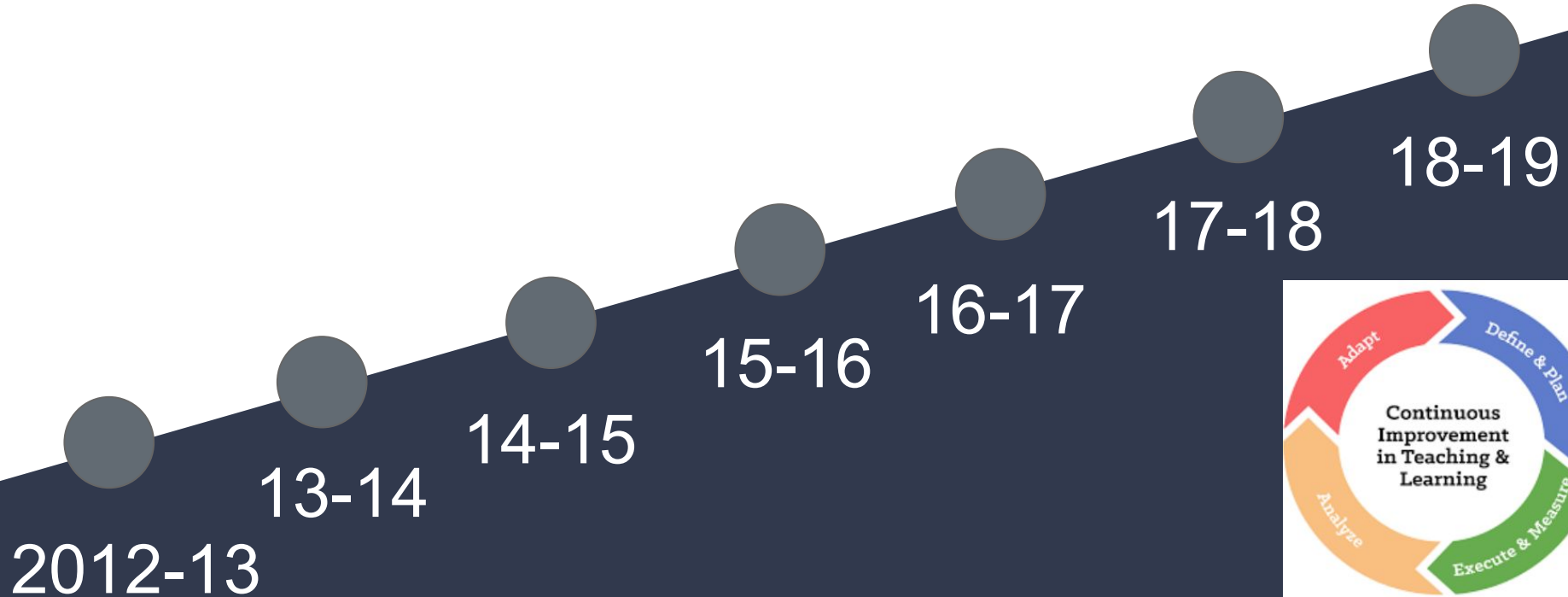# Execute & Measure

2012-13

13-14

14-15

15-16

16-17

17-18

18-19

Continuous Improvement in Teaching & Learning

Adapt

Define & Plan

Analyze

Execute & Measure

Analyze

- ❏ Parent Survey
- ❏ Student Survey
- ❏ Teacher Feedback
- ❏ Working Group

Execute & Measure

2012-13

13-14

14-15

15-16

16-17

17-18

18-19

Adapt

Define & Plan

Continuous Improvement in Teaching & Learning

Analyze

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Parent Survey Data

(271 Students total in grades 5 - 7)

- ❏ 105 responses
- ❏ 24 - child in 5th grade
- ❏ 35 - child in 6th grade
- ❏ 42 - child in 7th grade
- ❏ 4 - only a child in 8th grade

52% - Understand the philosophy of SBG
(Strongly Agree/Agree)

73% - Report a high or some level of understanding of the system of SBG

48% - Attended a presentation on SBG

37% - Very or somewhat satisfied with SBG

Parent Survey Data *(105 responses/271 students)*

28% - Believe students received feedback for improvement *(Always/Frequently)*

64% - Believe feedback on the SBRC helps them know how child is doing *(Strongly Agree/Agree)*

56% - Check PowerSchool *daily /2-3x per week / weekly*

79% - Prefer a paper mid-term progress report

Parent Survey Data *(105 respondents/271 students)*

52% - Believe SBRC tells what students know and can do *(Strongly Agree/Agree)*

55% - Believe Learner Expectations clearly identify learning behaviors being assessed *(Strongly Agree/Agree)*

46% - Believe the ratings (1-4) are clear *(Strongly Agree/Agree)*

24% - Believe the ratings (1-4) are clear to their child *(Strongly Agree/Agree)*

Parent Survey Data *(105 respondents/271 students)*

65% - Believe their child knows the learning goals *(Full/Some Understanding)*

37% - Believe teachers offer opportunity for extra learning time or retakes *(Strongly Agree/Agree)*

24% - Believe their children have an opportunity to exceed standards *(Strongly Agree/Agree)*

40% - Think their children believe they can exceed standards *(Strongly Agree/Agree)*

Parent Survey Data *(105 respondents/271 students)*

53% - Believe their child focuses more on learning than grades *(Strongly Agree/Agree)*

63% - Believe there should be a learning plan for students who do not achieve mastery (3) by the end of the school year *(Strongly Agree/Agree)*

43% - Are concerned about the transition to HS *(Strongly Agree/Agree)*

Parent Survey Data *(105 respondents/271 students)*

27 of 105 parent respondents wrote comments

7 - Referred to the lack of challenge/motivation   *(26% of 27)*

6 - Referred to transition to letter grades
   in HS & college   *(22% of 27)*

3 - Referred to Powerschool and being confused
   about their child's work   *(11% of 27)*

3 - Referred to the benefits of standards-
   based grading   *(11% of 27)*

Parent Survey Data – *Comments*

- ❏ Confidence in the Known (traditional) Dislike for the Unknown (SBG)

- ❏ Lack confidence in feedback

- ❏ Clarity & Consistency of Implementation

- ❏ Perceived Outcomes as a result of SBG

Data Categories

Student Survey Data

- ❏ 73 responses - 5th grade (94%)
- ❏ 84 responses - 6th grade (90%)
- ❏ 91 responses - 7th grade (91%)

	STUDENTS _(StronglyAgree/Agree)_	PARENTS _(StronglyAgree/Agree)_
Know what Learner Expectations are	88%	57%
SBRC tells what they should know and be able to do	81%	52%
Know the learning goal of assignments	90%	59%
Know how to show mastery of a standard	87%	44%
Know how to exceed a standards	82%	n/a
Believe they can exceed standards	80%	23%
Understand what ratings (1-4) mean	92%	43%

Student Data – _Compared with Parent Data_

	STUDENTS _(StronglyAgree/Agree)_	PARENTS _(StronglyAgree/Agree)_
Focus more on WHAT I am learning than on the grade or rating	84%	43%
Believe teachers give specific feedback to improve learning	80%	21%
Conferences, comments, & feedback help students know how they are doing	91%	61%
Students know how they are doing	74%	61%
Compare their progress to their friends	29%	n/a

Student Data – *Compared with Parent Data*

Motivated to do my best and learn as much as I can this year

95% of 5th, 6th & 7th graders
(Strongly Agree/Agree)

What motivates you to learn?
  7th grade - 18/91 - (20%) mentioned grades
  6th grade - 20/84 - (24%) mentioned grades
  5th grade - 1/73   - (1%) mentioned grades

Student Data – *Motivation*

Teacher Analysis

- ❏ 33 Middle School teachers at a staff meeting
- ❏ General and Special Education teachers
- ❏ Asked to list positive outcomes of SBG and areas that need further discussion

- ❏ Brings clarity to what is being taught and what students are learning
- ❏ Gives teachers a better idea of strengths & challenges
- ❏ Expectations are clearer
- ❏ Teachers are giving more opportunities for enrichment
- ❏ Students are more focused on what they know - not just what they hand in
- ❏ Reduces student anxiety

Teacher Analysis – *Positive Outcomes*

- ❏ Students are more self motivated to extend learning

- ❏ Helps us personalize learning and cater to student strengths and deficits

- ❏ Students are graded on academic skills not behavior

- ❏ Focus not on effort but on understanding

- ❏ Learning has more meaning

- ❏ More opportunity to reflect and revise

Teacher Analysis *– Positive Outcomes*

- ❏ Teacher consistency of implementation & language used with students

- ❏ Defining mastery for students with disabilities who are not working on grade level standards

- ❏ Additional training and discussions between grade levels

Teacher Analysis – *Discussion Points*

- ❏ Motivating students who still focus on grades
- ❏ Providing exemplars for 2, 3, 4
- ❏ Publishing proficiency scales
- ❏ Providing more effective feedback
- ❏ Using standards-based grading for high school placement recommendation

Teacher Analysis – *Discussion Points*

Adapt

- ❏ Provide research
- ❏ Presentations/Brochures/ FAQ
- ❏ Customize Parent Portal
- ❏ Talking Points & PowerSchool tutorial -T1 report card
- ❏ Midterm progress reports
- ❏ Additional Conferences
- ❏ Publish proficiency scales
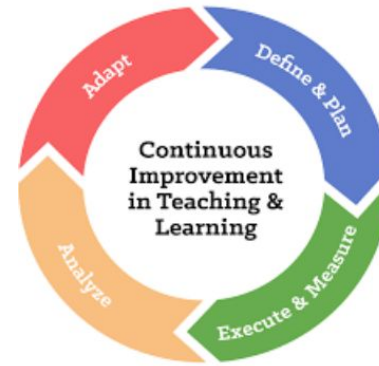
Adapt

- ❏ Staff reflection 2015, 2016, 2017, 2018
- ❏ Staff PD - full day workshop in August 2018
- ❏ Sharing research & articles
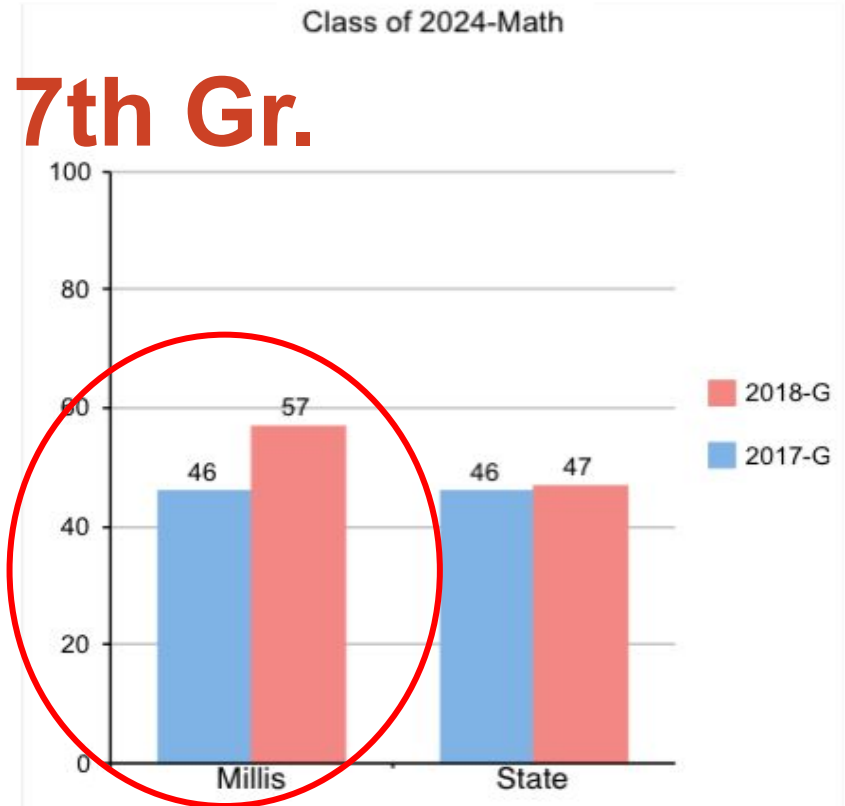- ❏ Exemplars for students
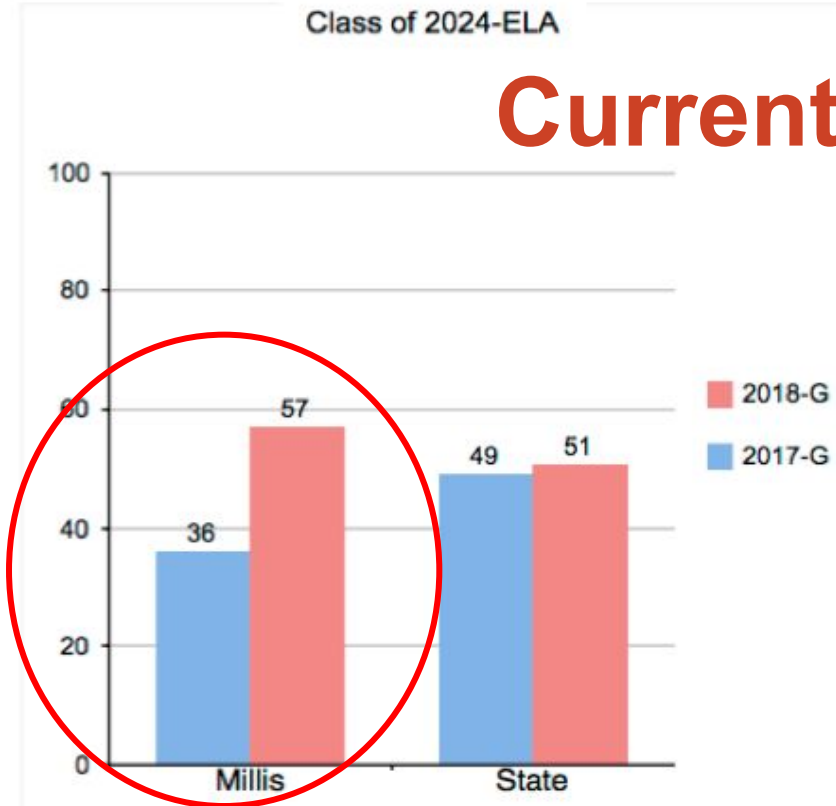- ❏ Extended learning plan
- ❏ Growth plan
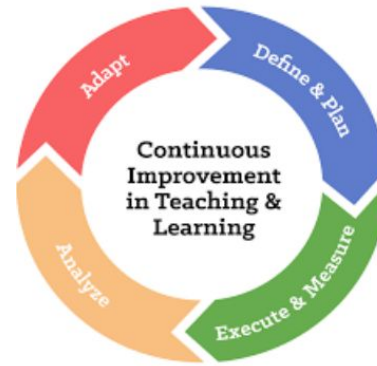
Cohort Data – Percentage of Exceeding/Meeting

Class of 2024-ELA

Current 7th Gr.

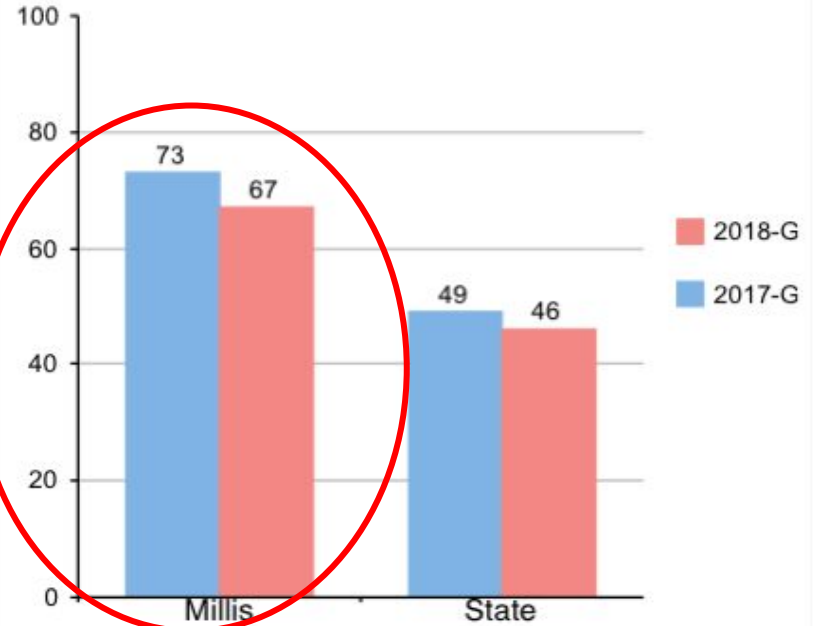## Class of 2024-Math

Cohort Data – Percentage of Exceeding/Meeting

Current 6th Gr.

Class of 2025-ELA

	Millis		State	
2017-G	60		48	
2018-G		63		54

Legend: 2018-G, 2017-G

Class of 2025-Math

	Millis		State	
2017-G	73		49	
2018-G		67		46

Legend: 2018-G, 2017-G

Cohort Data – Percentage of Exceeding/Meeting

Class of 2026-ELA

Current 5th Gr.

Legend: 2018 - C, 2017 - C

Millis: 45, 68
State: 47, 53

Class of 2026-Math

Legend: 2018 - C, 2017 - C

Millis: 55, 59
State: 49, 48
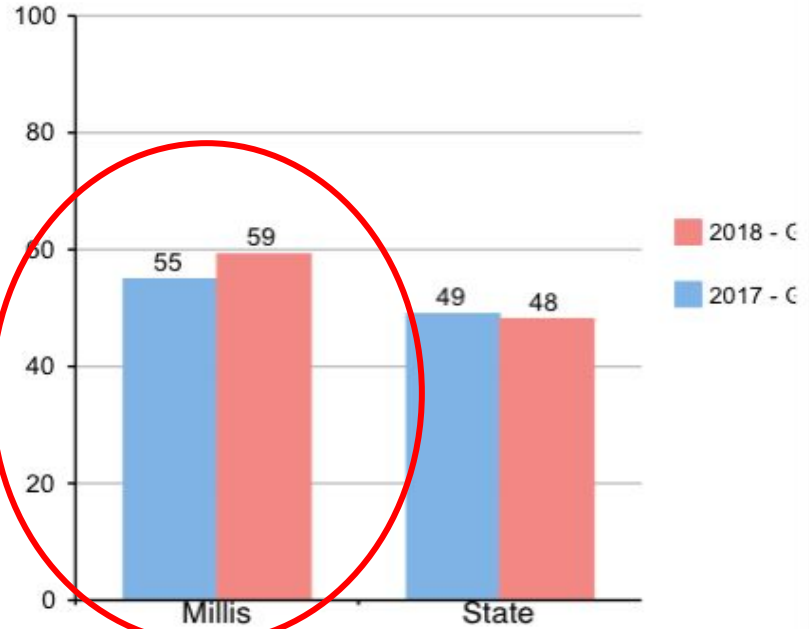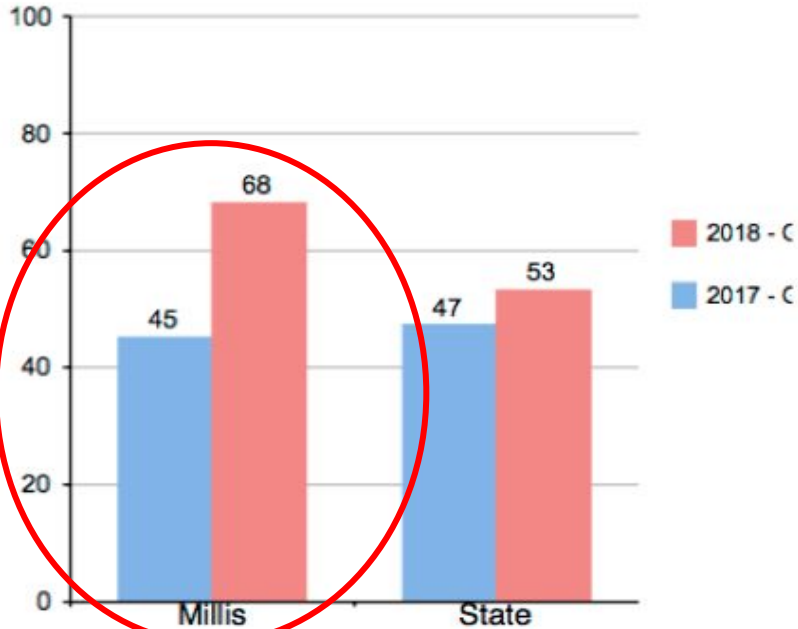
Working Group

- ❏ 5 Parents
- ❏ 5 Teachers
- ❏ 1 School Committee Member
- ❏ 2 Administrators

❏ Gain deeper understanding of stakeholders' perspectives

❏ Collaborate on ways to improve grading practices and communication

Goal and Purpose

Define & Plan

- ❏ Improved clarity, consistency & feedback
- ❏ Continued communication
- ❏ Consider options for 8th grade
- ❏ Extended Learning opportunities
- ❏ Recommendations for improvements from workgroup and staff
- ❏ PowerSchool enhancements

Continuous Improvement in Teaching & Learning