

“A TEACHER’S GUIDE TO STANDARDS- BASED LEARNING”

CHAPTER 6: COMMUNICATING GRADES

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PARKING LOT

- Place any questions you have regarding standards-based grading on our Parking Lot chart.

END IN MIND:

- Understand how to explain criterion-referenced grades
- Communicating effectively with parents
- Reporting grades on a report card

COMMUNICATING GRADES

- K-5 Standards-Based Grading Parent Meetings were held during Meet the Teacher and on the night of September 5th. The presentations will be shared with you so that you can share with parents.
- Teachers are often the most effective means of truly getting the message out and accepted. This will be communicated during parent-teacher conferences.

LEVEL 1 (OR 0)

The student has all of the materials to bake cupcakes but doesn't know what to do with the materials.



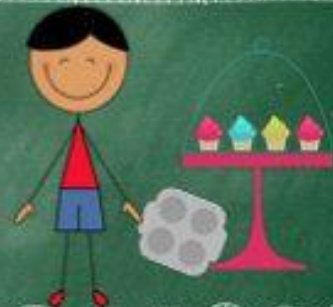
LEVEL 2

The student has the materials to bake cupcakes but needs some help from someone to get started.



LEVEL 3

The student has the materials and understands how to make and bake cupcakes. The student bakes the cupcakes.



LEVEL 4

The student has decided to do something completely different with the cupcake mix and makes a birthday cake instead. The cake has a written saying, and candles have been added. He/she understood the directions but went above and beyond what was asked of them.



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STANDARDS-BASED LEARNING PROGRESSION

1

Developing Proficiency:

Student demonstrates progress toward initial foundational skills of the topic.



2

Approaching Grade Level Standards:

Student demonstrates proficiency on foundational skills of the topic.



3 (Target)

Meets Grade Level Standards:

Student demonstrates proficiency on all grade level skills of the topic.



4

Exceeds Grade Level Standards:

Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.



HOW DO WE DETERMINE THE APPROPRIATE MARK (1, 2, 3, OR 4)?

1st Grade Scoring Scale

Reading	1 Limited Progress toward Grade Level Standard	2 Progressing toward Grade Level Standard	3 Meets Grade Level Standard	4 Exceeds Grade Level Standard
<p>Identifies the main topic, key details, and central message or lesson in a text (R.L.1.2; R.I.1.2; L.1.6)</p> <p><i>In addition to these expectations, the student must be reading an on-grade level instructional text for the quarter in order to meet the grade level standard (3)</i></p>	<ul style="list-style-type: none"> Attempts but is unable to retell a story in sequential order or remember key details Struggles to develop an understanding of the overall message or lesson Is unable to identify the main topic and key details Struggles to respond to a text using words and phrases with frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>) 	<ul style="list-style-type: none"> Inconsistently retells a story omitting key details and/or improperly sequences events Progressing toward developing an understanding of the overall message or lesson Inconsistently identifies the main topic and key details Inconsistently responds to a text using words and phrases with frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>) 	<ul style="list-style-type: none"> Consistently retells text in proper sequence, using key details Consistently shows understanding of the overall message or lesson Consistently identifies the main topic/theme Consistently responds to a text using words and phrases with frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>) 	<p>In addition to Level 3:</p> <ul style="list-style-type: none"> Consistently recounts stories and determines message, lesson, or moral (including fables and folktales) Consistently identifies main topic of specific paragraphs and multi-paragraph texts Consistently describes details from text or information presented orally using adjectives and adverbs

“END OF THE YEAR STANDARD”

- Student progress will be reported on a quarterly basis toward the “end of the year standard”
- Therefore, students may receive a “2” on the report card as they are making progress toward proficiency
- The goal is for all students to have at least a “3” in all areas **by the end of the school year**
- Students will receive a “3” on the report card when they have mastered the grade level standard

ATTENDANCE				
Term	Q1	Q2	Q3	Q4
Days Present	44	0	0	0
Days Absent	0	0	0	0
Periods Tardy	0	0	0	0

SOMERSET ELEMENTARY K-5	
	Most Recent Score
LEARNER RESPONSIBILITIES	
CHARACTER	
I respect myself and others (Kindergarten Learning Behavior)	3
I meet school expectations through my choices and actions (Kindergarten Learning Behavior)	3
LEADERSHIP	
I work independently and cooperatively (Kindergarten Learning Behavior)	3
I act as a role model for my school (Kindergarten Learning Behavior)	3
SERVICE	
I take initiative to better my school (Kindergarten Learning Behavior)	3
I advocate for myself and others (Kindergarten Learning Behavior)	3
SCHOLARSHIP	
I complete all assigned work, on time, to benefit my learning (Kindergarten Learning Behavior)	3
I actively participate in my learning (Kindergarten Learning Behavior)	3
KINDERGARTEN READING	
FOUNDATIONAL SKILLS	
Demonstrate understanding of the organization & basic features of print. (Kindergarten ELA)	3
Demonstrate understanding of spoken words, syllables, and sounds. (Kindergarten ELA)	3
Apply grade-level phonics & word analysis skills to decode words. (Kindergarten ELA)	3
KINDERGARTEN LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
Demonstrate command of conventions of standard English at K grade level (Kindergarten ELA)	3
KINDERGARTEN MATH	
COUNTING AND CARDINALITY	
Counts to 100 by ones and tens. (Kindergarten Math)	3

SOMERSET ELEMENTARY K-5	
	Most Recent Score
Write and represent numbers from - to 20. (Kindergarten Math)	3
GEOMETRY	
Describe objects in the environment using names of shapes and position. (Kindergarten Math)	3
Identify shapes as two or three dimensional. (Kindergarten Math)	3
ART	
Art (Kindergarten Art)	3
MUSIC	
Music (Kindergarten Music)	3
PE	
PE (Kindergarten PE)	3
SPANISH	
Spanish (Kindergarten Spanish)	3

COMMON MESSAGE

- It is important that WE (all staff at Somerset Lone Mountain) are all on the same page when explaining the concept and process of standards-based grading to students and parents.
- **Example:**
 - As you may know, the role of our staff is to educate all students to proficient levels. In order to do so, we are revising our grading practices to be aligned to the Nevada Academic Content Standards (NVACS) which students must meet. That way, grades will be a clearer indication of what students have learned, not simply a measure of how much work they can turn in or how hard they might try in class. Learning is the indicator of success.

PARENT COMMUNICATION

- For many parents, the concept of standards-based grading is completely different from their traditional paradigm of grading.
 - TIP: Provide parents with a scale-score translation guide (page 125)

Scores and Descriptors	Progressions of Learning
4.0 (advanced)	Evidence clearly demonstrates knowledge and skills above the level the standards identified.
3.0 (proficient)	Evidence clearly demonstrates knowledge and skills that meets the standards.
2.0 (progressing)	Evidence indicates knowledge and skills of the foundational concepts for the standards.
1.0 (beginning)	Evidence indicates beginning stages of knowledge and skills with assistance from the teacher.

PARENT COMMUNICATION

- One of the most effective methods of communicating grades with parents is ensuring students clearly understand the concepts and processes of standards-based learning and grading.
 - TIP: Post a student-friendly general proficiency scale in your classroom that students can reference. See example on next slide.

Score	Description
4.0	I can do this! I can teach this! I can apply what I learned!
3.0	I can do this by myself! I mastered this!
2.0	I can do the easy stuff! The hard stuff is still too hard for me!
1.0	When I have help I can do some of the easy and hard stuff.
0.0	Even when someone helps me, I can't do this yet.

PARENT COMMUNICATION

- Students who clearly understand proficiency scales and how they relate to grades can often help educate their parents.
 - TIP: Have students create their own proficiency scales that demonstrate the progressions of learning for a self-selected aspect of their life. This provides students with a personal connection and understanding about what a proficiency scale is and how it relates to their own development of a process/skill.

4.0 (advanced)	I can dribble a basketball between my legs and behind my back while running up the court
3.0 (proficient)	<ul style="list-style-type: none">• I can dribble a basketball with either hand while running up the court.• I can dribble a basketball back and forth between my hands while running up the court.
2.0 (progressing)	<ul style="list-style-type: none">• I can dribble a basketball with my right hand while walking.• I can dribble a basketball with my left hand while walking.• I can dribble back and forth between my right and left hands while walking.

PARENT-TEACHER CONFERENCES

- Using proficiency scales as the basis for conversation in parent-teacher conferences can engage parents in a productive discussion about standards-based learning and grading.
 1. Offers parents an accurate view of the NVACS
 - This may be the first time parents actively take a look at the standards and understand what their child is learning.
 2. Teachers can use level 2.0 to help parents understand the prerequisite skills necessary for students to possess in order to achieve proficiency.
 - Many parents ask “How can I help my child at home?” Often, the skills at level 2.0 can provide parents with specific ideas about how to help their child at home.
 3. Level 4.0 of the scale provides specific information about differentiating the curriculum for students who are in need of extensions or higher levels of cognitive challenge in their learning.

STUDENT-LED CONFERENCES

- Using proficiency scales as the basis for conversation helps students communicate their current level of proficiency on the scale, what they are doing well, and where they need to grow.
- Students can share examples of how they are tracking their own progress.
- Students can use the proficiency scales in conjunction with their standards-referenced report cards to explain their current level of proficiency in each of the standards.
Teachers can work with students to select a specific scale (or two) that demonstrates how their learning increased in a specific topic (or two) as they display artifacts of their work.

LEARNER BEHAVIORS

- There is a grade separation when it comes to academic knowledge and student behavior.
- Turning in late work, work completion, participation and other behaviors **SHOULD NOT** be part of a student's academic grade. Doing so will provide misleading information.

I respect myself and others

I meet school expectations through my choices and actions

I work independently and cooperatively

I act as a role model for my school

I take initiative to better my school

I advocate for myself and others

I complete all assigned work, on time, to benefit my learning

I actively participate in my learning

IN CONCLUSION...

- Don't be afraid when creating proficiency scales. Take your best shot and be ready to adjust.
- The purpose of assessing student performance is to create a body of evidence that supports the decisions you (the teacher) will make when assigning current performance scores.
- **Transitioning to standards-based learning is a process.**