College Community School District

MISSION:
To Ensure Quality Learning Today For Tomorrow

VISION:
Success for ALL

Standards-Based Learning Handbook

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Professional Learning Communities Into Action

Professional Learning Communities (PLC) is the process by which the district operates. Every decision the district makes supports one or more of the PLC 4 essential questions:

    1) What do we want students to learn?
    2) How will we know if they are learning?
    3) How will we respond when they don't learn?
    4) How will we respond when they do learn?

Purpose of Standards-Based Learning

The purpose of standards-based learning is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards. Standards-based learning and reporting will provide better communication to students, parents, teachers and administrators. Work habits, or learning process skills, are called Habits of Success at CCSD. These include Respect, Responsibility, and Persistence and are reported separately.

Standards-Based Learning

Standards-based learning measures the mastery of the standards, or how well students understand the material in a course. It is based on a specific set of standards that students need to meet for each grade/content level. Performance marks are not a comparison of one student to another, but rather a way to measure how well students are doing on grade-level/course level standards. A standards based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program.

A standards-based approach:

- Indicates what students know and are able to do
- Scores indicate a student's progress toward the attainment of a standard
- Clearly communicates expectations ahead of time
- Is based on complex tasks, as opposed to rote memory
- Emphasizes the more recent evidence of learning
- Multiple methods of grade calculation are used to determine grades

Proficiency Scale Language for Reporting

Proficiency Mark	NA	NE	BG	APP	M	E
Progress Toward Standard	Not Assessed	No Evidence	Beginning	Approaching	Meeting	Exemplary

*9-12 will use "*incomplete*" or an "*I*" at the semester if a student has not completed their body of evidence

Traditional vs. Standards Based Grading

TRADITIONAL	STANDARDS BASED
● Based on assessment methods (quizzes, tests, daily work). One grade per subject.	● Based on standards with a proficiency mark for each standard
● Based on a percentage system; often norm-referenced; learning criteria not clear	● Criterion-referenced and proficiency-based using a limited number of levels of learning; standards being measured are known to all
● Use an uncertain combination of factors to determine a grade: attitude, effort, and behavior. Uses penalties and extra credit.	● Measures only standards content to measure proficiency; behaviors reported separately. No penalties or bonuses given.
● Include group scores	● Includes individual evidence only
● Individual assignments are weighted based on size or importance	● A body of evidence shows progress over time towards performance on each standard-more weight is given to the most recent evidence
● Include every score regardless of when it was collected	● Emphasize the more recent evidence of learning
● The teacher makes decisions about grading and tells the students the decisions	● Students and teachers discuss the standards, proficiency scales, and evidence of learning progress together throughout the cycle of learning

Adapted from solution-tree.com. O'Connor, 2008. Reproducible.

A Composite Letter Grade

Certifies the Credit for a Course Based on the Proficiency Marks for all Course Reporting Standards

In grades 9-12 and Middle School courses for HS credit, the composite letter grade for each course will be determined by the synthesized standards based marks as follows:

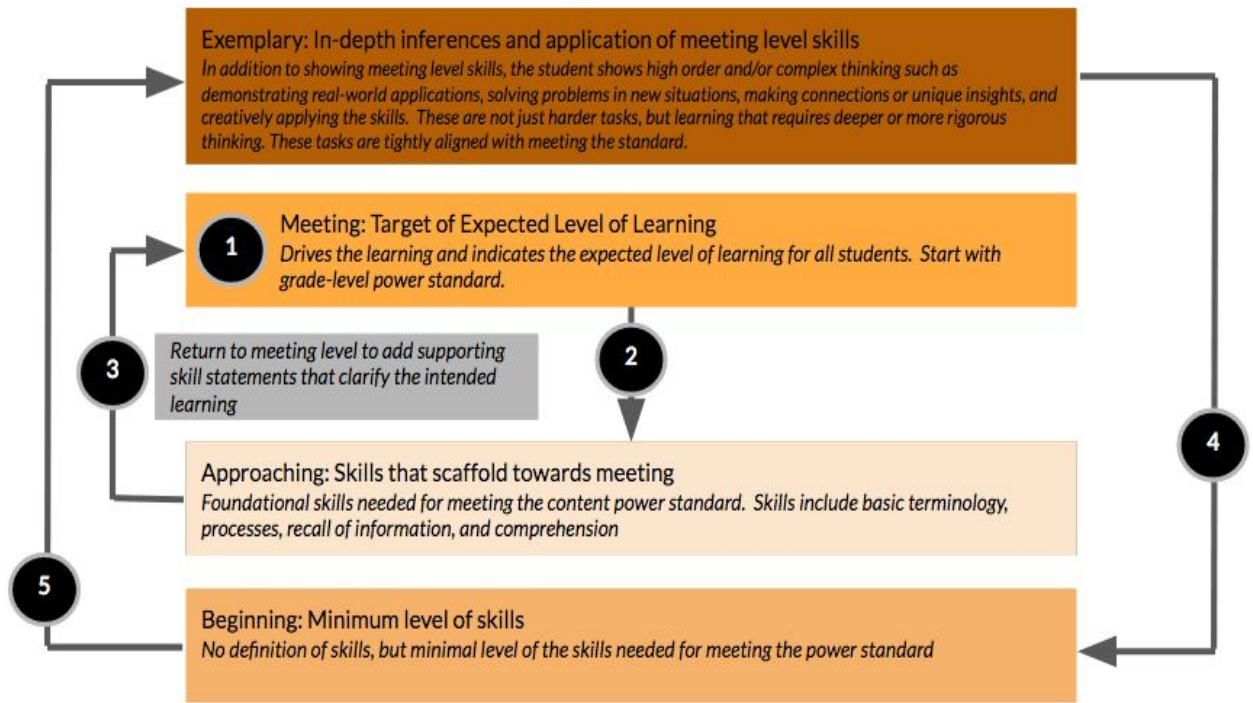| LETTER GRADE	COMPOSITE OF ALL Reporting STANDARDS MARKS
A	All composite power standards are M's and at least one E
B	All composite power standards are M's, no more than 1 APP, and no BG's
C	All composite power standards are M's or APP's, and no BG's
D	All composite power standards are BG's with at least one APP
I	All composite standards are BG's
NE	NO EVIDENCE (Student did not complete the work)
NA	NOT ASSESSED (Standard was not assessed)

Standards Based Grade Calculations

At CCSD our secondary teachers use a standards based gradebook to collect a body of evidence for course standards. The gradebook and evidence are available to students, parents, and teachers through our Infinite Campus Portal. Currently, we utilize two calculation methods for determining a proficiency mark for a reporting standard. The calculation method selected for a course is based on the nature and number of standards assigned to that course.

In Science and World Language courses, we utilize the **Roll-Up Calculation**. These courses have a large number of standards that are organized in a *parent/child* structure. Each reporting standard has multiple child standards that are organized below it. Evidence is collected for only the child standards. The mode of all evidence for each child standard is used to calculate the child standard proficiency. The reporting, or parent standard, is calculated by taking the mean, or average, of the all the child standards assigned to it. In 9-12 courses, the composite or final letter grade for the course is then determined using the method outlined in the *Composite of all reporting standards chart* shown above.

In all other secondary courses, we use a **Weighted Average Calculation**. A body of evidence is collected for each reporting standard. A proficiency mark (E, M, APP, BG) is determined for the reporting standard using an average calculation that places more weight on the more recent pieces of evidence. In 9-12 courses, the composite or final letter grade for the course is then determined using the method outlined in the *Composite of all reporting standards chart* shown above.

Creating a Proficiency Scale

Exemplary: In-depth inferences and application of meeting level skills
In addition to showing meeting level skills, the student shows high order and/or complex thinking such as demonstrating real-world applications, solving problems in new situations, making connections or unique insights, and creatively applying the skills. These are not just harder tasks, but learning that requires deeper or more rigorous thinking. These tasks are tightly aligned with meeting the standard.

1 **Meeting: Target of Expected Level of Learning**
Drives the learning and indicates the expected level of learning for all students. Start with grade-level power standard.

3 *Return to meeting level to add supporting skill statements that clarify the intended learning*

2

Approaching: Skills that scaffold towards meeting
Foundational skills needed for meeting the content power standard. Skills include basic terminology, processes, recall of information, and comprehension

4

5 **Beginning: Minimum level of skills**
No definition of skills, but minimal level of the skills needed for meeting the power standard

Standards Based Learning Terms and Definitions

Assessment: An assessment that measures a student's achievement level on all standards in a course that will be repeated periodically to check for improvement.

Body of Evidence: A body of evidence includes multiple sources of data. It gives a comprehensive picture of how a student is performing relative to a standard.

District Common Assessment: The same assessment that is given, assessed, and reported by common grade level/subject classrooms at about the same time to collect data.

Formative Assessment: Periodic assessment tool for learning that is used to adjust instruction for individual students or a whole class.

Grade Proficiency: A simple, clear, and concrete summary representation of student achievement based on what a student knows at the end of a given time period.

Learning Process Skills: These skills help students learn, so they are vital to success in school and beyond. In grades K-12, these are called the **Habits of Success**: Respect, Responsibility, and Persistence. We report on these separate from academic/content skills on the report card.

Reporting Standard: At the K-8 level, standards that are included on the report card. At the 9-12 level, standards that are used to calculate the final course grade.

Roll-Up Calculation: The proficiency mark calculation used in Science and World Language courses. This method uses a parent/child structure for course standards. The parent standards are used in the final letter grade calculation for the course.

Power Standard: Prioritized academic expectations that educators determine to be the most critical and essential for students to learn.

Weighted Average Calculation: The letter grade calculation that is used for all 9-12 courses except Science and World Language. The final proficiency for each power standard is determined with a calculation that places more weight on a student's most recent evidence of learning.