



Rationale for Standards-Based Learning & Reporting

Standards-based learning focuses instruction and the alignment of curriculum with the essential standards and 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. Along with the vital practice of reassessing standards, students and teachers will work collaboratively to ensure individual student learning of content standards.

Work habits, or behavior skills are reported separately. Work habits, or behavior skills grades, are called Habits of Success at CCSD. The Habits of Success include Respect, Responsibility, and Persistence. Teachers will assess the Habits of Success separate from all other standards. Habits of Success Guidance can be found [here](#).

The purpose of a standards based approach is to help parents and students 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 meeting a standard
- Work habits or behavior skills are reported separately
- 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
- Reassessment of a standard is a vital practice and plans for that are necessary to create consistency.

Traditional vs. Standards Based Learning and Reporting

TRADITIONAL	STANDARDS BASED
<ul style="list-style-type: none"> Based on assessment methods (quizzes, tests, daily work). One grade per subject. 	<ul style="list-style-type: none"> Based on standards with a proficiency mark for each standard
<ul style="list-style-type: none"> Based on a percentage system; often norm-referenced; learning criteria not clear 	<ul style="list-style-type: none"> Criterion-referenced and proficiency-based using a limited number of levels of learning; standards being measured are known to all
<ul style="list-style-type: none"> Use an uncertain combination of factors to determine a grade: attitude, effort, and behavior. Uses penalties and extra credit. 	<ul style="list-style-type: none"> Measures only standards content to measure proficiency; behaviors reported separately. No penalties or bonuses given.
<ul style="list-style-type: none"> Include group scores 	<ul style="list-style-type: none"> Includes individual evidence only
<ul style="list-style-type: none"> Individual assignments are weighted based on size or importance 	<ul style="list-style-type: none"> A body of evidence shows progress over time towards performance on each standard-more weight is given to the most recent evidence
<ul style="list-style-type: none"> Include every score regardless of when it was collected 	<ul style="list-style-type: none"> Emphasize the more recent evidence of learning
<ul style="list-style-type: none"> The teacher makes decisions about grading and tells the students the decisions 	<ul style="list-style-type: none"> 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.

Reporting Standards-Based Learning

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.

A body of evidence with a minimum of three (3) pieces of evidence is collected for each reporting standard.

- Each piece of evidence is given a proficiency mark based on a proficiency scale for that standard.
- Students must complete a body of evidence in order to receive a proficiency mark for the standard.
- If a body of evidence is not completed, the student will receive an I at the end of the term.
- *One piece of evidence does not constitute a body of evidence

Piece of Evidence Proficiency Marks

Proficiency Mark	X	NA	Miss	NE	BG	APP	M	E
Progress Toward Standard	Exempt	Not Assessed during this reporting period	Missing Student did not complete the work and will need to complete that assessment . Will count as a zero in the gradebook until turned in.	No Evidence (Student completed the task but did not show evidence of learning.)	Beginning	Approaching	Meeting	Exemplary

Standards-Based Learning & Reporting Guidelines

- Each individual grade entered into the gradebook should be reflective of what a student has learned in relation to the standard or target being taught.
- A final proficiency mark for the standard is reported when sufficient core instruction has been conducted to reasonably expect proficiency (and a full body of evidence has been collected) on that standard during that reporting period.
- Students will have an opportunity to reassess on a standard and add to their body of evidence for a standard.
 - Students and teachers will coordinate a plan for reteaching & relearning prior to reassessment within one week of the end of the unit that standard is assessed.
 - The first step will be to have the student complete at least three pieces of evidence.
 - Before reassessing, students must engage in relearning and demonstrate readiness.
 - **AND if standards are spiraled, a reassessment plan must be made with a**

teacher within one week of an NE/BG

- Grades do not motivate students. Teachers should hold students accountable to learning and explore motivational strategies in the classroom.
- Teachers may assign practice activities to be entered in the gradebook as “inactive” grades. “Inactive” assignments are important for practice but will not factor in as a piece of evidence.
- Teachers are able to use their professional judgment when determining a standard grade and may round up if they feel like that is a better reflection of a student’s learning.

A Composite Letter Grade

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 Ms and at least one E.
B	All composite power standards are Ms, no more than 1 APP, and no BGs
C	All composite power standards are Ms or APPs, and no BGs
D	All composite power standards are BGs with at least one APP
I/F	All composite standards are BGs or NEs

- An “I” will not be assigned without written agreement between the instructor and student with Administrative approval. An “I” will change to an “F” three weeks after the term marking period. In those three weeks students have an opportunity to go through a relearning process and have more opportunities to show what they know (reassess) for the previous 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 (minimum of three). It gives a comprehensive picture of how a student is performing relative to a standard. Students must complete a *body* of evidence in order to receive a proficiency mark for the standard.

Decaying Average Calculation: The letter grade calculation that is used for all 9-12 courses. 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.

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.

Inactive Assignment: Is not calculated into the grade as it could assess just a portion of the standard. Can be a data point to demonstrate student engagement in the learning process.

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.

Habits of Success: Work habits, or behavior skills are reported separately. Work habits, or behavior skills grades, are called Habits of Success at CCSD. The Habits of Success include Respect, Responsibility, and Persistence. Teachers will assess the Habits of Success separate from all other standards. Habits of Success Guidance can be found [here](#).

Reassessment: Adding an assessment to the body of evidence to demonstrate further learning. This does NOT replace an assessment score.

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.

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