

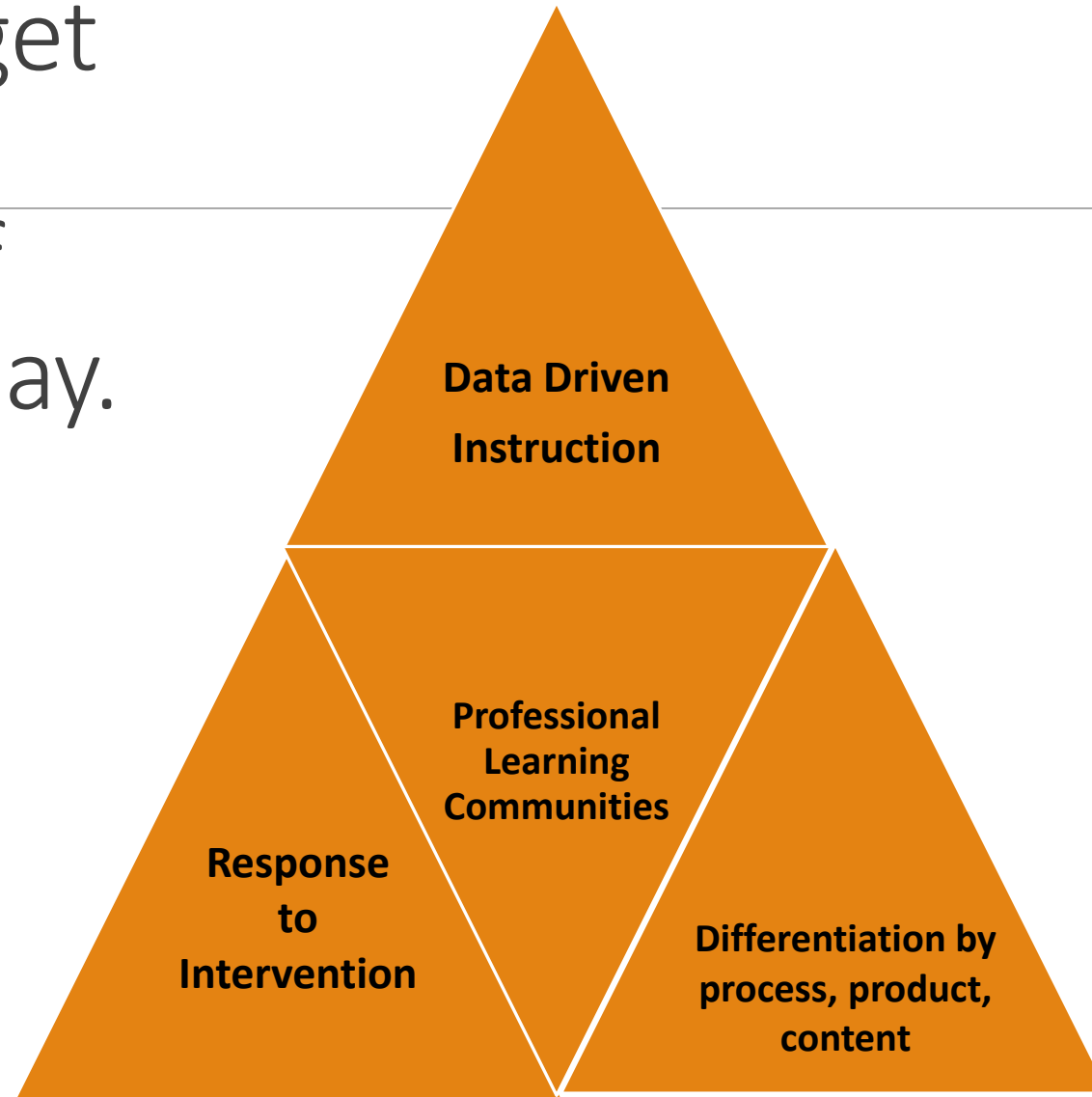
Introduction to Standards Based Assessment

IMMACULATE CONCEPTION GRADE SCHOOL



How did we get
here?

The look of
Education today.



Pieces of the Process



What does standards-based assessment look like?

- ❑ Is based on the academic achievement of the student;
- ❑ Establishes clear guidelines for proficiency (rubrics)
- ❑ Compares each students' performance to preset standards, not to the performance of other students

Why standards-based grading?

- The purpose of a grade is to communicate progress and achievement to parents and students
- Standards-Based Grading (SBG) gives a clear picture of academic achievement aligned to the content standards (What students need to know and be able to do at their grade level)

Benefits

- ❑ Helps teachers and students focus and adjust instruction and learning
- ❑ Teaches students what quality looks like
- ❑ Student revision of work leads to higher learning and improved accountability and engagement
- ❑ Gives students, parents, and teachers a clearer picture of learning

Why a Standards Based Report Card

- ❑ Achievement based on progress attained at the end of the marking period
- ❑ Parents can see student's progress on standards
- ❑ Standards based grading creates more consistency among teachers at the same grade level
- ❑ Effort and Behaviors that Support Learning are reported separately from progress in concepts and skills

How is a Score Determined?

- ❑ Learning will be reported based on evidence of what a student understands and can do.
- ❑ Achievement scores are based on a student's academic work and do not include effort/behaviors.
- ❑ Achievement scores reflect student understanding/skill.

Homework and Practice

- ❑ Homework refers to opportunities for students to learn or review content or skills
- ❑ Practice is the act of repeating a specific skill or reviewing small amount of information to increase recall, speed, and accuracy
- ❑ Effect of homework more effective for middle school and high school students.
- ❑ Traditional practices of reviewing notes, rereading has little effect on achievement based on the latest research.
- ❑ Practice more effective when student can access and get corrective feedback about their performance rather than a grade.

Assigning Homework

- ❑ Immaculate Conception Grade School communicates homework and practice decisions
 1. A strong connection needs to exist between assignment and learning in the classroom
 2. Homework at the primary level is assigned sparingly. Middle school as needed and directly tied to the mastery of the learning objectives

- ❑ School and teachers design assignments that support academic learning:
 1. To practice skills and processes to increase speed, fluency, accuracy and conceptual understanding.
 2. To extend learning by providing opportunities to learn new content or elaborate on content already introduced.

- ❑ Provide feedback on each assignment
 1. Comments rather than grades
 2. Homework aligned to learning objective and feedback tied to that objective

K-3 Homework

- ❑ Used to determine student understanding of content and acquisition of skills
- ❑ Feedback (comments, notes, suggestions) more effective for learning than a grade
- ❑ Same assignment for homework does not support learning for all students
- ❑ Non-completion of assignments dependent on several factors:
Academic Organizational Motivational Situational Personal
- ❑ Behaviors such as non-completion are not to be confused with achievement

Classroom Practice and Evidence

- ❑ Students master standards through instruction and practice.
- ❑ Student practice can be done in a group or independently.
- ❑ Practice is not used to measure students' mastery of the standards but rather to give students time to develop understanding/skill before it is measured.
- ❑ After providing opportunities to practice, teachers will measure, or gather evidence on, each student's level of understanding or mastery of the material taught.
- ❑ Evidence may be an assignment, a test, a center activity, a one-on-one discussion, etc.

Report Card Performance Descriptor

4-Exceeds

Student demonstrates an in-depth understanding of grade level concepts, skills, and processes taught to date and exceeds the expectations of the curriculum.

The student exceeds standards/grade level expectations and is successful on enrichment activities.

Exceeds:

Thorough

Independently applies

Consistently above

Report Card Performance Descriptor

3-Meets

Student consistently demonstrates an understanding of grade level concepts, skills, and processes taught to date to meet the expectations of the curriculum.

The student regularly demonstrates proficient performance of standards/grade level expectations.

Meets:

Works independently

Adequately demonstrates

Usually

Consistent

Report Card Performance Descriptor

2-Approaching

Student demonstrates that he/she is approaching an understanding of grade level concepts, skills, and processes taught to date.

The student, with direct instruction, demonstrates basic performance on standards/grade level expectations.

Approaching:

Partially/sometimes completes tasks

Progressing

Needs prompting/assistance on occasion

Report Card Performance Descriptor

1-Needs Improvement

Student has not yet demonstrated an understanding of grade level concepts, skills, and processes taught to date and needs consistent support.

The student, with direct instruction, demonstrates a need for improvement on standards/grade level expectations.

Needs Improvement:

Rarely meets expectation

Unable to complete task

Vague understanding

Needs frequent prompting and assistance

Let's Look at Reading Fluency

First Grade:

60-80 CWPM

Second Grade:

70-90 CWPM

Third Grade:

80-100 CWPM

These are the benchmarks that would meet the expectations of the curriculum by the end of the year. A student would receive a '3' on the report card under fluency.

Language Arts

(Grade Specific Indicators)

- **Foundational Reading Skills**

- **Phonological Awareness**

Grades K-1

- **Phonics and Word Recognition**

Grades K-3

- **Fluency**

Grades K-3

- **Reading Comprehension**

Key Ideas and Details

Integration of Knowledge and Ideas

- **Writing**

- **Listening and Speaking**

- **Language**

Our Web Based Grading Tool

Immaculate Conception Grade School uses School Speak as its web-based grading tool for grades K-3.