Navigating the Standards
Referenced Learning Journey

MAESP Conference
March 2020
Who are we: Kristi

Kristi Shinn, Mom, Wife, Sister, Aunt, CPS Director of Curriculum and Instruction
Who are we: James

**WOO, Communication, Empathy, Input, & Positivity**

James Melton - Husband, Father (Dance Dad), Son, Brother, Friend, CPS Fine Arts Director, Singer, Choir Director, Tech Enthusiast, 7 Habits - Speed of Trust - Clifton Strengths Loving Fool!
Agenda for our Learning

- What is Standards Referenced Learning
- The Why
- The What
- The How
3 Critical Takeaways

WE'RE TEACHERS!
What is Standards Referenced?

Standards REFERENCED is a system in which teachers give FEEDBACK about student proficiency on a set of defined standards and schools report levels of performance on the grade level standards, but students are NOT MOVED forward or backwards to a different set of standards based on their level of competence and application.

A School Leaders Guide to Standards Based Grading
Heflebower, Warrick, Hoegh, May, 2014
Cycle of Standards Referenced Learning

Feedback

Goals/Teach

Proficiency Scale

Assess
The Why

... 

Fair - Accurate - Specific - Timely
Critical Concept (Topic):

Clapping

Three Volunteers:
Face the crowd with your back to the screen. You are going to clap for the group.

Group
You are going to evaluate and score the volunteers on a scale of 0-4.

Scale
4 - the highest or exceeding mastery.
## Proficiency Scale for Clapping

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Performance Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (Exceeding Standard)</td>
<td>In addition to level 3 performance:</td>
<td>Clapper engages the audience and inspires others to clap as well.</td>
</tr>
</tbody>
</table>
| 3 (At Standard) | The clapper: | Controls his/her clapping volume.  
Demonstrates enthusiasm.  
Claps at an appropriate pace (not too fast or not too slow). |
| 2 (Approaching Standard) | | Developing Control of Volume  
Developing Concept of Enthusiasm  
Developing Control of Pace |
| 1 (Beginning Understanding of Standard) | | Clapper is not yet performing at level 2. |
| 0 (Insufficient Evidence) | | No (insufficient) evidence. |
What 'whys' of SRG were exemplified in this activity?

Think
What did this activity reveal about teaching, learning, and assessing?

Pair
Find a 'shoulder' partner

Group Share
Share your thoughts with the group.

Share
Discuss your ideas/thoughts with your partner.
Columbia Public School Grading Why

Columbia Public Schools commits to all stakeholders to provide **fair**, **accurate**, **specific**, and **timely** information regarding student progress toward agreed-upon common standards as well as feedback for next steps and growth areas.

**Grades communicate what students know and can do.**

**Fair:** The same work, by the same student, should receive the same grade, even if the teacher is different.

**Accurate:** Grades are based solely on achievement, which means other factors, like behavior and attendance, are not used to calculate a grade.

**Specific:** Grading policies should be so clear that students should be able to tell teachers what grade they have earned even before the teacher calculates it.

**Timely:** Feedback to students is so timely that students can actually use that feedback, right away, to improve their performance on tests and assignments.
The What

...Goals/Teach - Assess - Feedback
Cycle of Standards Referenced Learning

- Feedback
- Goals/Teach
- Assess
- Proficiency Scale
Today’s Math Assignment

Take a moment and complete the math worksheet
Time to Check your Work!

Question 1 - 2,880 in$^3$

Question 2 - $35.00$

Question 3 - 6 Sandwiches

Question 4 - Johnny; Johnny has a shorter bat by 5 cm.

Please check your partner’s paper and place a score at the top of the page.
How many of you counted off for labels?

Who took off for name, grade and student number not being written on the top of the page?

Who wrote in pen? Deduct 10 points!

This is a math assignment.....

Did you bring the teacher a Snickers chocolate bar? - 100 points

How many of you have score the paper out of 4, 10, 100?
### Proficiency Scale

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeding Standard</td>
<td>At Standard</td>
<td>Approaching Standard</td>
<td>Beginning Understanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Standard</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Calculate the volume of 3D figures composed of right rectangular prisms.</td>
<td>_____</td>
</tr>
<tr>
<td>2</td>
<td>Convert between measurement units in the metric system.</td>
<td>_____</td>
</tr>
<tr>
<td>3</td>
<td>Determine the volume of right rectangular prisms by packing them with unit cubes.</td>
<td>_____</td>
</tr>
<tr>
<td>4</td>
<td>Convert between measurement units in the metric system.</td>
<td>_____</td>
</tr>
</tbody>
</table>
Traditional vs. Standards Referenced
What 'whys' of SRG were exemplified in this activity?

Think
What did this activity reveal about teaching, learning, and assessing?

Pair
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Group Share
Share your thoughts with the group.

Share
Discuss your ideas/thoughts with your partner.
The How

... 

Our Six Grading Practices
Grading Practices

- A consistent 4-point grading scale is used
  - Academic achievement is reported separately from behaviors
# Academic Achievement Reported Separate of Behaviors

## Success Ready: Work Habits (Behavioral Engagement)

**Grade Level:** 2-3

<table>
<thead>
<tr>
<th>Score 4.0</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to score 3.0, in-depth applications that go beyond what was taught.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 3.5</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to score 3.0 performance, in-depth applications with partial success.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 3.0</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student:</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates work habits necessary for learning. (AD4.B)</td>
<td></td>
</tr>
<tr>
<td>The student exhibits no major errors or omissions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 2.5</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>No major errors or omissions regarding 2.0 content and partial success of the 3.0 content.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Score 2.0</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no major errors or omissions regarding the simpler details and processes as the student:</td>
<td></td>
</tr>
<tr>
<td>• Identifies and performs basic processes, such as:</td>
<td></td>
</tr>
<tr>
<td>○ Being on task, completing tasks</td>
<td></td>
</tr>
<tr>
<td>○ Using time appropriately</td>
<td></td>
</tr>
<tr>
<td>○ Follow directions</td>
<td></td>
</tr>
<tr>
<td>○ Persist through a difficult task (productive struggle)</td>
<td></td>
</tr>
<tr>
<td>○ Manage property (personal and school supplies and technology)</td>
<td></td>
</tr>
<tr>
<td>○ Organize their personal and classroom materials.</td>
<td></td>
</tr>
<tr>
<td>However, the student exhibits major errors or omissions regarding the more complex processes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 1.5</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partial success of the 2.0 content but major errors or omissions regarding the 3.0 content.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 1.0</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>With help, a partial success of some of the simpler details and processes and some of the more complex ideas and processes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 0.5</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>With help, partial success of the 2.0 content but not the 3.0 content.</td>
<td></td>
</tr>
</tbody>
</table>
Grading Practices

- A consistent 4-point grading scale is used
  - Academic achievement is reported separately from behaviors
    - Scores are based on a body of evidence
      - Achievement is organized and reported by (Critical Concept) learning topic. In secondary schools, critical concept (topic scores) are converted to a grade at semester’s end.
Achievement is Reported by Critical Concept

Estimation
Multiplication
Division
Word Problems
Fractions
Equivalent Fractions
Fractional Measurements
Patterns
Mass & Liquid Volume
Area
Perimeter
Two Dimensional Figures
Representing Categorical Data
Addition/Subtraction
Place Value
Celebrating a student's achievement by reporting their progress through Critical Concepts.

**Performing - Third Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>The student will demonstrate in-depth inferences and applications that go beyond the 3.0 learning goal.</td>
</tr>
<tr>
<td>3.5</td>
<td>In addition to score 3.0 performance, partial success at score 4.0 content.</td>
</tr>
</tbody>
</table>
| 3.0   | The student will:  
  - Read and perform rhythmic and melodic patterns for presentation.  
  - Perform music with expression and perform appropriately for presentation.  
| 2.5   | No major errors, omissions regarding score 2.0 content, and partial success at score 3.0 content. |
| 2.0   | The student will, with guidance:  
  - Sing with and without accompaniment.  
  - Play an ostinato while singing.  
  - Play pitched and unpitched percussion instruments with proper technique.  
  - Read and perform rhythmic patterns using standard notation using:  
    - `Rhythm: ` - `Ostinato`  
    - Melody: so, mi, la, do, re, low la, low so, treble clef, staff.  
  - Form: Phrase, Verse refrain, Rondo, Canon, Interlude.  
  - Movement: Steady Beat, Locomotor, Non-locomotor, Long/Shorts Set, Right & Left Hand Turn.  
  - Audience Etiquette: attend, allow, appreciate, applaud. |
| 1.5   | Partial success at score 2.0 content, and major errors, omissions regarding score 3.0 content. |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content. |
| 0.5   | With much help, partial success at score 2.0 content but not at score 3.0 content. |
| 0.0   | Even with help, no success. |

*For more information, visit: [http://www.nationalartsstandards.org](http://www.nationalartsstandards.org)*
Grading Practices

- A consistent 4-point grading scale is used
  - Academic achievement is reported separately from behaviors
    - Scores are based on a body of evidence
      - Achievement is organized and reported by (Critical Concept) learning topic. In secondary schools, critical concept (topic scores) are converted to a grade at semester’s end.
    - Students have multiple opportunities to demonstrate proficiency.
  - Accommodations and modifications for exceptional learners
A CPS Teacher Testimonial

Meet Nicole Pagoadada
@nicole_inclass
What Now....?
Resources

FAIR ISN’T ALWAYS EQUAL
Rick Wormeli
Assessment and Grading in the Differentiated Classroom

A REPAIR KIT FOR GRADING
15 Fixes for Broken Grades
Ken O’Conner

A HANDBOOK FOR Developing & Using Proficiency Scales IN THE CLASSROOM
Jan K. Hoegh

Grading Exceptional AND Struggling Learners
LEE ANN JUNG
THOMAS R. GUSKEY

Social Media Resources:

Twitter: @leeannjung; @kenoc7l
@sbclassroom; @tgusky;
@rickwormeli2

Facebook: Standards Based Learning and Grading
• James Melton, Fine Arts Director
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  @kristilshinn