

# *Building Capacity for Standards Based Grading At the Secondary Level*

*9:30am–10:25am*

*Room 405*



Level 1: Newbie

Level 2: Started the SBG discussion, but still new.

Level 3: Started SBG, but need some assistance

Level 4: SBG pros!! Looking for new ideas :)

<http://bit.ly/SBGatIPA>

# Won't You Meet Your Neighbor



Share name, role,  
level and your  
reason for attending  
our session today!

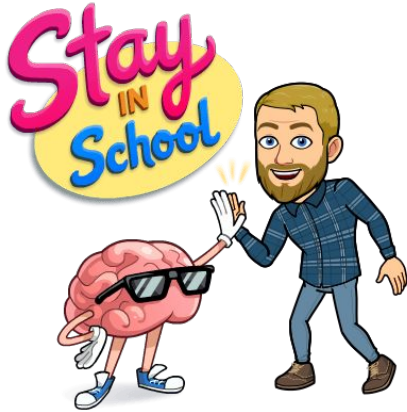


Ben Commare, Principal  
Autumn Elrod, Instructional  
Coach



Brett McPherson, Principal  
Chris Walocha, Assistant  
Principal

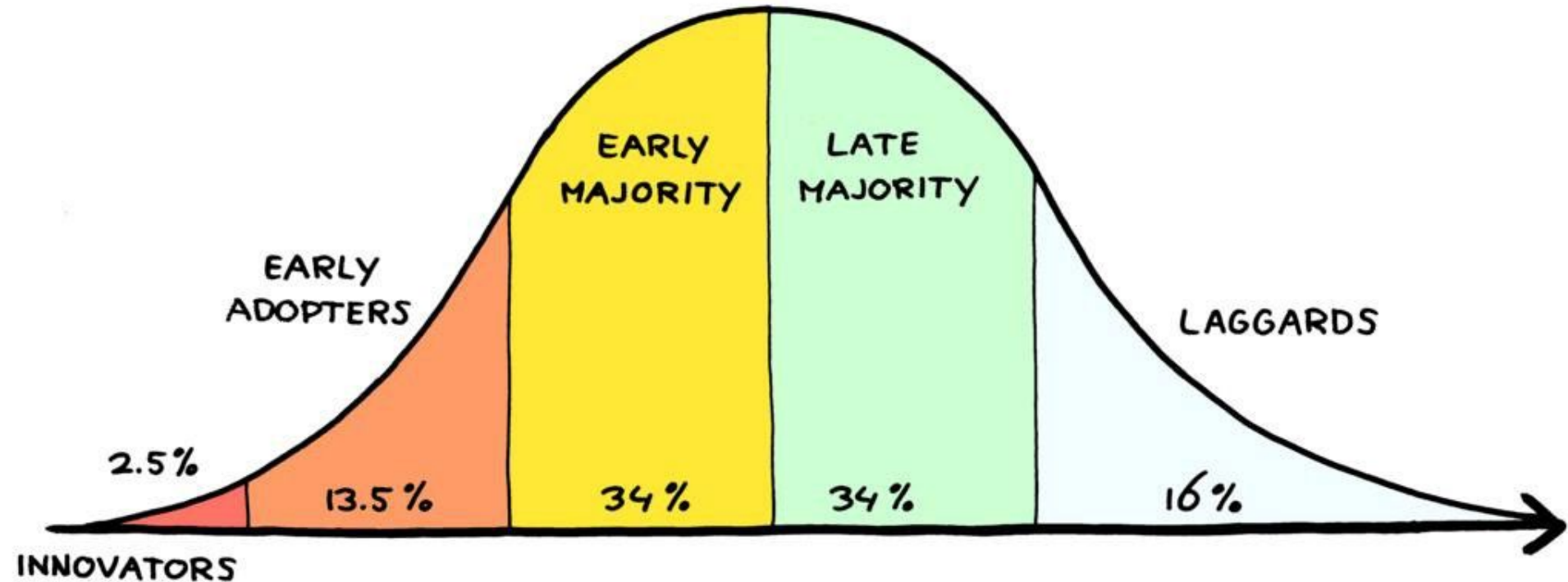
# What do WE want out of today?



This is Ben. He doesn't like Bitmoji.



Let's talk about the “elephant in the room...”



## Participants will...

- ★ Identify and connect with strategies to promote teacher leadership
- ★ Compare tools, structures and resources to create transformational change
- ★ Consider the coaching approach to change

## We will walk out of the room with...

- ★ Awareness of how District 100 started this journey
- ★ Concrete ideas for how to take the key learnings from the session and share them with other educators in your sphere of influence
- ★ New friends!

# What drives District 100?



## OUR MISSION

WHY WE EXIST

Empower all learners to achieve personal excellence.

## OUR VISION

WHERE WE ARE HEADED

*Personal Excellence is achieved when learners demonstrate:*

- Mastery of academic skills and standards that support career, civic, and college readiness;
  - Ownership of personal growth through self-directed learning paths;
  - Expertise in using technology to further learning, creativity, and innovation;
    - Social and emotional resilience;
  - Understanding and respect for individual and cultural differences.

## OUR VALUES

WHAT WE STAND FOR

Celebrate Diversity | Clear Communication | Collaborative Culture | Fiscal Responsibility | High Expectations | Service Excellence



# Strategic Plan Journey so far

2010

2015

2017



Foundational Skills	
Standard (s): Self-Direction	
Content Area/Subject or Course	
Grade Level: 6th-8th	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond
Score 3.0	<p><b>Independently, I can:</b></p> <ul style="list-style-type: none"> <li>• <b>Set a Goal:</b> I set a specific goal that charts my course for success</li> <li>• <b>Make a Plan:</b> I make and revise plans to meet my goal and to get around obstacles along the way</li> <li>• <b>Learn:</b> I use a variety of learning strategies and effective behavior to complete what's needed to meet my goals</li> <li>• <b>Show &amp; Reflect:</b> I monitor my progress toward my goals and use reflection to learn from successes or failures</li> </ul>
Score 2.0	<p><b>With support from my teacher:</b></p> <ul style="list-style-type: none"> <li>• I set a general goal to chart my course for success, my teacher helps me make it more specific</li> <li>• My teacher and I make and revise plans to set my goal</li> <li>• I use limited learning strategies and behaviors to make progress on my goals.</li> </ul>



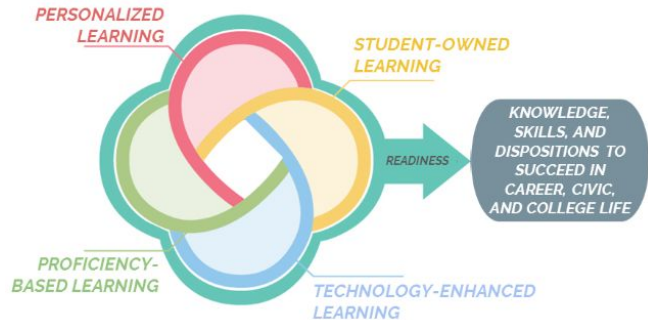
- Asking questions before, during and after learning
- Goals lack specifics on what will be accomplished and when
- I work with my teacher to accomplish my goal
- My teacher helps me think or reminds





# Rapid learning, growth and change!

## STUDENT CENTERED EDUCATION



5 Competency-Based Education

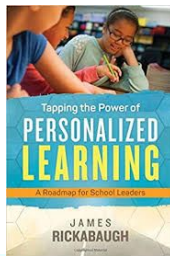
4 Standards-Referenced Reporting

3 Guaranteed and Viable Curriculum

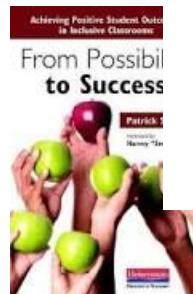
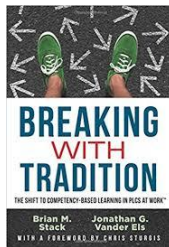
2 Effective Teaching in Every Classroom

1 Safe and Collaborative Culture

2017



2018



2019...

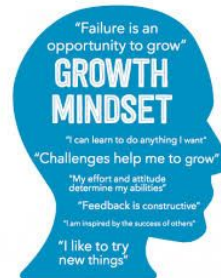


Proficiency-Based Grading

## Proficiency-Based Grading

In District 100, we believe student achievement occurs through clearly defined standards and authentic learning opportunities. The district strives to provide accurate, meaningful and timely feedback to both students and parents.

**PARENT**  
Info Night



MasteryConnect

Our path in D100 was to  
understand learners as  
individuals, with different  
passions, strengths and  
challenges *first*.

# Why Would Anyone Want to Do this Work?

- Benefit to kids, parents (more specific feedback)
- The zero effect
- Specific feedback on gaps, deficiencies, areas of strengths etc
  - Feedback for parents AND students.
  - Feedback not only in the content areas, but also the habits of work skills
- Helps establish/guide student-led learning (student ownership)
- Supports differentiated instruction (Personalized Learning)
  - Supports more inclusionary special education practices

# What Have We Learned in This Transition?

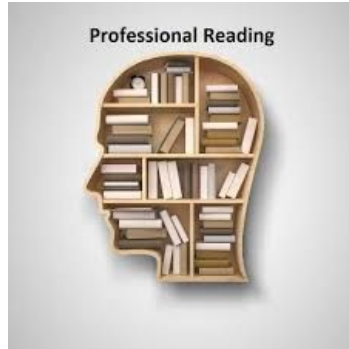
- ★ Involve staff from the start!
- ★ Develop Scales with all stakeholders ...and keep coming back to them!
- ★ Build capacity, build resilience!
- ★ Create feedback loops!



# Strategies for Newbies: Build Awareness



Watch a short video to stimulate discussion as a team.



Read compelling articles, studies, or education reports as a team.



Visit another school who is further along, who may be similar or dissimilar!



Form District Committees AND School Committees that work together! Innovation, technology, professional learning, and topical.

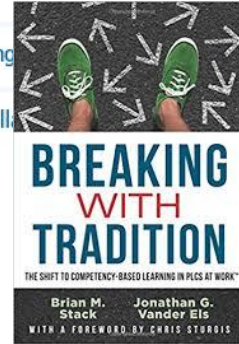
# Strategies for Newbies: Build a Foundation

PROFESSIONAL  
LEARNING  
COMMUNITIES:  
*Is Yours On Target?*



Reflect on  
Professional  
Learning  
Teams--refresh,  
re-train, re energize  
your PLCs!

- 5 Competency-Based Education
- 4 Standards-Referenced Reporting
- 3 Guaranteed and Viable Curriculum
- 2 Effective Teaching
- 1 Safe and Collaborative



Create transparency by defining a path. Begin with the end in mind and use tools to support continuous improvement cycle in moving forward..



Consider Instructional Coaches as a strategy--clarify their role to support staff inquiry, capacity and skills needed to get to the "next level."

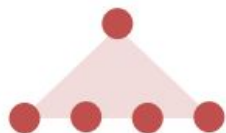
# Strategies for Newbies: Look at What Others Are Doing

## Student Centered Learning Look Fors: Proficiency Based



## Proficiency Based Report Card and Scales

### Teacher Driven



Teacher communicates class goals based on scale.

### Learner Centered



Student and teacher collaborate to create goals based on scales.

### Learner Owned



Student creates academic goals based on scales.

## District 100 Student Centered Look-Fors

English/Language Arts / Teacher Name		Mathematics / Teacher Name			
Overall Progress		MP1	MP2	MP3	MP4
Academic Outcomes		IG	AG	AG	AG
Scale		MP1	MP2	MP3	MP4
Students can determine an author's point of view, perspective, and purpose in a given text and provide textual evidence to support their determination.		2	2	3	
Write a well-organized and descriptive narrative.		2	3	3	
Cite textual evidence as support for inferences, determining theme,			2	2	
Identify and describe the relationship between dependent and independent variables.					
Add, subtract, multiply, and divide multi-digit decimals.			2	2	3
Compute fluently with multi-digit numbers and find common factors and multiples.			2	3	3
Represent and analyze quantitative relationships between dependent and independent variables.			2	2	
Identify and describe the relationship between dependent and independent variables.					
Identify and describe the relationship between dependent and independent variables.					

### 6th Grade ELA

### Informational Text: Author's

#### Priority Standard RI.6.6

Students can determine an author's point of view, perspective, and purpose in a given text and provide textual evidence to support their determination.

**4** The student has exceeded the expected level of mastery. This means that the student has demonstrated his or her learning at a greater level of complexity or to transfer the learning to another context. Demonstrations go beyond what was taught in the classroom.

**3** The student is demonstrating mastery when he/she can:

- Cite textual evidence from an informational text to support:
  - the author's purpose of the text
  - the perspective/point of view is conveyed in the text

The student is approaching mastery and may need to develop the following:

- Recognize or recall specific vocabulary, such as: author's purpose, author's perspective, textual evidence
- Identify author's purpose (e.g., persuade, inform, or entertain)

6th Grade ELA		Mathematics			
Overall Progress		MP1	MP2	MP3	MP4
Academic Outcomes		IG	AG	AG	AG
Scale		MP1	MP2	MP3	MP4
Students can determine an author's point of view, perspective, and purpose in a given text and provide textual evidence to support their determination.		2	2	3	
Write a well-organized and descriptive narrative.		2	3	3	
Cite textual evidence as support for inferences, determining theme,			2	2	
Identify and describe the relationship between dependent and independent variables.					
Add, subtract, multiply, and divide multi-digit decimals.			2	2	3
Compute fluently with multi-digit numbers and find common factors and multiples.			2	3	3
Represent and analyze quantitative relationships between dependent and independent variables.			2	2	
Identify and describe the relationship between dependent and independent variables.					
Identify and describe the relationship between dependent and independent variables.					



# Strategies for Those Starting SBG: Try Something ...share out!



Encourage  
innovation.  
Start a pilot!

PLC Continuum Checklist				
	Stage 3	Stage 4	Stage 5	
g	___ Use a team approach to plan lessons	___ Focus of discussion shifted to learning (Ask "What is evidence of successful learning" and "What does mastery look like")	___ Frequent use of data analysis	___ P
g	___ Different members take responsibility for sets of lessons and then share with the	___ Develop shared assessments	___ Identify trends in student learning both strengths and weaknesses	___ E
			___ Analyze the	Appro
				interv
				enrich

	Continuum Descriptor	BIG Idea	INDICATORS OF PRACTICE in (Indicators are observed to a degree that conveys regula	ness of the nt and (Ask "Are
6	Students utilize scales to track their progress.	Student Monitoring/ Goal Setting	<input type="checkbox"/> Students can be observed using an age-appropriate monitoring tool to demonstrate proficiency. Primary age students may do this. <input type="checkbox"/> Students reference their data and evidence when talking about	proposed to
5	Students are using scales & rubrics to talk about goals for their learning and about their progress.	Student Reflection	<input type="checkbox"/> Students can verbalize what proficiency will look or sound like <input type="checkbox"/> Students attempt to self-assess their current proficiency level <input type="checkbox"/> Students attempt to identify when practice or additional instruc	to the individ
4	Teacher uses scales & rubrics to talk to students about goals for their	Providing Feedback	<input type="checkbox"/> Individual teachers provide feedback to students about their p feedback on performances or products. <input type="checkbox"/> Individual teachers provide opportunities for students to use fi performances.	Appro

Support reflection and the development of PLCs by aligning Coaching plans. Connect school improvement to staff learning needs.



Create opportunities  
for staff to share their  
learning with peers.  
Encourage staff to  
share out...attend and  
learn alongside your  
staff!

# Strategies for Those Starting SBG: Dig into your existing philosophies!

## BELVIDERE SCHOOL DISTRICT MIDDLE SCHOOL GRADING BELIEFS AND PRACTICES



### D100 Grading Philosophies

- Grades will be based on established criteria: clearly specified learning goals and performance standards.
- Habits of Work will be reported separately from the academic grade.
- Students will be allowed multiple opportunities through various ways/modes to demonstrate their learning. Retakes and revisions will be allowed.
- Grades will reflect the most recent information on the student at that time. Early learning opportunities will hinder the most recent score.
- Students will be a partner in the learning process; understanding where they are on the learning continuum being a part of formulating next steps in learning.
- Grades will provide timely feedback and communicate information to students and parents about an individual's growth, mastery, or lack thereof.

### Scale Scores Indicate the Current Level of Performance

In the Belvidere School District, each learning outcome or prioritized standard has a clear definition and expectations for student performance. The four levels are (1) **Partial Knowledge with Assistance**, (2) **Approaching**, (3) **Mastery**, and (4) **Exceeds**. The scales scores allow teachers to clarify the learning goal and the criteria to reach each level.

4	Exceeds the Standard
3	Mastery of the Standard
2	Approaching the Standard
1	Partial Knowledge with Assistance

Invite discussion on the meaning of grades.

6th Grade ELA		Informational Text: Author's Perspective
		Priority Standard RI.6.6
		Students can determine an author's point of view, perspective, and purpose in a given informational text on a topic or issue, using textual evidence to support their determination.
4	The student has exceeded the expected level of mastery. This means that the student has demonstrated the ability to apply his or her learning at a greater level of complexity or to transfer the learning to another context. Demonstrations go beyond what was taught in the classroom.	
3	The student is demonstrating mastery when he/she can: <ul style="list-style-type: none"> <li>• Cite textual evidence from an informational text to support:               <ul style="list-style-type: none"> <li>◦ the author's purpose of the text</li> <li>◦ the perspective/point of view is conveyed in the text</li> </ul> </li> </ul>	
2	The student is approaching mastery and may need to develop the following: <ul style="list-style-type: none"> <li>• Recognize or recall specific vocabulary, such as: author's purpose, author's perspective, textual evidence</li> <li>• Identify author's purpose (e.g. persuade, inform, or entertain)</li> <li>• Identify author's perspective/point of view (how the author feels about the topic)</li> <li>• Cite textual evidence from a text to support:               <ul style="list-style-type: none"> <li>◦ the author's purpose of the text</li> <li>◦ the perspective/point of view is conveyed in the text</li> </ul> </li> </ul>	

Start thinking of how you will define proficiency.

# Strategies for SBG starters, but need some assistance (Putting the hard work into practice)

Collaboration between buildings

- ★ Early Release, SIP Days
- ★ Special Education

Table Talks at Faculty Meetings

Instructional Coaches



# Strategies for SBG starters, but need some assistance (Putting the hard work into practice)

★ PLC – Empower Teachers

★ Common Assessments

★ Communication with Parents – Talking Points



# Strategies for SBG starters, but need some assistance (Putting the hard work into practice)

## ★ Habits of Work – Teacher Created

## ★ Targeted PD

Habits of Work	Proficiency Statement
<a href="#"><u>Prepared &amp; Organized</u></a>	Student is ready to work when class begins and organizes materials so they can find what is needed.
<a href="#"><u>Perseverance</u></a>	Student is determined to overcome distractions and obstacles to achieve their goals.
<a href="#"><u>Work Quality</u></a>	Student provides evidence of learning that is thorough and precise.
<a href="#"><u>Self-Direction</u></a>	Student is able to monitor their behavior, use of time, and learning.
<a href="#"><u>Respect</u></a>	Student demonstrates that they value self, others and property.
<a href="#"><u>Teamwork</u></a>	Student works toward productive relationships with others by taking on different roles and responsibilities as they collaborate.

# Strategies for SBG Pros

You are already doing this work...let us come visit!

We hope you learned something today!

Anyone want to share out an SBG experience or have any questions?

# Stay Connected With Us

<https://pbg.district100.com/>

Ben Commare,

[bcommare@district100.com](mailto:bcommare@district100.com)

Autumn Elrod, [aelrod@district100.com](mailto:aelrod@district100.com)

Brett McPherson,

[bmcpherson@district100.com](mailto:bmcpherson@district100.com)

Chris Walocha, [cwalocha@district100.com](mailto:cwalocha@district100.com)



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