

Pennoyer School District 79

Standards Based Grading Policy



Standards Based Grading Policy Development

Developed by: Pennoyer Curriculum Council Committee

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Pennoyer School District 79 Strategic Plan 2020 - 2025



#pennoyerpride

PENNOYER SCHOOL DISTRICT 79 STRATEGIC PLAN 2020-2025

Mission Statement

Why do we exist?

**INSPIRE AND EMPOWER
ALL STUDENTS
TO THRIVE**

Core Values

What we stand for?

Commitment

Igniting curiosity for the love of learning

Accountability

Assumption of responsibility for the growth of all students

Collaboration

Working interdependently to analyze and improve our individual and collective results

Integrity and Respect

Valuing and respecting all individuals through behaviors and actions that demonstrate integrity and trust

Equity

Providing the opportunities and experiences critical to support the growth and achievement of ALL students

Inclusivity

All are welcome, have a sense of belonging and receive support that enables them to succeed

Vision Statement

Where we are headed?

Vision:

Pennoyer District 79 will empower learners on their educational journey toward individual success.

Learning (Student Empowerment and Ownership)

- Foster expression of student voice and choice
- Empower students to be adaptive learners through collaborative and creative thinking
- Promote student-directed-learning
- Facilitate strong academic rigor
- Provide resources that prepare students for the future
- Challenge each individual student
- Amplify technology

Environment

- Foster supportive learning practices
- Create valuable experiences for students
- Build positive relationships
- Promote an empathetic, inclusive and nurturing climate
- Inspire confidence and risk taking
- Ensure a safe and nurturing environment

Focus on Whole Child

- Support Social Emotional Learning
- Create learning experiences that excite and engage
- Provide opportunities for creative expression

Strong Community and Culture

- Create partnerships between school and community
- Engage and inspire our community to ensure the success of all
- Inspire students to become invested in our community through building authentic relationships

Fiscal Responsibility

- Exercise intentional, purposeful and thoughtful allocation of resources
- Evaluate resources and respond to needs

Introductory Statement

Over the past four years, Pennoyer staff and administration in consultation with a consultant from the Curriculum Leadership Institute have engaged in research based curriculum development work. This work has focused on subject area curriculum development in alignment to rigorous curriculum standards as well as implementation of best practices for promoting student achievement and growth. In this process, it was determined that a shift to a Standards Based Grading (SBG) system would best support student achievement and reporting of such progress. During the 2020 - 2021 school year, the Science subject area curriculum leaders will be pioneering SBG and each year that follows another curricular area will follow as outlined in Pennoyer's Long Range Plan for curriculum development that follows.

The work of the curriculum teams at Pennoyer on curriculum development as well as SBG is based on research and proven records for increased student achievement when implemented with fidelity. Pennoyer School District 79 Long Range Curriculum Development Plan

Pennoyer Long-Range Plan for all Curriculum Initiatives

SUBJECTS	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
Science		C A <u>C A</u>	VC VA <u>VC VA</u>		<u>C A</u>	C A <u>VC VA</u>	VC VA		<u>C A</u>
Language Arts	VA		C A <u>C A</u>	VC VA <u>VC VA</u>		<u>C A</u>	C A <u>VC VA</u>	VC VA	
Math	R A	VA		C A <u>C A</u>	VC VA <u>VC VA</u>		<u>C A</u>	C A <u>VC VA</u>	VC VA
Social Studies	VC	R A	VA		C A <u>C A</u>	VC VA <u>VC VA</u>		<u>C A</u>	C A <u>VC VA</u>
Health/PE	VC	R A	VA		C A	VC VA			C A
Fine Arts	VC	R A	VA		C A	VC VA			C A

Key: Subject Area Committees are in bold. Structured Learning is underlined and in italics.

C	VC	R	A	VA
Development of curriculum documents	Implementation and validation of the new curriculum	Resource selection	Development of common outcome assessments	Implementation and validation of the new assessments

Pennoyer School Definition of Mastery

Mastery means that students can independently demonstrate the learning that is expected of them, as described in the Pennoyer School District 79 published curricula. Students demonstrate learning through grade level consensus, quantitative and/or qualitative measurements, and are evaluated using formative and common summative district assessments with predetermined criteria. When true mastery has occurred, students can – over time – demonstrate their learning more than once and in more than one way.

Through core instruction using multiple teaching strategies and differentiation, all students can demonstrate mastery. Students who have met or exceeded mastery will move directly into activities that will broaden, expand, or deepen their learning. Students who have not demonstrated mastery will be provided with additional instruction and/or alternative learning methods.

Time, grouping, and methodology are the variables; achieving mastery is the constant.

What is Standards Based Grading?

Standards Based Grading measures a student's mastery of the grade level standards as outlined by local curriculums and the Common Core State Standards. This allows parents and teachers to better understand a child's academic strengths and target specific areas that may need additional support as opposed to traditional grading where grades and scores are averaged over the course of a grading period which can mask what a student has learned or not learned in a specific subject.

What are the Benefits of Standards Based Grading?

A Standards Based Grading system provides accurate, meaningful, and consistent measures of learning to better understand a student's progress. Traditional grading is very subjective, so standards-based grading is one way to address that. Since standards-based reporting is designed to only reflect true evidence of learning, parents and teachers get a clear picture of what the student has or hasn't mastered without the influence of other factors. Parents can expect a meaningful grade, one that clearly communicates what learning has taken place. Standards-based grading supports learning by focusing on the concepts and skills that have or have not been learned rather than accumulating or losing points, so parents and teachers are aware of what their students need help with.

What is Pennoyer’s Standards Based Grading Scale?

Standards-based grading (SBG) is a system of reporting on academic progress which focuses on student learning and growth based on demonstrated understanding of specific concepts. In a SBG environment, students receive feedback reflective of their achievement towards mastery of multiple different learning outcomes and components. This allows the students, their families, and their teachers to see which concepts they understood well and which they need to continue to grow.

When reading a SBG report, it will indicate how students performed purely academically. The student will be assessed on the learning outcomes and components. Separately, teachers can report on learning behaviors that affect student progress towards mastery. However, because the learning behaviors are removed from the academic grade report, students are given purely academic feedback regarding their progress towards content mastery.

Unlike a traditional grading system where students receive grades that are averaged to give you a final letter grade, in SBG students receive a score of 3 - Mastered, 2 - Approaching, or 1 - Emerging for each outcome and component that they learn during the course of the school year. Below is a table outlining this grading scale. The goal for each student is to demonstrate mastery of content outcomes and components by the end of the school year.

<p style="text-align: center;">3 Mastered</p>	<p style="text-align: center;">2 Approaching</p>	<p style="text-align: center;">1 Emerging</p>
<p>A “3” indicates that the student has consistently proved a level of mastery of the academic outcome or component and demonstrated mastery equivalent to that of the year-end expectation for learning standards or outcomes. Upon attainment of a “3” the student is ready to engage in enrichment opportunities within the context of the learning standard.</p>	<p>A “2” indicates the student is progressing toward meeting end of grade level expectations, though not yet fully mastered. A score of 2 is common along the learning path as children are in the early stages of their journey toward mastery of year-end learning outcomes.</p>	<p>A “1” indicates there has been limited progress toward meeting grade level expectations and that support from school and home is needed to accelerate progress in order to reach the outcome by the end of the school year.</p>

To better understand the SBG scale, it is helpful to picture learning as a path to a destination (mastery of the learning outcome or component), and understand that when students set foot on the learning path, they are emerging in their abilities. As they move along the learning pathway, they are approaching the destination which is Mastery. Once a student has demonstrated that they have mastered the content outcome or component, they have achieved the mastery score.

What's in a grade?

Formative/Summative

Formative assessments will be given regularly throughout the course of study as a means to inform instruction, as well as guide the student on their learning path. Students can use data from formative assessments to gauge individual comprehension and mastery.

Summative assessments will be a final assessment that will gauge mastery of the outcome and its components. Summative assessments can include written work, projects, presentations, traditional tests, and/or any other work providing students the opportunity to demonstrate mastery.

Extra Credit

Extra credit opportunities will not be considered within grading for mastery.

Reaching and Reassessment

Mastery learning is the end goal of instruction at Pennoyer. Students who have not yet demonstrated mastery of outcomes will be allowed additional opportunities to do so. The student will be required to participate in reteaching opportunities before they can have other chances to demonstrate mastery of the outcome.

****Why do we afford our students the option to engage in reteach and reassessment opportunities?***

As outlined in an earlier section, mastery means that students can independently demonstrate the learning that is expected of them. Over time, mastery is achieved through core instruction and we aim to utilize multiple teaching strategies, opportunities, and differentiation to encourage student success and achievement. When true mastery has occurred, students can demonstrate their learning more than once and in more than one way. Time, grouping, and methodology are the variables; achieving mastery is the constant.

****Are reassessments required and is there a limit to the number taken?***

Allowing students to engage in reteaching and reassessment opportunities supports them along their path to achieving mastery. As we know, learning occurs at different rates for everyone and students continue to learn and apply new information throughout the school year. Assigning concrete grades does not show a student's growth over time.

Providing students with a reassessment opportunity is best practice to allow them to demonstrate mastery. Consideration must be made for assessment fatigue as well as other social and emotional factors when engaging students in reteaching and reassessments. In collaboration with the teacher, a decision will be made as to when the grade is final for the period assessed.

****How is the need for a reassessment determined?***

At the teacher's discretion, a student may be eligible for reassessment on any component or outcome where they have not yet demonstrated mastery.

****How is a reassessment initiated?***

The initiation of a reassessment is a collaborative process between the teacher and the student. It is a result of teacher-student goal setting. Goal setting will be teacher-led and modeled in the primary grades with a gradual release of responsibility as students move to the upper elementary grades. By the time our students reach middle school, the expectation is that they are working towards full self advocacy and responsibility with proper support. When our students reach 8th grade, they will be empowered to initiate the reassessment process.

****When do reteaching and reassessment opportunities occur?***

The student will conference with the teacher to develop a plan and timeframe for reteaching and reassessment. As a part of this process, students will be required to complete all applicable formative work, as identified by the teacher, and engage in reteaching opportunities prior to the reassessment.

****What part of the learning outcome is reassessed?***

Students will be reassessed only on the components where they have not yet demonstrated mastery.

****When is the grade considered final?***

A grade is considered final when the student has demonstrated mastery, or as outlined in the collaborative reassessment plan. Ultimately, grades are final at the end of a reporting period. However, many outcomes are reassessed at multiple points throughout the school year. Therefore, new opportunities are available for students to demonstrate mastery.

****How are reassessments developed?***

When creating assessments, Pennoyer teachers follow predetermined criteria and are aligned to content and rigor of Pennoyer's local curricula.

The Purpose of Homework

Homework assigned by the teacher is an opportunity to practice the skills taught in class. This work will be meaningful and relevant to the concepts being worked on. While it is important to practice the skills needed for mastery of the outcomes, it will not be used to determine mastery of the outcome.

Students will always be encouraged to read outside of the school day to reinforce vocabulary, fluency, and comprehension in all subject areas.

Accommodations and Modifications

Accommodations and modifications will still be followed per the IEP/504.

Learning Behaviors

Learning behaviors are separate from academic marks, but do support them. These behaviors align with our school wide PBIS expectations. The purpose of learning behaviors is to communicate the characteristics of successful learners and identify areas where growth can be made. Learning behaviors will be assessed on a similar 3-2-1 scale, but will not be factored into the final outcome scores.

School Terms & Reporting

Pennoyer school will continue to operate within a trimester schedule with three grading term periods each school year. For courses that will be adopting standards based grading (2023 - 2024 will be the school year where ALL subject areas will operate within SBG) this means that courses will shift from average based grades to Subjective Standards Based grades that do not average.

Subjective Grading

Subjective Grading refers to rubric aligned grading practice where teachers report grades as aligned to learning standards. When reviewing a student's report card for within SBG what will be provided will be the student's progress towards each standard, however scores will not be averaged for a final total grade. Therefore, families will be provided with a comprehensive view of areas of academic strength for their students and areas that require further work towards mastery.

What will a grade report reflect each term?

A SBG report will reflect a student's progress towards mastery of learning outcomes each term. Below is an snapshot of an example of what this may look like for a science report:

Outcome	Trimester 1	Trimester 2	Trimester 3
1 Students will observe, describe, and predict the patterns of movement of objects in the sky.	3	x	x
2 Students will illustrate the relationship between sounds and vibrations.	2	3	x
3 Students will verify that light travels from place to place and a beam of light can be obstructed by placing items in its path. Students will make predictions for results of obstructions.	x	x	3
4 Students will relate the structure and behavior of plants and animals to their survival and growth. Students will compare and contrast the behaviors of parents and offspring to describe their similarities and differences.	x	2	3

x= Has not been taught yet

1= Emerging

2= Approaching

3= Mastered

Appendix

How to Access Your Grades in Skyward

When logging into Skyward's Family Access portal, click on the "Gradebook" tab to the left to access your child's grades. See screenshot below:

