

Understanding Standard Based Assessment

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Saint Joseph School

Welcome and Prayer

Prayer for the New School Year

God of wisdom and might,
we praise you for the wonder of our being,
for mind, body and spirit.
Be with our children this
new school year.

Bless them and their teachers and staff.
Give the strength and grace as their bodies grow;
wisdom and knowledge to their minds
as they search for understanding;
and peace and zeal to their hearts.
We ask this through Jesus Christ our Lord.
Amen.

Archdiocese's Goal for Assessment

- “The purpose of assessment is to guide instructional decisions in meeting goals and to report student progress toward meeting content standards.”
- “The purpose of report cards is to effectively communicate student progress in achieving learning goals. The marks for content area subjects should reflect student mastery of grade-level standards.”

Archdiocese of Los Angeles,
Administrative Handbook

- “Let [teachers] work as partners with parents and together with them in every phase of education...”

GRAVISSIMUM EDUCATIONIS ,
1962

Traditional letter grade assessment

Saint Joseph Catholic School	
Name Nombre:	
Year Año:	
Grade Grado:	



STUDENT REPORT CARD
REPORTE DE PROGRESO
INTERMEDIATE LEVEL
NIVEL INTERMEDIO

MARKING CODES / CÓDIGOS

- | | | | |
|--------------------------------|------------------------|-------------------------------|--|
| - Subjects / Materias - | | - Skills / Destrezas - | |
| A = 93-100% | O = Outstanding | + = Area of Strength | |
| B+ = 90-92% | Sobresaliente | = Area Fuerte | |
| B = 87-89% | G = Good | ✓ = Area que Necesita | |
| B- = 85-86% | Buena | | |
| C+ = 80-84% | S = Satisfactory | | |
| C = 75-79% | Satisfactorio | | |
| C- = 70-74% | NI = Needs Improvement | | |
| D = 65-69% | Necesita Mejorar | | |
| F = 64% & Below | | | |
| y Menos | | | |

- Comment Codes:
Código de Comentarios

- 1 = Student consistently prepared.
El alumno está constantemente preparado.
- 2 = Improvement shown.
Muestra mejoramiento.
- 3 = Active participation in class, discussions, and activities.
Participa activamente en clase, discusiones y actividades.
- 4 = Inadequate participation in class.
Participa en clase inadecuado.
- 5 = Materials/assignments missing.
Materiales/Asignaciones no presentados.
- 6 = Materials/assignments incomplete.
Materiales/Asignaciones incompletos.
- 7 = Low test/quiz scores.
Marcas bajas en exámenes/pruebas.
- 8 = Quality of work affecting grades.
La calidad de trabajo afecta calificaciones.
- 9 = Disruptive behavior in class.
Comportamiento inapropiado en clase.
- 10 = Excessive talking.
Habla excesivamente.
- 11 = Please contact the teacher.
Por favor comuníquese con el maestro/a.

	1st	2nd	3rd
Religion Religión	A		
Comments / Comentarios			
English Language Arts Inglés y lectura	A		
Reading Leyendo			
Writing Escritura			
Language Desarrollo de Lenguaje			
Speaking and Listening Hablando y escuchando			
Comments / Comentarios			
Mathematics Matemática	B		
Basic Facts Factores Básicos			
Concepts Conceptos			
Computation Computos			
Problem solving Resolviendo problemas			
Vocabulary Vocabulario			
Completes Homework Completa las tareas			
Comments / Comentarios			
Social Studies Estudios Sociales	A		
Concepts Conceptos			
Projects Proyectos			
Map skills Destrezas con Mapas			
Research skills Destrezas de Investigación			
Vocabulary Vocabulario			
Completes homework Completa las tareas			
Comments / Comentarios			

	1st	2nd	3rd
Science Ciencia	C		
Concepts Conceptos			
Vocabulary Vocabulario			
Projects/Experiments Proyectos/Experimentos			
Completes homework Completa las tareas			
Comments / Comentarios			
Physical Education Educación Física	A		
Participation Participación			
Comments / Comentarios			
Art Arte			
Participation Participación			
Comments / Comentarios			

Shortcomings of Letter Grades

- Lack of detail and clarity
 - A large amount of information is condensed into a single symbol.
 - Information not related to academic performance is often included. (Homework, Effort)
 - Students are penalized for needing more time to learn.
- Subjective
 - Cutoffs between grade categories are difficult to justify.
 - Increasing the number of rating categories lowers the reliability and validity of the measures.
- Focus on comparison rather than learning

Percentages vs. Standards

- In TK-2 classroom, most of the learning is developmental and difficult to assign a percentage to
- For some subjects, like math, a percentage is more easily assessed, but for most other work, the mastery is gained bit by bit, as the students develop the skills.
- Standardized Test (STAR) results show the standards necessary to obtain mastery.
- Scholars in TK-2 are just learning number sense and higher numbers, and percentages have little meaning to them. Standard based assessment is meaningful to students and parents.

Blended Learning TK-2

- Computers shared in all classrooms with online programs:
 - MobyMax TK-8
 - Raz Kids TK-1
 - iPad apps with reading and math skills
 - Star Testing (Reading and Math) K-8
 - Standardized Grading TK -2, Traditional Grading 3-8, with Standardized Grading goals

Blended Learning Goals

- Delivers instruction tailored to each student's needs to increase achievement and mastery of grade level standards and beyond.
- Interactively assesses each student's learning level, moving them toward individualized lessons for mastery

The Process

- The purpose of standards-based grading is to communicate your child's learning. Once we moved to standards-based lessons, the old grading system did not reflect mastery of standards.
- The old grading system compared children to each other. But a standards-based grade compares the child to grade level expectations.
- We believe all children can learn and this is a clearer communication of what the child has learned.
- Since one of our root beliefs is that effective instruction is guided by carefully-planned assessment, our report cards need to reflect what your child has mastered and not mastered.

Key Advantages of Standards-Based Grading

- Measuring students' proficiency on well-defined course objectives*
- Efficiently communicating how each child is progressing toward mastery
- In line with blended learning, which differentiates learning for each child (MobyMax)
- Provides detail and clarity#
 - Outlines specific information about student proficiency on each standard
- Facilitates teaching and learning#
 - Proven record of leading to significant improvements in student learning and positive increases in student attitudes at all educational levels

Purpose of Grading

The ***purpose*** of grading
is to clearly ***communicate***
accurate and ***specific*** information
about student ***learning***.

Traditional Grading

Points-Based Classroom Report

Name	Homework 1	Quiz 1	Homework 2	Quiz 2
Zoe	80	80	90	80
Jayden	95	95	90	90
Pierce	85	90	0	80
Juan	90	85	95	95

New Grading Scale

M=Mastered Grade Level Standard

AM= Almost Mastered Grade Level
Standard

NM= Not Mastered Grade Level
Standard

NA = Not Assessed

Standard Based Grading

Name	Objective: L.2.2. Demonstrates command of standard English Capitalization	Objective: 2.NBT. 1 Count within 1000; skip count by 5, 10 and 100	Objective: 2.1.2 Compare and contrast their daily lives with those of their parents, grandparents and /or guardians	Objective: RF 2.3 Knows and applies grade- level phonics and word analysis skills in decoding words
Zoe	M (Mastered)	AM (Almost Mastered)	AM (Almost Mastered)	AM (Almost Mastered)
Danny	AM (Almost Mastered)	M (Mastered)	M (Mastered)	M (Mastered)
Gabby	AM (Almost Mastered)	NM (Not Mastered)	AM (Almost Mastered)	AM (Almost Mastered)

Real World Application

1. Language: Conventions of Standard English

L.2.2 Demonstrate Command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Apply the Standard:

L.2.2.

How close to mastery are Sample A, Sample B and Sample C

2. Operations and Algebraic Thinking: Add and Subtract Within 20

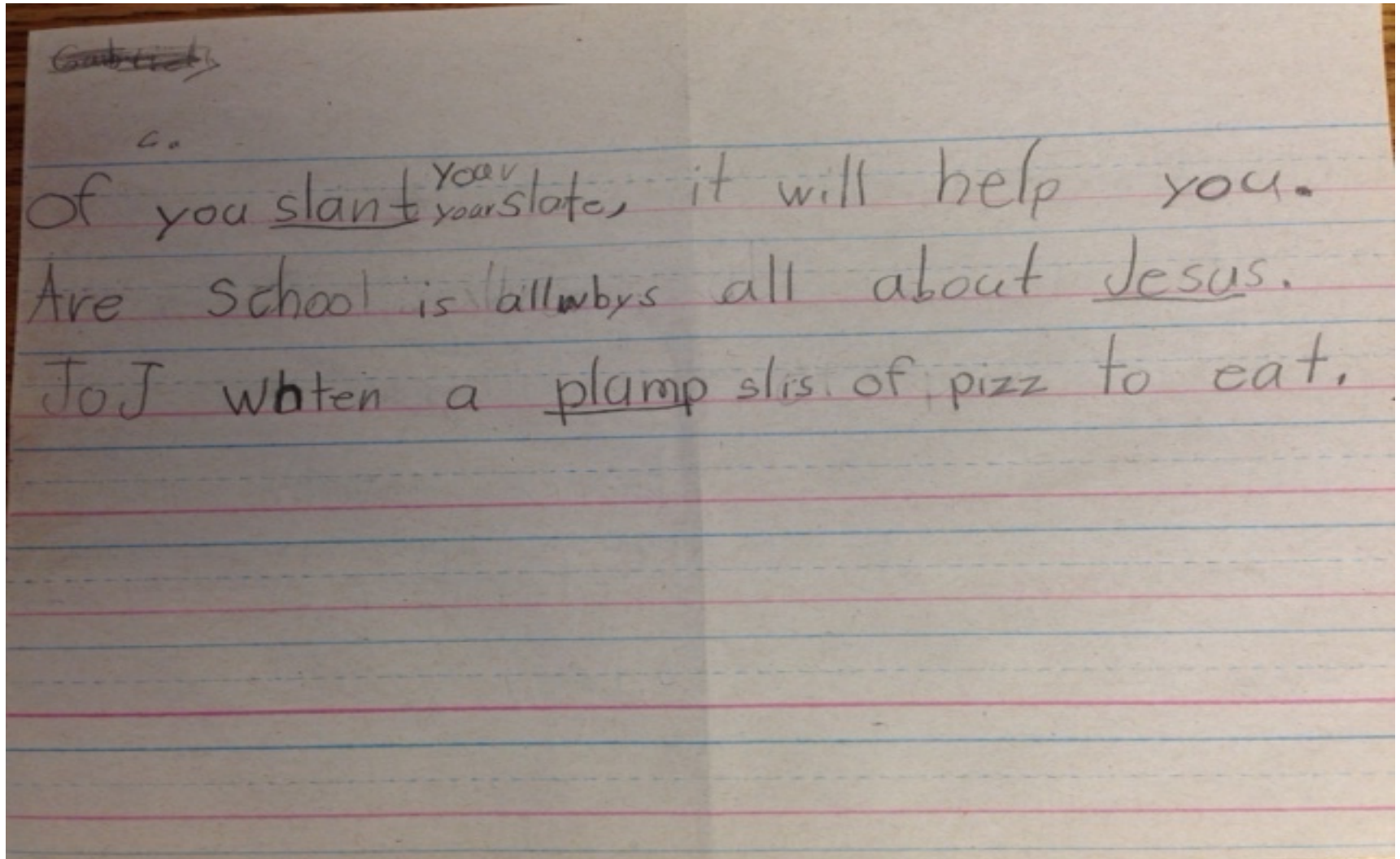
2.OA.2 Fluently add and subtract within 20, using mental strategies

Apply the Standard:

2.OA.2

How close to mastery are Samples 1, 2 and 3?

Work Sample A – Language



Work Sample B - Literature

1 If you slate your slate, it will help you.

2 Our school is all ways about Jesus.

3 Jojo wanted a plump slice of pizza to eat.

Work Sample C - Literature

1. If you slant your state, it will help you.



2. Our school is always all about

Jesus.

3. Jojo wanted a plump slice of pizza to eat.

Work Sample 1 – Add & Subtract – Mental Strategies

Addition and Subtraction

<p>a. $\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$</p>	<p>$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$</p>	<p>$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$</p>			
<p>b. $\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$</p>	<p>$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$</p>	<p>$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$</p>			
<p>c. $\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$</p>	<p>$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$</p>	<p>$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$</p>			
<p>d. $\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$</p>	<p>$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$</p>	<p>$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$</p>			
<p>e. $\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$</p> <p><i>Handwritten: 17</i></p>			<p>$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$</p>	<p>$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$</p>	<p>$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$</p>
<p>f. $\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$</p> <p><i>Handwritten: 4</i></p>			<p>$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$</p>	<p>$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$</p>	
<p>g. $\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$</p> <p><i>Handwritten: 2</i></p>					

Work Sample 2 – Add & Subtract Mental Math Strategies

Handwritten math problems and illustrations on a worksheet.

Math Problems:

$\begin{array}{r} 1 \\ + 4 \\ \hline 5 \end{array}$	$\begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array}$	$\begin{array}{r} 5 \\ + 9 \\ \hline 14 \end{array}$	
$\begin{array}{r} 9 \\ - 7 \\ \hline 2 \end{array}$	$\begin{array}{r} 7 \\ - 3 \\ \hline 4 \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$	
$\begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$	$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$	
$\begin{array}{r} 6 \\ - 6 \\ \hline 0 \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline 5 \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array}$	$\begin{array}{r} 5 \\ - 1 \\ \hline 4 \end{array}$
$\begin{array}{r} 8 \\ + 9 \\ \hline 17 \end{array}$	$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array}$	$\begin{array}{r} 7 \\ - 5 \\ \hline 2 \end{array}$	$\begin{array}{r} 8 \\ + 3 \\ \hline 11 \end{array}$
$\begin{array}{r} 6 \\ - 2 \\ \hline 4 \end{array}$			$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$
$\begin{array}{r} 6 \\ - 4 \\ \hline 2 \end{array}$			$\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$

Illustrations:

- An owl perched on a branch.
- A bird in flight.

Work Sample 3 – Add & Subtract Mental Math Strategies

a. $\begin{array}{r} 1 \\ + 4 \\ \hline 5 \end{array}$ $\begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array}$ $\begin{array}{r} 5 \\ + 9 \\ \hline 14 \end{array}$

b. $\begin{array}{r} 9 \\ - 7 \\ \hline 2 \end{array}$ $\begin{array}{r} 7 \\ - 3 \\ \hline 4 \end{array}$ $\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$



c. $\begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array}$ $\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$ $\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$

d. $\begin{array}{r} 6 \\ - 6 \\ \hline 0 \end{array}$ $\begin{array}{r} 9 \\ - 4 \\ \hline 5 \end{array}$ $\begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array}$ $\begin{array}{r} 5 \\ - 1 \\ \hline 4 \end{array}$

e. $\begin{array}{r} 8 \\ + 9 \\ \hline 17 \end{array}$ $\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array}$ $\begin{array}{r} 7 \\ - 5 \\ \hline 2 \end{array}$ $\begin{array}{r} 8 \\ + 3 \\ \hline 11 \end{array}$

f. $\begin{array}{r} 6 \\ - 2 \\ \hline 4 \end{array}$ $\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$

g. $\begin{array}{r} 6 \\ - 4 \\ \hline 2 \end{array}$ $\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$



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