

# A Standards Based Approach to Grading & Reporting at LBMS



**LAKE BLUFF  
SCHOOLS**  
DISTRICT 65

**Lake Bluff School District 65**  
**Parent Presentation 5/15/2017**

*Excellence in Education, Enthusiasm for Life, Every Student, Every Day*

# Traditional vs. Standards Based



## Traditional Reporting System

- Uses a mix of assessment methods, effort, and behavior to determine the final grade. Late penalties and extra credit may be included in the overall graded. One grade is given per content area.
- Assessments are based on a point or percentage system. Criteria for success may be unclear.
- Grades are arbitrary across different grades, courses, and teachers. Students are trying to hit a moving target.

## Standards Based Reporting System

- Measures progress toward mastery of standards. For each content area, multiple skill areas are reported upon, as well as learner characteristics. No late penalties or extra credit is given.
- Assessments (tests, quizzes, projects) are used for evidence of progress toward the standard. Emphasis is on growth and learning, not the grade.
- Standards are criterion or proficiency based. Criteria and targets are made available to students ahead of time.

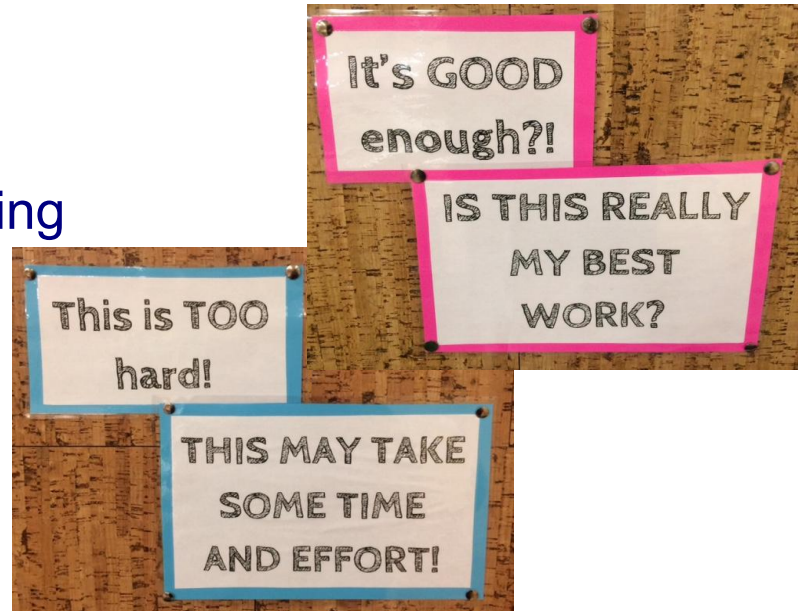
# A Tale of Two Students

Joe & Sam



# What's driving our decision?

- Traditional letter grades can be misleading and punitive
- Fosters a growth mindset in students
- Individualized and differentiated learning
- Meaningful feedback
- Effective Communication



# Communicating what Students Know



Name: Mike Student

Grade: 7

Math 8      B      It has been a pleasure to have Mike in class this trimester.

# Communicating what Students Know



| Student: Mike Student   | Grade: 7 | Advisor: Tszchanz |   |  |  |
|---|----------|-------------------|---|--|--|
| <b>CCSS Math 8</b>  |          |                   |   |  |  |
| <b>NUMBER SYSTEM</b>  |          |                   |   |  |  |
| 8.NS.1 Know that numbers that are not rational are called irrational.   |          |                   | 4 |  |  |
| 8.NS.2 Use rational approximations of irrational numbers to compare, locate, and estimate the value of expressions.   |          |                   | 3 |  |  |
| <b>EXPRESSIONS &amp; EQUATIONS</b>  |          |                   |   |  |  |
| 8.EE.1 Know and apply the properties of integer exponents.  |          |                   | 3 |  |  |
| 8.EE.2 Use square root and cube root symbols to represent solutions. Evaluate square roots and cube roots. Know $\sqrt{2}$ is irrational.   |          |                   | 4 |  |  |
| 8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate and compare.  |          |                   | 4 |  |  |
| 8.EE.4 Perform operations with numbers expressed in scientific notation. Interpret scientific notation generated by technology.   |          |                   | 4 |  |  |
| 8.EE.5 Graph proportional relationships. Compare two different proportional relationships represented in different ways   |          |                   | 4 |  |  |
| 8.EE.6 Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a nonvertical line.  |          |                   | / |  |  |
| 8.EE.7a Solve linear equations in one variable, including one solution, infinitely many solutions, or no solutions.   |          |                   | 4 |  |  |
| 8.EE.7b Solve linear equations in one variable, including using the distributive property and collecting like terms.  |          |                   | 2 |  |  |
| <b>FUNCTIONS</b>  |          |                   |   |  |  |
| 8.F.1 Understand that a function is a rule that assigns to each input exactly one output.   |          |                   | / |  |  |
| 8.F.2 Compare properties of two functions each represented in a different way.  |          |                   | / |  |  |
| 8.F.3 Interpret the equation $y = mx + b$ as defining a linear function; give examples of functions that are not linear.  |          |                   | / |  |  |
| 8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value.   |          |                   | / |  |  |
| 8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing and sketching a graph.   |          |                   | / |  |  |
| <b>GEOMETRY</b>   |          |                   |   |  |  |
| 8.G.1 Verify experimentally the properties of rotations, reflections, and translations.   |          |                   | / |  |  |
| 8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.                        |          |                   | / |  |  |
| 8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.  |          |                   | / |  |  |
| 8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. |          |                   | / |  |  |
| 8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.  |          |                   | / |  |  |
| 8.G.6 Explain a proof of the Pythagorean Theorem and its converse.  |          |                   | 3 |  |  |
| 8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world problems in 2 and 3 dimensions.  |          |                   | 4 |  |  |
| 8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.   |          |                   | 4 |  |  |
| <b>STATISTICS &amp; PROBABILITY</b>   |          |                   |   |  |  |
| 8.SP.1 Construct and interpret scatter plots for data to investigate patterns of association between two quantities.  |          |                   | / |  |  |
| 8.SP.2 For scatter plots that suggest a linear association, informally fit a straight line.   |          |                   | / |  |  |
| 8.SP.3 Use the equation of a linear model to solve problems in the context of data, interpreting the slope and intercept.   |          |                   | / |  |  |
| 8.SP.4 Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.  |          |                   | / |  |  |

| LB65 Academic Performance Descriptors |             |   |
|---------------------------------------|-------------|---|
| 4                                     | Mastery     | The student consistently and independently demonstrated mastery of the standard.                            |
| 3                                     | Approaching | The student is approaching consistent and independent application of the standard.                          |
| 2                                     | Beginning   | The student is beginning to progress toward the standard with additional time and support.                  |
| 1                                     | Introduced  | The student has been introduced to the standard, but is not yet demonstrating progress toward the standard. |
| /                                     |             | Standard not assessed at this time  |

| Student: Mike Student   | Grade: 7   | Advisor: Tszchanz | Course: Math 8 |   |  |  |
|---|--|-------------------|----------------|---|--|--|
| <b>LB65 Learner Characteristics</b>   |  |                   |                |   |  |  |
| <b>Work Habits:</b> is organized; manages time and materials; stays with task; completes in-class work  |  |                   |                | 3 |  |  |
| <b>Homework:</b> completes and submits homework on time   |  |                   |                | 2 |  |  |
| <b>Attentive:</b> listens well and follows directions   |  |                   |                | 3 |  |  |
| <b>Resourceful:</b> solves problems; seeks help appropriately; finds ways to support own learning, seeks new opportunities                                |  |                   |                | 3 |  |  |
| <b>Reflective:</b> thinks and asks questions; provides reasons for opinions; evaluates own progress   |  |                   |                | 2 |  |  |
| <b>Cooperative:</b> works and interacts well with others; gets along with and supports other children; contributes to group efforts and class discussions |  |                   |                | 3 |  |  |
| <b>Respectful:</b> respects others, rules, authority, and property; accepts responsibility for own behavior   |  |                   |                | 3 |  |  |
| <b>LB65 Learner Characteristic Performance Descriptors</b>  |  |                   |                |   |  |  |
| 3   | Consistently demonstrates learner characteristic |                   |                |   |  |  |
| 2   | Progressing toward learner characteristic        |                   |                |   |  |  |
| 1   | Goal for improvement                             |                   |                |   |  |  |

# Performance Descriptors



|   |                    |  |
|---|--------------------|--|
| 4 | <b>Mastery</b>     | The student consistently and independently demonstrated <b>mastery</b> of the standard.                            |
| 3 | <b>Approaching</b> | The student is <b>approaching</b> consistent and independent application of the standard.                          |
| 2 | <b>Beginning</b>   | The student is <b>beginning</b> to progress toward the standard with additional time and support.                  |
| 1 | <b>Introduced</b>  | The student has been <b>introduced</b> to the standard, but is not yet demonstrating progress toward the standard. |
| / |                    | Standard not assessed at this time   |

# Learner Characteristics



| LEARNER CHARACTERISTICS   | I | II | III |
|---|---|----|-----|
| <b>WORK HABITS:</b> is organized; manages time and materials; stays with task; completes in-class work  |   |    |     |
| <b>HOMEWORK:</b> completes and returns homework on time   |   |    |     |
| <b>ATTENTIVE:</b> listens well and follows directions   |   |    |     |
| <b>RESOURCEFUL:</b> solves problems; seeks help appropriately; finds ways to support own learning; seeks new opportunities                                |   |    |     |
| <b>REFLECTIVE:</b> thinks and asks questions; provides reasons for opinions; evaluates own progress   |   |    |     |
| <b>COOPERATIVE:</b> works and interacts well with others; gets along with and supports other children; contributes to group efforts and class discussions |   |    |     |
| <b>RESPECTFUL:</b> respects others, rules, authority and property; accepts responsibility for own behavior  |   |    |     |

| PERFORMANCE LEVELS FOR LEARNER QUALITIES |  |
|--|--|
| 3  | Consistently demonstrates learner characteristic |
| 2  | Progressing toward learner characteristic        |
| 1  | Goal for improvement                             |



# District 65 Purpose Statement



The purpose of Standards Based Reporting (SBR) in Lake Bluff School District 65 is to provide accurate feedback and to reflect student growth. This report communicates current levels of performance as students work toward specific learning standards. Learner characteristics are reported separately from content standards. SBR fosters a partnership among students, parents, teachers, and administrators in monitoring progress toward meeting the standards.

# Timeline



- **2015 Summer:** Began SBR research
- **2015-2016 School Year:**
  - Formed District 65 Standards Based Committee
  - Committee attended SBR workshops conducted by Guskey & Jung and reviewed tools from comparable districts
  - Held district wide SBR in-service
- **2016 Summer:** Developed new report card and communication plan
- **2016-2017 School Year:**
  - LBES SBR implementation
  - LBMS transitioning to SBR
  - Ongoing communication among staff and community

# Timeline - Looking Ahead



- **2017-2018 School Year:**
  - LBMS SBR implementation
    - Grade 6, 7, and Fine Arts SBR and Learner Characteristics
    - Grade 8 Letter Grades and Learner Characteristics
  - Ongoing Parent Education
  - Ongoing professional development and reflection
  
- **2018-2019 School Year:**
  - LBMS SBR Building wide implementation
  - Ongoing Parent Education
  - Ongoing professional development and reflection

# Resources for Standards Based Reporting



## Articles:

- [Standards Based Grading: What Parents Need to Know](#)
- [When Grading Harms Student Learning](#)
- [Grading Exceptional Learners](#)
- [Making the Grade](#)
- [Rethinking Report Cards](#)
- [Deadlines Matter](#)
- [Getting Into College with a Proficiency-Based Transcript](#)
- [Post-Secondary Support for Competency Based High School Transcripts](#)

## Video

- [Standards-based Grading Overview Video](#)

# Committee Members



## **LBMS Committee Members:**

Susanna Cuarto, LBMS Science

Ana Dunn, LBMS LA/Reading Specialist

Allison Fink, LBMS Fine Arts

Corinne Horner, LBMS Spanish

Annie Tschanz, LBMS Math

Jane Twohig, LBMS Social Studies

## **LBES Committee Members:**

Tom Brown, LBES Math Enrichment

Brandy Capaccio, LBES/LBMS EL

Kathy Koushanpour, LBES Third Grade

Christy Leibfried, LBES Spanish

Sarah Magsino, LBES Second Grade

Melissa Pasquesi, LBES First Grade

Jill Weinberger, LBES Fourth Grade

## **Administrators:**

Dr. Jean Sophie, Superintendent

Margaret St. Claire, LBES Principal

Nate Blackmer, LBMS Principal

Kellie Bae, Curriculum Coordinator/Teacher Leader

# Standards Based Grading & Reporting



Questions?