

SBLA UPDATE

MAY 2019



**Office of
Teaching & Learning**



PURPOSE FOR UPDATES TO SBLA

School District U-46 still believes in standards based learning and assessment, differentiated instruction and feedback, and growth mindset. In an effort to stay current and aligned to best practices, our pedagogy needs to be updated.

In addition, throughout our multi-year journey with standards based learning and assessment, we have collected teacher, student, and parent feedback. The updates included in this document are in response to that feedback.

These updates will allow our practitioners to continue to meet the needs of our diverse student population via enhanced applications. As well, these updates will assist in the ongoing communication of learning with students and parents.

WITHIN THESE
PAGES:

02 *REASSESSMENT*

03 *STUDENT
EVIDENCE*

04 *GRADE
CALCULATIONS*

A handwritten signature in dark ink, appearing to read "Suzanne Johnson".

Suzanne Johnson, PhD
Deputy Superintendent of Instruction

A handwritten signature in dark ink, appearing to read "Josh Carpenter".

Josh Carpenter, Ed.D
Assistant Superintendent for Teaching and Learning



REASSESSMENT

Guiding Principle 7 - Students should be given multiple opportunities to reach mastery on specific, standards-based concepts and skills.

Anything that counts for a grade must have an opportunity for reassessment.

- Students will be provided an opportunity to reassess to demonstrate Mastery (4).
- A reasonable timeline for reassessment must be provided, prior to the next summative assessment.
- Students will be given a length of time, appropriate to the class level and established by the teacher, to relearn the material before any additional attempts are made. Relearning could include assessment corrections, reflection, completion of missing work, or other teacher-created activities.

If a student reassesses, the first score is replaced by the most recent score.

- The most recent score should replace the previous score for the given standard, even when the most recent is lower.
- Teachers could consider using the comments feature within Infinite Campus to communicate the reassessment with parents.



STUDENT EVIDENCE

Guiding Principle 2 - Grades should be based on academic performance using summative assessments.

Only summative assessment scores will count toward an overall grade calculation.

- Formative assessments and practice/homework should be recorded in Infinite Campus as feedback and as a communication tool for students and parents. However, these scores will be excluded from overall grade calculations.
- Teachers can record a 0-4 formative assessment score in Infinite Campus, that aligns to a level of proficiency on a standards-based rubric. This can help a student or parent identify the student's current placement in the learning progression.
- Teachers are encouraged to use a coding system to record student performance on practice/homework, such as "turned in" or using "+, -."

GRADE CALCULATIONS

Guiding Principle 3 - Grade scales should be devised to give equal incremental value to each letter grade.

Levels of mastery within a reporting strand will be calculated by using the mean (average) of all reported scores in the strand.

- This will apply to all courses.

The overall letter grade for the course will be calculated by using the mean (average) of all reporting strand scores.

- Students and parents will see an "in progress" grade for the course.



	Q1	Q2	Q3	Q4
Pythagorean Theorem		3		
Foundations of Algebra	3			
Equations & Inequalities	1	2		
Functions		3	3	3
Graphs of Functions		4	2	2
of Equations & Inequalities			4	4
MS Quarter	C		B	
MS Semester		B		B

- Grade calculations will be pre-set at the course level, with a proficiency estimate available for teachers within each strand.

	Categories	ecms	brfun
		Seq: 1.00 Due: 02/20 Tests/summatives	Seq: 1.00 Due: 02/27 Tests/summatives
Post Proficiency Estimate	Tests/summatives		
2	2	2	0
2	2	2	3
3	3	2	3