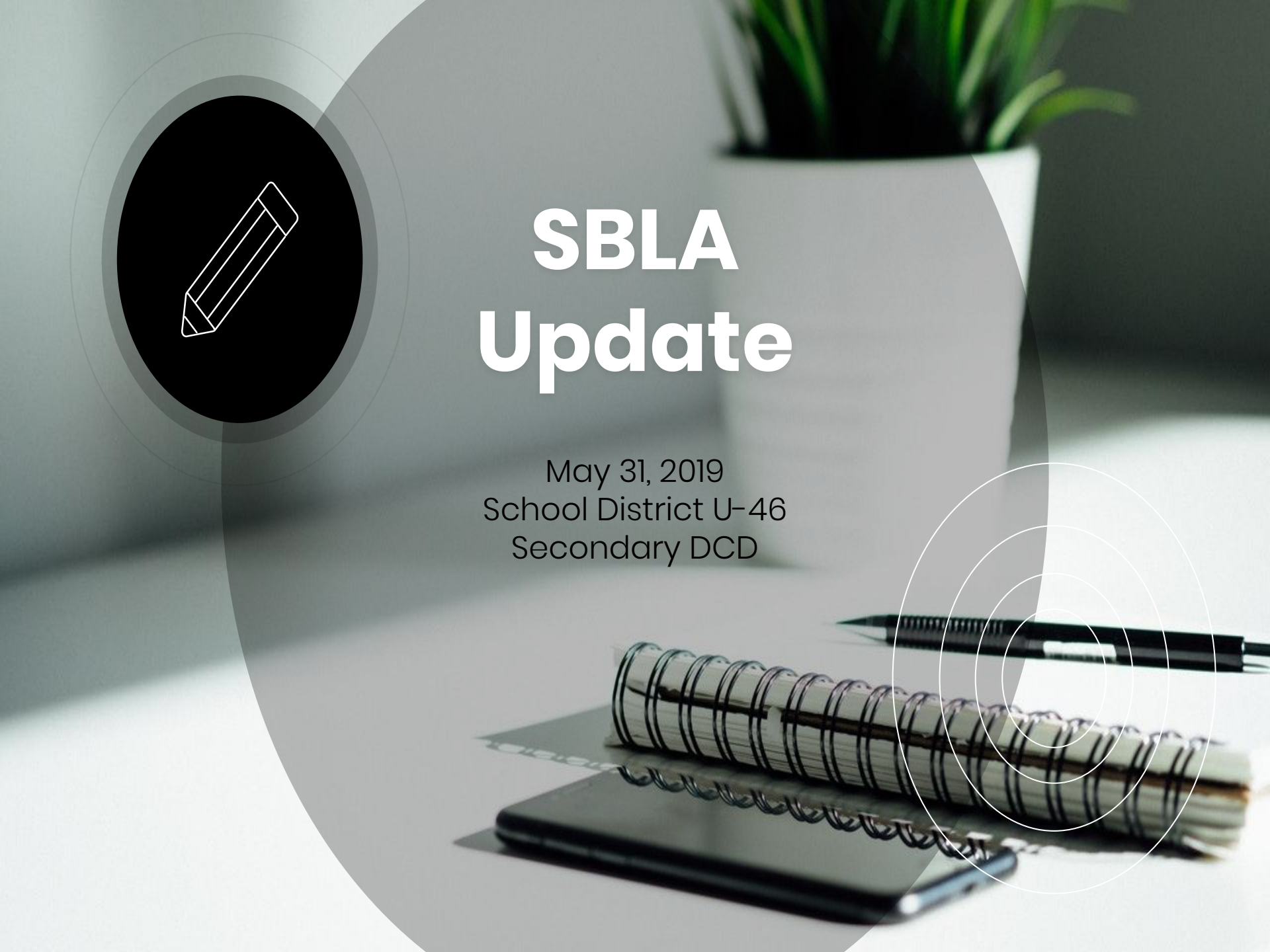
SBLA Update

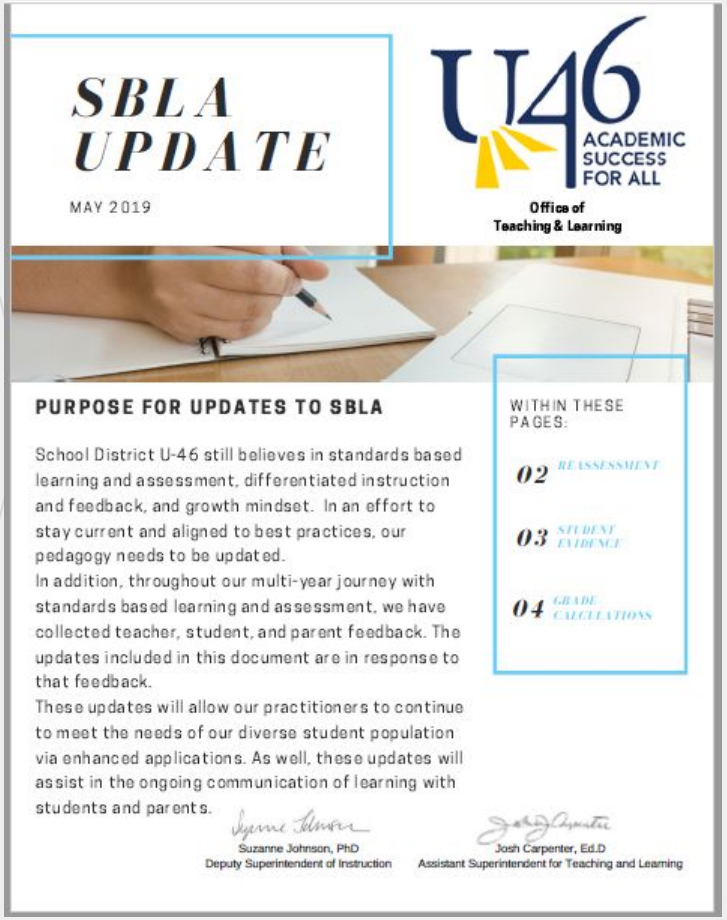
May 31, 2019
School District U-46
Secondary DCD



Standards Based Learning & Assessment in U-46

- Differentiated instruction
- Feedback
- Growth mindset
- Evidence of student learning against state and national standards

Feedback.



SBLA UPDATE

MAY 2019

U46 ACADEMIC SUCCESS FOR ALL

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.

Suzanne Johnson, PhD
Deputy Superintendent of Instruction

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

WITHIN THESE PAGES:

SBLA Update Document

SBLA Updates

- Reassessment
- Student Evidence
- Grade Calculations

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

Reassessment

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

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

Re-learning opportunities before a reassessment could include, but are not limited to:

- Assessment corrections
- Reflection
- Completion of missing work
- Additional standards-based practice

Reassessment

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

Student Evidence

- Only summative assessment scores will count toward the overall grade calculation for a student.

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

Formative marking options, to provide feedback to students and parents:

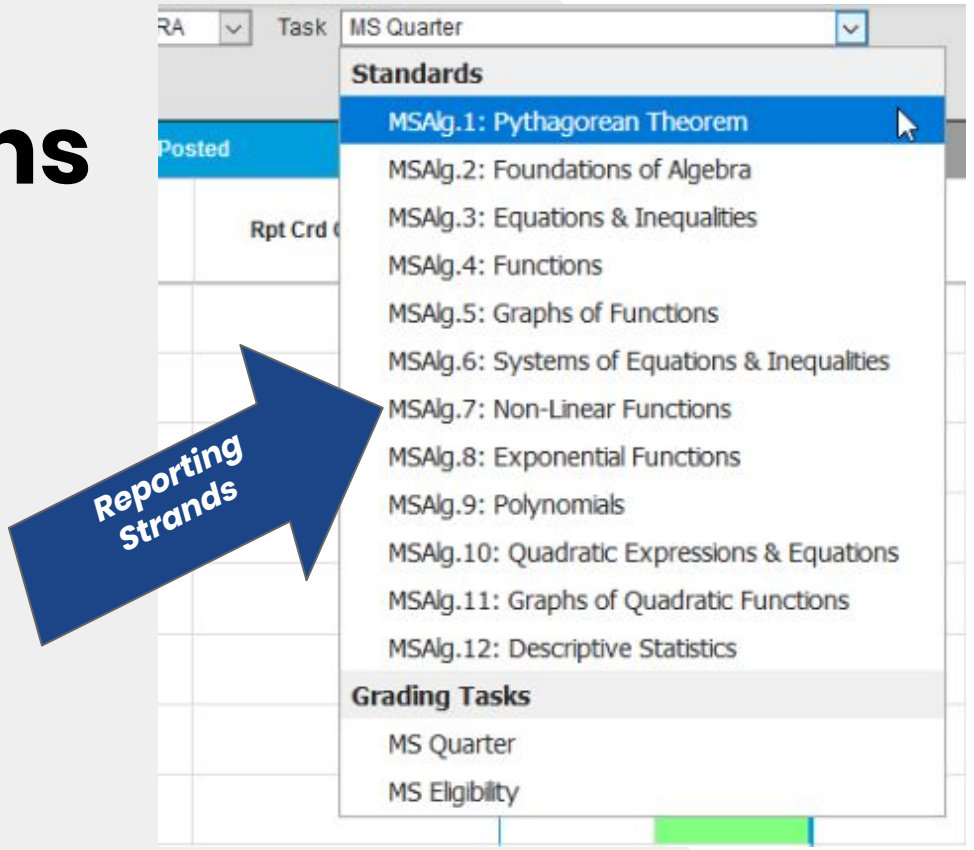
- + / -
- Flags for turned in or missing
- M / I
- Other system?

Please be sure to communicate the chosen system with students and parents at the start of the year.

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

Grade Calculations

- Levels of mastery **within a reporting strand** will be calculated in one of two ways (dependent on the course):
  - Mean
  - Decaying average

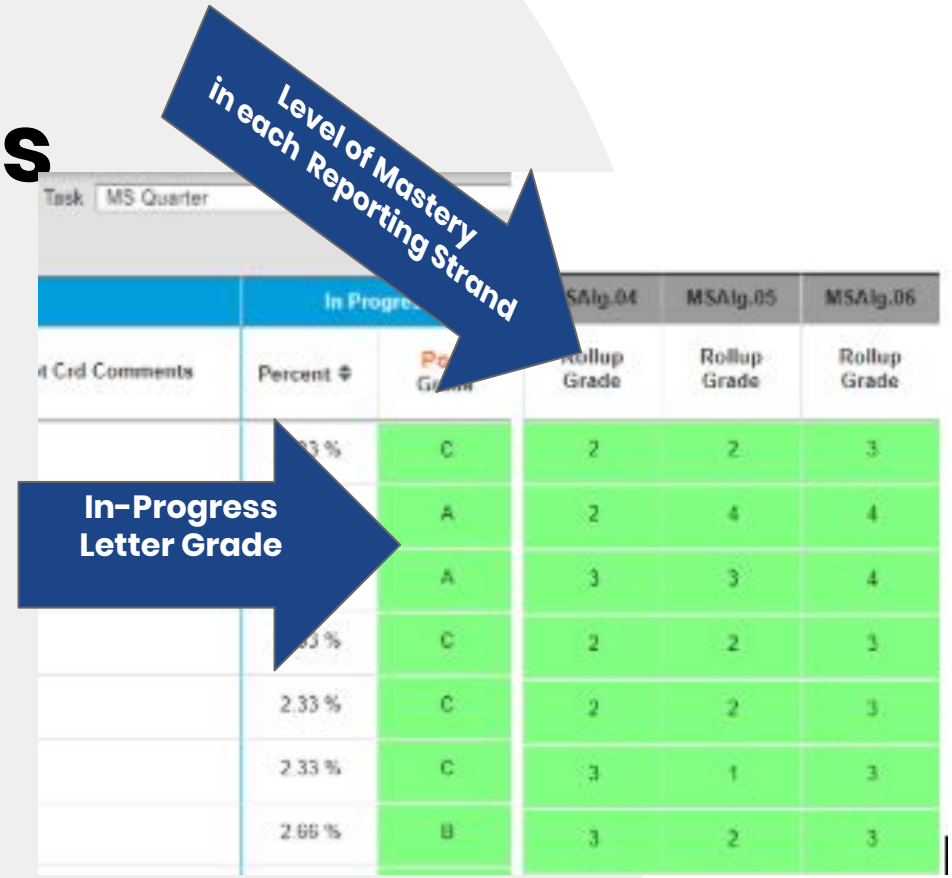


Updated August 2019:
Levels of mastery within a reporting strand will be calculated by using MEAN only. This will apply to all courses.

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

Grade Calculations

- Levels of mastery **within a reporting strand** will be calculated in one of two ways (dependent on the course):
  - Mean
  - Decaying average

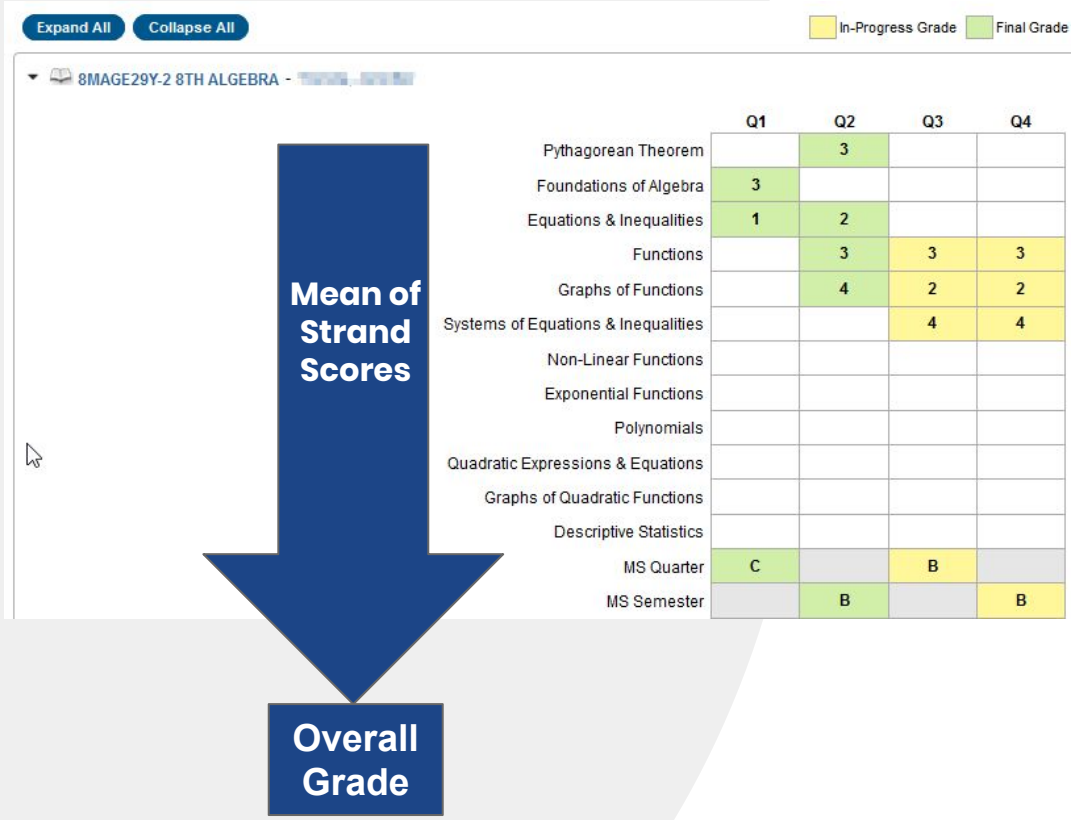


Updated August 2019:
Levels of mastery within a reporting strand will be calculated by using MEAN only. This will apply to all courses.

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

Grade Calculations

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



	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
Systems of Equations & Inequalities			4	4
Non-Linear Functions				
Exponential Functions				
Polynomials				
Quadratic Expressions & Equations				
Graphs of Quadratic Functions				
Descriptive Statistics				
MS Quarter	C		B	
MS Semester		B		B

***Note:**
Data from Middle School course
Screenshot taken February 2019

Equal Incremental Grading Scale

A= 3.21-4.00
B= 2.41-3.20
C= 1.61-2.40
D= .81-1.60
E= .80-Below

“In Progress” & Proficiency Estimate

Infinite Campus SBLA Gradebook Pre-Configured Information

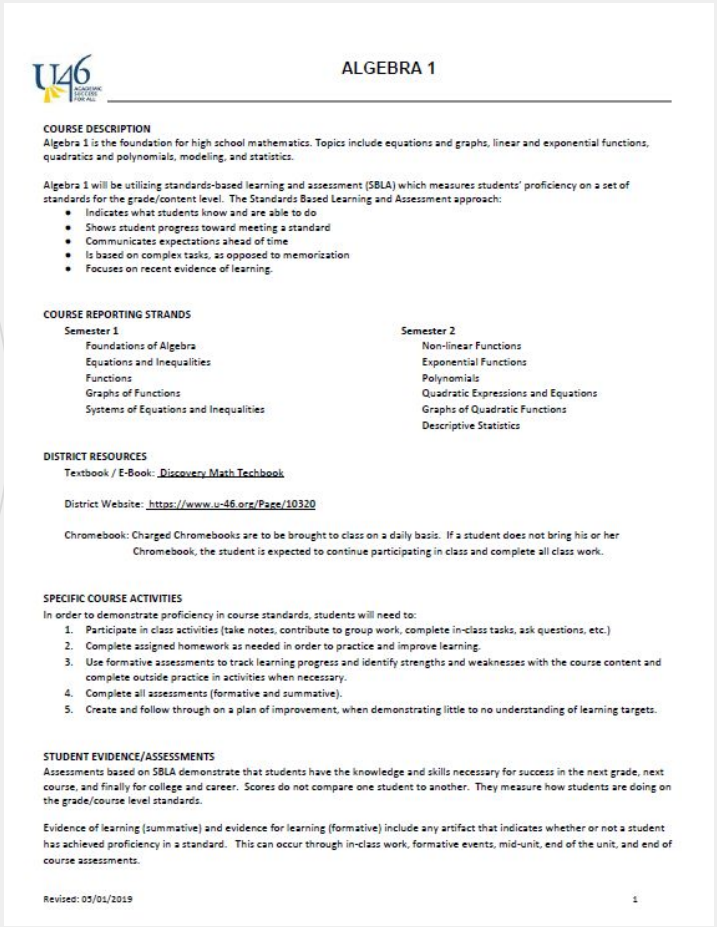
- Calculations **within** reporting strands
  - Mean or Decaying Average
  - Course dependent
- Calculations **across** reporting strands
  - Mean for all courses
- Formative & summative categories
  - Formative Category - Calculations off
  - Summative Category - Calculations on, specific to course

Updated August 2019:

Levels of mastery within a reporting strand will be calculated by using MEAN only. This will apply to all courses.

Note: *Marks gradebooks will still be configured by the individual teacher*

Note: *Documents to be translated into Spanish*



ALGEBRA 1

COURSE DESCRIPTION

Algebra 1 is the foundation for high school mathematics. Topics include equations and graphs, linear and exponential functions, quadratics and polynomials, modeling, and statistics.

Algebra 1 will be utilizing standards-based learning and assessment (SBLA) which measures students' proficiency on a set of standards for the grade/content level. The Standards Based Learning and Assessment approach:

- Indicates what students know and are able to do
- Shows student progress toward meeting a standard
- Communicates expectations ahead of time
- Is based on complex tasks, as opposed to memorization
- Focuses on recent evidence of learning.

COURSE REPORTING STRANDS

Semester 1
- Foundations of Algebra
- Equations and Inequalities
- Functions
- Graphs of Functions
- Systems of Equations and Inequalities

Semester 2
- Non-linear Functions
- Exponential Functions
- Polynomials
- Quadratic Expressions and Equations
- Graphs of Quadratic Functions
- Descriptive Statistics

DISTRICT RESOURCES

Textbook / E-Book: Discovery Math Techbook

District Website: https://www.u-46.org/Page/10320

Chromebook: Charged Chromebooks are to be brought to class on a daily basis. If a student does not bring his or her Chromebook, the student is expected to continue participating in class and complete all class work.

SPECIFIC COURSE ACTIVITIES

In order to demonstrate proficiency in course standards, students will need to:

1. Participate in class activities (take notes, contribute to group work, complete in-class tasks, ask questions, etc.)
2. Complete assigned homework as needed in order to practice and improve learning.
3. Use formative assessments to track learning progress and identify strengths and weaknesses with the course content and complete outside practice in activities when necessary.
4. Complete all assessments (formative and summative).
5. Create and follow through on a plan of improvement, when demonstrating little to no understanding of learning targets.

STUDENT EVIDENCE/ASSESSMENTS

Assessments based on SBLA demonstrate that students have the knowledge and skills necessary for success in the next grade, next course, and finally for college and career. Scores do not compare one student to another. They measure how students are doing on the grade/course level standards.

Evidence of learning (summative) and evidence for learning (formative) include any artifact that indicates whether or not a student has achieved proficiency in a standard. This can occur through in-class work, formative events, mid-unit, end of the unit, and end of course assessments.

Revised: 05/01/2019 1

Course Description Document

Course Name

Teacher Name Email 1-847-xxx-xxxx x xxxx

Course Welcome/Intro

What do you want students to know about you or your course?

Required Course Materials

What do you want students to bring to class? Should they bring these materials everyday?

Classroom Expectations

What are the expectations in your room? Consider connecting these to the PBIS behavior expectations in your department or building

Reassessment Policy

What is your timeline?
What will students need to do to prepare for the reassessment?

Other Classroom Policies

Do you have a lab safety policy? Field trips? Please include all pertinent information here

Completed teacher syllabi, for both **marks and SBLA courses**, should be turned in to the appropriate site administrator.

Editable Teacher Syllabus


Congratulations!
See you next year!