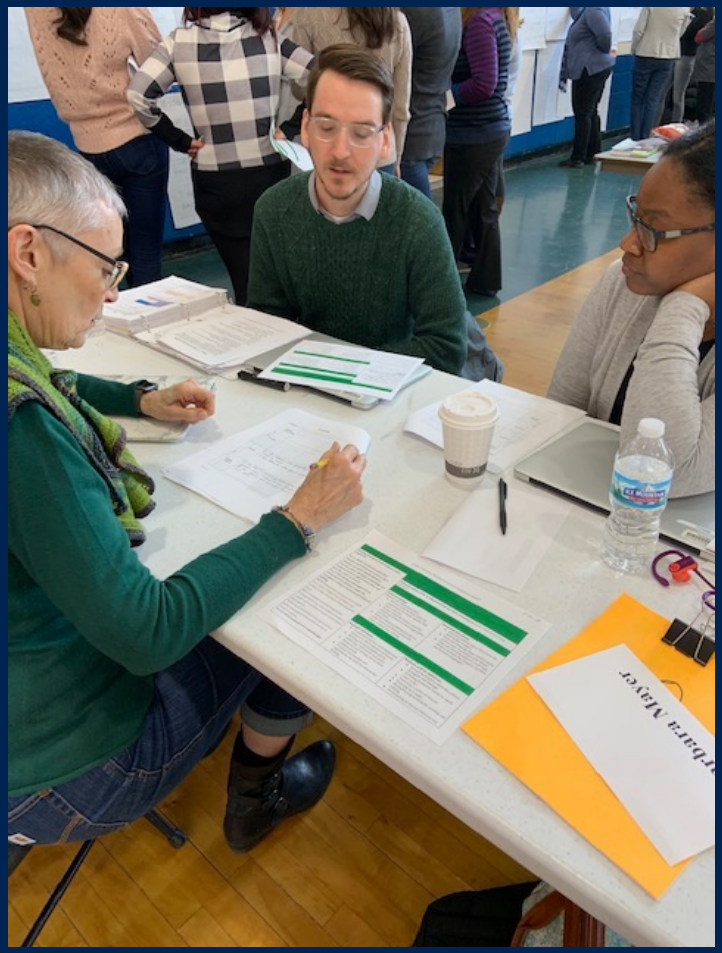
Standards-Based Learning in River Forest, District 90



Committee of the Whole Meeting
March 5, 2019

Why Standards-Based Learning?

- Aligns assessment of learning to established benchmarks and instructional practices
- Increases visibility of learning expectations for students, teachers, and parents
- Reduces subjectivity within and across grade levels
- Provides opportunity for more targeted feedback to both students and parents
- Clarifies the focus of high-quality teaching and learning as our main charge

What is Standards-Based Learning?

- Outlines explicit standards or learning goals students are expected to meet at each grade level
- Allows teachers to clearly determine each student's level of progress or proficiency in meeting those standards
- Reports the adequacy of that level of progress or proficiency at the time of reporting in a transparent way

Source: Developing Standards-Based Report Cards (Guskey, 2010)

How Are Traditional and Standards-Based Assessment Different?

Traditional Grading	Standards-Based Grading
• Conflates academic performance and work ethic	• Assesses academic performance and work ethic separately
• Focuses on the accumulation of points or averaging of assessments	• Focuses on student understanding and mastery of concepts
• Assesses students' progress in comparison to other students	• Assesses students' individual growth against established standards and benchmarks
• Developed individually by teachers	• Developed systemically
• Aligned to individual classrooms	• Aligned to reporting system

Source: Developing Standards-Based Report Cards (Guskey, 2010)

Superintendent's Leadership Council Timeline

Year	Actions/Objective
2016-2017	• Reviewed research on best practices • Conducted gap analysis between best and current practices • Introduced initiative to staff • Conducted listening sessions with parents, staff and students • Developed purpose/rationale statement
2017-2018	• Introduced Standards-Based Learning to Board of Education • Conducted book study with SLC • Identified consultant to lead professional development • Updated staff on progress • Developed FAQs
2018-2019	• Conducted building-level book discussions with staff • Allocated Fall and Winter Institute Days to professional learning • Provided opt-in summer sessions with consultant

Sample Grade 4 Mathematics Standard

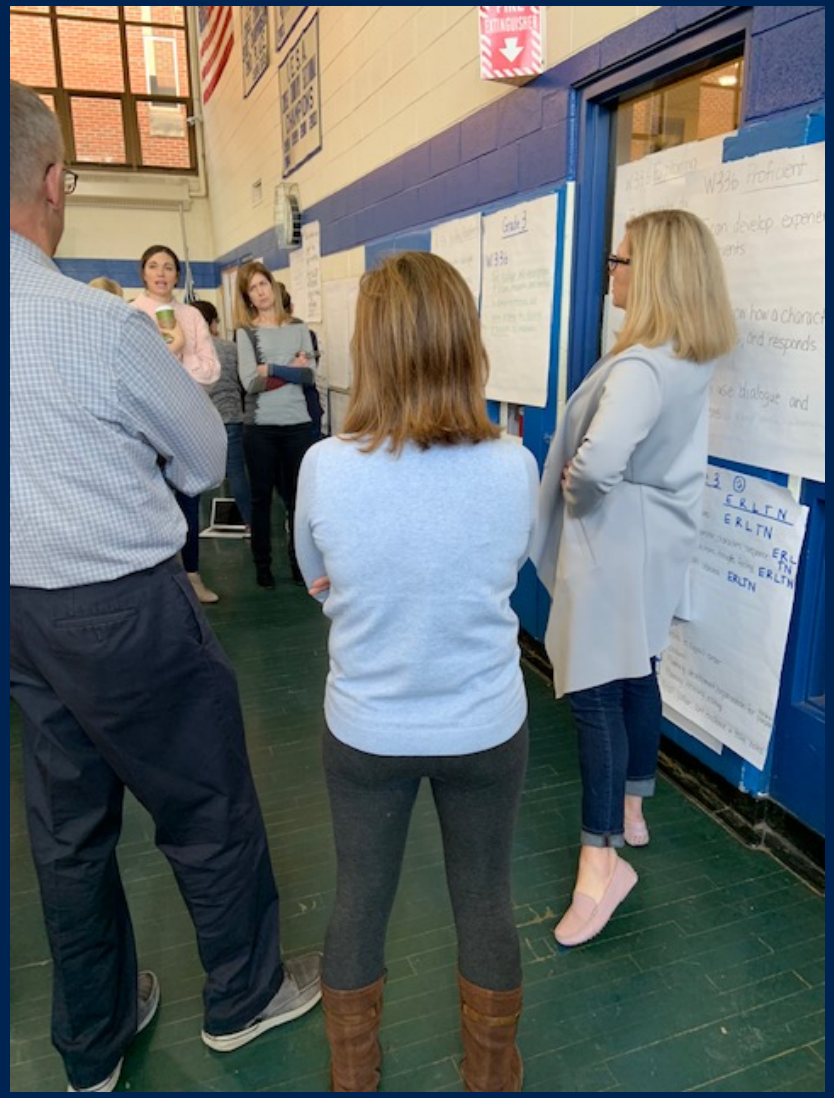
Developing Understanding and Fluency with Multi-Digit Multiplication, and Developing Understanding of Dividing to Find Quotients Involving Multi-Digit Dividends

Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

Source: corestandards.org

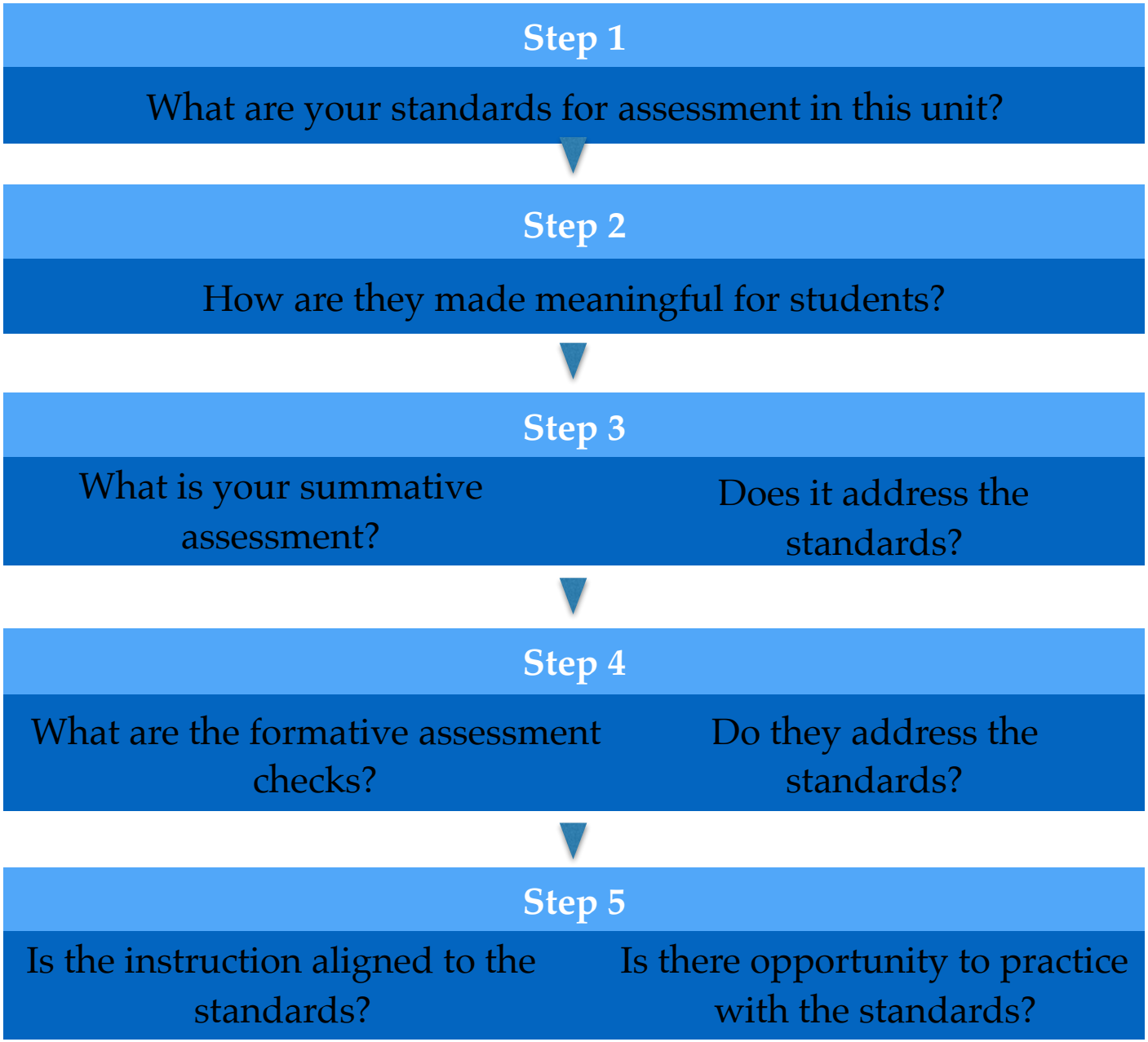
Standards-Based Learning Alignment Process

- Align assessments to learning standards
- Determine essential standards
- Unpack hard to teach, hard to learn standards
- Develop formative and summative unit assessments
- Identify proficiency indicators/evidence
- Support student self-reflection and goal setting



Source: Softening the Edges: Assessment Practices That Honor Teachers and K-12 Learners (White, 2017)

Standards Based Unit Planning



Source: Softening the Edges: Assessment Practices That Honor Teachers and K-12 Learners (White, 2017)

Depth of Knowledge Chart/Rigor Checklist

Level	Learner Action	Key Action
Level 1: Recall	Requires simple recall of such information as fact, definition, term or simple procedure.	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat.
Level 2: Concept	Involves some mental skills, concepts, or processing beyond habitual response; student much make some decisions about how to approach problem of activity.	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify.
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level.	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Compare, Differentiate.
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended period of time. Cognitive demands are high, and students are required to make connections both within and across subject domains.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Support.

Source: Webb's Depth of Knowledge

Next Steps

Time Frame	Action/Objective
Spring 2019	• Utilize Thursday professional collaboration to continue the work • Develop roadmap for 2019-2020
June 2019	• Host three day opt-in standards-based learning workshop • Support collaboration within and across teams • Differentiate workshop to meet range of teacher needs/interests
Fall 2020	• Determine progression of Thursday professional collaboration meetings • Provide additional trainings/support • Develop revised timeline based on progress

Q & A


When matching assessment methods and tools to learning targets, keep two concepts in mind:
Most accurate
Most efficient
I.E.S.A. CROSS COUNTRY STATE CHAMPIONSHIP 1ST PLACE
I.E.S.A. CROSS COUNTRY STATE CHAMPIONSHIP 3RD PLACE
I.E.S.A. CROSS COUNTRY STATE CHAMPIONSHIP 2ND PLACE
I.E.S.A. CROSS COUNTRY STATE CHAMPIONSHIP 4TH PLACE
I.E.S.A. CROSS COUNTRY SECTIONAL CHAMPIONS