



EVERGREEN JUNIOR HIGH
Standards-Based Assessment
Understanding Standards-Based Learning Scores

Standards are the outcomes each student is to master at the end of his or her present school year. Standards are set by the state of Montana and are based on the skills, knowledge, and abilities the students should achieve with appropriate education and experience. They are based on the learning goal for a specific grade level content area. As determined through a district-wide committee, scores of skills are recorded numerically 4-0.

A score of 4 is “Advanced.” Advanced scores do not equate to an old, traditional “A” or 100%. Advanced scores are achieved when a student demonstrates all components of “Proficient” that apply to the assignment or activity assessed. Advanced scores indicate that there is sufficient evidence that the student extends skills beyond “Proficient.” The student may demonstrate this ability by applying skills learned to another project or assignment, elaborating on the initial activity through presentations, teaching the skill to a classmate, or adding elements of understanding demonstrated by complex problem solving. **“Since I can do/get this, I can figure out new things! I can use this knowledge to solve problems in real-world context! I can also help others understand it better!”**

A score of 3 is “Proficient.” Proficient scores are achieved when a student demonstrates evidence that he or she is able to meet grade level expectations independently. The student has demonstrated, through an assignment or activity, a clear understanding of the concepts taught. **“I get it!” “I can do it by myself with very little assistance or no help from the teacher!”**

A score of 2 is “Nearing Proficient.” Nearing proficient scores are achieved when a student demonstrates partial success or understanding with the skills that align to grade level proficient learning standards associated with the assignment or activity. Some evidence exists, but the student is not demonstrating all the skills necessary for the assignment or activity. Remember, since scores are not an indication of percentage of material learned, “Nearing Proficient” does not mean a student earned a 50% on an assignment. The student simply did not provide evidence of independence on grade level expectations. **“I almost get it, but I need some help.”**

A score of 1 is “Novice.” Novice scores are assigned when a student requires assistance in order to complete skills embedded in assignments and activities. The student has not demonstrated skills listed as “proficient.” The student is unable to complete the task independently. **“I don’t get it yet. I need help.”**

A score of 0 indicates “No Evidence” of meeting the skills. The student has not demonstrated evidence through assignments or activities addressing the assessed skill. The student has not completed assignments or may have been absent during assessments. **“I have not turned in work or completed work to demonstrate my skill level.”**

For students with documented needs, accommodations will be implemented. All students’ skills will be measured according to state standards.



EVERGREEN JUNIOR HIGH Standards-Based Assessment

9 Things to Know about Standards-Based Learning Scoring and Reporting

1. Student scores reflect a student's mastery of academic standards.

Academic standards are statements that describe what students should learn in a given period of time. We have standards for every grade level and for every course. Standards guide instruction and help teachers, parents, and students know what is important for students to learn. All assignments and assessments are linked to standards. We believe that scores reported on student's skills should represent what students know and are able to do. Therefore, a student's achievement scores are based on a student's mastery of the standards. Non-academic factors such as responsibility, effort, and attendance will not be counted in the student's achievement scores; information about these areas will be shared through a separate work ethic standard area.

2. Standards-based grading and reporting provide students, parents, and teachers with detailed information about student learning.

In our standards-based grading and reporting system, scores show how well a student meets the expectations of our district content standards. Our goal is to provide parents with more information about their child's progress on the content standards than would be found on a traditional report card or in a traditional grade book. The Infinite Campus Parent Portal will show detailed assignments, activities, and assessments and the student's skill demonstration toward the grade level expectation. Report cards will show student's **current level** of mastery of these expectations, as student scores are not averaged over the quarter yet are reported in current time. Averaging does not necessarily present an accurate picture of where a student is in his or her learning. A student who struggles in a class at the beginning of the grading period and receives poor scores but who keeps working and by the end of the grading period can clearly demonstrate competence in the subject should receive a score that reflects competence.

3. We use "non-traditional" scoring scales in our classes at Evergreen Junior High.

Report cards will use a 4-0 scale. Students receive a score on their report card for each reporting standard.

A score of 4 is "Advanced." Students who are advanced exceed expectations on grade level standards.

A score of 3 is "Proficient." Students who are proficient meet expectations on grade level standards.

A score of 2 is "Nearing Proficient." Students who are nearing proficient partially meet expectations on grade level standards.

A score of 1 is "Novice." Student who are novice do not meet expectations on grade level standards.

A score of 0 indicates "No Evidence" present to determine a student's skill level.

The scores of 4-0 used in 5th, 6th, 7th, and 8th grades should not be compared to letter grades used in previous year's grades, high school, or other schools. The scores represent a student's level of achievement on the academic standards for his or her grade level; they are not meant to rank students but rather to provide more specific information about the level at which a student is working. Scores describe a student's achievement toward meeting grade level standards.

4. Scores are based on an individual student's mastery of the standards.

Scores are based on the student's work compared to the standards not compared to other students in the class. Group work is commonly utilized and is a very effective strategy to increase student learning. We encourage collaborative work in our classrooms, and we expect that each member of a group has the responsibility to demonstrate his or her own learning. When students work in collaborative groups and are assigned projects that are scored, their scores will reflect their individual learning, not the work of the entire group.

5. **Assessments of learning AFTER instruction are more heavily weighted than the practice work that is completed during the learning process.**

We want to give students the opportunity to show what they have learned after instruction and after they have had a lot of time to practice. Teachers gather evidence of student learning from two types of assessments: formative assessment and summative assessment.

Formative assessment

Formative assessment can be thought of as “academic practice.” Practice is important because it allows students to receive feedback while they are learning new material. Formative assessment provides students opportunities to practice skills and standards to make learning permanent. One can think of it as “learning along the way.” Formative assessments may include activities such as teacher observations, quizzes, homework, rough drafts, peer editing and notebook checks.

Summative Assessment

Summative assessment can be thought of as a measure of “academic achievement.” This is the work students do to show what they know after they have had time to learn and practice skills. Summative assessments can include a wide variety of tasks such as projects, tests, or performances. Sample summative assessments might include: final drafts, tests, exams, assignments, projects and performances.

6. **Standards-based instruction, scoring, and reporting is considered a “best practice” in education.**

Standards-based instruction is considered a “best practice” in education. There has been rapid growth of standards-based scoring and reporting in school districts across the country. In addition, standards-based scoring and reporting are widely known in established, rigorous academic programs in elementary schools and beyond. For example, Advanced Placement (A.P.) courses use a five-point rubric for scoring national assessments (5=Extremely Well Qualified, 4=Well Qualified, 3=Qualified, 2=Possibly Qualified, 1=No Recommendation). Similarly, the International Baccalaureate Program (I.B.) uses a seven-point rubric for scoring, as well as a matrix of performance. According to Dr. Thomas Guskey, an expert in the areas of grading, reporting, and assessment, it should be noted that colleges and universities are more interested in the rigor of curriculum that their students have experienced than in the grading system used. Districts across the country are using standards-based scores and reporting systems.

7. **Standards-based scoring is more consistent.**

Grading expectations will be the same for each specific course, regardless of the teacher. Course scores will reflect the level of the student’s academic achievement aligned to the standards. Non-academic factors, although highly valued, will be communicated separately from achievement scores. Non-academic factors will be displayed as “work ethic” scores. Examples of non-academic factors include: **Responsibility** (attendance, punctuality, preparedness), **Citizenship/teamwork** (behavior, cooperation with staff and other students, leadership) and **Quality of work** (attention to detail, organization, perseverance).

8. **Homework is designed to practice skills/concepts taught in class.**

Homework provides essential feedback to students on their progress toward a standard. Students should be empowered to take responsibility for their own learning and improvement based upon teacher feedback. Submitting late work is an issue of punctuality. While timeliness and responsibility are essential, they will be communicated as part of the “work ethic” score. Teachers will establish clear due dates and deadlines that provide students adequate opportunity to complete assigned work.

9. **Eligibility will be determined by “work ethic” scores.**

Student’s ability to participate in extra-curricular activities will be based on weekly work ethic scores. To meet eligibility requirements, students must receive “proficient” scores in five out of seven classes on work ethic or not receive more than 4 scores lower than “proficient” combined (there are a total of 21 weekly work ethic scores per student).