

Pennoyer School District 79

Standards Based Grading Policy



Standards Based Grading Policy Development Committee Members

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PENNOYER SCHOOL DISTRICT 79 STRATEGIC PLAN 2020-2025

Mission Statement

Why do we exist?

**INSPIRE AND EMPOWER
ALL STUDENTS
TO THRIVE**

Core Values

What we stand for?

Commitment

Igniting curiosity for the love of learning

Accountability

Assumption of responsibility for the growth of all students

Collaboration

Working interdependently to analyze and improve our individual and collective results

Integrity and Respect

Valuing and respecting all individuals through behaviors and actions that demonstrate integrity and trust

Equity

Providing the opportunities and experiences critical to support the growth and achievement of ALL students

Inclusivity

All are welcome, have a sense of belonging and receive support that enables them to succeed

Vision Statement

Where we are headed?

Vision:

Pennoyer District 79 will empower learners on their educational journey toward individual success.

Learning (Student Empowerment and Ownership)

- Foster expression of student voice and choice
- Empower students to be adaptive learners through collaborative and creative thinking
- Promote student-directed-learning
- Facilitate strong academic rigor
- Provide resources that prepare students for the future
- Challenge each individual student
- Amplify technology

Environment

- Foster supportive learning practices
- Create valuable experiences for students
- Build positive relationships
- Promote an empathetic, inclusive and nurturing climate
- Inspire confidence and risk taking
- Ensure a safe and nurturing environment

Focus on Whole Child

- Support Social Emotional Learning
- Create learning experiences that excite and engage
- Provide opportunities for creative expression

Strong Community and Culture

- Create partnerships between school and community
- Engage and inspire our community to ensure the success of all
- Inspire students to become invested in our community through building authentic relationships

Fiscal Responsibility

- Exercise intentional, purposeful and thoughtful allocation of resources
- Evaluate resources and respond to needs



PENNOYER SCHOOL DISTRICT 79 STRATEGIC PLAN 2020-2025

GOALS AND STRATEGIES

Aligned Strategies

What will be our priority work?

Student Growth and Achievement

Ensure growth for all students

- Implement the curriculum with fidelity – including the use of curriculum maps, standards-based instruction, high impact instructional strategies, inspiring and inclusive resources and the use of technology to engage learners
- Cultivate confidence in students to meet their academic, social/emotional needs through building trust

High-Quality Staff

Attract, inspire and retain highly qualified, passionate staff

- Conduct a professional development needs assessment to build professional learning opportunities
- Increase opportunities for staff collaboration with other school districts

Family and Community Partnerships

Foster partnerships and shared responsibility between the school, families and the community

- Showcase student/teacher accomplishments with the community
- Bridge partnerships and expand opportunities for community engagement
- Create learning opportunities for the community surrounding school funding
- Identify and implement strategies to reduce chronic absenteeism

Resources

Seek and allocate resources efficiently and effectively

- Review and revise the 10-year facility plan with a committee of representative stakeholders
- Develop strategies to increase revenue to support school operations in a positive 21st century learning and working environment
- Allocate resources based on data

Long-Range Goals
What will we achieve over time?

Introductory Statement

Over the past four years, Pennoyer staff and administration in consultation with a consultant from the Curriculum Leadership Institute have engaged in research based curriculum development work. This work has focused on subject area curriculum development in alignment to rigorous curriculum standards as well as implementation of best practices for promoting student achievement and growth. In this process, it was determined that a shift to a Standards Based Grading (SBG) system would best support student achievement and reporting of such progress. During the 2020 - 2021 school year, the Science subject area curriculum leaders will be pioneering SBG and each year that follows another curricular area will follow as outlined in Pennoyer's Long Range Plan for curriculum development that follows.

The work of the curriculum teams at Pennoyer on curriculum development as well as SBG is based in research and proven records for increased student achievement when implemented with fidelity.

Pennoyer School District 79 Long Range Curriculum Development Plan

Long-Range Plan

SUBJECTS	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Science	C	V	R/A	VA		C	V	R/A	VA
Language Arts		C	V	R/A	VA		C	V	R/A
Math			C	V	R/A	VA		C	V
Social Studies				C	V	R/A	VA		C
Health/PE				C	V	R/A	VA		C
Fine Arts				C	V	R/A	VA		C

Abbreviations:

C.	VC.	R.	A.	VA.
Development of curriculum documents	Implementation and validation of the new curriculum	Resource selection	Development of common outcome assessments	Implementation and validation of the new assessments

Pennoyer School Definition of Mastery

Mastery means that students can independently demonstrate the learning that is expected of them, as described in the Pennoyer School District 79 published curricula. Students demonstrate learning through quantitative and/or qualitative measurements, and are evaluated using common district assessments with predetermined criteria. When true mastery has occurred, students can – over time – demonstrate their learning more than once and in more than one way.

Through core instruction using multiple teaching strategies and differentiation, all students can demonstrate mastery. Students who have met or exceeded mastery will move directly into activities that will broaden, expand, or deepen their learning. Students who have not demonstrated mastery will be provided with additional instruction and/or alternative learning methods.

Time, grouping, and methodology are the variables; achieving mastery is the constant.

What is Standards Based Grading?

Standards Based Grading measures a student's mastery of the grade level standards as outlined by local curriculums and the Common Core State Standards. This allows parents and teachers to better understand a child's academic strengths and target specific areas that may need additional support as opposed to traditional grading where grades and scores are averaged over the course of a grading period which can mask what a student has learned or not learned in a specific class.

What are the Benefits of Standards Based Grading?

A Standards Based Grading system provides accurate, meaningful, and consistent measures of learning to better understand a student's progress. Traditional grading is very subjective, so standards-based grading is one way to address that. Since standards-based reporting is designed to only reflect true evidence of learning, parents and teachers get a clear picture of what the student has or hasn't mastered without the influence of other factors. Parents can expect a meaningful grade, one that clearly communicates what learning has taken place. Standards-based grading supports learning by focusing on the concepts and skills that have or have not been learned rather than accumulating or losing points, so parents and teachers are aware of what their students need help with.

What is Pennoyer's Standards Based Grading Scale?

Standards-based grading (SBG) is a system of reporting on academic progress which focuses on student learning and growth based on demonstrated understanding of specific concepts. In a SBG environment, students receive feedback reflective of their achievement towards mastery of multiple different learning outcomes and components. This allows the students, their families, and their teachers to see which concepts they understood well and which they need to continue to grow.

When reading a SBG report, it will indicate how students performed purely academically. The student will be assessed on the learning outcomes and components. Separately, teachers can report on learning behaviors that affect student progress towards mastery. However, because the learning behaviors are removed from the academic grade report, students are given purely academic feedback regarding their progress towards content mastery.

Unlike a traditional grading system where students receive grades that are averaged to give you a final letter grade, in SBG students receive a score of 3 - Mastered, 2 - Approaching, or 1 - Emerging for each outcome and component that they learn during the course of the school year. Below is a table outlining this grading scale. The goal for each student is to demonstrate mastery of content outcomes and components by the end of the school year.

3 Mastered	2 Approaching	1 Emerging
A “3” indicates that the student has fully mastered the academic outcome or component and demonstrated mastery equivalent to that of the year-end expectation for learning standards or outcomes. Upon attainment of a “3” the student is ready to engage in enrichment opportunities within the context of the learning standard.	A “2” indicates the student is progressing toward meeting end of grade level expectations, though not yet fully mastered. A score of 2 is common along the learning path as children are in the early stages of their journey toward mastery of year-end learning outcomes.	A “1” indicates there has been limited progress toward meeting grade level expectations and that support from school and home is needed to accelerate progress in order to reach the outcome by the end of the school year.

To better understand the SBG scale, it is helpful to picture learning as a path to a destination (mastery of the learning outcome or component), and understand that when students set foot on the learning path, they are emerging in their abilities. As they move along the learning pathway, they are approaching the destination which is Mastery. Once a student has demonstrated that they have mastered the content outcome or component, they have achieved the mastery score.

What’s in a grade?

Formative/Summative

Formative assessments will be given regularly throughout the course of study as a means to inform instruction, as well as guide the student on their learning path. Students can use data from formative assessments to gauge individual comprehension and mastery.

Summative assessments will be a final assessment that will gauge mastery of the

outcome and its components. Summative assessments can include written work, projects, presentations, traditional tests, and/or any other work providing students the opportunity to demonstrate mastery.

Extra Credit

Extra credit opportunities will not be considered within grading for mastery. Often extra credit activities do not align to course objectives and do not reflect student mastery. Students can be given the opportunity for further learning. See “Retakes/Redos.”

Retakes/Redos

Students who do not demonstrate mastery of outcomes will be allowed other opportunities to demonstrate mastery of the outcome. The student will have to participate in reteaching opportunities before they can have other opportunities to demonstrate mastery of the outcome.

If the skill is one that is practiced all year long, students may use the extra time to continue to practice the skill with the intention of bringing up their level of competency and comprehension.

The Purpose of Homework

Homework assigned by the teacher is an opportunity to practice the skills taught in class. This work will be meaningful and relevant to the concepts being worked on. While it is important to practice the skills needed for mastery of the outcomes, it will not be used to determine mastery of the outcome.

Students will always be encouraged to read outside of the school day to reinforce vocabulary, fluency, and comprehension in all subject areas.

Accommodations and Modifications

Accommodations and modifications will still be followed per the IEP/504.

Learning Behaviors

Learning behaviors are separate from academic marks, but do support them. These behaviors align with our school wide PBIS expectations. The purpose of learning behaviors is to communicate the characteristics of successful learners and identify areas where growth can be made. Learning behaviors will be assessed on a similar 3-2-1 scale, but will not be factored into the final outcome scores.

School Terms & Reporting

Pennoyer school will continue to operate within a trimester schedule with three grading term periods each school year. For courses that will be adopting standards based grading (2023 -

2024 will be the school year where ALL subject areas will operate within SBG) this means that courses will shift from average based grades to Subjective Standards Based grades that do not average.

Subjective Grading

Subjective Grading refers to rubric aligned grading practice where teachers report grades as aligned to learning standards. When reviewing a student's report card for within SBG what will be provided will be the student's progress towards each standard, however scores will not be averaged for a final total grade. Therefore, families will be provided with a comprehensive view of areas of academic strength for their students and areas that require further work towards mastery.

What will a grade report reflect each term?

A SBG report will reflect a student's progress towards mastery of learning outcomes each term. Below is an snapshot of an example of what this may look like for a science report:

Outcome	Trimester 1	Trimester 2	Trimester 3
1 Students will observe, describe, and predict the patterns of movement of objects in the sky.	3	x	x
2 Students will illustrate the relationship between sounds and vibrations.	2	3	x
3 Students will verify that light travels from place to place and a beam of light can be obstructed by placing items in its path. Students will make predictions for results of obstructions.	x	x	3
4 Students will relate the structure and behavior of plants and animals to their survival and growth. Students will compare and contrast the behaviors of parents and offspring to describe their similarities and differences.	x	2	3

x= Has not been taught yet

1= Emerging

2= Approaching

3= Mastered

Appendix

Sample Grade Report

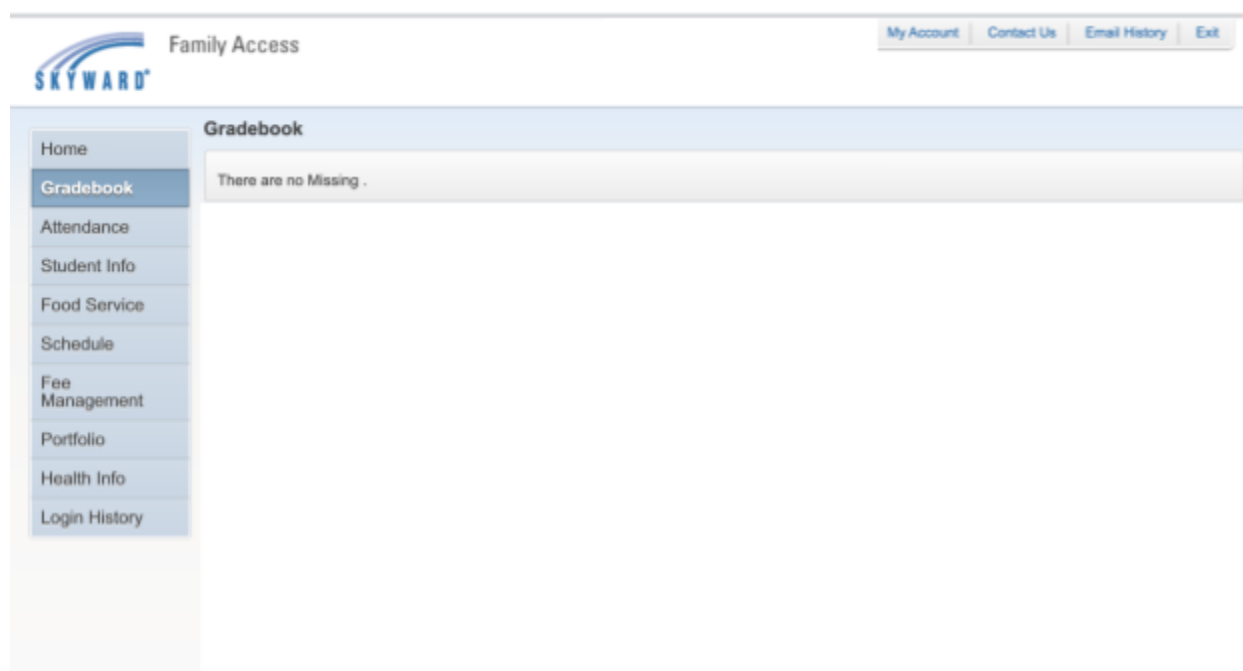
Class : **01 SCIENCE**
Teacher: **K STRECKER**

Follows Direction	
	T1
Follows Direction	3LB
On Task	
	T1
On Task	3LB
Uses Materials Responsibly	
	T1
Uses Materials Responsibly	3LB
Outcomes	
	T1
Outcomes	
SC.1.01-Students will observe, describe, and predict the patterns of movement of objects in the sky.	NA
SC.1.02-Students will illustrate the relationship between sounds and vibrations in order to evaluate the design and use of communication devices.	3
SC.1.03-Students will verify that light travels from place to place and a beam of light can be obstructed by placing items in its path in order to design and build a device that uses light to solve problems. Students will make predictions for results...	NA
SC.1.04-Students will relate the structure and behavior of plants and animals to their survival and growth. Students will compare and contrast the behaviors of parents and offspring to describe their similarities and differences.	NA

Class	T1	T2	T3
01 SCIENCE Period 6 (11:25 AM - 12:02 PM) K STRECKER	3LB		
Follows Direction			
The student adheres to teacher directi...	3LB		
On Task			
The student maintains relevant discus...			
The student persists to carry out scient...	3LB		
Uses Materials Responsibly			
The student uses science materials sa...			
Outcomes	NA		
SC.1.01-Students will observe, describ...			
Show Elements	3		
SC.1.02-Students will illustrate the rela...			
Show Elements	3		
SC.1.02.04 Communication Desig Due: 10/16/2020 (T1)	3		
SC.1.02.03 Cup Phone Due: 10/16/2020 (T1)	3		
SC.1.02.02 Sound Lab Due: 10/05/2020 (T1)	3		
SC.1.02.01 Head Harp Lab Due: 09/30/2020 (T1)	NA		
SC.1.03-Students will verify that light tr...			
Show Elements	NA		
SC.1.04-Students will relate the struct...			
Show Elements			

How to Access Your Grades in Skyward

When logging into Skyward's Family Access portal, click on the "Gradebook" tab to the left to access your child's grades. See screenshot below:



Grading Practices | Students receiving special education services

MEMORANDUM

TO: All Staff
FROM: Director of Student Services
DATE: September 20, 2020
SUBJECT: Grading Practices | Students receiving special education services

Pennoyer's special education team engaged in a meaningful discussion regarding the grading practices of special education students during the Student Improvement Planning (SIP) day on Wednesday, September 16, 2020. While the discussion of grading practices for special education students began during the 2019-2020 school year, the special education team established specific grading practices for students receiving special education services. The team reviewed examples from other schools (report cards and IEP goals and objectives/benchmarks), read an excerpt from the book *Special Education Leadership: Building effective programming in schools* (2019) by Bateman and Cline, and participated in a dialogue regarding past practices of grading and the purpose of grading. Together, the team collectively agreed on the framework of grading practices for students receiving special education services.

Prior to recommending a framework for grading practice of students receiving special education services, the following Board policies were reviewed:

6:120 Instruction | Education of Children with Disabilities

<https://www.pennoyerschool.org/boe/board-policies/section-6-instruction/6120-instructioneducation-of-children-with-disabilities>

In accordance with the Individuals with Disabilities Act (IDEA) and School Code, Section 504 of the Rehabilitation Act of 1973, the District shall:

- Provide a free appropriate public education in the least restrictive environment
- Provide all necessary related services
- Define students with disabilities as qualifying and eligible students between the ages of 3 and 21
- Follow procedures for identifying, evaluating, placing, and delivering services to eligible students
- Provide procedural safeguards that cover the identification, evaluation, and education placement of eligible students

6:280 Instruction | Grading and Promotion

<https://www.pennoyerschool.org/boe/board-policies/section-6-instruction/6-280-grading-and-promotion>

The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall:

- Determine when promotion and graduation requirements are met
- Decide promotion to the next grade level based on successful completion of the curriculum, Attendance, and performance on the Illinois Partnership for Assessment of Readiness for College and Careers (PARCC) and other assessments
- Determine remedial assistance for a student who is not promoted
- Maintain an evaluation record for each student by each teacher
- Provide an administrator signature when a grade change is made on the student record

Considering these policies, the special education team is proposing the following framework for the grading practices of students receiving special education services effective September 16, 2020:

- Teachers responsible for reporting on the current levels of student performance will clarify the purpose of grading and utilize grading as an effective communication tool with both students and families.
- Personalized feedback and use of formative assessment data will replace traditional grading. Feedback and action based on assessment will occur on an individual basis aligned with the identified needs of the student.
- Decisions regarding the practices of grading will be discussed as part of the IEP meeting and listed as an accommodation on the Educational Accommodations page as part of the student's individualized grading plan.
- Feedback regarding student growth can include, but is not limited to:
 - Level of independence
 - Level of effort
 - Level of progress
 - Improvement made from previous assessments
 - How the student's progress compares to others

- Amount of progress on IEP goals and objectives
 - Others to be determined
- Students receiving special education services will be provided opportunities to demonstrate knowledge in multiple ways.
- When appropriate, grading should be utilized to determine future programming and placement.

This document serves to inform all stakeholders of the grading practices for students receiving special education services at Pennoyer. If you have questions, please do not hesitate to contact the Director of Student Services.

Resources

- Brookhart, S. M. (2011). Starting the Conversation About Grading. *Educational Leadership*, 69(3), 10–14.
<http://www.ascd.org/publications/educational-leadership/nov11/vol69/num03/Starting-the-Conversation-About-Grading.aspx>
- Guskey, T. R. (2011). Five Obstacles to Grading Reform. *Educational Leadership*, 69(3), 16–21.
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- Marzano, R. J., & Heflebower, T. (2011). Grades That Show What Students Know. *Educational Leadership*, 69(3), 34–39.
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- Salend, S. J. (2011). Educational Leadership. *Creating Student-Friendly Tests*, 69(3), 52–58.
http://www.ascd.org/publications/educational_leadership/nov11/vol69/num03/Creating_Student-Friendly_Tests.aspx