



Module 1
Workbook Purpose & Intent

OVERVIEW

Standards-based practices shift the driver for teaching and learning from content to the knowledge and skills reflected in the NAD standards. The SWUC leadership team and Learning Systems Associates have partnered to create this workbook, specifically for Adventist educators, to provide professional learning in redefining curriculum, instruction, assessment, and the learning environment in the context of standards-based practices. Standards-based refers to integrated systems of instruction, assessment, grading, and reporting that are based on students demonstrating understanding and skills they are expected to learn as they progress through their education. This concept aligns with the **EDUCATION by Design** Framework that emphasizes coherence among the key components of teaching and learning, resulting in a shared vision. The modules focus on building staff capacity to use standards-based practices, starting with an overview of the components and leading through each stage of the process. Each module contains activities and provides multiple resources to support the learning process and practical implementation of the work described.

Learner outcomes include:

1. Shifting the focus of teaching and learning from content to the knowledge and skills reflected in the NAD standards.
2. Understanding that standards-based practices honor Adventist education as the essential vehicle for the practical expression of faith-based values and beliefs.
3. Developing a shared vision for education that addresses the key components of standards-based practices—curriculum, instruction, assessment, and learning environment.
4. Developing a data-informed Continuous School Improvement Plan to implement the shared vision, focused on implementing the leadership structure, professional learning, collaborative strategies, and partnerships needed to achieve the goals.
5. Using evaluation strategies to measure the effectiveness of standards-based practices.

READ

This workbook is explicitly intended to be used alongside **A Teacher’s Guide to Standards-based Learning** authored by Tammy Heflebower, Jan K. Hoegh, Philip B. Warrick, & Jeff Flygare. This book contains numerous tools and examples to guide teachers in implementing a successful system of standards-based learning. The ‘Read’ section of each module will provide reference to specific sections in the text, which can be ordered by using the following link:

[A Teacher’s Guide to Standards-based Learning](#)

A companion book, [Leading Standards-based Learning](#), can be purchased as well.

DO

Do the work. This workbook is intended to support the work of transitioning to standards-based practices, from both process and product perspectives. This section will contain downloadable resources for doing the work of standards-based practices in your learning organization, such as templates, staff engagement facilitation guides, and important handouts for use in group work.

REFER

Know what it looks like. We want you to know what it would look and feel like to be implementing standards-based practices in your school. This section will contain a variety of reference resources to support your efforts, such as links to videos with further information, additional text or document references, and examples of the work.

REFLECTION QUESTIONS

Be reflective. What are the central ideas that you should reflect upon as you implement standards-based practices? This section will contain reflection questions so you can check your understanding of the content covered in the module before moving on.

Module Topics

Module 1: Workbook Overview

Module 2: Overview of Standards-based Practices

Module 3: Proficiency Scales (P-Scales)

Module 4: Unit Planning

Module 5: Assessment and Feedback

Module 6: Grading and Reporting

Module 7: Instruction

Module 8: Communication with Stakeholders

Module 9: Exceptional Learners

Module Objectives

Workbook overview of purpose/intent.

Understand the basic elements of standards-based learning.

Understand the central role of proficiency scales in all aspects of standards-based learning.

Identify the changes that occur when planning in a standards-based system.

Identify the changes that occur when assessing and giving feedback in a standards-based system.

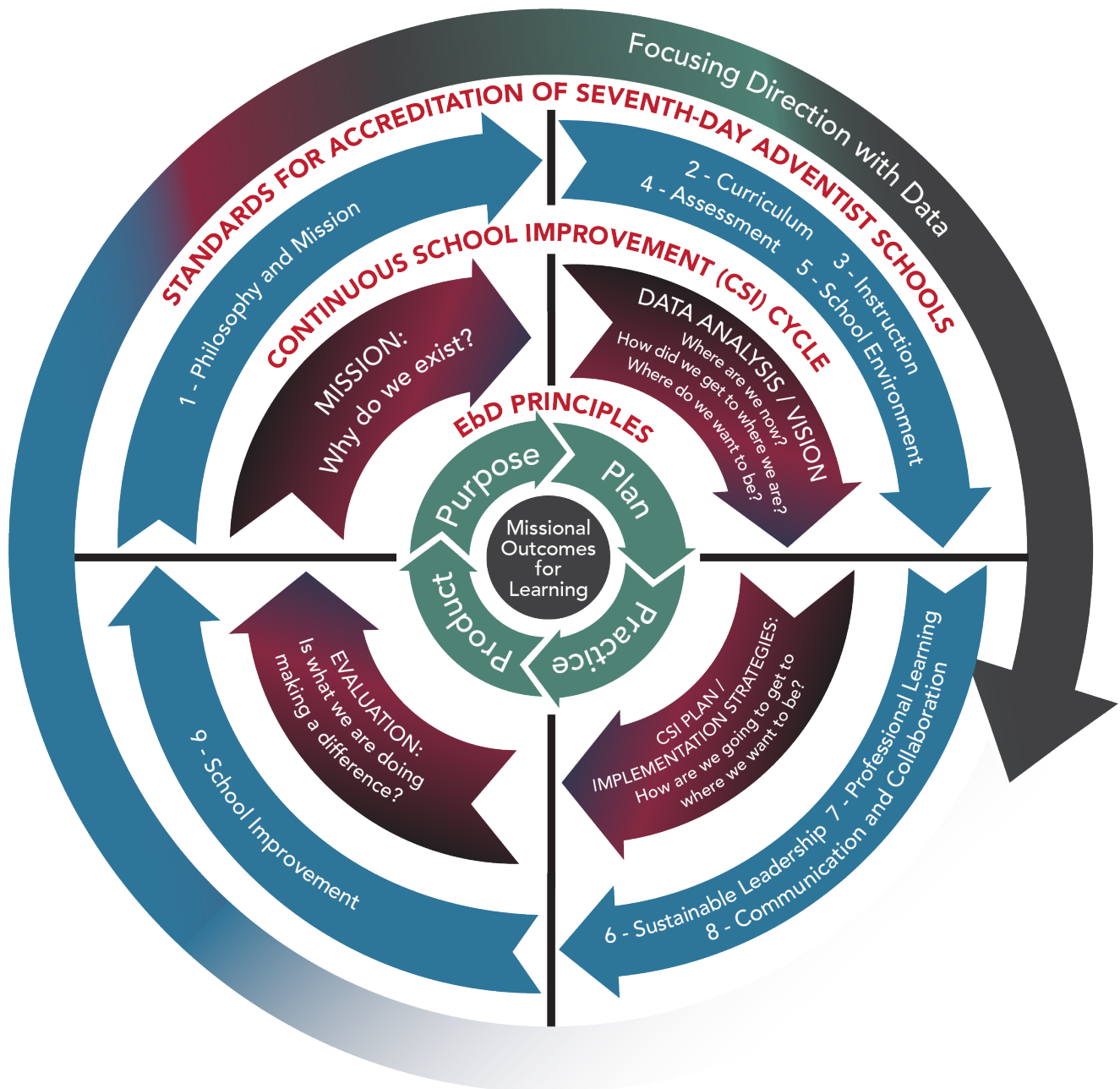
Identify the changes that occur when grading and reporting in a standards-based system.

Identify the changes that occur when instructing in a standards-based system.

Identify the information that is necessary to communicate to stakeholders regarding a standards-based system.

Identify the changes that occur when working with exceptional learners in a standards-based system.

EDUCATION by Design Framework





Module 2
Overview of Standards-based Practices

OVERVIEW

Standards-based refers to integrated systems of instruction, assessment, grading, and reporting that are based on students demonstrating understanding or proficiency of the knowledge and skills they are expected to learn as they progress through their education. This concept aligns with the **EDUCATION by Design** Framework that emphasizes coherence among the key components of teaching and learning, resulting in a shared vision.

Standards-based practices will provide a set of outcomes/metrics that will enable the measurement of the vision components of the **EDUCATION by Design** Framework. These outcomes include the areas of curriculum, instruction, assessment, and learning environment.

The NAD academic standards are at the center of these practices. Standards, in general, articulate specific elements of knowledge and skill that all students should know and be able to do as a result of schooling. One major focus of standards-based learning, then, is to identify and to clarify those standards so they can serve to integrate everything that teachers do.

To accomplish the aforementioned goals, standards-based learning will require some fundamental paradigm shifts, but these shifts won't mean teaching in a completely different and unfamiliar way. The content (what) won't change very much or the teaching strategies (how). But how you think about what and how you teach will change profoundly, as well as how you assess student learning. Specifically, the purpose of the content will change; standards rather than content will be the driver of learning. Curriculum and instruction will be designed to promote student learning of the standards through the content; assessments will be designed to show student growth on the standards through use of the content they've learned.

During this transition, schools will also be engaged in articulating a robust shared vision, that will not only include a summary statement of a desired future state but fundamental objectives relative to key, core areas—curriculum, instruction, assessment, learning environment. Take the pre-assessment provided in this module to measure your school's current stance on a shared vision, and examine the vision examples and template to inform future work as you move to a shared language for teaching and learning.

Finally, communication with parents will be key during the transition to standards-based practices. In conjunction with each module in this workbook, beginning with Module 2, you will be given some suggestions on what to communicate to parents at that point of the transition. It is important that communication be ongoing so parents will be gradually introduced to the practices and not be overwhelmed with too much information at one time.

Learning/Learners become the focus in a standards-based system!

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher's guide to standards-based learning*. Bloomington, IN: Marzano Research.

Introduction, pp. 1-6

[A Teacher's Guide to Standards-based Learning](#)

DO

- [PPT to support this module](#)

Facilitation Guides:

- [Pre-assessment on Standards-based Practices](#)

Templates:

- [Vision Template](#)

Handouts:

- [Education by Design Framework](#)
- [Vision Framework](#)
- [SWUC Vision](#)
- [Module 2 Terminology](#)

REFER

Examples/Additional Reference Items:

- [Vision Example](#)
- [Communication with Parents #1](#)

Videos:

- [Mission & Vision](#)
- [A Teacher's Guide to Standards-based Learning Webinar](#)
- [Calibrating Language for Your School](#)
- [Why Standards-based](#)
- [Introduction to SCIA \(Standards, Curriculum, Instruction, Assessment\)](#)

REFLECTION QUESTIONS

1. Distinguish between **standards-based grading** and **standards-referenced grading**.
2. What are the key components of standards-based learning?
3. What is the key idea regarding content in a standards-based system?
4. How do teachers and students benefit from standards-based learning?



Module 3
Proficiency Scales

OVERVIEW

As noted in Module 2, standards are at the center of teaching and learning. One of the first steps in a standards-based system is to prioritize the standards that are considered essential to a particular class or grade level, which is typically completed when the standards are developed. Next, the standards are unpacked, by focusing on the verbs and the associated knowledge and skills, to create specific learning targets.

Then, the learning targets are sequenced to create standards-based proficiency scales. Proficiency scales or P-scales serve as a starting point for unit planning, creating assessments, delivering instruction, feedback, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a P-scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency. 10-15 P-scales are generally developed for each content area across the grade levels.

A P-scale is composed of a series of levels as follows:

- Score 3.0--Heart of the p-scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.
- Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.
- Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.
- Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.
- Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher's guide to standards-based learning*. Bloomington, IN: Marzano Research.

Chp. 1, pp. 8-11

[A Teacher's Guide to Standards-based Learning](#)

DO

- [PPT to support this module](#)

Facilitation Guides:

- [Facilitation Guide for this module](#)

Templates:

- [Generic P-scale Template](#)

Handouts:

- [Module 3 Terminology](#)
- [Student-friendly P-scale Template](#)
- [DOK Model](#)
- [Webb's Depth of Knowledge Guide](#)

REFER

Examples/Additional Reference Items:

- [Criteria for Prioritized Standards](#)
- [Unpacked Standard with DOK Levels Example](#)
- [Proficiency Scale—Elementary Example](#)
- [Proficiency Scale—Secondary Example](#)
- [Communication with Parents #2](#)

Videos:

- [Prioritization of Standards](#)
- [Unpacking Standards Definition](#)
- [Unpacking Standards into Content and Skills](#)
- [Proficiency Scales](#)
- [Proficiency Scale ELA](#)
- [Proficiency Scale Math](#)
- [DOK](#)

REFLECTION QUESTIONS

1. Why is it necessary to unpack the standards?
2. What are the most important aspects of proficiency scales, and how should these scales be constructed? Briefly describe each level of the proficiency scale in your explanation.
3. What benefits do you see coming from the effective utilization of proficiency scales? What role should they play in the classroom?



On the P-scale template, generic statements are provided for levels 4.0, 3.5, 2.5, 1.5, 1.0, and 0.0 (see the generic P-scale). **The scale becomes the centerpiece** of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

It is recommended that the cognitive rigor or complexity of 3.0 learning targets be determined after the P-scales are developed. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

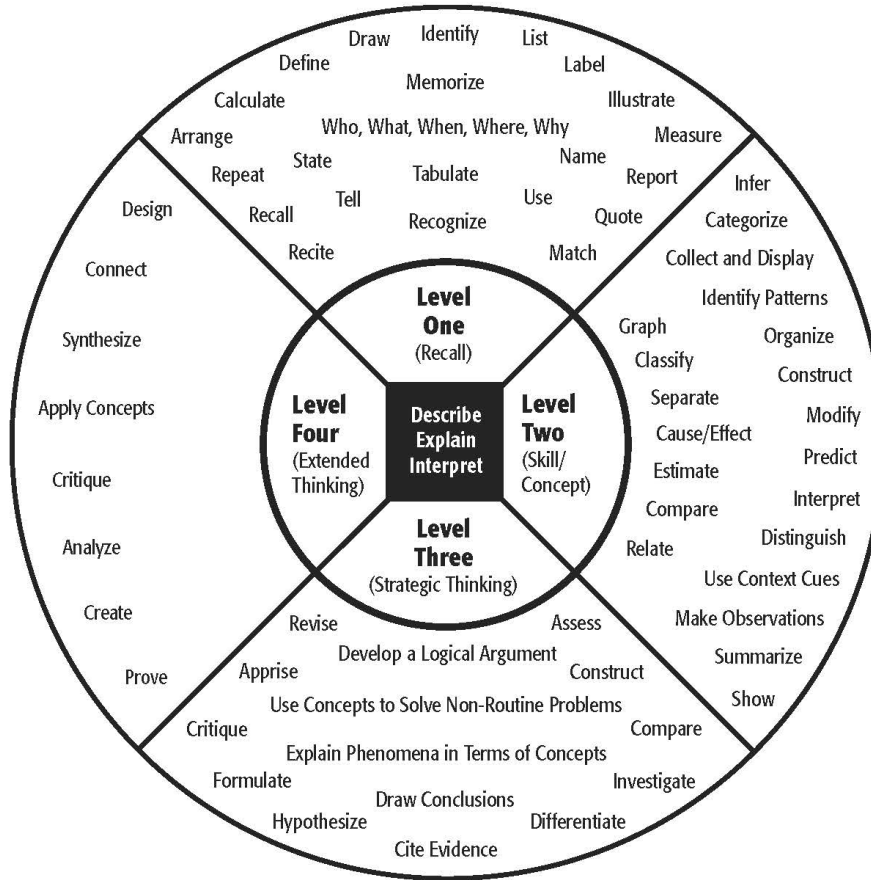
- Level 1—Recall
- Level 2—Skill/Concept
- Level 3—Strategic Thinking
- Level 4—Extended Thinking

It is important to note that each level describes the kind of thinking required by the learning target, not whether or not the task is difficult. To determine the level, begin with the verb and plot it on the DOK model, but take into consideration that the verb alone is not sufficient to assign a DOK level. Also consider the complexity of the information and the mental processes necessary to achieve proficiency in the standard.

The depth of knowledge level associated with each learning target will impact the selection of instructional activities as well as assessment tasks.

SWUC Proficiency Scales have been developed for Math, Language Arts, Science, and Social Studies. Please access the scales on the [SWUC website](http://www.swuc.edu).

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<ul style="list-style-type: none"> Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people. 	<ul style="list-style-type: none"> Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data. 	<ul style="list-style-type: none"> Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts. 	<ul style="list-style-type: none"> Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>



Subject: Math		Domain: Geometry		Grade: 5	
		Strand: Sides/Angles			
Standard: 5.GEO.2 Classify two-dimensional figures into categories based on their properties of sides and angles (5.G.3,4)					
	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught				
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content			
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Classify two-dimensional figures in a hierarchy based on properties (<i>e.g., when given a two-dimensional figure, identify the categories to which the figure belongs and explain which properties place it within those categories</i>) DOK 3 <p>I can classify two-dimensional figures into categories based on their properties.</p>				
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content			
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Angle, attribute, category, classify, figure, hierarchy, property, side, subcategory, two dimensional</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe the properties of two-dimensional figures (<i>e.g., when given a two-dimensional figure, describe it based on the properties of sides and angles</i>) Explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (<i>e.g., all rectangles have four right angles and squares are rectangles, so all squares have four right angles</i>) 				
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content			
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content				
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content			
Score 0.0	Even with help, no success				



MODULE 4
Year-long and Unit Planning

OVERVIEW

There are three phases of planning for standards-based learning.

1. Year-long Planning, sometimes referred to as curriculum mapping (based on a curriculum resource, existing curriculum units, or proficiency scales)
2. Unit Planning
3. Daily Lesson Planning

After development of the P-scales, the next step in planning for standards-based learning is the development of the Year-long Plan, which is a general mapping of standards across the school year. This involves identifying when and for approximately how long each proficiency scale is taught. As part of this step, it is useful to group standards into units, by clustering together those that rely on each other for learning. This ensures that you're teaching standards in a coherent way within and across grade levels, creating vertical and horizontal alignment.

Then, develop specific Curricular Units of Study. In general, the units should focus on developing and deepening students' understanding of important ideas and processes to enable them to transfer their learning to new situations. A guaranteed and viable curriculum is the most significant school-level factor impacting student achievement.

Understanding by Design (UbD) is a curriculum planning framework that is often used for unit design. UbD incorporates a backward design process that sets the context for the development of daily lessons that reference specific content. There are three stages to the design process, with all three stages aligned not only to standards but also to one another.

- **Stage 1—Identify Desired Outcomes**
 - Long-term Transfer Goals (Missional Outcomes-7Cs/Disciplinary Practices)
 - Big Ideas we want students to come to understand at a deep level so they can transfer their learning to new situations, and their companion Essential Questions
 - Specific Knowledge and Skills we want students to acquire
- **Stage 2—Determine Acceptable Evidence**
 - Evidence needed for students to demonstrate transfer and understanding, such as Summative Performance Tasks

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher's guide to standards-based learning*. Bloomington, IN: Marzano Research.

Chp. 1, pp. 12-32

[A Teacher's Guide to Standards-based Learning](#)

DO

- [PPT to support this module](#)

Facilitation Guides:

- [UbD Design Standards](#)

Templates:

- [UbD Planning Template](#)

Handouts:

- [Improve Curriculum, Instruction, and Assessment by Using the UbD Framework](#)
- [Missional Outcomes \(7Cs\)](#)
- [Disciplinary Practices](#)
- [Essential Questions/Big Ideas](#)
- [DOK Model](#)
- [McTighe Instructional Chart](#)
- [Module 4 Terminology](#)

REFER

Examples/Additional Reference Items:

- [Year-long Plan Elementary Sample](#)
- [Year-long Plan Secondary Sample](#)
- [Curriculum Mapping Based on a Curriculum Resource Sample](#)
- [Curriculum Mapping Based on Existing Curriculum Units Sample](#)
- [Curriculum Mapping Based on Proficiency Scales Sample](#)
- [Unit Plan Sample](#)
- [Communication with Parents #3](#)

Videos:

- [Curriculum Mapping Definition](#)
- [Year-long Context Definition, Year-long Context Steps, Year-long Context Samples, Building a Literacy YLC](#)
- [YLC Literacy Sample, YLC Math Sample](#)
- [Basic Unit Plan Format Intro](#)
- [5 Types of Alignment, Diamonds of Alignment](#)
- [Alignment to Content and Skills](#)
- [Alphanumeric Alignment, Color Coding Alignment](#)
- [Big Ideas Definition, Big Ideas Samples](#)
- [Essential Questions Definition, Essential Questions in the Classroom, Essential Questions Samples](#)



- Formative Assessments that provide additional evidence of students’ knowledge acquisition and skill proficiency

Types of Assessments aligned with DOK Levels

DOK Level	Type of Assessment
1	Selected Response—multiple choice, true/false, fill-in-the-blank, label, matching
2	Short Constructed Response
3	Short Constructed Response
4	Extended Constructed Response, Performance Task

(More on each type of assessment in Module 5)

- **Stage 3—Plan Learning Experiences and Instruction**

- Appropriate instructional activities aligned to the desired outcomes (Stage 1) and their assessments (Stage 2), and linked to the P-scale learning target progression

Types of Lessons aligned with Levels of a Proficiency Scale

Proficiency Scale Level	Type of Lesson
4	Knowledge Application Lessons
3	Direct Instruction Lessons and Practicing and Deepening Lessons
2	Direct Instruction Lessons
1	
0	

(More on each type of lesson in Module 7)

- [Relationship of Big Ideas and Essential Questions](#)
- [Building a Math Unit](#)
- [Curriculum and Assignments](#)

REFLECTION QUESTIONS

1. What important considerations do educators need to make when creating a unit plan?
2. How should an educator sequence standards in a unit, and why is this sequencing beneficial?
3. Should an educator utilize a planning template when building unit plans? Why or why not?



UNIT PLANNING TEMPLATE	
Grade/Course:	Unit:
Desired Outcomes	
Transfer	
Missional Outcomes (7Cs)/Disciplinary Practices: What kinds of long-term, independent accomplishments are desired? <ul style="list-style-type: none"> • • 	
Meaning	
Essential Questions: What thought-provoking questions will foster inquiry, meaning making, and transfer? <ul style="list-style-type: none"> • • 	Big Ideas: What specifically do you want students to understand? <ul style="list-style-type: none"> • •
Acquisition	
Standards: What facts, concepts, and skills/processes should students know and be able to do? <ul style="list-style-type: none"> • • • 	
Student-friendly Learning Targets (I Can Statements): <ul style="list-style-type: none"> • • • 	
Essential Vocabulary: <ul style="list-style-type: none"> • • • • 	
Assessments and Evidence	
Assessments: What evidence will you collect to determine whether Stage 1 goals were achieved—transfer, meaning, acquisition? <ul style="list-style-type: none"> • Summative Performance Task— • Formative Assessments— • 	Success Criteria: What criteria will be used to evaluate attainment of the desired results? <ul style="list-style-type: none"> • • •
Learning Plan	
Resources: What resources will be used to achieve Stage 1 goals—transfer, meaning, acquisition? <ul style="list-style-type: none"> • • • • 	Instructional Strategies: What teaching and learning experiences will be used to help students achieve Stage 1 goals—transfer, meaning, acquisition? <ul style="list-style-type: none"> • •



MISSION

Collaborating for learning excellence through **FAITH** and **SERVICE**



Missional Outcomes

7Cs

- 1 Connection to God and Others:** Develop a personal relationship with Jesus Christ and continue to grow in faith through balanced living (i.e., spiritual, physical, intellectual, and social-emotional) and service to others.
- 2 Citizenship:** Participate in civic life through collaborative involvement in community issues, accepting responsibility for local, national, and global environments.
- 3 Collaboration:** Demonstrate ability to work effectively and respectfully with diverse teams to accomplish a common goal.
- 4 Critical Thinking and Problem Solving:** Use experience, knowledge, reason, and belief to form carefully considered judgments and solve problems.
- 5 Creativity and Innovation:** Use knowledge and imagination to create new ways of thinking to find solutions to problems and to create products and services.
- 6 Communication:** Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- 7 Character:** Demonstrate Christian values and dispositions in responding to a changing environment.



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MODULE 5

Assessment in a Standards-based System

OVERVIEW

Assessment is an essential part of the learning cycle; it must occur as a systematic process for teachers to know how well students are acquiring the knowledge and skills articulated on the proficiency scales. And as a part of the learning process, assessment is anything a teacher does to gather information about a learner’s knowledge or skills regarding a specific topic. Since every assessment has error, multiple measures are recommended.

There are multiple ways a teacher can choose to assess student proficiency on a standard to inform both teaching and learning. The chart below summarizes the components of a comprehensive and balanced assessment system, developed by Learning Sciences International. It is important to note that a specific assessment can create a formative or summative score, depending on how it is used.

Short-cycle Classroom Formative Assessment	Evidence of learning of lesson-sized learning target(s), generated and used by both students and teachers during the course of learning
Medium-cycle Formative Assessment	Evidence of learning across related lessons or a unit (i.e., weekly diagnostics), for short-term instructional and learning adjustment
Classroom Summative Assessment (Grading)	Evidence of student achievement at a point in time, for reporting (i.e., unit tests, performance assessments)
Long-cycle Formative Assessment	Evidence of student learning, typically 2 to 3 times a year, for longer-term instructional planning (i.e., interim or benchmark assessments)
System-level Summative Assessment	Evidence of student achievement of curricular learning outcomes/standards, for reporting (i.e., end-of-course exams, system accountability assessments)

In general, formative assessments are unobtrusive measures, such as observations, teacher-student conferences, journal entries, etc. Summative assessments are obtrusive measures, such as unit/chapter tests, quizzes, projects, etc. Within each of the categories, there can be student-generated assessments which achieve a high level of engagement due to the ownership the student feels as a result of determining the assessment method.

Inclusion of performance assessments, in particular, provide the structure through which to collect evidence necessary to gauge the growth of students’ abilities to transfer their learning in authentic situations. Performance tasks can also provide evidence of whether the student is gaining proficiency on the mission-related learning outcomes—the 7Cs.

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher’s guide to standards-based learning*. Bloomington, IN: Marzano Research.

Chp. 4

[A Teacher’s Guide to Standards-based Learning](#)

DO

[PPT to support this module](#)

Facilitation Guides:

- [Assessment Blueprint](#)

Templates:

- [Item Bank Template 1](#)
- [Item Bank Template 2](#)
- [Classroom Assessment Planning Template](#)

Handouts:

- [Comprehensive and Balanced Assessment Systems](#)
- [Feedback that Fits](#)
- [From Formative Assessment to Assessment FOR Learning](#)
- [Assessment Design](#)
- [Assessment Data Profile](#)
- [Module 5 Terminology](#)

REFER

Examples/Additional Reference Items:

- [Assessment Blueprint Sample](#)
- [Item Bank Sample—Elementary](#)
- [Item Bank Sample—Secondary](#)
- [Communication with Parents #4](#)

Videos:

- [Purpose of Assessment](#)
- [Assessment Intro](#)
- [Formative and Summative Assessments](#)
- [Formative Assessment](#)
- [Formative Assessment 3 Parts](#)
- [Target to Method](#)
- [Common Assessments](#)
- [Learning Logs and Journals](#)
- [Learning Intentions and Success Criteria](#)
- [Visible Learning Feedback](#)

REFLECTION QUESTIONS

- 1.Explain the concept of a comprehensive and balanced assessment system. Specify the components and their description.
- 2.What does it mean when we say that formative assessment is part of the learning cycle?
- 3.Differentiate between learning targets and success criteria.



Whereas a summative score is an overall score describing student learning after that learning is concluded, formative scores are the basis for building a body of evidence about student progress by standard during a unit of instruction. Building feedback into the formative learning cycle, that is timely, specific, and corrective, gives students additional opportunities to meet the success criteria before a summative assessment. In general, the formative learning cycle is based on three questions:

1. Where am I going?
2. Where am I now?
3. Where to next?

The cycle honors the premise that the most effective learning occurs when students are aiming for a learning target (Module 3) and are using success criteria to compare their current work to the goal to enable them to take action to improve. Success criteria or scoring guidelines refer to a concrete learning performance, something students will say, do, make, or write to indicate they are moving toward the learning target. A rubric is one example of success criteria for lengthy assessment tasks. Here is an example of a learning target and success criteria:

Learning Target—I am learning how to identify important details in the text.

Success Criteria—I can list important details in the text. I can rephrase important details in my own words.

In addition, as mentioned in Module 4, **DOK levels are used to denote the cognitive rigor or complexity of each learning target.** Different types of assessments are associated with different taxonomic levels. You will want to assess students' learning according to the taxonomic level of the learning target(s) you are measuring. Start by identifying the cognitive demand at a certain level of the scale and then creating an assessment item(s) that measures student learning at that level of cognitive demand. Often, fewer of the right kinds of questions are needed.

Types of Assessments aligned with DOK Levels

DOK Level	Type of Assessment
1	Selected Response—multiple choice, true/false, fill-in-the-blank, label, matching
2	Short Constructed Response
3	Short Constructed Response
4	Extended Constructed Response, Performance Task

When designing an assessment blueprint, the majority of assessment items should fall at Score 3.0; however, Score 2.0 often includes a large amount of content, so it may require a large number of items. It is recommended that leveled assessments present assessment items to students in order, with a section devoted to Score 2.0, Score 3.0, and Score 4.0. Some skills and content do not lend themselves to dividing assessment by level, however, i.e., essays, physical education skill, musical performance. Determine how many assessments are

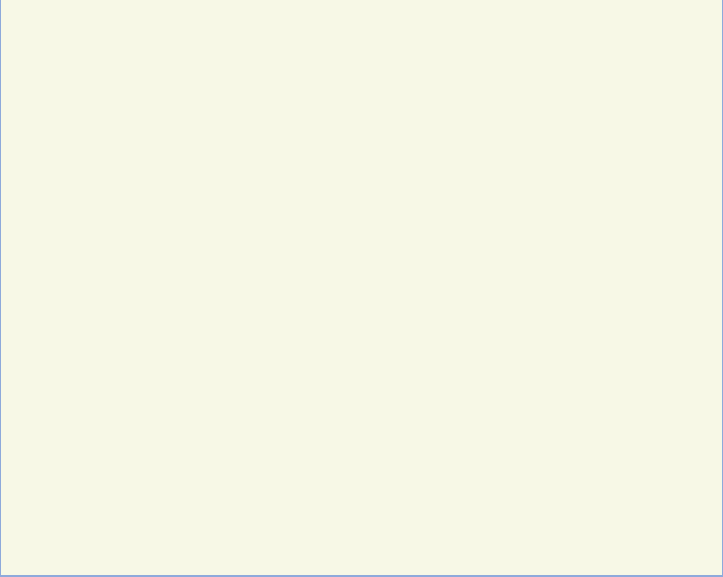
4. How does the cognitive rigor of a learning target align with assessment?



necessary to build a body of evidence by asking, “Can I make a confident inference about the learning that has occurred related to this standard?” Since every assessment has error, multiple measures are recommended. Once the assessment(s) is written, create a set of scoring guidelines.

Process the assessment data in your PLC using an agreed-upon assessment data protocol.

Finally, two related assessment practices include the development of common assessments and item banks. Common assessments refer to uniform tools developed and administered in a given time frame by all teachers in a grade level or course, with the goal of creating coherence. Item banks include assessment questions that align with the learning progression on a proficiency scale, from which a teacher can select to measure a student’s proficiency on a given learning target.





MODULE 6
Grading and Reporting in a Standards-based System

OVERVIEW

Grades in a standards-based system are part of a comprehensive and balanced approach to learning, so that students see the connection between what they are to learn (standards), how they are learning it (classroom activities and assignments), and how they are being assessed (proficiency scales). The proficiency scale continues to be the through line in these processes.

After delineating the p-scale score that each activity/assignment and each assessment task correspond to, assign scores to students based on how closely their performance matches the levels and descriptors on the p-scales and associated scoring tools (i.e., rubrics). Students are not measured against each other (normed reporting); students are measured against the standards (criterion reporting). The practice of using established sets of evaluative criteria ensures greater consistency among teacher judgments of student performance. When scoring assessments, in particular, be aware of response patterns, item weighting, and response codes. (see p. 81 for a full discussion of each)

When reporting an overall grade for a unit of study or period of time, it is recommended that careful examination be given to performance on assignments and assessments over time, with more weight given to recent evidence, rather than computing an average score. Include both formative and summative data points to avoid placing a great deal of weight on a few summative data points, using scores that are most indicative of a student's independent work during class. Thus, it is important to determine the pattern of scores for a particular standard for reporting purposes. Do not average scores within a standard; it is acceptable to average scores across standards.

Grades should communicate a student's proficiency level along a continuum based on a collection of evidence. If converting scores to letter grades, use this conversion scale:

- 3.00-4.00 = A
- 2.50-2.99 = B
- 2.00-2.49 = C
- 1.00-1.99 = D
- Below 1.00 = F

It is recommended that nonacademic behaviors not be included when determining a student's academic performance grade, because the goal of the grade is to communicate how much he or she knows.

A report card should be a valid representation of a student's progress in learning the standards. Three criteria to include on report cards are:

1. Product—achievement or levels of performance by standard(s)
2. Process—nonacademic behaviors
3. Progress—represent growth from past grading period

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher's guide to standards-based learning*. Bloomington, IN: Marzano Research.

Chp. 4

[A Teacher's Guide to Standards-based Learning](#)

DO

- [PPT to support this module](#)

Facilitation Guides:

- [Grading in a Comprehensive and Balanced Assessment System](#)

Templates:

- [Gradebook Template](#)

Handouts:

- [Scoring Flowchart](#)
- [Conversion Chart](#)
- [Guskey Articles on Grading and Reporting](#)
- [Standards-based Grading and Reporting will Improve Education](#)
- [Five Obstacles to Grading Reform](#)
- [Grades that Mean Something](#)
- [Module 6 Terminology](#)

REFER

Examples/Additional Reference Items:

- Scoring Assessments—Response Patterns, Item Weighting, Response Codes—pp. 81-82
- [Sample Standards-based Report Card](#)
- [Communication with Parents #5](#)

Videos:

- [Guskey Videos on Grading and Reporting](#)
- [Grading and Scoring](#)
- [Scoring and Grading](#)
- [Grade Books and Report Cards](#)
- [Rubrics and P Scales](#)

REFLECTION QUESTIONS

1. What issues must teachers have awareness of when they score assessments based on proficiency scales?
2. What important roles do scores, grades, and item response theory (IRT) play in assessment in a standards-based system?
3. Why should report cards include three different grade representations—product, process, progress?

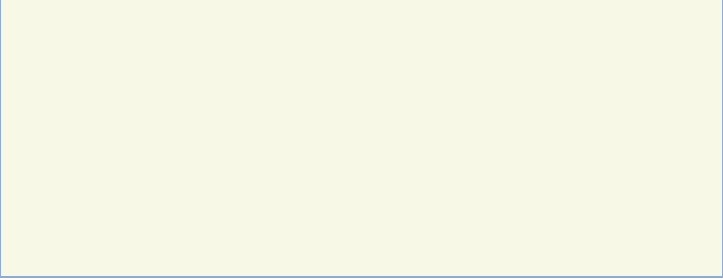


Standards-based Practices Workbook

A Partnership Between Adventist Education and Learning Systems Associates

Multiple opportunities to demonstrate proficiency on the standards, and thus the number of assessments, can vary depending on the needs of particular students. These opportunities should not be automatic, though; students need to qualify by meeting your criteria to do a retake.

**Grades are not about what students earn;
Grades are about what students learn.**





MODULE 7

Instruction in a Standards-based System

OVERVIEW

Once units of instruction have been determined, the next step is to take the learning targets in each proficiency scale and plan a logical sequence of lessons. Any instructional framework can be adapted to standards-based practices. However, a shift in lesson planning will be the way in which you think about a single lesson—a chunk of content vs a period of time; a lesson may take more than a day based on the learning targets.

As you sequence the type of lessons and their associated content, the focus is on gradually moving students along the learning progression depicted in the proficiency scale. In general, you will make decisions about which strategies, activities, and resources to use to deliver content to learners. Students, early on in the unit, will probably need work at level 2.0 in order to understand and process new information. When ready, you will move them to level 3.0 activities and eventually the opportunity to work beyond level 3.0, so students are working toward and possibly beyond proficiency on a standard.

Each lesson should begin with an introduction or review of the unit proficiency scale, so students can focus on their growth as well as understand the relevance of activities. Always have the P-scale visible within the classroom and reference it frequently. Recommended steps when introducing the P-scale include:

1. Set the unit learning goal (usually proficiency on the standard at score 3.0).
2. Help students identify their current performance in relation to the learning goal (usually through a preassessment). “I Can” statements, with developmentally appropriate language, are particularly effective in helping students reflect on their current level of performance.
3. Identify the next steps in the journey toward proficiency on the learning goal. Use exemplars if applicable.
4. Describe the P-scale as a learning progression students will undertake (reinforcing a growth mindset), so they understand what they need to know and be able to do to reach proficiency on the standard. This step will also provide clarity as they set and track progress toward accomplishing their own personal goals on the standard.
5. Help students develop and track progress on personal goals related to the standard. Goal setting is an integral part of a standards-based learning environment because it helps students focus on individual needs related to specific learning

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher’s guide to standards-based learning*. Bloomington, IN: Marzano Research.

Chps. 2 and 3

[A Teacher’s Guide to Standards-based Learning](#)

DO

- [PPT to support this module](#)

Facilitation Guides:

- [Instructional Cycle](#)

Templates:

- [Goal Setting Template](#)
- [SMART Goals Template](#)
- [Tracking Student Progress Template](#)

Handouts:

- [Instructional Strategies \(Marzano\)](#)
- [Learning Goals and Instructional Strategies \(McTighe\)](#)
- [Ranking of Instructional Strategies \(Hattie\)](#)
- [Surface to Deep Learning Strategies \(Hattie\)](#)
- [Multi-grade Instructional Cycle](#)
- [Module 7 Terminology](#)

REFER

Examples/Additional Reference Items:

- Madeline Hunter Lesson Plan Example
- [Marzano Lesson Plan Example](#)
- [Classroom P-scale with “I Can” Statements Example](#)
- SMART Goals Example—pp. 57-58
- [Goal Setting and Tracking Progress Example](#)
- Lesson Sequence Example—pp. 19-21
- [Communication with Parents #6](#)

Videos:

- [Framing the Learning](#)
- [Connection to Activities](#)
- [Carol Dweck on Growth Mindset](#)
- [Instructional Impacts](#)
- [Two Brains](#)
- [SMART Goals](#)
- [Student-centered Learning with Madeline Hunter’s Model](#)
- [Moving Students from Surface to Deep to Transfer Levels of Learning](#)



targets, and engage in the adoption of new learning strategies to meet the goals. Questions to guide students' goal setting:
A. Where am I going?
B. Where am I now?
C. What strategy or strategies will help me get to where I need to go?

After introducing the proficiency scale and the learning goal, **begin content instruction by using specific instructional strategies related to three types of lessons** that were introduced in Module 4. The instructional strategies you use in every lesson will be appropriate to the taxonomic level or cognitive demand of the targets of the standard. (See the handout that provides a description and examples for each type of lesson.) Remember that there is no content that falls at 4.0; there are no instructional lessons, just activities.

Follow these three steps in aligning instructional strategies to the scale.

1. Unpack the learning target(s)—what the student must know and be able to do.
2. Determine the cognitive demand or DOK level(s) of the learning target(s)—the mental processes that the learning target(s) requires of the student.
3. Select an instructional strategy that matches the learning target's cognitive demand.

Types of Lessons aligned with Levels of a Proficiency Scale

Proficiency Scale Level	Type of Lesson
4	Knowledge Application Lessons
3	Direct Instruction Lessons and Practicing and Deepening Lessons
2	Direct Instruction Lessons
1	
0	

Make adjustments to the instructional cycle based on formative assessment data. The decision to regress or move on depends on summative assessment data, the complexity of the standards, the time of year, or time allowances.

REFLECTION QUESTIONS

1. How does a standards-based approach to instruction intersect with the various instructional frameworks available to teachers?
2. How do students use the proficiency scale to set personal goals?
3. Describe the three types of lessons and how they align with levels of a proficiency scale.



Madeline Hunter Lesson Plan Example

Objective

This identifies what the students will be able to do upon completion of the lesson.

Students will be able to understand why some nouns need to have capital letters and others don't.

Behaviour Standards/Expectations

What behavioural objectives do you want the students to meet during the lesson?

Goal: to elicit 100% of active student engagement

Specific expectations:

- raise their hands to participate
- taking turns to share their ideas
- build confidence in skills

Anticipatory Set

Sometimes this is called a "hook" to grasp the student's attention to put them into a receptive frame of mind. Activate student's prior knowledge and experience to help them relate to the lesson. The anticipatory set does not over-stimulate, but elicits student interest to attend to the lesson.

Show an example of written directions from a house to a hospital that is all jumbled up (ie: mix up of directional language and places that are not emphasized properly with capital letters). Reinforce the importance of knowing the correct way to write important street and building names to get important information across.

a) Input -Teacher Directed Lesson

What knowledge will you explicitly communicate to the students so that the concept is defined, clarified and understood by all?

Write on board: *A noun is a person, place or thing. A proper noun is the name given to specific people, places and things (ie: CN Tower, Mary, Main St.) All proper nouns begin with a capital letter.*

b) Modeling

Active demonstration of the teacher to show what is an acceptable finished product /or process by the students.

1. Review examples and non-examples of proper and common nouns.
2. Demonstrate a story with common nouns and show how to change common nouns to proper nouns.
3. Provide the tags "P" and "c" to identify each type of noun and ask students to restate the rule on why it's identified as such.
4. Demonstrate rewriting the proper word (either with a capital letter or not) in place of the wrong example.



MODULE 8
Communication with Stakeholders

OVERVIEW

As noted in the modules leading up to Module 8, communication with parents, in particular, is important throughout the transition to standards-based practices. Most parents have had no experience with the proposed changes and will have many questions. Key ideas to present to parents include:

1. Keep in mind that parents will not be responsive to philosophical arguments or logical appeals. They are skeptical of changes they consider educational fads, so be prepared to offer evidence and resources that address the benefits for their children.
2. Inform parents of plans to gather and use feedback from different stakeholder groups during the implementation process.
3. Emphasize to parents that the goal is to do what is best for students, and in the process, improve communication about students' performance in school.

In addition to these general principles, it is recommended that the following questions be addressed through oral and written communication:

1. What is standards-based grading?
2. What is the purpose of standards-based grading?
3. How does standards-based differ from traditional grading?
4. How are my child's "grades" determined?
5. What are the benefits of standards-based grading? For students? For parents? For teachers?
6. What will the report card look like?
7. How will student progress be measured and how will I know what progress my child is making and if he or she is on track to meeting the standard?
8. What if a child does not progress toward proficiency on a standard?
9. How do I know my child is passing?
10. How can I help my child at home?

In the course of addressing these questions, be sure to convey two things: (1) the difference between norm-referenced and criterion-referenced grades and how this pertains to standards-based grading, and (2) the importance of a common SWUC message which condenses standards-based grading to a consistent set of talking points that will form the basis for all messaging about the topic.

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher's guide to standards-based learning*. Bloomington, IN: Marzano Research.

Chp. 6

<https://www.amazon.com/Teachers-Standards-Based-Learning-Instruction-Curriculum/dp/1943360251>

DO

- [PPT to support this module](#)

Facilitation Guides:

- [The Communication Challenge of Standards-based Reporting](#)

Templates:

- [Parent Letter](#)

Handouts:

- [FAQs about SBL](#)
- [Module 8 Terminology](#)

REFER

Examples/Additional Reference Items:

- [Parent Guide Example #1](#)
- [Parent Guide Example #2](#)

Videos:

- [Grading and Reporting: Understand the Perspectives of Parents and Families](#)
- [Ken O'Connor on Grading Effectively](#)
- [Robert Marzano, Standards-based Reporting](#)

REFLECTION QUESTIONS

1. What principles should guide communication with parents?
2. What avenues should be used to communicate with parents?
3. Why is it important to develop a common language for communication on standards-based reporting?



MODULE 9

Working with Exceptional Learners in a Standards-based System

OVERVIEW

To differentiate instruction and assign meaningful grades to exceptional students (students with disabilities, EL students, gifted and talented students), it is necessary to create proficiency scales that include appropriate levels of support referred to as accommodations or modifications (i.e., RTI). Preassessments, based on general education proficiency scales, should be administered to determine students' baselines before adapting the scales to their particular needs.

Accommodations are supports put in place to help students achieve grade-level expectations, including changes to how information is presented, how students are asked to respond, where instruction takes place, and the timing or scheduling of instruction. Students who receive accommodations are still expected to achieve the same levels of proficiency as students without accommodations; the accommodations simply allow students to demonstrate their learning in ways that work best for them. Accommodations, then, do not result in lower or higher expectations and do not require a different grading scale or system.

Modifications, on the other hand, shift the expectations either up or down from the grade-level expectations. Creating a modified scale involves adjusting the standard at the 3.0 level and the simpler goal at the 2.0 level, as well as the assessment activities for levels 2.0, 3.0, and 4.0. Some options for modifying scales include moving the level descriptors up on the scale so that score 2.0 descriptors become score 3.0 descriptors and score 3.0 descriptors become score 4.0 descriptors, changing the activities on the scale to make them simpler, and inserting descriptors from lower-grade-level scales. The opposite would work for gifted and talented students.

To determine grades for exceptional students, follow the same guidelines as for the general population; however, report student progress based on the proficiency scale used for instruction/assessment. When modifications are made, grades show progress toward the modified standards, which are different from those of the general population. Modifications change what students' grades mean.

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher's guide to standards-based learning*. Bloomington, IN: Marzano Research.

Chp. 7

<https://www.amazon.com/Teachers-Standards-Based-Learning-Instruction-Curriculum/dp/1943360251>

DO

- [PPT to support this module](#)

Facilitation Guides:

- [Accommodations or Modifications](#)
- [Assessment Guidelines for Exceptional Learners](#)

Templates:

- [Proficiency Scale Template for Exceptional Learners](#)

Handouts:

- [Module 9 Terminology](#)

REFER

Examples/Additional Reference Items:

- [Examples of Accommodations for English Learners](#)
- [Sample P-scale with Accommodations for Students with Disabilities](#)
- [Sample P-scale with Accommodations for EL Students](#)
- [Sample P-scale with Accommodations for EL Students—second part](#)
- [Sample P-scale with Accommodations for Gifted Learners](#)
- [Sample P-scale with Modifications for Students with Disabilities](#)
- [Sample P-scale with Modifications for EL Students](#)
- [Sample P-scale with Modifications for Gifted Learners](#)

Videos:

- [Differentiation](#)
- [Differentiation plus Personalized Learning](#)

REFLECTION QUESTIONS

1. In what ways can educators modify and accommodate proficiency scales for exceptional learners? Why should educators do that?
2. What kinds of modifications and accommodations are commonly used in differentiated instruction?
3. What guidelines should educators follow when assigning grades to exceptional students?