

STANDARDS BASED ASSESSMENT



2020-2021 GUIDEBOOK

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What is Standards Based Assessment?

Standard based assessment (also known as standards based grading) is built on the idea that grades must have meaning, learning expectations are clearly defined, students should have multiple opportunities to demonstrate learning, and academic achievement should be reported separately from non-academic items such as class participation and extra credit. Standards based assessment allows students to learn at their own pace and understands that not every student will succeed on the first try. Homework and other similar items are treated as practice and part of the learning process. Therefore, students are provided descriptive feedback rather than a “grade” so that a student may improve their practice.

At Mapleton Middle School students will not receive grades, points, or percentages. Rather, a student’s learning is gauged on their current level of understanding and application of a particular learning standard. Teachers have identified those standards that are critical to student success for each class and grade level. These critical standards form the basis of teacher instruction and student understanding and application of each standard is assessed based on rubrics and performance level descriptors.

Standards based assessment is designed to meet students at their current level of knowledge and provides a clear path for how to improve their knowledge of a standard. Students are assessed as an individual. They are provided with multiple ways to demonstrate their knowledge and with multiple opportunities to do so.

Key Ideas

Key Idea	Description
Standards	Ohio learning standards are established by the Ohio Department of Education to clearly define grade appropriate knowledge/skills. Standards are used to guide teacher instruction to lead all students toward mastery of a common set of learning expectations.
Formative Assessment	(Practice) Consistent feedback given to students during the learning process to drive both student learning and teacher instruction. Formative assessment is not a factor in a student’s academic report card but it is crucial to the learning process.

	Formative assessment is considered practice and will be used to track growth and may be tracked for completion.
Summative Assessment	(Performance) This is assessment of learning after instruction and formative assessment is complete and is designed to allow a student to demonstrate what they know. Summative assessment will be recorded in ProgressBook and shown on the academic report card using performance level descriptors to show a student's level of mastery of a particular standard.
Performance Level	Level of mastery a student has achieved for a particular standard. Students receive a performance level descriptor on all summative assessments as scored against a rubric for that standard.
Met the Standard	Highest level of achievement a student can receive. Signifies that the student has a complete understanding of the standard and can successfully and consistently demonstrate that understanding.
Approaching the Standard	Indicates a student is progressing in his/her knowledge of the standard but may not be successfully and consistently demonstrating that knowledge.
Developing Knowledge of the Standard	Indicates a student has a basic understanding of the knowledge and skills related to a particular standard. At this level, a student is building the foundation of knowledge needed that will eventually lead the student to higher levels of achievement.
Feedback	Provides clear, descriptive communication to a student about areas of strength and areas where improvement is needed to help the student progress through the performance levels. Feedback is used to assess student learning for all formative assessments and can take the form of written or verbal feedback.
Reassessment	The ability of a student to redo or retake any summative assessment until reaching the highest performance level for a standard.

Core Beliefs

Our fundamental core belief is that a grade (assessment) should clearly represent what a student knows and is able to do, not the ability of a student to comply with certain expectations. This belief has resulted in certain non-negotiable expectations of all students and staff. These non-negotiable expectations that all students and staff will follow are:

Shared Understandings:

1. Academic grades should not be used to punish non-compliance behaviors (ex: lower score for late work).
2. Students should not be assessed on their journey toward learning. Practice should NEVER be scored or assessed.
3. Homework is practice. Assigning a score or grade to homework distorts grades.
4. Extra credit should NEVER be given. Extra credit inflates grades and does not accurately reflect what a student has learned.
5. **Reassessment** allows students to learn at their own pace.
6. New evidence of learning should always replace old evidence of learning, even if this means a potential lower score replaces a higher score in the gradebook.

Shared Practices:

1. Lateness and noncompliance are behaviors that will be addressed through discipline procedures and reported in areas separate from a student's grades.
2. Using extra credit and late penalties will not be used.
3. **Formative assessments**, homework, practice, and other learning activities may receive **feedback** but will not be scored or assessed.
4. Students are expected to complete all formative assessments, homework, practice, or other learning activities. These activities are critical pieces of a student's learning experience.
5. Only **summative assessments** will be scored based and assigned a **performance level** descriptor. These descriptors will be reported to ProgressBook and weighted toward a student's report card mark.
6. If a student has not **Met the Standard** on a summative assessment, a retake may occur after additional practice has taken place.
7. The reassessment score will replace the previous score.

**Further explanation of boldface words can be found in the Key Ideas section.*

Standards Based Assessment vs. Traditional Grading

Standard Based Assessment	Traditional Grading
<p>Students receive a performance level description (Met the Standard, Approaching the Standard, Developing Knowledge of the Standard) to indicate a student's level of understanding for a particular standard.</p>	<p>Students receive a letter grade (A, B, C, D, F) by averaging the total points earned during a grading period.</p>
<p>Performance levels represent the overall trend of learning for a student. Performance levels are recorded for each individual grade level standard in a course.</p>	<p>Grades are cumulative (a single grade for each course) and may not give an accurate picture of student learning.</p>
<p>Homework and daily assignments are considered formative (practice) and are not factored into a student's performance level. Students receive feedback so that they may improve their knowledge and understanding leading to higher levels of achievement on summative assessments.</p>	<p>Homework and daily assignments are often graded and given points that become part of total points that are averaged at the end of the grading period to assign a letter grade. Students are penalized for doing poorly on homework.</p>
<p>Performance levels are NOT used to punish students and only represent a student's level of mastery. Effort, participation, turning work in on time, and time management are not part of a student's performance level score.</p>	<p>Grades often punish students. A student who turned in an assignment late might receive a low grade based on when the work was turned in rather than the knowledge level of the student.</p>
<p>Rubrics provide clear expectations of what it means for a student to achieve each performance level.</p>	<p>Students are often unsure about how work is graded as each assignment, quiz, or test may be graded differently.</p>

Performance Level Descriptors

Performance Level	Code Shown In ProgressBook and Report Card
Met the Standard	3
Approaching the Standard	2
Developing Knowledge of the Standard	1
Standard Not Assessed (shows in gray on Report Card)	NA

Practice vs. Assessment

Practice

In a standards-based environment, formative assessment is considered practice, is ungraded, and does not become part of a student's overall score or provide official evidence of performance level. Items such as homework are considered formative assessment and should be designed to provide meaningful independent practice, reinforce, and extend learning. As such, homework should never be used to learn material for the first time. Formative assessment is a tool for learning and should never represent the final product of the learning process. In addition, it is often difficult to determine whether homework was completed by the student on his/her own, nor should there ever be any expectation that every piece of homework was completed independently by the student. It is perfectly acceptable that a student receive help on homework. Homework is practice and we rarely practice alone.

Consider the things you have learned to do in your life. You have learned to ride a bike, drive a car, play a sport, learned to cook, or learned specific parts of your job. How many of those things did you do well the first time? The second or third time? How many of those things did you learn without the help of anyone else? How many times did you fail and threaten to quit? What kept you going and growing? Our belief is that failure is not just going to happen, it is expected and can be used to help us grow. Now apply this to student learning. If we allow students to practice and fail, provide specific feedback to promote growth, and not assign failing grades to those practice attempts

(that only serve to punish a student) we can create judgement-free educational environments in which all students can learn.

Assessment

The term “assessment” is used to describe an activity in which a student will receive a score that is reported as a performance level descriptor and reported to ProgressBook and ultimately to a student’s report card. Also known as summative assessments, these activities occur after learning has taken place. Assessments serve to provide students with the opportunity to formally demonstrate what they have learned. Assessments can take many forms including, but not limited to, tests, quizzes, reports, essays, and projects. They also can take both written and verbal form. In short, a student can demonstrate their learning in many different ways and assessment should not be viewed as a one size fits all approach.

Although assessment takes place after practice and the learning process, not all students will be successful in demonstrating the highest level of performance (Met the Standard) on the first attempt. Since this is the goal for all students, any student who falls below this level will be allowed, and expected, to complete a reassessment. These students will have the opportunity to engage in further practice and receive additional instruction and support from their teacher. The student will then have another opportunity to demonstrate their learning through another assessment.

Reassessment Policy

Any student who does not attain a performance level of Met the Standard on their first attempt at an assessment will be required to complete a reassessment. A reassessment is defined as “the ability of a student to redo or retake any summative assessment until reaching the highest performance level for a standard.” Each grade level has a specific set of guidelines and expectations that a student must complete prior to reassessment. However, all grade levels follow these general guidelines:

- A student who does not attain a performance level of Met the Standard on their first attempt must complete a reassessment.
- All students must complete additional practice prior to the reassessment.
- All students will be expected to complete the reassessment in the timeframe determined by their teacher.
- The performance level attained on any reassessment will replace the previous performance level recorded in ProgressBook.

Promotion/Retention Policy

Ohio Revised Code (ORC) 3313.609 prohibits “the promotion of a student to the next grade level if the student has been truant for more than ten percent of the required attendance days of the current school year and has failed two or more of the required

curriculum subject areas in the current grade unless the student's principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.”

During each reporting period (nine weeks), a student is considered to have “passed” the class if he/she reaches a performance level of **Met the Standard** (3) or **Approaching the Standard** (2) in each standard/category as reported on the report card. For classes that do not report specific standards, the student must reach an overall performance level of **Met the Standard** (3) or **Approaching the Standard** (2). A student is considered to have failed a class if he/she has a **Developing Knowledge of the Standard** (1) in any standard/category for that class. A student must pass 2 of 4 reporting periods, including a passing performance level in either the 3rd or 4th reporting period to pass a year-long class.

A student is considered “truant” if he/she is absent for more than 10% of the required attendance day in the school year without a legitimate excuse as defined by the Mapleton Middle School student handbook. A student can be removed from truant status upon successful completion of an Attendance Plan.

A student may be retained in the current grade level if he/she meets the following:

6th grade

Fails 2 or more of the following courses and is truant as defined in this policy:

- ELA 6
- Math 6
- Science 6
- Social Studies 6
- PE 6
- Art 6
- Computer 6
- General Music 6

7th Grade

Fails 2 or more of the following courses and is truant as defined in this policy:

- ELA 7
- Math 7
- Science 7
- World Studies
- PE 7
- Art 7
- Energy and Environment
- Manufacturing Operations

8th Grade

Fails 2 or more of the following courses and is truant as defined in this policy:

- ELA 8
- Math 8 or Algebra I
- Science 8
- U.S. History
- PE 8
- Art 8

- Coding
- Career Explorations

Students who meet the criteria to be retained may be promoted to the next grade level upon successful completion of Mapleton Middle School's summer school program. The student is responsible for any expenses related to the summer school program.

Students may also be promoted in accordance with Mapleton Local Schools' Board of Education policy 7.04 which states "promotion, placement, or retention of students in kindergarten through grade eight (8) will be based on the student's academic progress, mental ability, social and emotional growth, chronological age, testing information, and teacher recommendation. These factors will be carefully weighed by the professional staff and parents."

Frequently Asked Questions

What are the advantages of the change to standards based assessment?

The biggest advantage of standards based assessment is the focus on power standards and daily learning targets that are constantly communicated to parents throughout instruction. Through assessment and reporting teachers, students, and parents are able to clearly see which skills and standards have been mastered and which still need practice. Conversation between teachers and students/parents are centered on what really needs to be learned rather than "how do I get an A?". Studies have shown that by changing the conversation and focus of learning, students learn at a deeper level.

Isn't this just another educational "fad" that will go away in a few years?

Actually, just the opposite is true. Versions of standards based assessment have been around for as long as schools have been around. It wasn't until the 20th century that our traditional version of grading (A-F scale) became the norm. It is true, however, that standards based assessment has started to make a comeback to schools in the last several decades. Many states (Oregon, Kansas, Kentucky, Hawaii to name a few) have made this a statewide shift. In others, including Ohio, it has been a local decision. Examples in Ohio include Keystone Local, Bexley City, Grandview Heights, and Field Local.

Is basing "grades" on standards subjective?

Honestly, all grading has some element of subjectivity. However, grading in a standard based system seeks to eliminate many of the subjective elements of traditional grading. All assessments are designed with the end in mind - what does it mean to meet the standard? This results in the development of clear criteria and distinct levels of understanding. By having specific criteria that are based on a specific state standard it is easier to control many other factors that can influence a grade.

How does my child get an A?

In the standard based system, students do not receive letter grades. Instead, a standard is identified and a student is assigned a performance level based on their demonstrated understanding of the concepts found within that standard at any given point in the school year. Students may progress through the different performance levels with the goal of achieving the highest level of Met the Standard.

Will there still be an honor roll/merit roll?

Yes, Mapleton Middle School will still recognize students for academic achievement. In the standards-based assessment system, students will be recognized using the following categories/criteria:

Distinguished Scholar Roll	Performance level of Met the Standard in all standards/category
High Honor Roll	Performance level of Met the Standard and not more than two performance levels of Approaching the Standard of in any standard/category
Merit Roll	Performance level of Met the Standard and not more than three performance levels of Approaching the Standard in any standard/category

Will students receive a Grade Point Average (GPA)?

No, Mapleton Middle School students will no longer receive a nine weeks GPA. Previously, GPA was used as one of factors to determine academic recognition and athletic eligibility. With the move to standards based assessment, we have eliminated all GPA requirements and put other policies in place that are consistent with standards based assessment practices. However, students who are taking courses for high school credit will still receive a GPA in those course only that will be reflected on their high school transcript and follow all Mapleton High School GPA guidelines and procedures.

What type of academic and intervention support will my child receive?

All students at Mapleton Middle School will continue to receive the same services and support that they have previously received.

How will Standards Based Assessment impact athletic eligibility?

Students in 7th and 8th grade must receive passing marks in at least 4 classes in the previous reporting period for the sports season in which they wish to participate. During each reporting period (nine weeks), a student is considered to have “passed” the class if he/she reaches a performance level of Met the Standard (3) or Approaching the Standard (2) in each standard/category as reported on the report card. For classes that do not report specific standards, the student must reach an overall performance level of Met the Standard (3) or Approaching the Standard (2). A student is considered to have failed a class if he/she has a Developing Knowledge of the Standard (1) in any standard/category for that class. A student must pass 2 of 4 reporting periods, including a passing performance level in either the 3rd or 4th reporting period to pass a year-long class.

How will standards based assessment prepare my child for high school where letter grades are still used?

Mapleton Middle School students and parents will have a clear understanding of the areas in which the students' learning is at or below grade level proficiency. Additionally, the standards based system is designed to help students take responsibility for their own learning. These elements will allow students to enter high school with realistic expectations and goals and with the self-reliance that is needed to achieve at all levels of learning.