



Standards Based Learning at

Southeast Polk

COMMUNITY SCHOOL DISTRICT

what is standards based learning?

Standards-Based Learning at Southeast Polk is...

Clear communication on students' current levels of performance for the standards they are working on in each class.

Accurate, specific, and timely feedback designed to improve student performance.

Indicators to teachers about what instruction a student needs next.



Did You Know? Teachers and leaders at Southeast Polk have been studying Standards Based Learning for several years, in order to become knowledgeable about best practices!

it all begins with...

A clear identification of what students need to know and be able to do as a result of the class.

Elements of knowledge and skill are called standards.

Teams of teachers prioritize the standards students will learn for each class. There are many to learn, and teachers concentrate first on identifying the most important standards.



Did You Know? Teams of teachers at Southeast Polk have met and prioritized standards for core subjects PK-12!



next: creating proficiency scales

- Teams of teachers then create proficiency scales.
- These proficiency scales identify the learning progression for each standard.
- Learning progressions describe how students' understanding of a topic develops over time.
- Proficiency scales are shared with students so it is clear exactly what they must know and be able to do.

Proficiency Scale Example

SCORE 4	Exceeds Standard-In addition to Score 3, the student demonstrates in-depth inferences and applications that go beyond what was taught
SCORE 3	Meets Standard (Consistent evidence, independent) Target Goal (Usually the standard)
SCORE 2	Approaching Standard (Independent) Beginning Goal; the steps to learn to reach Score 3
SCORE 1	Not at Standard (With teacher help, partial success at Score 2)



Did You Know? Teams of teachers at Southeast Polk have met and created proficiency scales for core subjects PK-12!

another way to Look at proficiency scales

This exceeds the goal or target of the standard.



This is the goal or target for the standard.



This is moving towards the goal or target,
but some elements are incomplete or missing.



This does not yet meet the goal or target.



SEP Proficiency Scale Example With Steps at .5 Between Scores

- SCORE 4** Exceeds Standard: In addition to level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
- SCORE 3.5** Meets level 3 and shows some evidence of level 4.
- SCORE 3** Meets Standard: Target Goal (Usually the standard), independent.
- SCORE 2.5** Meets level 2 and shows some evidence of level 3.
- SCORE 2** Approaching Standard: Beginning Goal; steps to reach level 3, independent.
- SCORE 1** Not at Standard: With help, partial success at level 2 and level 3 content.
- SCORE 0** No Evidence: Even with help, no success or no evidence of success.

now it's time for assessments

- ➔ Assessments provide evidence that students are learning the prioritized standards.
- ➔ Teachers use the proficiency scales to create assessment items for each score level.
- ➔ Teachers create common assessments for the same core subjects so that they can examine the results together and share ideas to improve student learning.
- ➔ Students have more than one opportunity to demonstrate their understanding of a prioritized standard.
- ➔ Multiple opportunities to demonstrate learning allow students to continue their journey if they fail to reach mastery on their first attempt.



Did You Know? Teams of PK-12 teachers at Southeast Polk participate in Professional Learning Communities to examine results of common assessments and collaborate to improve student learning!

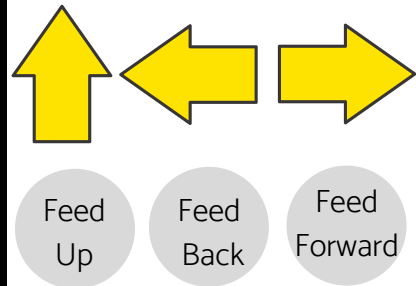
it's all about feedback

We all like to know how we are doing and what we need to do to improve. That's feedback!

- Proficiency scales are shared with students so they know the priority standards they are responsible for learning in each class.
- When proficiency scales are shared with students, they may be written in student friendly language.
- Teachers share daily learning targets with students based on the priority standards. Teachers provide opportunities for students to self-reflect on where they are in their learning (at levels 1-4) on each standard.
- Teachers provide meaningful feedback to students throughout the unit so they know where they are in their learning and what they need to do next to improve.



Effective Feedback



Did You Know? Feedback to students may be written, spoken, modeled by a teacher or another student. It may be tracked by the student over time to demonstrate learning and growth!



wait... what about grades?

- Multiple pieces of evidence per priority standard are included in a grade.
- All tasks and grades are linked to priority standards.
- Students are provided multiple opportunities to demonstrate level 3 learning.
- Students will receive a grade for each priority standard.

Grade		Descriptors
A+	4.0	Exceeds Standard
A	3.5	Meets Level 3 and shows some evidence of Level 4
A	3.0	Meets Standard (Consistent evidence, independent)
B	2.5	Meets Level 2 and shows some evidence of Level 3
C	2.0	Approaching Standard (Independent)
F	1.0	Not at Standard (with help, partial success at score 2.0 content and score 3.0 content)
	0.0	No Evidence (with help, no success and/or evidence of success)



Did You Know? You can learn more and find additional information about letter grade scale and Standards Based Learning and on our website at southeastpolk.org/departments/teaching-and-learning/standards-based-learning