

*“****Standards-Based Grading****, when implemented effectively throughout a school or district* ***requires clearly delineated learning goals, proficiency scales******to measure*** *those learning goals, assessments to determine students’ current status on each learning goal, and report cards that show* ***exactly what students know.****”--Dr. Robert Marzano, Internationally recognized educational researcher and consultant.*

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LPUMS Mission Statement

This is an example of the “umbrella” flow chart that teachers use to organize priority content standards and to determine the learning goals for the proficiency scales they will use to assess student academic progress.

The Luis P. Untalan Middle School community will empower students with the knowledge that will enable them to be **competent**, **productive**, and **responsible** citizens in our society.

### Assessing what a student knows, understands, and is able to demonstrate

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Standards Based Grading

SBG

Parent Guide

Goal #2 of the Guam State Strategic Plan calls for students to be able to successfully progress from one grade level to the other in order to maximize opportunities for all students to graduate from high school. To help address this, LPUMS has made this goal #1 in our School Action Plan focusing on Student Performance: “LPUMS must develop a comprehensive curriculum, instruction and assessment plan to help students achieve proficient levels of the District –wide Assessment (Standards Based Grading).” Untalan Middle School has been a Cohort 1 school, with teachers piloting SBG in select classes since last school year. Our goal is to use SBG in most, if not all of our classes by the end of this school year. Our students are familiar with the “umbrella standards” and the Proficiency Scales. They are encouraged to monitor their academic progress using the Proficiency Scales in their classes.

**Proficiency Scale**

|  |  |
| --- | --- |
| 4 | * The student is able to make inferences, connections, and applications that go beyond what was explicitly taught |
| 3  Target  level | * Complex knowledge and skills the student has learned during the instructional unit * Demonstrates mastery of specific skills by performing or producing something * *The student is able to explain how and why* |
| 2 | * Basic knowledge and skills the student has learned during the instructional unit * Vocabulary knowledge * *The student is able to identify who, what, and when* |
| 1 | * The student requires assistance in order to acquire basic knowledge and skills during the instructional unit * *The student needs help to identify who, what, and when* |

**What is assessed using SBG?**

* Goals and objectives
* Learning targets
* Academic progress
* Proficiency levels

**What is no longer assessed using SBG?**

* Agendas and checklists
* Learning activities
* Behavior
* Points and averages\*

**Why are there still percentages on my child’s report card?**

* \*We are **temporarily** using a chart converting Proficiency Levels into percentage grades

|  |  |
| --- | --- |
| 4.0 | 100% |
| 3.5 | 95% |
| 3.0 | 90% |
| 2.5 | 80% |
| 2.0 | 70% |
| 1.5 | 65% |
| 1.0 | 60% |
| 0 | 50% |

**When will report cards reflect only SBG?**

* GDOE expects to have SBG report cards ready by School Year 2019-2020
* **PowerSchool** and GDOE are in the process of fine-tuning a fully SBG report card that will no longer have percentages, but will report student proficiency levels\*

## Q&A