

Standards Based Learning - SBL

The purpose of standards-based learning is to raise student achievement by clearly communicating students' progress toward learning targets.

Standards-based learning removes extraneous factors and focuses solely on a student's academic achievement.

This system is designed to give students, parents and teachers more information about the student's progress in meeting the level of proficiency required by each standard.

“By comparing one child's performance to a clear standard, parents, children and teachers all know precisely what is expected. Every time a student attempts a task, the performance is compared to the standard, not to other children's performances. The most important advantages for children and families are fairness, clarity, and improved learning.”

Doug Reeves (101 Questions and Answers about Standards, Assessment, and Accountability, 2004)

Standards Based Learning Basics

What is standards-based learning (SBL)?

The goal of SBL is to provide the student, family and teacher with an accurate picture of the student's learning and to encourage a dialogue about how the student can learn the material. In particular, because learning is a process that takes place over time and with experiences, each assessment will provide feedback on what to focus on next. The SBL philosophy focuses on the learning and not simply tallying points to earn a letter grade.

How is SBL different from traditional grading?

SBL utilizes a natural cycle of learning which includes a clearly defined standard, appropriate instruction, low-risk practice, timely and specific feedback, and more practice until the student is ready for the final assessment. SBL provides students, families and teachers with feedback that is: Fair, Accurate, Meaningful, Specific and Timely.

Standards Based Learning Practices

How will this change in grading philosophy impact a child's experience in the classroom?

Students will more clearly understand what they are expected to learn and receive regular feedback on the progress of their learning with regard to established benchmarks. Research demonstrates that the more students are aware of their progress, the more responsibility they take for their own learning. Ultimately, students retain more information at a deeper level which makes skills and knowledge more easily transferable to their chosen path.

Our Timeline

1. Book Studies on Grading Research (2013-16 SY)
2. Dr. Martin sets direction for staff and informs BoE (2015 -16 SY)
3. During PD time staff met in small groups/jigsaw method- discussed various articles/books (2016-17 SY)
4. Visits and teleconferencing with schools already using SBL (2016-18)
5. Staff divided into committees to continue research (2017-18 SY)
6. Began making building wide decisions (2017-18 SY)
7. Pilot SBL in select courses (2017-19)
8. Public & student education (2018-present)
9. Staff teach one SBL course (2019-20)
10. Full implementation (2020-21)

SBL Verbiage

- Incomplete - The student has yet to attempt to demonstrate course standards. (INC)
- Attempting - The student demonstrates unclear or minimal understanding of the standards. (1)
- Approaching - The student demonstrates beginning work toward standard and produces work that shows progress. (2)
- Meeting - Students consistently demonstrate adequate mastery of course standards in familiar contexts. (3)

Current Student Testimonials







- “My motivation to do better in school has really changed knowing now that just because I don’t get something right away, doesn’t mean I’m going to fail.” - Graduating 2021
- “I find SBL beneficial because it prevents me from moving on without mastering or understand the previous concept.” - Graduating 2020
- “I tend to study and put more effort into my school work now to manage my grades, and I check Schoology and Powerschool more often.” - Graduating 2021
- “The feedback I’ve been given in my standards-based courses have been beneficial because they motivate me to better myself and work better in certain areas.” - Graduating 2021
- “The fact that we can’t have any incompletes motivates students to do all of their work.” - Graduating 2021

Alumni Testimonials

- “Standards-based grading was beneficial in giving me more drive in trying to achieve a better grade in English 12 than the normal percentage based grading.” - 2018 Graduate
- “SBL in English 12 helped me understand the problems I am facing in the course and gives me a chance to improve as an individual. It gives anyone a chance to grow.” - 2018 Graduate
- “I found being able to redo work the most helpful part of SBL. Since I could retry parts of the assignment that I did incorrectly, I could better understand what I was learning.” - 2018 graduate
- “I appreciated how SBL had clear objectives. You know what is being asked of you, and what the teacher is looking for.” - 2018 graduate
- “SBL helped me prepare for what a teacher is looking for, and what the objectives of an assignment are. In college, many projects explain both the assignment and the learning objectives. Tailoring the project to focus on the objectives is often the best way to complete an assignment.” - 2018 Graduate

Physical Science 2018-2019

Chilton High School Physical Science Standards

-  I will demonstrate independence through questioning and perseverance.
-  I will develop and use appropriate models.
 - 2.1 Model development
 - 2.2 Model usage
-  I will obtain, evaluate, and communicate information.
 - 3.1 Plan Investigations
 - 3.2 Collect data & Create graphs
-  I will analyze and interpret abstract and quantitative data.
 - 4.1 Perform metric conversions, measurement, and calculations
 - 4.2 Use appropriate units accurately
 - 4.3 Accurately apply information extracted from data sources (graphs, tables, models, etc.)
-  I will construct viable arguments through evidence.
 - 5.1 State the claim
 - 5.2 Cite the evidence
 - 5.3 Explain the Reasoning
-  I will understand and respond to varying audiences, cultures, perspectives, and purposes.
 - 6.1 Summarize
 - 6.2 Research & Communicate to specific audiences

[Example Feedback sheet](#)

[Example Student Standards Tracker](#)

English 12 2018-2019

English 12 Standards

Senior Legacy Project Unit Plan

Sample Grading Spreadsheet

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
1	2.1																
2	Chilton 6 Standard Score	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.7		
9	Standard Score	2	2	3	1	2	2	3	3	2	3	3	2	1	1	2	2
10	Standard	1.1	2.1	2.2	2.3	2.4	3.1	4.1	4.2	4.3	4.4	5.1	5.2	5.3	6.1	6.2	6.3
11	Assignment																
12	Annotations	2		3		2	2		3			3				1	
13	Commonly Confused Words								3								
14	Cover Letters		2		1					2	3		2				
15	Building Compound and Complex Sentences								3								
16	Charting Your Career Path Article																
17	Active and Passive Voice													1		2	2

Student's Overall Grade - This is calculated by taking the average of the six green parent standard scores.

Parent Standard Score - This score is calculated by taking the average of the blue child standard scores associated with this parent.

Child Standard Score - This score reflects how the student has done MOST CONSISTENTLY (the mode) on each given child standard.

Here you will see the assessments listed on the left and the scores the student received on those assessments recorded in the rest of the row. You can also determine which standards were on each assessment by looking at the column the score in which the score was recorded.

Personal Finance

2018-2019

Job Application

Sample Rubric for an assignment

Due: Monday, September 10, 2018 at 11:59 pm

Posted Fri Aug 24, 2018 at 1:16 pm

Criteria	Grading Scale		
	3	2	1
BIT.PF3: Use a career plan to develop personal income potential. Explore job and career options Compare sources of personal income and compensation Analyze factors that affect net income	3 Meeting	2 Approaching	1 Attempting
Standard 3 Demonstrates how to apply for a job properly and securely	3 Application was turned in on time	2 Application was turned in within 24	1 Application was turned in later than due date
Professionalism Communicate Effectively and Respectfully	3 All questions were answered and used proper grammar 0	2 All questions were answered and had 1 or more errors in grammar	1 Errors in grammar and some questions were left blank.
Professionalism Adapt to Change Think Critically and Creatively Work Collaboratively Communicate Effectively and Respectfully Act Responsibly	3 Meeting	2 Approaching	1 Attempting
Professionalism Act Responsibility	3 Application was turned in on time	2 Application was turned in within 24 hours of due date	1 Application was turned in later than 24 hours beyond due date

Overall Standard I am grading.

Sub-standard I am evaluating.

Overall Standard I am grading.

Sub-standard I am evaluating.

Sub-standard I am evaluating.

Personal Finance

2018-2019

So for this assignment, students were graded on Standard 3 and Professionalism (This will now be known as Work Habits.)

Personal Finance Standards

Std 1	Apply strategies to monitor income and expenses, plan for spending and save for future goals.
Std 2	Develop strategies to control and manage credit and debt
Std 3	Use a career plan to develop personal income potential.
Std 4	Implement a diversified investment strategy that is compatible with personal financial goals
Std 5	Apply appropriate and cost-effective risk management strategies.
Std 6	Apply reliable information and systematic decision making to personal financial decisions.
WH	Work Habits Respect and Responsibility

Personal Finance

2018-2019

Sample Standards Tracking In Schoology

Learning Objectives

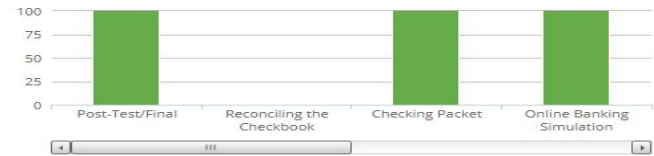
Grade ▾

Progress

BIT.PF1: Apply strategies to monitor income and expenses, plan for spending and save for future goals.

★ 100%

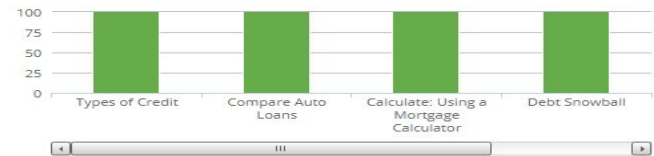
Develop a plan for spending and saving Develop a system for keeping and using financial records Describe how to use different payment methods Apply consumer skills to spending and saving decisions



BIT.PF2: Develop strategies to control and manage credit and debt.

★ 100%

Analyze the costs and benefits of various types of credit Summarize a borrower's rights and responsibilities related to credit reports Apply strategies to avoid or correct debt management problems Summarize major consumer credit laws



BIT.PF5: Apply appropriate and cost-effective risk management strategies.

100%

Identify common types of risks and basic risk management methods Understand Insurance policies Identify necessary insurance coverage versus unnecessary



Professionalism

★ 100%

Adapt to Change Think Critically and Creatively Work Collaboratively Communicate Effectively and Respectfully Act Responsibly

