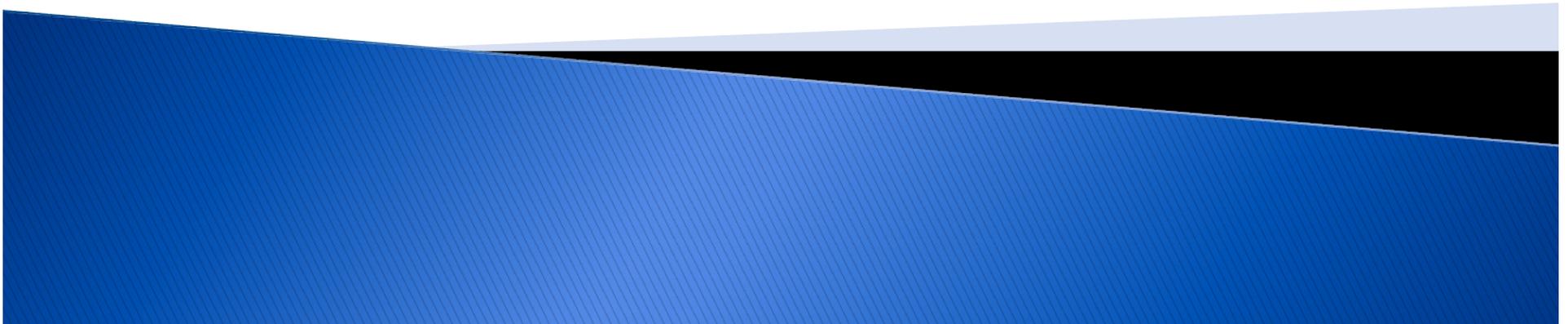


Standards-based Teaching, Assessing, and Reporting

A Report to School Committee December 15, 2011
Lincoln Public Schools Lincoln Massachusetts



Steps Towards Standards-based...

- ▶ **Standards development** 2006-present
- ▶ **Assessment development** 2008-present
- ▶ **Standards-based assessing and scoring** 2009-present
- ▶ **Report card review and development** 2010-present
- ▶ **New report card development & pilot** 2010-present



“The primary purpose for grading... should be to communicate with students and parents about achievement of learning goals...”

~ Susan Brookhart, Grading, 2008.



Professional Work

Teacher Tasks:

- ▶ Refine record-keeping system
- ▶ Align assessments with standards
- ▶ Refine scoring rubrics with a four point scale
- ▶ Agree on grade-level expectations to meet standards in December, March, June
- ▶ Develop or refine formative assessments to support student progress
- ▶ Develop “kid-friendly” learning targets



Parent Education

- ▶ September Curriculum Evening Presentations
- ▶ October Parent Conferences
- ▶ Scored Work Sent Home with Students
- ▶ PTO & PTA Meetings at Lincoln & Hanscom
- ▶ Informal Coffees on Lincoln Campus
- ▶ Boston Parent Meeting in Dorchester 12/8
- ▶ Parents' Guide Brochure with Report Cards
- ▶ Website: www.lincnet.org parent page



From Standards to Scoring and Feedback

Resources on our website: www.lincnet.org

- ▶ ELA Composition Standard for Grade 3
- ▶ Report Card Descriptors for Grade 3:

Composition

Organizes written text to fit purpose

Craft

Chooses a topic and develops ideas with supporting information



Grade 3 Writing Rubric	4 Yes, and!	3 Yes!	2 Yes, but...	1 No!
Topic Sentence	Writer includes a topic sentence which: •Restates the question •References the author and title	• Writer includes a topic sentence, which restates the question	Writer includes a topic sentence but it may not fully restate the question	Writer does not include a topic sentence.
Supporting Details	Writer meets the criteria for a 3 and goes beyond expectations in the following areas: •Uses direct quotes •Effectively uses transition words	• Writer includes supporting details, which provide evidence from the text	Writer includes details but they may not all answer the question or some significant details are omitted	Writer does not include supporting details.
Concluding Statement	Writer includes a concluding statement which: •Sums up the main points •Reiterates the main idea in different words	• Writer includes a concluding statement, which sums up the response	Writer includes a concluding statement but it may not adequately sum up the response	Writer does not include a concluding statement.
Accurate Response		• Writer develops an accurate response, which answers all components of the question	Writer develops a response which may not answer all components of the question.	Writer does not have an accurate response.
Conventions	Writer's use of spelling, punctuation, capitalization and grammar is perfect.	• Writer uses the conventions of spelling, punctuation, capitalization, grammar with very few errors	Writer uses the conventions of spelling, punctuation, capitalization, grammar with errors that interfere with readability	Writer uses the conventions of spelling, punctuation, capitalization, grammar with errors that interfere with readability and meaning

Grade 3 Writing Rubric	3 Yes!
Topic Sentence	<ul style="list-style-type: none"> • Writer includes a topic sentence, which restates the question
Supporting Details	<ul style="list-style-type: none"> • Writer includes supporting details, which provide evidence from the text
Concluding Statement	<ul style="list-style-type: none"> • Writer includes a concluding statement, which sums up the response
Accurate Response	<ul style="list-style-type: none"> • Writer develops an accurate response, which answers all components of the question
Conventions	<ul style="list-style-type: none"> • Writer uses the conventions of spelling, punctuation, capitalization, grammar with very few errors



Gr. 3 Open Response Example

NAME _____

YR _____

Describe how the narrator's life is different from his great-grandpa's life as a boy. Use important information from the story in your paragraph.

The narrator and his great grandpa, had different lives. The grandpa has a funny old car and the boy has a modern car. The grandpa washes the dishes and the boy has a dishwasher. The grandpa has a fountain pen and the boy has an E-mail. The grandpa has a school bag and the boy has a backpack. The grandpa takes a steam train to school and the boy takes an electric subway train to school. Their lives were very different.

What Characterizes a “4”?

In addition to the Score “3” performance, the student’s work demonstrates some of the following characteristics:

- ▶ Understanding of skills and concepts goes beyond what was expected
- ▶ Demonstrates a high level of sophistication on a given skill or concept
- ▶ Consistently demonstrates a thorough in-depth knowledge of basic and extended concepts and skills
- ▶ Applies knowledge to novel situations
- ▶ Is independent in producing high quality performance
- ▶ Pursues own questions, uses own knowledge and then searches for new knowledge



National Common Core Standards

- ❖ New State Standards in ELA and Math
- ❖ Revision of Lincoln Learning Expectations
- ❖ Adjustments of Standards on Report Cards



Grade K-8 Report Card Plans

2011-12

- ▶ Grade K-5 implementation and review
- ▶ Grade 6 pilot of new card; review
- ▶ Grade 7 & 8 new card development

2012-13

- ▶ Grade K-6 final version anticipated
- ▶ Grade 7 & 8 new card “first version”

2013-14

- ▶ Grade 7 & 8 final version anticipated

