

# Standards-Based Assessment Handbook



**PIKE ROAD**  
**ELEMENTARY**

# THE PIKE ROAD WAY

The strength of Pike Road Schools is grounded in our sincere desire to create a culture of intellectual curiosity. We are fearless about doing what is best for our students. We refer to how we do things as “The Pike Road Way.”

**Our Mission:** To create a **culture of intellectual curiosity** where all students have **ownership over their learning** and are inspired to **think, innovate, and create**.

**Our Vision:** Our students are **lifelong learners** who use their knowledge, skills, and influence to make the world a better place.

## What is Standards-based Assessment?

In order to further our mission to help our learners own their learning, we provide an assessment system that communicates to parents **what learners know and are able to do**. A stand-alone grade does not provide information on what the learner needs to do to improve, or how parents can help a child improve. The Pike Road Schools standards-based assessment system provides families and learners with detailed information about progress towards mastering standards.

Standards-based assessment or standards-based grading is a way to assess and report that clearly shows your child’s progress towards specific standards. Standards are outlined learning expectations that children should master in each grade level. These standards are developed from the Alabama State Department of Education Course of Study in the areas of English Language Arts, Mathematics, Social Studies, and Science.

## Why Standards-based Assessment?

Stand-alone grades do not provide enough information about what children know and are able to do, or how to improve. Through standards-based assessment, learners can have meaningful conversations with parents and Lead Learners about what they know. Traditional grades are often final, with no opportunity to improve after the grade has been put in the gradebook. Standards-based assessment allows for learners multiple opportunities to master a standard.

## Summary of Expectations

<b>Tool</b>	<b>Definition</b>	<b>Expectations</b>
<b>Priority Standards</b>	What is going to be explored in a given course	<ul style="list-style-type: none"> <li>• Expect to have access to these standards at the beginning of the school year</li> <li>• Expect to know the pace these standards will be explored</li> </ul>
<b>Proficiency Scales</b>	What success looks like for each topic that is explored	<ul style="list-style-type: none"> <li>• Expect to have access to these at the beginning of the school year</li> <li>• Expect learner's to be assessed in accordance with these scales</li> </ul>
<b>Chalkable</b>	Online Gradebook—where you will see grades for all topics explored	<ul style="list-style-type: none"> <li>• Beginning with the third week of the school year, expect to see updates on a weekly basis in accordance with the pace of the priority standards (above)</li> <li>• Expect to see the overall progress for each course reflected in an average</li> </ul>
<b>Seesaw</b>	Online Portfolio—where you will see what the child has done to show mastery	<ul style="list-style-type: none"> <li>• Expect to see at least 2 items each week that show progress toward mastery of a standard</li> <li>• Expect to see 1 item that matches each priority standard</li> </ul>
<b>Email</b>	Preferred and official means of communication	<ul style="list-style-type: none"> <li>• Expect to receive one email at the beginning of each week with information about what is happening in class for the coming week to include upcoming standards that are being explored and assessed.</li> </ul>

# Communicating Learner Progress

## The Tool

### Kindergarten: Teaching Strategies GOLD

Teaching Strategies GOLD is an authentic, ongoing, observation-based assessment system that helps teachers and administrators assess learning to provide families with valuable information. It is based on 38 research-based objectives for development and learning. These objectives align with the Alabama State Department of Education standards for Kindergarten and early childhood education.

### Communities 1 through 6: Chalkable

Chalkable is the Student Information System for the state of Alabama. All information about students (attendance, discipline, contact information, grades, etc.) can be organized in Chalkable. It is the tool that is being used at Pike Road Elementary School to manage information about our learners. Each parent and their child will have a login that will allow them to see learning progress throughout the year.

Learners will be assessed across the set of prioritized standards on a 1 to 5 scale as illustrated in the [Pike Road Elementary School Grading Rubric](#). Each community has identified the standards they will focus on throughout the year. A copy of these standards is provided by the lead learner.

*SAMPLE REPORT FOR GOLD*

# My Teaching Strategies®

Alano Rodriguez

Class / Grade: Kindergarten

Teacher: Sandra Faria

School / Program: Professional Development Demo Site

Checkpoint 1 (CP1): Fall (first trimester) 2017/2018

Checkpoint 2 (CP2): Winter (second trimester) 2017/2018

Checkpoint 3 (CP3): Spring (third trimester) 2017/2018

Checkpoint 4 (CP4): Summer 2017/2018

E = Exceeding Expectations

M = Meeting Expectations

P = Progressing Toward Expectations

Skills, knowledge, and behaviors

	Social-Emotional	CP1	CP2	CP3	CP4	Assessment Comments
2c	Interacts with peers	P				<p><b>Currently, Alano:</b> Is beginning to initiate, join in, and sustain positive interactions with a small group of two to three children</p> <p><b>Next, Alano will:</b> Initiate, join in, and sustain positive interactions with a small group of two to three children</p>
3b	Solves social problems	M				<p><b>Currently, Alano:</b> Is beginning to resolve social problems through negotiation and compromise</p> <p><b>Next, Alano will:</b> Resolve social problems through negotiation and compromise</p>

## SAMPLE PROGRESS REPORT FOR CHALKABLE

### Progress Report

Section: 210005.001 Algebra I

Periods: 1

Days Met: Everyday

Teacher: Van Egmond, Jeremy

Number: S1350

Grade: 09

Home:

**Bird, Jennifer**

Date	Category	Activity	Score	Comment
08/10/2017	Quantities	N-Q1	3.00/5.00	Scale Diagram Project - The Energy Efficient Home Design Contest 3 - Struggling with placing units consistently in a proportion (8/10)
08/10/2017	The Real Number System	N-RN1	4.00/5.00	Exponent Formation - Group activity
08/12/2017	The Real Number System	N-RN2	5.00/5.00	Worksheet 2.1 Was able to explain their solution to classmates. Nice job, Jennifer!
08/14/2017	Quantities	N-Q2	4.00/5.00	Units Choice game 2 - Needs to practice identifying larger units of measurement. (8/14)
				4 - Accurately identified proper quantities and values in a discussion about measuring trees. (8/16)
08/14/2017	Structure in Expressions	A-SSE1b	4.00/5.00	Manipulating and Explaining Expressions - Block Exercise
08/15/2017	Quantities	N-Q3	4.00/5.00	Scale Diagram Project - The Energy Efficient Home Design Contest
08/16/2017	Creating Equations	A-CED1	4.00/5.00	Translating statements into equations

## The Expectations

All lead learners should have the first standards learners are exploring entered in Chalkable by the end of the third full week of school. Every subsequent week, lead learners will update Chalkable on a weekly basis. Please note: In some cases, lead learners will only update learners that have reassessed on pre-existing standards as learners may not have had enough time to fully explore a new standard.

Lead learners should plan to explore 3-6 standards per subject in each quarter with their learners. The range of the expected number of standards exists due to the fact that some courses of study have more standards, while others have fewer standards. Other factors that affect the variance in this expectation includes holidays, weather days, etc. In any case, each lead learner will communicate the number of standards they will explore each quarter. This information is also located in the PRES Scope and Sequence.

Standards explored are identified in the “Activity” field by the corresponding “Content Standard Identifier” or CSI (i.e RL 5.2 is the CSI for 5th grade standard number 2 in “Reading Literature” group). This title is going to appear both in Chalkable and Seesaw to clearly connect the evidence of *what* the learner is doing to demonstrate mastery and *how* the learner is making progress to that end.

Each standard should be accompanied with the following information to better communicate *how* each learner is doing:

- i) activity/task to demonstrate mastery
- ii) areas of needed improvement (for scores less than 4)
- iii) date(s) of assessment

For each assessment that is entered into Chalkable, learners must have the opportunity to attain the highest value assigned to it. If the learner did not have the opportunity to attain a 5, the assessment should be tracked in Seesaw, but should not be included in Chalkable until the learners can be assessed with the possibility of a 5.

Some standards, such as reading level or comprehension require ongoing assessment and reassessment throughout the year and are assessed based on the level of mastery that is expected at the end of the year. In those cases, a learner may be assessed at a “2” during the second 9 weeks and still be on target to be at mastery level by the end of the school year. Lead learners will inform parents which standards will be assessed in this way at the beginning of the school year.

# Pike Road Elementary School Grading Rubric

Score	What it means	Letter Grade
5	The learner is able to make in-depth inferences and applications with the skill.	A
4.5	In addition to successfully demonstrating a 4, learner is achieving partial success with 5.	A
4	<b>Target goal:</b> Learner exhibits mastery of the standard.	A
3.5	In addition to successfully demonstrating a 3, achieving partial success with 4 (with some errors and/or assistance required).	B
3	Learner exhibits full foundational knowledge of steps, process, definitions, etc.	C
2	Learner exhibits partial foundational knowledge of steps, process, definitions, etc. (with some errors and/or assistance required)	IP*
1	Even with help, no knowledge is demonstrated.	IP*

Scale adapted from *A Handbook for Personalized Competency-based Education* (Marazano)

\*IP stands for "In Progress" which is not a passing grade.

## Calculating Overall Grades

While we aim to put our emphasis on the mastery of each standard, an overall average of the values associated with each standard is provided to obtain an approximate idea of how things are going overall. To calculate overall grades, each score represents progress toward mastery of a given subject and are averaged together. The scale can be interpreted as seen in the *Pike Road Elementary School Grade Scale* (below).

### Pike Road Elementary School Grade Scale

Average	Letter Grade
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4.0 – 5	A
3.5 – 3.9	B
3.0 - 3.4	C
≤ 3.4	IP

## Reassessment

The overall principle of allowing opportunity for reassessment stems from our belief that “failure is embraced as a valuable part of the learning process” and that, even in the real-world, a wide variety of tests/exams are offered more than once for the same individual.

An initial reservation some have towards this model of assessment is that it may accommodate laziness or poor initial efforts, fostering an atmosphere where expectations are lenient. On the contrary, schools who adopt this model see learners rise to the high expectations since they know they will be held accountable to them through the reassessment process. Rather than just getting a grade and moving on as is the practice in traditional assessment systems, learners must achieve at high levels in each course. One way to ensure learners take every attempt at assessment seriously is to have in place a robust process of reassessment that requires time and intentionality on the part of the learner.

The specifics for reassessment may vary between communities (grade levels), but all communities will follow this basic process. Upon receiving feedback from the initial assessment, the learner will know based on the feedback whether they are eligible to request reassessment or they are required to reassess. Once the learner is deemed eligible/required to reassess, a corrective action must occur. For example, the learner may be pulled into a small group or required to meet the lead learner for tutoring. Once the corrective action has occurred, the learner is eligible for reassessment.

Generally, learners have two weeks after the initial assessment to reassess on a given standard. This is due to our not wanting learners and lead learners focusing on multiple standards at the end of the grading period. In some cases, lead learners may deem a standard as one that requires ongoing assessment throughout the year. Such standards are not subject to this two week reassessment window. In either case, the lead learner will communicate ahead of time which category each standard falls into.

To align with our PRES Grading Rubric, learners are expected to demonstrate at least a basic mastery of a standard (“4” or higher). Demonstrating mastery at this level proves there is

enough of a foundation for the learner to build upon moving forward. If a learner earns a score less than “4” for any standard, the process of reassessment will be required to help him/her gain a stronger understanding of the skill. If a learner has earned a score of “4” or higher for any standard, the opportunity for reassessment can still occur by request.

If on a reassessment, the resulting score is lower than that of the original, the original score will remain but lead learners will use this information as valuable insight in supporting the learner in this area in the specific area of struggle represented by the lower score.

Because our focus is on learning, reassessment becomes a natural part of the process as the children understand their journey of learning is ongoing - not limited to a “once and done” methodology as is the more traditional approach. Children learn at different paces and in multiple ways so it is only logical to give them multiple opportunities represent this mastery before making it part of their permanent academic records.

*Note: Learners who have IEPs, 504s or ELL plans may have mandated plans which allow for extended time to meet standards, without penalty. In these cases, learners and lead learners will negotiate an appropriate deadline in advance. If the learner then misses the negotiated deadline, this late work policy takes effect.*

## Remediating Learners

When learners are struggling to master certain content, there are several steps of action that can be pursued to receive support in achieving mastery.

**Resources** are available on class websites/publications of each subject area for learners and parents to explore. This may include digital content such as video tutorials, online practice quizzes/games, and so forth. Other content may also be available to print or sent home physically upon request.

**Remediation** will be provided by lead learners and/or peers in various contexts (i.e. small group, one-on-one, etc.).

**RTI (Response to Instruction)** is a process that combines core instruction and intervention within a multi-tiered system which ensures learners are provided adequate accommodations and interventions to meet learning/behavioral needs in the classroom environment. Intensive intervention is facilitated by the PRES interventionist.

## Accelerating Learners

PRES utilizes several platforms and guidelines that allow learners to pursue and measure mastery of standards of the next grade levels. This process is a cooperative effort among the learner, parents, and lead learners of these respective grade levels. In many cases, accelerating beyond the scope of the current course of study can be facilitated within the structure of the current class. If a learner is determined to be ready to proceed to the next grade level in a given subjects, arrangements will be made through the Acceleration Coordinator.

## Character Learning Targets

Along with the pursuit of mastering academic skills (i.e. standards or “learning targets”), we also aim to cultivate the sorts of soft skills that learners should be exercising. These are specific dispositions that are measured in C1 - C6 at the end of every nine weeks and are identified as “\_\_\_\_\_”. The full list of \_\_\_\_\_ is accessible....or...below... and

## Learner-Driven Digital Portfolios (Seesaw)

### The Tool

Seesaw is the tool we use to share with our parents *what* learners do in CK-C6. In some cases, this is also shared to a wider global audience. Evidence can be uploaded to Seesaw in multiple formats so that the platform is flexible and can be used to share evidence of learning in a variety of ways. Each upload is evidence of a standard or group of standards that have been explored in class. C6 uses Google Classroom as their learner-driven digital portfolio platform and will follow the same parameters below.

### The Expectations

Work uploaded to the learner-driven digital portfolio is grouped into three basic categories: **Wow Work**, **What Now Work**, and **Creative Work**. **Wow Work** is the result of intention, iteration, and full application of learning and is associated with Summative Assessments. **What Now Work** is work that is completed through formative assessments during the learning process. It can be a step along the way to Wow Work or it can be evidence of a stand alone formative assessment. It includes a variety of examples of what learners are doing right now on their journey to fully mastering a standard. Lead Learners should design learning experiences with the expectation that learners will upload at least 2 examples of What Now Work each week and at least 1 example of Wow Work about every two weeks. While the Wow Work will always be documented in the learner-driven digital portfolio, the What Now Work can be documented either in the learner-driven digital portfolio or in some non-digital form.

**Creative Work** is a product that may be created without having been directly affiliated to the exploration of a particular standard. The original work is what learners take pride in enough to include in their portfolio for the purposes of sharing and documentation for the future.

## Curriculum

PRES is proud to offer access to powerful technology in the classroom in every community. With these devices, learners are able to explore and gather information from high-quality platforms and resources in their learning experiences as facilitated by their lead learners. Some of these platforms include GOLD (cross-curricular), EPIC (reading), and Freckle (previously called Front Row) (reading/math), MobyMax (social studies).

Lead learners are also entrusted to curate curriculum using their expertise while also aligning to the passions of what the learners are seeking to explore.

## Parent Resources

### Videos

PRES Assessment Guide presentation [\(English\)](#) [\(Español\)](#) [\(Korean 한국어\)](#)

## Frequently Asked Questions

### *How are assessments reported and recorded?*

All assessments completed for a grade will be recorded in the online gradebook (Chalkable). All other work the learner completes will be compiled either in the online portfolio (Seesaw) or in physical form, such as a folder.

### *How many major/minor assessments will be recorded in the gradebook?*

Priority standards have been identified for each course. Each priority standard will receive one grade. At the end of the course, the scores for the priority standards will be averaged together to reflect the overall progress in that course. For example, if the course has 20 priority standards, 20 grades will be entered into the online gradebook.

### *What percentage of the quarterly grade will the major and minor assessments represent?*

Pike Road Schools uses a running average over the course of the year to determine the final grade. The average each quarter will consist of the scores for all priority standards explored up to that point. For example, if the course has 20 identified priority standards, the first quarter

grade would consist of the average of the first 5 standards. The second quarter grade would consist of the average of the first 10 standards, etc.

***Where/How will parents see work?***

Parents will be able to see their child's work either in the online portfolio as it is uploaded or in their child's backpack as often as physical paper or notebooks are sent home. Notebooks and papers are sent home at different times by different lead learners. Please check with your child's lead learner for specific information.

***How many pieces of student work will be the standard for quarterly grades for parents to see?***

For each priority standard, a parent will see multiple items that show the child's progress on that standard. The recommended number of items is at least two pieces of formative work and one piece of summative work. Formative work includes items and activities that the lead learner will use to determine how well the child grasps a given concept in order to determine how to adjust instruction and learning activities to meet the child's needs. Summative work is work that gives the child the opportunity to show what they know after the lead learner and parent has had the opportunity to work with the child on a given standard. The grade for each standard will be reflected on the summative work. The summative work would be uploaded to the online portfolio and the grade for the summative work would be recorded into the online grade book.

***Does PRES use Common Core standards?***

Learners at PRES use the Alabama College and Career Ready standards (CCRS) which are listed in the Alabama Course of Study and aligned to the Common Core standards.

***What is the relationship between the Chalkable and Seesaw tools?***

Chalkable is an online gradebook. It is a place for lead learners to communicate the grade for each priority standard.

Seesaw is an online portfolio. It is a place for children to collect their work and reflect on their progress and mastery toward each standard.

***What curriculum do you use?***

Often, when people use the word "curriculum", they really mean textbook or program. Curriculum is the course of study, or the standards.

### ***What resources or textbooks do you use?***

We do not use textbooks. Textbooks are outdated the moment they are purchased. Instead, we invest in a variety of resources that better meet the needs of our learners.

We use various digital and physical resources. Lead learners have access to a variety of materials in their classrooms and PRES has subscribed to various online tools and apps as well.

### ***What is a priority standard?***

A priority standard is a standard that has been identified by our lead learners using a research-based approach to determine which standards are most important for a given course of study. While we encounter all standards in a given course, the priority standards are the only standards that will have a grade associated with them.

### ***What is a proficiency scale?***

A proficiency scale is basically a rubric. It is a tool that we have developed to help lead learners and parents better understand the effort or ability that is required to attain a given level of mastery.

## **Glossary**

**Apply knowledge** - learners are able to extend their understanding of information in varying contexts. They are demonstrating this knowledge by ways of synthesizing, critiquing, defending, or creating (among other higher-levels of demonstration) in original and relevant scenarios provided by the lead learner or learners themselves.

**Assessment**-the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of learners.

**Chalkable**- A tool that is utilized statewide for recording demographics, schedules, grading, other data, and producing various reports.

**Content Standard Identifiers** - standards are represented by “Content Standard Identifiers” (i.e. **4-NBT3** is the “content standard identifier” for the 4th-grade math standard “**Using place value to round multi-digit whole numbers to any place**”)

**Learning target** - a student-friendly statement that communicates what the student will be able to do in order to master a standard. Learning targets typically start with the words “I can” and are alternatively referred to as “I can statements.”

**Mastery**- demonstrating complete knowledge and in-depth understanding of a concept or skill.

**Recall knowledge** - learners are able to reproduce information they’ve retained in the same context it was delivered. They are demonstrating this knowledge by ways of organizing, reciting, matching, or labeling (among other basic forms of demonstration) in a prescribed scenario provided by the lead learner.

**Rubric**- a framework listing specific criteria for scoring multiple skills within a project, paper, or other assessment.

**Seesaw** - a learner-driven, digital portfolio that learners maintain in order to show products of learning that illustrate their journey towards mastery of standards and creations they produce.

**Standards** - goals of learning for each subject area and grade level. *A full list of standards for your child’s grade level/subject area can be found on the [Alabama Learning Exchange website](#)*

**Standards-based assessment** - systems of instruction, assessment, and academic reporting that are based on learners demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education

**Student Average**- A value illustrating how much of the subject standards have been fully mastered.

**What Now Work**- formative work. This is work that learners complete while they are exploring a given standard. This work will inform lead learners and parents how the child is doing so that instruction and experience can be adjusted to meet the child’s needs. What Now Work will not be assigned a grade in Chalkable.

**Wow Work** - summative work. This is work that learners complete to show their level of mastery on a given standard. This work will be uploaded to the online portfolio then recorded in the online gradebook.

