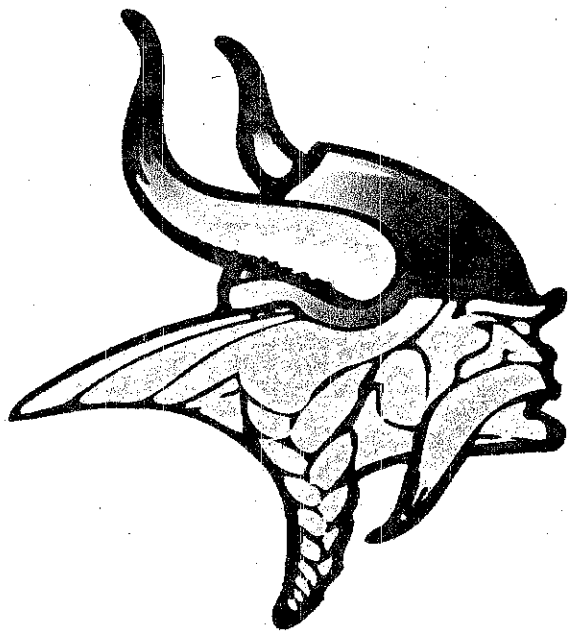
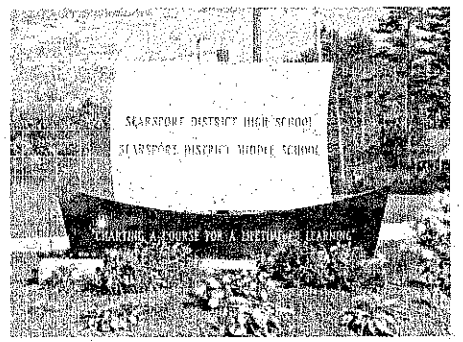
STANDARDS-BASED EDUCATION



Searsport District High School

24 Mortland Road
Searsport, Maine 04975
Principal, Gregg Palmer (gpalmer@msad56.org)

Searsport District High School



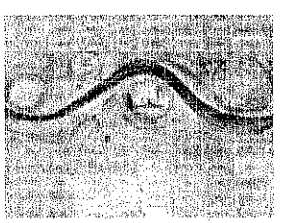
Standards-based Education in Action

CSRD

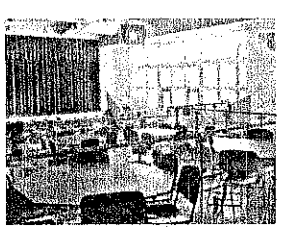
(Comprehensive School Reform Demonstration)

GRANT

1999-2002



* heterogeneity
* advisory
* Personal Learning Plans
* graduation portfolio



Great Maine Schools

2003-2008

- Standards for graduation & elimination of the Carnegie Unit and seat time
  --(class of 2010 forward)
- Standards-based grading & trend analysis
- Interventions
- Common rubrics that underpin the standards

Standards

Standards: an itemized list of learning objectives.

Students will know how to live justly in an unjust world.

Students compute statistics to summarize data sets and use concepts of probability to make predictions and describe the uncertainty inherent in data collection and measurement

- **<u>Traditional</u>: Time is constant; learning is variable.**
- **<u>Standards</u>: Learning is constant; time is variable.**

Which means ...

- All students will meet all standards
- The pressure is shared (students & staff)
- You must have a vigorous intervention system that's directive, timely, and systematic.
- You're no longer ranking (sorting) students

Standards Myths vs. Reality

- Colleges have issues with standards
- None that we can find
- Standards set students up to fail
- Our students have worked harder, put in more time, and are more successful at the end of the day
- Standards are confusing
- Standards should be descriptive and transparent (now try explaining a Carnegie Unit)

I'm convinced, the time has come to bury the old Carnegie Unit [which has based] education in this country ... on seat time, not on learning. And, since the Foundation I now head created this unit of academic measure nearly a century ago, I feel authorized this morning to officially declare it obsolete.

-- Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching

1993

Standards imply that ...

- courses are only one (though a central) delivery vehicle through which standards can be met
- all summative assessments are scored using rubrics that together, for a single standard, measure growth toward mastery on that standard (versus an "average" score of all skills and content in a subject area); a practice called "trend analysis"
- the problem of curriculum is clarified and simplified

Expectations for student learning and both the shelf and viable curriculum become one and are transparent.

NEASC Standard 2.1 – Each curriculum area shall identify those school-wide academic expectations for which it is responsible.

Bringing Standards to Students

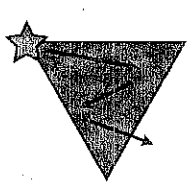
Broad Standards → Standards-Based Syllabi
and frameworks

→ Standards-Based Unit Lesson Plans
From Standards to Success

→ Rubrics

Broad Standard

Students will consistently participate as knowledgeable, reflective, creative, and critical members of literacy communities.



from the Syllabus

Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities. (ELA 09.05)

(framework)

Students will actively participate in small and large group activities and discussion, self-assessment, journal writing, including dialogue and response, web blogging, project presentations and self evaluations.

from the Standards-Based Unit Lesson Plan

I. English Language Arts Standards to be met in this unit:

Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities (9.05)

II. Goals and Objectives
III. Activities
IV. Materials

V. Assessments

- Short Story Quiz
- Reading Strategies Reflection Presentation*
- That Was Then, This Is Now Test
- Friendship Definition Project*

*separate rubric will be given with assignment

from the Reading Strategies Reflection Rubric

	Does Not Meet	Partially Meets the Standard 2.0 or 2.5	Meets the Standard 3.0 or 3.5	Exceeds the Standard 4.0 (4.5 Honors Option)
Students will consistently participate as knowledgeable, reflective, creative, and critical members of literacy communities		Begins to reflect on which strategies were most helpful for comprehension, few to no reasons given	Reflects on which strategies were most helpful for comprehension with detailed reasons given	Reflects on which strategies were most helpful for comprehension with elaborated reasoning and specific examples

NEASC Standard 4.1 - The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.

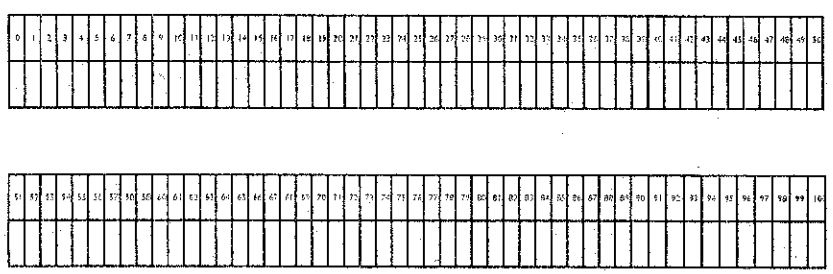
Grading

The Chocolate Rubric

	Does Not Meet	Partially Meets the Standard 2.0 or 2.5	Meets the Standard 3.0 or 3.5	Exceeds the Standard 4.0 (4.5 Honors)
The student will develop a high quality piece of chocolate.		•Chocolate is slightly bitter, is not completely smooth. •Chocolate does not melt easily.	•Chocolate is sweet, creamy and smooth. •Chocolate melts easily.	•Meets plus: •Chocolate blends with other flavors to create a new taste combination.

* 7 cut points versus 101 point scale
* grading purely on academic criteria versus attendance, behavior, work completion, extra credit ...

How do you measure chocolate on a 101 point scale?



How do you measure <u>anything</u> on a 101 point scale?

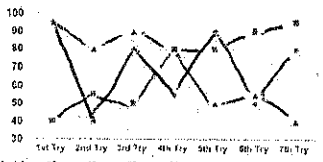
DNM, 2.0, 2.5, 4.0 = 3.0 (2.125)

4.0, 2.5, 2.0, DNM = DNM (2.125)

Standards-Based Report Card

English Language Arts Standards	Mastery
Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non-print media, and speakers	3.0
Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience.	3.5
Students will employ a wide variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.	2.5
Students understand and consistently use the conventions of standard English when writing and speaking.	2.0
Students will consistently participate as knowledgeable, reflective, and critical members of literacy communities.	4.0

Which student would you choose to pick your parachute?



	1st Try	2nd Try	3rd Try	4th Try	5th Try	6th Try	7th Try
Student A	95	40	80	55	90	50	40
Student B	40	55	50	60	50	90	95
Student C	95	60	90	80	50	55	40
Mastery	60	60	60	60	60	60	60

Source: ed.gov (US Department of Education)

Trend Analysis

- Trend analysis cares about where a student's knowledge and ability are at the end of instruction and learning experiences, not if they keep an averaged score above a 70.
- Averaging combines strengths & weaknesses, sometimes hiding each.
- With trending, there is rarely a point at which students can calculate they have no chance and so give up.
- Every report card is really a progress report until the end of the year.

Interventions

Extensive Interventions:
schedule adjustment, school day guided

After school, effort-based interventions:
Guided Study, Block 5, Academies

School day, effort-based interventions:
LAB, academic activity period

Skill-based interventions:
FAME, Numeracy (Agile Mind), Writer's

Advocacy & Support interventions:
advisory, SPED, SAT, project SUCCESS

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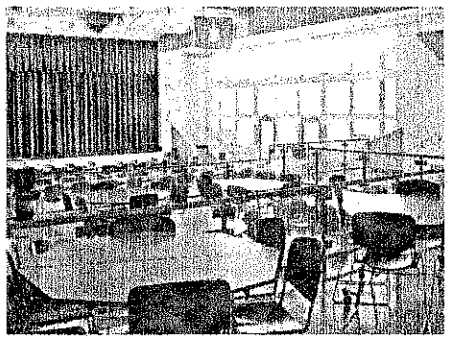

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