

Standards Based Teaching & Learning

Benson Elementary Open House
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What is Standards Based Teaching & Learning?

Instruction, Assessment, and Grading based on students demonstrating **mastery** of the **knowledge and skills** they are expected to learn as identified by the **North Carolina State Standards**

Standards:

JCPS has identified PRIORITY Standards by grade level for English Language Arts and Mathematics. Social Studies and Science are already identified by the state as being ESSENTIAL.

What this means:

- Students will only receive grades on report cards for PRIORITY and ESSENTIAL Standards.
- Supporting Standards are most likely foundational standards and/or embedded in Priority Standards

Grading Indicators

Not Yet (N)

Not yet, even with support, students are not successful in this standard

The student:

- is not able to access the standard.
- may still be acquiring prerequisite skills.

Beginning (B)

Beginning to be proficient in the standard

The student:

- may require additional support, monitoring, and/or assistance.

Progressing (P)

Progressing towards proficiency of the standard

The student:

- is capable of doing a simpler version of the standard.
- is moving toward consistent and independent proficiency of the grade level standard.

Mastery (M)

Mastered proficiency of the standard

The student:

- has mastered all of the learning targets with consistency, accuracy, independence, and quality.
- This can happen at any time in the year.

Proficiency Scales

Teachers have **Proficiency Scales** which break Priority Standards down into Learning Targets.

Proficiency Scales guide teacher instruction, student learning, and goal setting

Learning Targets- break down the standard into skills needed for mastery

Example of a Proficiency Scale

NC.K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.

N	B	P	M
I can count the objects in each category when given objects in a category (each category should have 10 or less objects).	I can sort objects into given categories (size, color, shape).	I can sort objects into given categories (size, color, shape) and count the objects in each category (each category should have 10 or less objects).	I can sort objects into given categories (size, color, shape); count the objects in each category (each category should have 10 or less objects) and organize the categories by number of objects in each group.