Middle School Standards-Based Learning and Reporting
General Timeline

2013-14: Standards Based Grading and Reporting (SBGR) Study
2014-15: K-5 Transition to SBGR
2016-17: 6-8 Transition to SBGR

December 2019
- Surveys sent to gather feedback about Standards-Based Grading and Reporting.
- Participation rates were as follows: 238 middle school parents, 50 middle school staff, 66 9th grade parents, and 113 9th grade students.

January 2020
- Middle School Committee Convenes (Jan 9th, 23rd, 30th)

February 2020
- Committee Update to Board of Education
### Standards-Based Learning and Reporting

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the philosophy behind standards-based learning and grading</td>
<td>51</td>
<td>55</td>
<td>78</td>
<td>87</td>
<td>196</td>
</tr>
<tr>
<td>The report card communicates whether or not grade level standards have been met</td>
<td>76</td>
<td>93</td>
<td>78</td>
<td>66</td>
<td>15</td>
</tr>
<tr>
<td>Through the report card or other means (Seesaw, Teacher Communication, etc) students and families are provided with specific feedback about learning and growth</td>
<td>46</td>
<td>112</td>
<td>88</td>
<td>93</td>
<td>203</td>
</tr>
<tr>
<td>I like the idea of allowing more time to learn when it is needed and allowing for retakes on assessments to ensure mastery</td>
<td>27</td>
<td>41</td>
<td>80</td>
<td>116</td>
<td>15</td>
</tr>
<tr>
<td>I like the idea of separately assessing mastery of academic content and behaviors (ie. Habits of Success)</td>
<td>47</td>
<td>51</td>
<td>100</td>
<td>104</td>
<td>164</td>
</tr>
<tr>
<td>Overall, the report card provides valuable information on a child’s progress</td>
<td>143</td>
<td>129</td>
<td>77</td>
<td>89</td>
<td>29</td>
</tr>
</tbody>
</table>
Preference for Change

- The district should continue its current use of standards-based grading and reporting for all middle school grade levels: 28%
- The district should revise the current report card with more descriptive and detailed feedback/information about learning: 42%
- The district should return to traditional grading (A,B,C,D) starting when students transition to middle school in 6th grade: 62%
- The district should return to traditional grading (A,B,C,D) starting in 8th grade to prepare students for their transition to high school: 23%
Committee Members

Marley Boruszak (Special Education)
Sandrine Chomereau-Lamotte (World Language)
Janet Conlin (Practical Arts)
Maggie Kubiszewski (7th Grade)
Barbara Mastin (8th Grade)
Tom Podnar (8th Grade)
Sharron Richardson (8th Grade)
GOAL 1:
Student Success

Inspire and empower each student to grow socially, emotionally, and academically.

Objective 1.5 Ensure a consistent grading and reporting system that provides clear and meaningful feedback on student progress.
# Grading Scale (alignment with DHS)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
Balancing Good Study Habits & Mastery for Learning

Multiple Attempts at Mastery

We believe...

- that students may need additional opportunities on summative assessments to develop and show mastery of standards.
- that students should make a “good faith effort” on the first assessment.
- that good study habits (completion of formative assessments and engagement in classroom activities) are important preparation for summative assessments.
Standards-Based Learning Philosophy

Assessments (demonstrations of learning) should most heavily impact the overall grade. Practice (i.e., homework or in-class activities) should have less impact on the overall grade; therefore, it will be capped at 20% of the grade.

<table>
<thead>
<tr>
<th>Type</th>
<th>Points Earned/Points Available</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>8/10</td>
<td>80 B-</td>
</tr>
<tr>
<td>Practice</td>
<td>5/5</td>
<td>100 A</td>
</tr>
<tr>
<td>Practice</td>
<td>9/10</td>
<td>90 A-</td>
</tr>
<tr>
<td>Practice</td>
<td>9/10</td>
<td>90 A-</td>
</tr>
<tr>
<td>Practice</td>
<td>5/5</td>
<td>100 A</td>
</tr>
<tr>
<td>Practice</td>
<td>5/5</td>
<td>100 A</td>
</tr>
<tr>
<td>Assessment</td>
<td>29/35</td>
<td>83 B</td>
</tr>
</tbody>
</table>

80/20 Split: 84.5% B

Same Example, but with two missing homework assignments:

<table>
<thead>
<tr>
<th>Type</th>
<th>Points Earned/Points Available</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>0/10</td>
<td>0 F</td>
</tr>
<tr>
<td>Practice</td>
<td>5/5</td>
<td>100 A</td>
</tr>
<tr>
<td>Practice</td>
<td>9/10</td>
<td>90 A-</td>
</tr>
<tr>
<td>Practice</td>
<td>0/10</td>
<td>0 F</td>
</tr>
<tr>
<td>Practice</td>
<td>5/5</td>
<td>100 A</td>
</tr>
<tr>
<td>Practice</td>
<td>5/5</td>
<td>100 A</td>
</tr>
<tr>
<td>Assessment</td>
<td>29/35</td>
<td>83 B</td>
</tr>
</tbody>
</table>

80/20 Split = 75 C
Zeros in the Gradebook

- A zero or asterisk may be used as a placeholder for missing work.
- If work assigned as practice remains incomplete, the zero can remain.
- If an assessment is missing, the progress report will show an “Incomplete” until the work is completed.

<table>
<thead>
<tr>
<th>Type</th>
<th>Points Earned/Points Available</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>8/10</td>
<td>80 B-</td>
</tr>
<tr>
<td>Practice</td>
<td>5/5</td>
<td>100 A</td>
</tr>
<tr>
<td>Practice</td>
<td>9/10</td>
<td>90 A-</td>
</tr>
<tr>
<td>Practice</td>
<td>9/10</td>
<td>90 A-</td>
</tr>
<tr>
<td>Practice</td>
<td>5/5</td>
<td>100 A</td>
</tr>
<tr>
<td>Practice</td>
<td>5/5</td>
<td>100 A</td>
</tr>
<tr>
<td>Assessment</td>
<td>0/35</td>
<td>0 F</td>
</tr>
</tbody>
</table>

80/20 Split: 18.2% F
What will Report Cards look like? TBD

- English Language Arts, Math, Science, Social Studies, World Language, Practical Arts Rotation, and PE will have letter grades.
- Comment Codes will be updated to align with Learning Standards
- Option for teacher to still provide narrative feedback
- Habits of Success reported separately. Minor language changes.

<table>
<thead>
<tr>
<th>6th Grade Math</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter Academic Comments</td>
<td></td>
</tr>
<tr>
<td>Understands the concept of a ratio</td>
<td></td>
</tr>
<tr>
<td>Understands the concept of unit rate</td>
<td></td>
</tr>
<tr>
<td>Understands a rational number as a point on the number line</td>
<td></td>
</tr>
<tr>
<td>Has difficulty converting measurements</td>
<td></td>
</tr>
</tbody>
</table>
Math Programming Feedback

How to be a MATH PERSON:

Step 1: Do math (any type)

Step 2: Be a person

scaffoldedmath.com
Fall 2014-Spring 2017:
Study of De-Tracking and local data, which leads to recommendation to eliminate “Regular” math pathway in 6th Grade.

2017-2018:
Implementation of two math pathways begins in 6th Grade.

2018-2019:
Two Pathways roll up to 7th Grade. Expanded access to Geometry Pathway begins in 6th Grade.

2018-2019:
Math Committee convenes. Recommends adoption of Big Ideas for Grades K through 8. All curriculum maps updated.

2019-2020:
1st Cohort of 8th graders will complete two pathways. Expanded access to Geometry Pathway continues in 7th Grade.

2019-2020:
Articulation with 113, 106 and 112 to align Algebra I course. Math Program Review.
LEADING TO DEERFIELD HIGH SCHOOL 113

ALGEBRA PATHWAY

6
PRE-ALGEBRA
6TH GRADE COMMON CORE STANDARDS AND SOME 7TH GRADE COMMON CORE STANDARDS

7
INTRO TO ALGEBRA
7TH GRADE AND 8TH GRADE COMMON CORE STANDARDS

8
ALGEBRA
ALGEBRA 1 STANDARDS

GEOMETRY PATHWAY

6
INTRO TO ALGEBRA
7TH GRADE COMMON CORE STANDARDS AND 8TH GRADE COMMON CORE STANDARDS

7
ALGEBRA 1
ALGEBRA 1 STANDARDS

8
GEOMETRY
GEOMETRY STANDARDS

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
## Deerfield Public Schools District 109 Pathway for Algebra Mastery

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Options</th>
<th>Pathway Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Algebra 1 or Algebra I Survey</td>
<td>Shows Need for Additional Algebra Mastery</td>
</tr>
<tr>
<td>9</td>
<td>Geometry or Geometry Survey</td>
<td>Shows Proficiency of Algebra Mastery</td>
</tr>
<tr>
<td>10</td>
<td>Algebra II Survey or Algebra II or Algebra II Advanced</td>
<td>Shows Need for Additional Algebra or Geometry Mastery</td>
</tr>
<tr>
<td>11</td>
<td>Pre-Calculus Advanced or AP Stats</td>
<td>Shows Proficiency of Geometry Mastery</td>
</tr>
<tr>
<td>12</td>
<td>College Algebra or Pre-Calculus or Pre-Calculus Advanced</td>
<td>Algebra II Advanced or Algebra II Honors</td>
</tr>
<tr>
<td></td>
<td>Projected from Algebra Pathway</td>
<td>Pre-Calculus Advanced or Pre-Calculus Honors</td>
</tr>
<tr>
<td></td>
<td>Projected from Geometry Pathway</td>
<td>AP Calculus AB or AP Calculus BC or AP Stats</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Calculus BC or Multivariable Calculus and Linear Algebra or AP Stats</td>
</tr>
</tbody>
</table>
Parent and Student Survey Participation

*Administered January 7th-14th, 2020

334 Parent Responses
- 164 Caruso, 170 Shepard
- 137 6th Grade, 119 7th Grade, 78 8th Grade
- 50.9% Algebra Pathway, 40.72% Geometry Pathway, 8.38% Unsure

383 Student Responses
- 217 Caruso, 166 Shepard
- 109 6th Grade, 178 7th Grade, 96 8th Grade
- 46.48% Algebra Pathway, 26.46% Geometry Pathway, 25.07 Unsure
Open-Ended (+)

“I feel this has been the best thing that has ever happened to my child. Had this new program not existed she wouldn’t have had the opportunity to be challenged and start at the high school in Geometry.”

“My child was one of the students who benefitted from broadening the students admitted in the algebra pathway. Not only is she able to keep up despite not having elementary TAP but she is actually working ahead of the pace of the class. All she needed was the opportunity to do it!”

“I hope my 5th grader has the chance for the higher pathway as well. The two tier system has been great!”

Open-Ended (-)

“The current math structure is terrible to be frank. There are students who struggle on a daily basis that are forced to be with students who are above average at least. The two tier program leaves students behind and in the case of my child has destroyed her confidence.”

“I do not support the two levels of math. I feel it does a disservice to children who belong in a regular class as well as those who should be in accelerated.”

“The removal of the TAP program for the top 5% of students has clearly and unequivocally been detrimental for these students.”
I feel that my child has been appropriately challenged by the math work so far this year; I feel that I am being challenged in my math class, but I can still do the work.
Parent and Student Perceptions of Current Placement

- **The current math class seems appropriate**
  - Parents: 52.99%
  - Students: 73.63%

- **Desire for More Challenge**
  - Parents: 30.84%
  - Students: 21.15%

- **Would benefit from an easier math class**
  - Parents: 16.17%
  - Students: 5.22%
Algebra I Midyear Exam:

8th Grade Algebra 1 Score on Midyear Test

Total Number of Students (Canoso and Shepard)

- 0-9.5: 0
- 10-19.5: 3
- 20-29.5: 4
- 30-39.5: 3
- 40-49.5: 6
- 50-59.5: 13
- 60-69.5: 23
- 70-79.5: 45
- 80-89.5: 72
- 90-100: 44

109 Average: 78%  
113 Average: 81%
# 9th Grade Placement Recommendations

<table>
<thead>
<tr>
<th>Course</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I/Algebra I Survey</td>
<td>49%</td>
<td>41%</td>
<td>38%</td>
<td>38%</td>
<td>18%</td>
</tr>
<tr>
<td>Geometry/Geometry Honors</td>
<td>43%</td>
<td>45%</td>
<td>51%</td>
<td>49%</td>
<td>61%</td>
</tr>
<tr>
<td>Algebra II Hon/Adv</td>
<td>8%</td>
<td>13%</td>
<td>12%</td>
<td>14%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Intermediate Teacher Feedback

4th Grade
● Using Pre/Post Tests to create Flexible Grouping by unit
● Students who have mastered grade-level standards receive direct instruction from the Advanced Learning Specialist
● Progressions are utilized to determine content of accelerated instruction

5th Grade
● Some students would continue to benefit from direct instruction of 6th Grade Standards (above grade level). Access could be expanded.

*Big Ideas* provides rigorous & differentiated learning opportunities, and has supported alignment.
Middle School Teacher Discussion 1/15

Middle School Agreements

- Expanding access has been successful for many students.
- There is a cohort of students who would benefit from an alternate math pathway in middle school.

Middle School Items TBD

- **When** the additional pathway is needed and the **criteria** (test scores, parent input, teacher recommendation, etc.) for determining that placement.
Recommendations

- **5th Grade**
  - Maintenance of an Accelerated Pathway with expanded access
  - Develop 4th grade placement recommendations using normed assessment criteria and a district-developed comprehensive assessment
  - Continuation of Instructional Coaching cycles in cooperation with Math Curriculum Specialist

- **6th Grade**
  - Continuation of the two pathways to provide students with every opportunity to access the highest level of math attainment
  - Instructional Coaching cycles to help support student growth before moving to three pathways

- **7th/8th Grade**
  - Creation of a Pre-Algebra pathway that teaches grade-level standards and Algebra I in 9th grade.
  - Continuation of the Algebra by 8th grade and Geometry by 8th grade pathways
  - Develop 7th grade placement recommendations using 6th grade normed assessment criteria and teacher feedback.
DEERFIELD PUBLIC SCHOOLS DISTRICT 109

DISTRICT 109 MATH COURSES
5TH-8TH GRADE LEADING TO DEERFIELD HIGH SCHOOL 113

5
- 5th Grade Common Core Standards and Some 6th Grade Common Core Standards
- 6th Grade Common Core Standards and Some 7th Grade Common Core Standards

6
- 6th Grade Common Core Standards and Some 7th Grade Common Core Standards
- 7th Grade Common Core Standards and 8th Grade Common Core Standards

PRE-ALGEBRA PATHWAY
- 7th Grade Common Core Standards

ALGEBRA PATHWAY
- 7th and 8th Grade Common Core Standards
- Algebra 1

GEOMETRY PATHWAY
- Algebra 1
- Geometry

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
Placement Considerations

Elementary
- 95th percentile on NWEA MAP and 5th grade assessment used for entrance into acceleration of standards at the end of 4th grade.

Middle School
- Triangulation of Data (end of course assessment, NWEA MAP, and teacher recommendation)
- Cross-Teaming
- Mirroring use of Advanced Pathway teacher in both Middle Schools
# Math Placement Criteria

## 4th Grade
- NWEA MAP 95th percentile or above
- Meets or Exceeds on Illinois Assessment of Readiness (IAR)
- District-developed comprehensive assessment of 5th grade (above-level) standards

## 5th Grade
If not already in Geometry Pathway:
- NWEA MAP 95th percentile or above
- Meets or Exceeds on Illinois Assessment of Readiness (IAR)
- Administer an Algebra readiness assessment

## 6th Grade
- Triangulation of Data:
  - End of year assessment
  - Teacher recommendation
  - NWEA MAP

*An Algebra readiness assessment can be administered as needed.
Next Steps: Spring 2020

- Create new curriculum maps for the Pre-Algebra Pathway;
- Finalize assessments for entrance into the pathways;
- Continue practices that support expanded access;
- Ensure teachers are in a position to be successful.