



A Guide to Lakeview Public School Standards Based Learning written for parents and students

Lakeview Public School believes that the purpose of grading is to communicate student achievement. Grades are not about the points students earn, they are about what students learn. All teachers at Lakeview use the same framework for grading practices in their classrooms. The purpose of this document is to explain how those grading practices work.

All courses have an overall final grade that is based on a variety of assessments throughout the year; with more emphasis given to the more recent evidence. Students will complete formative assessments and practice, both of which, does not count toward the grade. The practice is required to take the intermediate assessments (smaller assessment projects, presentations, labs, writings, tests, simulations etc.) and formative assessments (projects, presentations, labs, writings, tests, simulations etc.) and is recorded in the gradebook. Each grading period, there may only be a few grades in the gradebook. The grades are not averages, rather a reflection of the most recent evidence of student learning, and are reported the common rubric below. *(All College Now and all PSEO Courses will only use the SMSU and MN West college grading scale)*

Lakeview's common rubric used for student proficiency in the gradebook.

4 – mastering 100% - A

3.5 – nearly mastering 95% - A-

3 – meeting 90% - B

2.5 – nearly meeting 83% - C

2- developing 70%- D

1-struggling 50% - F

Each course at Lakeview has specific essential outcomes and learning targets that students will need to demonstrate to show their understanding, skills or abilities to earn credit for the course. Each course has standards set by the Minnesota Department of Education. Our teachers unpack the standards into the essential outcomes for each course. Our essential outcomes answer the question: What is it we want our students to know and be able to do at the end of this course? Each essential outcome is broken down into smaller learning targets. Teachers give assessments throughout the year, linked to the essential outcomes and learning targets.

Student reassessment opportunities are allowed in each course, at teacher discretion, as long as formative assessment practice is up to date. In each course, students must submit evidence of relearning and complete the reassessment within the designated time frame.

Overall Idea of Lakeview Standard Based Learning - Our Process

- Create Essential Outcomes for the class.
- Create Learning Targets that align with each Essential Outcome.
- Create 0-4 Rubrics for Learning Targets
- Write assessments for learning targets/units.
- Provide feedback using Formative Assessments.
- Report scores on Learning Targets using the common 0-4 scale.
- Rubric scale scores will be converted to percentage in Synergy to report grade.
- Identify student needs based on scores. Reteaching/Differentiation/Reassess.

Here is an analogy using driver education to help explain and clarify Lakeview Standards Based Learning from the information above.

Explaining Lakeview's Standards Based Learning on how everyone obtains a driver's license:

Driver Education is something familiar to all of us. Lakeview Public Schools will explain how standards based learning works through the course of driver education. (**Driving is the standard** unpacked into essential outcomes and learning targets)

An **essential outcome** for driver education **is your ability to park a car in a variety of situations**. Your instructor will lay out the expectations and provide instruction of this essential outcome by covering the **learning targets, such as parallel parking, angular parking and perpendicular parking**.

Your instructor will teach and assign formative practice in the classroom for each learning target that will not be graded. (For an example: driver education classroom instruction)

That practice is required to take intermediate assessments (smaller projects, quizzes, presentations, labs, writings, simulations etc.) (For example: receiving the drivers permit through practice allows the driver, when prepared, to take the exam and the road test) that provide the students with feedback and progress.

The intermediate assessments are required before you are able to take the comprehensive summative assessment on parking. The summative assessment could be projects, presentations, labs, writings, tests, simulations etc. and is graded in the gradebook. (For example: taking the driver exam and road test)

If you fail your driver exam, which is pass/fail, you may retake the driver exam after more practice. At Lakeview, **you can also retake your summative assessment by showing evidence of practice and relearning.**

People are not issued a driver's license until they prove they are proficient in their driving ability. Lakeview's standards based learning helps to assign grades based on the students' proficiency for all learning standards that are unpacked into essential outcomes, learning targets according to the Minnesota Education Standards.

The State of Minnesota holds the drivers to high standard for driver's performance and Lakeview Schools holds our students to high academic standards based performance.

If you are a student, parent, and/or teacher the driver education analogy will resonate with all the courses offered here at Lakeview Public Schools. This analogy will help us understand we no longer just grade homework or assignments. We are providing instruction to collect student evidence based on their proficiency of the standards, essential outcomes and learning targets.