



LEARNING REQUIRES *TEAMWORK!*

Colorado's Academic Standards are rigorous, and were written for "mastery." Mastery is defined as "the ability to use a skill with facility in multiple contexts." It takes time and LOTS of practice!

Student Role - Complete all assigned work in a timely manner. Benchmark Assessments happen at the end of each unit of study, and they are challenging. Use formative assessments (practice) to help you decide where you need help and support. Be ready to do your very best on summative (final) assessments. You have a lot to learn this year...make EVERY day's work count!

Parent Role - Partner with your child's teachers. Through Parent Bridge, be aware of work that is "below proficient." When you see 1's and 2's, enter into conversations with your child about how they intend to communicate their need for support to teachers. Use the Pacing Guides to stay informed about upcoming unit Benchmark Assessments. Encourage your child to make the most of EVERY day's instruction through engaging in classroom learning opportunities and completing assigned work in a timely manner.

Teacher Role - Each of the Colorado Academic Standards (CAS) are articulated into Grade-Level Expectations (GLE) of concepts and skills. These GLE's have been organized into instructional Pacing Guides for teachers. Teachers work diligently to design instruction that is aligned to the CAS, follows D51 Curriculum, and is, at the same time, responsive to individual student need. Each day's learning is carefully planned, and individual growth toward mastery of content is teachers' ongoing goal.

LEARNING IS OUR GOAL!

One of the most important methods for improving student achievement is feedback.

"In progress" grades on Parent Bridge are one way District 51 middle school teachers provide students with feedback on how they are—or are not—progressing toward mastery of Grade-Level Expectations (GLE), as defined by the Colorado Academic Standards.

A few helpful definitions:

Grade-Level Expectation (GLE):

Knowledge and skills of a standard at each grade level that articulate progress toward high school graduation.

Formative Assessments: "We are practicing!"

These scores provide feedback to teachers and students during the course of learning about the gap between a student's current and desired performance so that action can be taken to close the gap.

*Formative Assessments are **NOT** calculated into a student's overall proficiency rating.*

Summative Assessments: "Show what you know!"

An assessment is considered summative when it is designed to provide information to be used in making judgments about a student's achievement at the end of a period of instruction. (i.e., tests, exams, final drafts, projects, or performances.)

*Summative Assessments **ARE** calculated into a student's overall proficiency rating.*

CURRICULUM

Standards are not the same as lesson plans or curriculum. Standards are the content understandings and abilities that lead a student to success beyond school.

Curriculum is an organized plan of instruction that engages students in mastering the Standards. Individual school districts are responsible for designing curriculum.

Beginning with the 2011-2012 school year, District 51 implemented a Unified Curriculum designed by Content Specialists and Teacher Lead-ers. This new curriculum ensures that all students in the D51 system, K-12, experience instructional content that is aligned to the CAS, and more specifically, to the Grade Level Expectations for their current grade, as detailed by the Standards.

You can view the Pacing Guide for your child's courses by clicking on the appropriate link located at the bottom of their Parent Bridge page, below "in progress" grades.



PARENTS' GUIDE: Standards - Based GRADING & REPORTING



"Grades are not about what the students *earn*; they are about what the students *learn*."

HOW ARE ACADEMIC GRADES DETERMINED?

Standards-based grading is based on the principle that grades should convey how well students have mastered the content and skills outlined in the Colorado Academic Standards. Grades are not about what students earn; they are about what students learn.

COLORADO ACADEMIC STANDARDS (CAS)

State academic standards are the expectations of what students need to know and be able to do.

They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be successful.

State standards are the basis of the annual state assessment, TCAP.

Colorado's Academic Standards were first adopted in phases in the 1990's. In 2008, legislation was passed that required them to be updated. All school districts were required to adopt and implement the new Colorado Academic Standards, as well as Curriculum and Assessments that met or exceeded the new standards, by December, 2011.

MATHEMATICS

- 1) Number Sense, Properties, and Operations
- 2) Patterns, Functions, and Algebraic Structures
- 3) Data Analysis, Statistics, and Probability
- 4) Shape, Dimension, and Geometric Relationships

ENGLISH LANGUAGE ARTS

- 1) Oral Expression & Listening
- 2) Reading for All Purposes
- 3) Writing & Composition
- 4) Research & Reasoning

SOCIAL STUDIES

- 1) History
- 2) Geography
- 3) Economics
- 4) Civics

SCIENCE

- 1) Physical Science
- 2) Life Science
- 3) Earth Systems Science

CHOIR, BAND, & ORCHESTRA

- 1) Expression of Music
- 2) Creation of Music
- 3) Theory of Music
- 4) Aesthetic Valuation of Music

COMPUTERS

- 1) Creativity & Innovation
- 2) Communication & Collaboration
- 3) Research & Information Fluency
- 4) Critical Thinking, Problem-Solving, & Decision Making
- 5) Digital Citizenship
- 6) Technology Operations & Concepts

ART

- 1) Observe & Learn to Comprehend
- 2) Envision & Critique to Reflect
- 3) Invent & Discover to Create
- 4) Relate & Connect to Transfer

PHYSICAL EDUCATION

- 1) Movement Competence & Understanding
- 2) Physical & Personal Wellness
- 3) Emotional & Social Wellness
- 4) Prevention & Risk Management

TECHNOLOGY/ENGINEERING

- 1) The Nature of Technology
- 2) Technology & Society
- 3) Design
- 4) Abilities for a Technological World
- 5) The Designed World

HOW ARE LEARNING BEHAVIOR GRADES DETERMINED?

Additionally, Colorado Academic Standards (CAS) include requirements for districts to embed Post-Secondary Workforce Readiness and 21st Century Skills into students' curriculum.

These skills describe the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and/or the workforce, as well as to compete in the global economy.

Through Learning Behavior grades, D51 middle school students are assessed in each class on the following elements of the Post-Secondary Workforce Readiness skills: **Collaboration, Work Ethic, Civic Responsibility, and Personal Responsibility.**

Proficiency Level DESCRIPTORS

4 **Advanced**
The student **regularly meets, and at times exceeds**, the standards as described by the Grade Level Expectations.

3 **Proficient**
The student **regularly meets** the Standards as described by the Grade Level Expectations.

2 **Partially Proficient**
The student is **beginning to, and occasionally does, meet** the Standards as described by the Grade Level Expectations.

1 **Unsatisfactory**
The student is **not meeting** the Standard as described by the Grade Level Expectations.

IE **Insufficient Evidence**
The student has not provided enough evidence to make a determination of their proficiency as described by the Grade Level Expectations