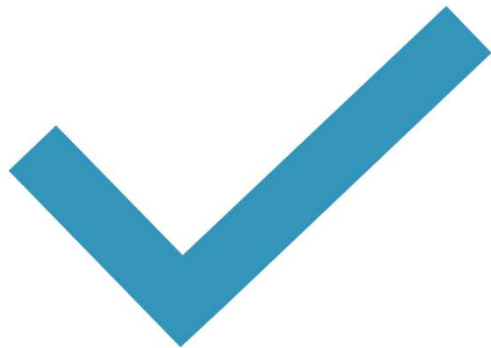

GRADING AND REPORTING UPDATE: *OUR MASTERY LEARNING SYSTEM USING STANDARDS-BASED GRADING*

AMS OPEN HOUSE



SAU 39 MASTERY LEARNING SYSTEM WILL PROVIDE



- Common expectations for students K-12
- More information about your child as learner, allowing for greater partnership between teacher, student and parent to support growth

TRADITIONAL VERSUS STANDARDS-BASED REPORT CARD

Traditional Report Card

Content Area	Score
Mathematics	B

Standards-Based Report Card

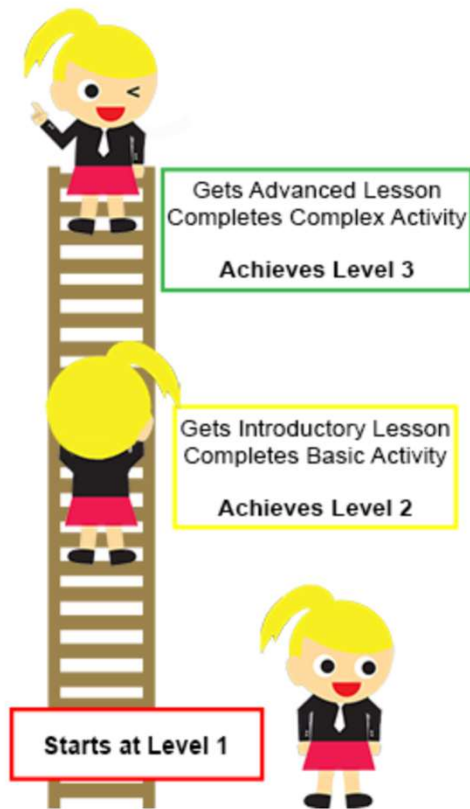
Mathematics	Competency Score
Expressions and Equations	3
Geometry	4
Ratios and Proportional Relationships	3
Statistics	4
Number System	3
Mathematical Practices	2



SCORING SCALE 4 POINT SCALE

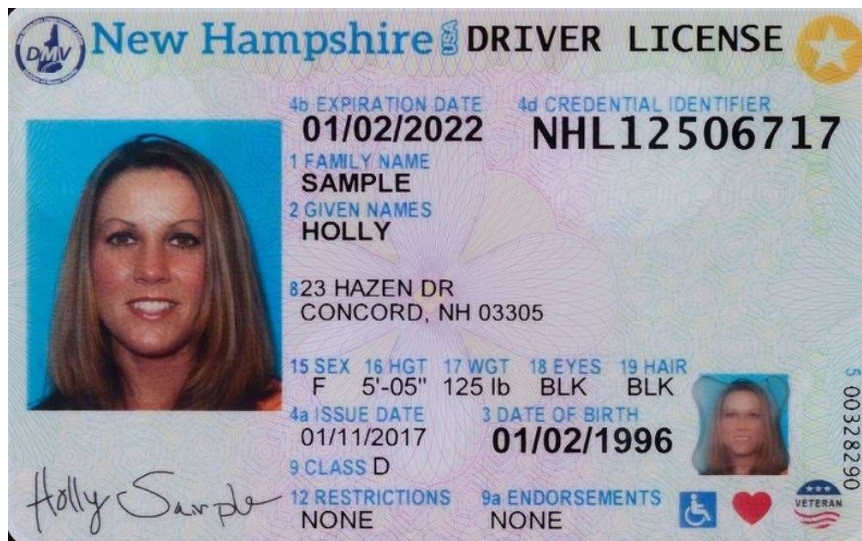
- 4 = Exceeding Beyond Standard
 - 3 = Meeting Standard
 - 2 = Approaching Standard
 - 1 = Beginning Standard
- *Criterion referenced scale in is in relation to how students perform on a standard*

THE LEARNING PROCESS AND SCORING



- When starting a new unit or presenting a new concept, teachers present introductory lessons (*highest score is 2/2*).
- As students progress, they are offered more complex material and tasks. They continue working and learning until they reach the target (3).
- The SAU 39 Mastery Learning System also allows students to go beyond the target (4).

FOCUSING ON LEARNING



- Honoring the learning process
- Not penalizing students for the mistakes they may have made along the way – mistakes are part of the learning process
- Goal is for students to achieve mastery

COMPETENCIES AND STANDARDS

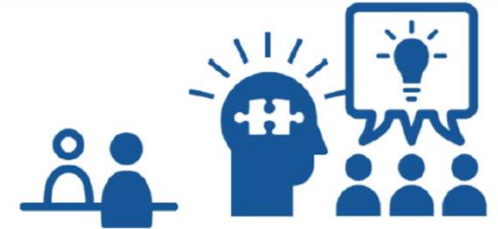
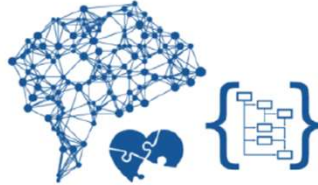
Standards-Based Report Card (*competencies*)

Mathematics (6)	Competency Score
Expressions and Equations	3
Geometry	4
Ratios and Proportional Relationships	3
Statistics	4
Number System	3
Mathematical Practices	2

Standards that make up a competency

- **Geometry (6)**
 - [CCSS.MATH.CONTENT.6.G.A.1](#)
Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems
 - [CCSS.MATH.CONTENT.6.G.A.2](#)
Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
 - [CCSS.MATH.CONTENT.6.G.A.3](#)
Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
 - [CCSS.MATH.CONTENT.6.G.A.4](#)
Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Top 10 Skills



in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

NH WORK STUDY PRACTICES

(HABITS OF WORK)

- Creativity
- Communication
- Collaboration
- Self-Direction

Self-Direction 3-5

An individual's ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluating and collaboratively steering learning towards long-term goals and aspirations.

Students will be able to:

- Reflect on past experiences to identify strengths and potential for growth. **(Self-Awareness)**
- Recognize own role in learning and proactively ask relevant questions. **(Initiative and Ownership)**
- Establish appropriate short-term targets as part of long-term learning goals. **(Goal Setting and Planning)**
- Follow a process identified by teacher or peer to make forward progress towards targets and goals. **(Engaging and Managing)**
- Monitor time, effort, needs, and progress. **(Monitoring and Adapting)**

4 - Extending	3 - Applying	2 - Developing	1 - Emerging
Students will be able to display the above independently .	Students will be able to display the above with limited guidance and support .	Students will be able to display the above with guidance and support .	With support and guidance, students are not yet able to display the above.

Self-Direction 6-8

An individual's ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluating and collaboratively steering learning towards long-term goals and aspirations.

Students will be able to:

- Draw on relevant prior experiences to identify successful learning strategies. **(Self-Awareness)**
- Take responsibility for own learning and pursue new areas of interest. **(Initiative and Ownership)**
- Assess needs, formulate a plan, and identify key steps. **(Goal Setting and Planning)**
- Maintain appropriate pace to meet learning targets. **(Engaging and Managing)**
- Adapt strategies, refine methods, and consider alternative approaches according to progress. **(Monitoring and Adapting)**

4 - Extending	3 - Applying	2 - Developing	1 - Emerging
Students will be able to display the above independently .	Students will be able to display the above with limited guidance and support .	Students will be able to display the above with guidance and support .	With support and guidance, students are not yet able to display the above.

RESOURCES

- One School Street - Mastery Based Learning and Grading
 - <https://oneschoolstreet.org/mastery-based-learning-and-grading/>
- PTA Guides – Grade Level Overviews
 - <https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success>
- Standards
 - <https://www.education.nh.gov/instruction/curriculum/>