

Rochester School District

Competency-Based Learning

Michael Hopkins, Superintendent
Mary Moriarty, Assistant Superintendent

“Students can hit any target that they can see and that stands still for them.”

Richard Stiggins

Sharing Who We Are...

Why?

- Clear learning targets
- Consistency
- Specific feedback
- Competencies driven by national, state, and local standards
- Separates academic achievement from behaviors

Competency-Based Grading

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graph TD; A[Competency-Based Grading] --> B[Grade-Level / Course Competencies Grades]; A --> C[Habits of Engaged Learners Grades];
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**Grade-Level /
Course
Competencies
Grades**

**Habits of
Engaged
Learners
Grades**

Competency-Based Grading

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graph TD; A[Competency-Based Grading] --> B[Grade-Level / Course Competencies Grades];
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**Grade-Level /
Course
Competencies
Grades**

Communicating Student Achievement to Parents

Grade-Level /Course Competencies Grades

**Grades K—3 *PLUS*
Elementary Unified Arts
&
Middle School Exploratory
Unified Arts
Reported As**

**4—12
Reported As**

E

Exceeds
Competent

C

Competent

NYC

Not Yet
Competent

A

Advanced
Competent

B

Beyond
Competent

C

Competent

NYC

Not Yet
Competent
*

*Note: Students at the high school level that do not complete their relearning plans by the end of a semester and summer, receive a grade of F on their transcripts. Students that complete a course with an IWS receive an F on their transcripts.

Student Assessment and Grade Reporting

Formative Assessment

Assessment for Learning

(weighted no more than 25% at the high school level with 10% required from homework and 0% at the elementary/middle levels)

Summative Assessment

Assessment of Learning

(weighted no less than 75% at the high school level and 100% at the elementary/middle levels)

Isolated Skill & Drill Work

Examples:
Yes/No, Complete/Incomplete,
Got It/Didn't Get it, Turned
in/Missing

Tracked on a Checklist, *not* a
grade in Infinite Campus



Scrimmage Time!

Putting the isolated skills & drills
together, this should feel like
practice for the summative.
Provide timely, criterion-
referenced feedback!

Reported out in Infinite
Campus

Game Day!

Game day reporting &
scrimmage practice should
correlate.

Reported out in Infinite
Campus

E / C / NYC / IWS
A / B / C / NYC / IWS

GRADE 5 – MATH COMPETENCY STATEMENTS & PERFORMANCE INDICATORS

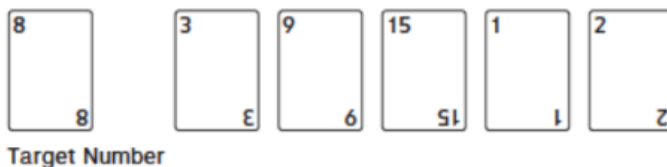
Competency 1: Operations and Algebraic Thinking - Students will demonstrate the ability to compute accurately, make reasonable estimates, understand meanings of operations and use algebraic notation to represent and analyze patterns and relationships.

Performance Indicator(s)	Advanced (in addition to B)	Beyond Competent (in addition to C)	Competent
C1P1a. Students will be able to write and interpret numerical expressions. 5.OA.1	I can accurately solve expressions using positive and negative numbers.	I can accurately use parentheses, brackets or braces in numerical expressions, and solve expressions with these symbols using positive exponents and whole numbers.	I can accurately use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols using whole numbers. <i>For example:</i> $2\{5[12 + 5(500 - 100) + 399]\}$
C1P1b. 5.OA.2	I can accurately write an equation that represents a word problem using a variable to represent the unknown quantity. ie. $s - 34 = 33$; Monica put some staples into an empty stapler. After Monica used 34 staples to make paper chains there were 33 staples left in the stapler.	I can accurately write variable expressions given a specific context. ie. Write an expression for b less than 343. Write an expression for sum of r and 244.	I can accurately write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
C1P12. Students will analyze patterns and relationships. 5.OA.3	I can accurately convert linear graphs to an input/output table.	I can accurately identify a graph that represents a specific function from an input/output table.	I can accurately generate two numerical patterns using two given rules and identify apparent relationships between corresponding terms. I can form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example:</i> given the rule "Add 3" and the starting number 0, and given the rule "add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence and explain informally why this is so.

NYC - inaccurate and/or inconsistent demonstration of the C-level expectation

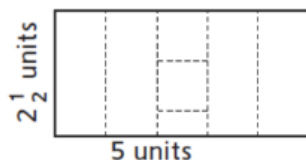
Name: _____ Date: _____ Time: _____

1. Kayla was playing *Name That Number*. She had the cards shown below. Write two different expressions that show how Kayla could play her cards. Use grouping symbols in at least one of the expressions.



(C1PI1a/C, C1PI1b/C)

2. Find the area of the rectangle. Write a number sentence to show your thinking.



Area = _____ square units

(number sentence)

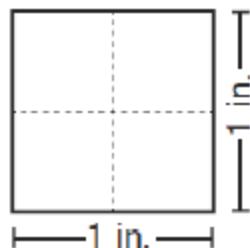
(C2PI4b/C)

GRADE 5 – MATH COMPETENCY STATEMENTS & PERFORMANCE INDICATORS

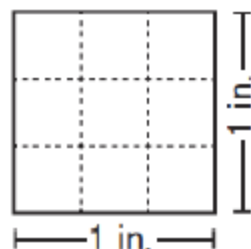
Competency 2: <u>Number and Numeration in Base Ten/Fractions</u> cont..			
Performance Indicator(s)	Advanced (in addition to B)	Beyond Competent (in addition to C)	Competent
C2PI4b. 5.NF.4b	I can accurately multiply fractional side lengths to find areas of rectangles, and represent the product in simplified form.	I can accurately multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas without tiling models.	I can accurately find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. I can multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
C2PI5a. Students will be able to interpret multiplication as scaling (resizing). 5.NF.5 5.NF.5a and 5b	I can accurately solve scaling word problems by drawing a picture. ie. Mrs. Jones teaches in a room that is 60 ft. wide and 40 ft. long. Mr. Thomas teaches in a room that is half as wide, but has the same length. How do the dimensions and area of Mr. Thomas' classroom compare to Mrs. Jones' room. Draw a picture to prove your answer.	I can accurately give examples and explain in writing how products and their factors are related. <i>For example:</i> The product of 225×60 is twice the size of 225×30 because 30 is half the size of 60.	I can accurately compare the size of a product to the size of one factor on the basis of the size of the other factor without performing the indicated multiplication. <i>For example:</i> 20×40 is twice as big as 20×20 .

9.

4 squares with side length $\frac{1}{2}$ inch fit in 1 square inch.

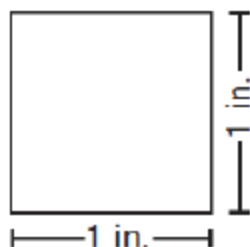


9 squares with side length $\frac{1}{3}$ inch fit in 1 square inch.



How many squares with side length $\frac{1}{4}$ inch will fit into 1 square inch? You may want to draw a picture to help you.

_____ squares



(C2PI4b/C/B)

C Level = model used

B Level = no model used

Grade 5 Unit 1 Written Assessment Parts A & B

	A- Level	B-Level	C-Level	Student Grade
C1PI1a	20, 21	18, 19	1, 3a, 3b, 3c, 3d, 12	
C1PI1b	23	22	1, 16, 17	
C2PI4b	10a, 10b (no model; simplified answer)	9 (no model) 10b (no model)	2, 9 (model), 10b (model)	
C3PI2			4, 5a, 5b, 6, 7, 8	
C3PI3a	15c, 26	24, 25	11, 12, 15a	
C3PI3c		14b	14a, 15b	

Competency-Based Grading

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graph TD; A[Competency-Based Grading] --> B[Habits of Engaged Learners Grades]
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**Habits of
Engaged
Learners
Grades**

Communicating Student Achievement to Parents

**Habits of Engaged Learners
Grades**

**K—12
Reported As**

EE

Exceeds
Expectations

ME

Meets
Expectations

NI

Needs
Improvement

- **Exceeds Expectations (EE)**
 - Student has a positive effect on the learning and school environment and plays an active role in his/her academic success.
- **Meets Expectations (ME)**
 - Student requires support in order to have a positive effect on the learning and school environment and to achieve academic success.
- **Needs Improvement (NI)**
 - Student has a negative effect on the learning and school environment and does not access support to achieve academic success.

Grading

- Grade determination without numbers
- Stretching Infinite Campus to be more competency-based
- Searching for a learning management system

GRADE 5 MATH ~ Overall Progress Report Class Grading Rubric

At the end of each progress reporting period, the student will earn an overall grade for grade 5 math class based on the five math competencies (listed below). The rubric below will be used to derive the overall grade.

Advanced Competency A	Beyond Competent B	Competent C	Not Yet Competent NYC	Insufficient Work Shown IWS
The majority of competency statements are an A <i>and</i> : no Cs no NYCs no IWSs	The majority of competency statements are a B <i>and</i> : no NYCs no IWSs	Student earns: no NYCs no IWSs	Student earns: one or more NYCs no IWSs	Student earns: one or more IWSs

Frequently Asked Questions

Will there still be an honor roll?

YES

Student Recognition

**Academic
(4 – 12)**

- *High Honors*
- *Honors*

**Habits of
Engaged
Learners**

What if my child has an IEP?

- Most students with an IEP are able to meet grade-level expectations.
- When an IEP Team determines that a student is not able to meet grade-level competencies, the Team will determine what the modified competencies should be.
- Parents will receive a grade-level report card ***PLUS*** additional reporting for the modified competencies the student is working towards.

*What happens if my
child has an NYC?*

This learning is so important that we need to work together to bring your child to a competent level.

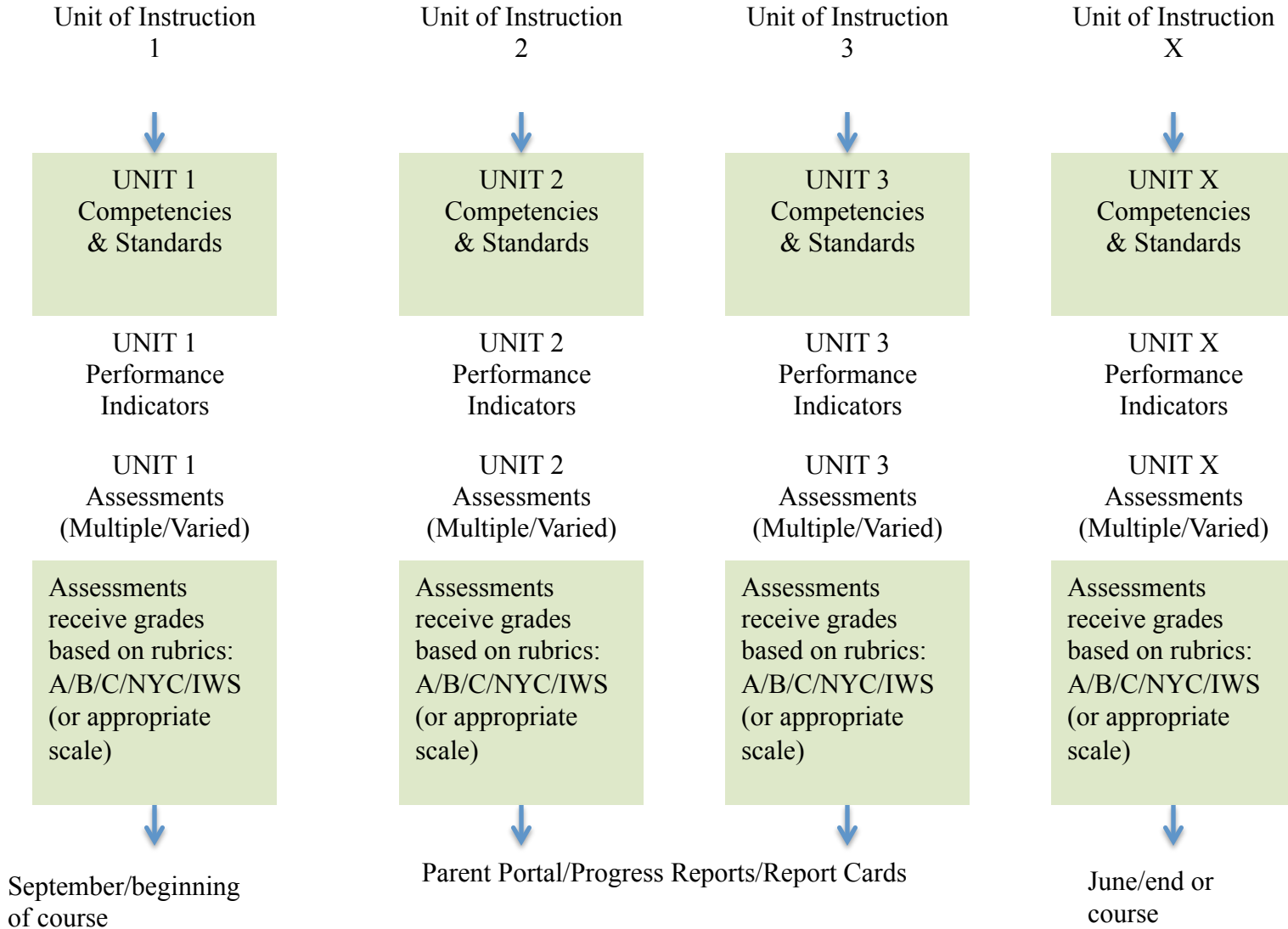
Therefore, your child may need to do one or more of the following:

- **Relearn** and **reassess** with his/her teacher
- Participate in a **competency completion program** such as:
 - A tiered intervention program
 - Before and/or after school tutoring
 - Summer school
 - Online learning opportunity

*Won't most students be NYC
until the end of the year?*

Common Core State Standard Competencies/Course Competencies

**STUDENT ENGAGEMENT AND LEARNING PLAN
ROCHESTER SCHOOLS GRADING PHILOSOPHY**



6th Grade Social Studies Competency Matrix

Journey Across Time Units – Grade 6						
UNIT	Early Humans	Mesopotamia	Egypt	Greece	Rome	Middle Ages
<u>Competency 1:</u> Geography and the Development of Civilization		Six Traits and the Importance of Rivers.	The Importance of the Nile River	Athenian Democracy	Roman Republic	
<u>Competency 2:</u> Conflict and Cooperation	The Importance of Farming			A Letter to Xerxes	Ancient Rome's Story	Feudal and Manorial Systems.
<u>Competency 3:</u> Cultural and Technological Contributions	Technological Advancements	Sumerian Contributions	Egyptian Contributions The Discovery of King Tut	Greek Contributions		

What about college?

- College Meetings
- Students still have a GPA
- Overall Grade and Competency Grades are on Transcript

How did we get here?

- First, High School
 - CBA Coaches, PLCs, Rose Colby
 - Conversation Starter: “D is a coward’s F”
 - High School Grading Philosophy Statement
- Then, K – 8
 - Steering Committee, CBA Coaches
 - Conversation Starter: Gallery walk of K – 12 report cards
 - Adoption RSD Assessment & Grading Philosophy Statement

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

When you go to the doctor which would you prefer?

- Your doctor tells you are a B- .

Or

- Your doctor tells you that your cholesterol levels are normal, but your blood sugar is exceeding normal levels and needs attention.

Who would you race?

- Student A – starts out the season running a five minute mile, practices, practices, gets good coaching and on “game day” runs a five minute mile.
- Student B – starts out the season running a thirteen minute mile, practices, practices, gets good coaching and on “game day” runs a five minute mile.

Policies

- Alternative Credit Options
- Online/Virtual Education
- Promotion
- Homework
- Academic Achievement
- Extended Learning Opportunities

Still Working On...

- Shifting Instructional Practice
- Assessment Literacy
 - Performance Assessments
 - PACE
 - Power of Student Work
- Relearning & Reassessment
- Student Engagement
- Learning Management System

Traditional
State
Assessments

New CCSS
Assessments

Common
Performance
Tasks

Learning
Tasks

Student-
Designed
Projects

CONTINUUM OF ASSESSMENT FOR DEEPER LEARNING

Standardized,
multiple-choice
tests of routine
skills

Standardized
tests with
multiple-choice
and open-ended
items, plus 1-2
day performance
tasks of some
applied
knowledge and
skills

Standard
performance
tasks lasting 1-3
weeks that
include
structured inquiry
and demand
more integrated
skills

Performance
tasks that require
students to carry
out inquiries,
analyze findings,
and revise in
response to
feedback

Longer, deeper
investigations
lasting 2-3
months requiring
students to
initiate, design,
d=conduct,
analyze, revise,
and present their
work in multiple
modalities

Examples: WKSE-
CRT, OAKS

Examples: SBAC
and PARCC

Examples: C-PAS
and SCALE NY

Examples: C-PAS
and SCALE OH

Examples:
Envision Schools,
NY Performance
Standards
Consortium, IB