

Making the Shift – K-9
Communicating Student Learning



Why Shift?

Name : Kurt

Score : 0/4 (F)

Teacher : _____

Date : _____

$$\begin{array}{r} 82 \\ \times 38 \\ \hline 2416 \end{array}$$

$$\begin{array}{r} 65 \\ \times 84 \\ \hline 4220 \end{array}$$

$$\begin{array}{r} 29 \\ \times 23 \\ \hline 427 \end{array}$$

$$\begin{array}{r} 13 \\ \times 67 \\ \hline 621 \end{array}$$

Name : Anthony

Score : 0/4 (F)

Teacher : _____

Date : _____

$$\begin{array}{r} 82 \\ \times 38 \\ \hline 656 \\ + 2460 \\ \hline 902 \end{array}$$

$$\begin{array}{r} 65 \\ \times 84 \\ \hline 260 \\ 520 \\ \hline 780 \end{array}$$

$$\begin{array}{r} 29 \\ \times 23 \\ \hline 87 \\ + 580 \\ \hline 145 \end{array}$$

$$\begin{array}{r} 13 \\ \times 67 \\ \hline 91 \\ 780 \\ \hline 169 \end{array}$$

This section shows the pupil's progress in school subjects in relation to his or her own attitude and ability as perceived by the teacher.

Key: G - Good. N - Satisfactory. X - Capable of improvement

SUBJECT	First Report		Second Report		Third Report	
	Progress	Pupil Effort	Progress	Pupil Effort	Progress	Pupil Effort
Reading	C	N	C+	N	C+	N
Language	C+	G	C+	G	C+	G
Spelling	B	G	B	G	B	G
Arithmetic	C+	N	C+	N	C+	N
Social Studies	C	N	C	N	C	N
Science						

Click to add text

TEACHER'S COMMENT: **FIRST REPORT**

progress to date has been very satisfactory. His work is neat, well-organized and completed on time.

In class and around the school has proven himself to be a helpful, mannerly and reliable individual. I hope he will continue with his good efforts.

TEACHER'S COMMENT: **FIRST REPORT**

Antonio's progress to date has been very satisfactory. His work is neat, well-organized and completed on time.

In class and around the school, Antonio has proven himself to be a helpful, mannerly and reliable individual. I hope he will continue with his good efforts.

- Can the student solve complex problems?
- Does the student work well with others?
- What are the student's strengths?
- What do they need to work on?
- Where are they going to next?

	Jennifer	%	Teresa	%
Formative assessment – pretest	55/60 = 92%		23/60 = 38%	
Oral presentation	24/25	96%	16/25	64%
Research article reflection	20/20	100%	15/20	75%
Quiz #1	29/30	97%	29/30	97%
Synthesizing project	35/40	88%	40/40	100%
Quiz #2	27/30	90%	29/30	97%
Group presentation	22/25	88%	25/25	100%
Summative test	53/60	88%	59/60	98%
		91%		93%

	Jennifer	%	Teresa	%
Formative assessment – pretest	55/60 = 92%		23/60 = 38%	
Oral presentation	24/25	96%	16/25	64%
Research article reflection	20/20	100%	15/20	75%
Quiz #1	29/30	97%	29/30	97%
Synthesizing project	35/40	88%	40/40	100 %
Quiz #2	27/30	90%	29/30	97%
Group presentation	22/25	88%	25/25	100 %
Summative test	53/60	88%	59/60	98%
		91%		93%
		91%		81%

Curriculum - past

Prescribed Learning Outcomes: Biology 11

It is expected that students will:

PROCESSES OF SCIENCE

- A1 demonstrate safe and correct technique for a variety of laboratory procedures
- A2 design an experiment using the scientific method
- A3 interpret data from a variety of text and visual sources

TAXONOMY

- B1 apply the Kingdom system of classification to study the diversity of organisms

EVOLUTION

- C1 describe the process of evolution

ECOLOGY

- D1 analyse the functional inter-relationships of organisms within an ecosystem

MICROBIOLOGY

Viruses

- E1 evaluate the evidence used to classify viruses as living or non-living
- E2 evaluate the effects of viruses on human health

Kingdom Monera

- E3 analyse monerans as a lifeform at the prokaryotic level of organization
- E4 evaluate the effectiveness of various antibiotics, disinfectants, or antiseptics on bacterial cultures

PLANT BIOLOGY

- F1 analyse how the increasing complexity of algae, mosses, and ferns represent an evolutionary continuum of adaptation to a land environment
- F2 analyse how the increasing complexity of gymnosperms and angiosperms contribute to survival in a land environment

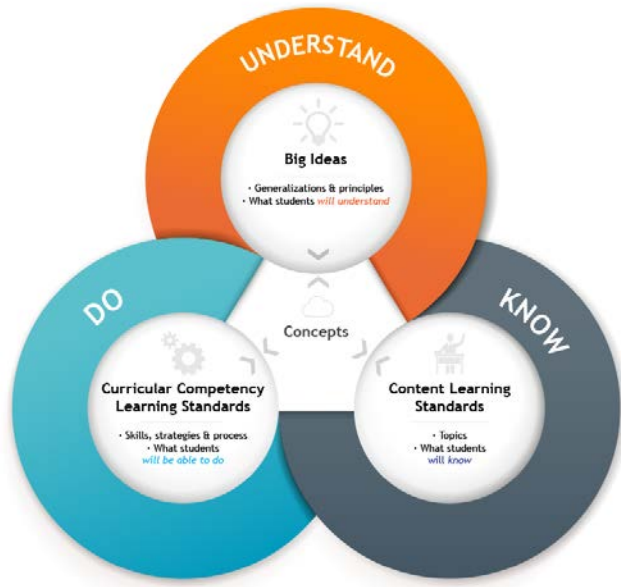
ANIMAL BIOLOGY

- G1 analyse how the increasing complexity of animal phyla represents an evolutionary continuum
- G2 analyse the increasing complexity of the Phylum Porifera and the Phylum Cnidaria
- G3 analyse the increasing complexity of the Phylum Platyhelminthes, the Phylum Nematoda, and the Phylum Annelida
- G4 analyse the increasing complexity of the Phylum Mollusca, the Phylum Echinodermata, and the Phylum Arthropoda
- G5 relate the complexity of the form and function of vertebrates to the evolutionary continuum of animals

“... we must educate in new and different ways if we are to prepare our children for a 21st century world. We can no longer focus education around the acquisition of knowledge - information is too easily accessible with the touch of a screen.”

Jay McTighe – Experienced educator, consultant and author

Curriculum - present



All areas of learning are based on a “Know-Do-Understand” model.

Three elements, **Content (Know)**, **Curricular Competencies (Do)**, and **Big Ideas (Understand)** all work together to support deeper learning.

The Know and Do are Learning Standards. This reflects a **standards-based pedagogy**.

Driving

KNOW (facts)

Rules, signs, signals, vocabulary, etc

DO (skills)

Accelerate, brake, steer, park, turn, etc

UNDERSTAND (conceptual understanding)

How to share the road, decision making, road patterns, how to adjust for weather

From Katie White



Ministry of Education

Area of Learning: SCIENCE

Grade 3

Big Ideas: The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "Understand" component of the Know-Do-Understand model of learning.

BIG IDEAS

Living things are diverse, can be grouped, and interact in their ecosystems.

All matter is made of particles.

Thermal energy can be produced and transferred.

Wind, water, and ice change the shape of the land.

Learning Standards

Curricular Competencies

Students are expected to be able to do

Questioning and predicting

- Demonstrate curiosity and a sense of wonder
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events
- Make predictions based on prior knowledge

Planning and conducting

- Suggest ways to plan and conduct an investigation
- Consider ethical responsibilities when conducting an investigation
- Safely use appropriate tools to make observations and measurements and digital technology as needed
- Make observations about living and non-living things
- Collect simple data

Processing and analyzing data and information

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information
- Sort and classify data and information using drawings or provided tables
- Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends
- Compare results with predictions, suggesting possible reasons for findings

Curricular Competencies: The Curricular Competencies are the skills, strategies, and processes that students develop over time. They reflect the "Do" in the Know-Do-Understand model of learning. While Curricular Competencies are more subject-specific, they are connected with the Core Competencies.

Content

Students are expected to

- biodiversity in the local environment
- the knowledge of energy is needed to do work
- matter is anything that has mass and takes up space
- atoms are building blocks of matter
- sources of thermal energy
- transfer of thermal energy
- major local landforms
- local First Peoples
- observable changes in the local environment caused by erosion and deposition by wind, water, and ice

Content: The Content learning standards – the "Know" of the Know-Do-Understand model of learning – detail the essential topics and knowledge at each grade level.

Student ownership and engagement are achieved when students can articulate:

- What they are learning (Understand, Know & Do)
- How their learning is going relative to Understand, Know and Do
- Explain where they are going next

Students ability to answer these questions is fundamental for good teaching and forms the foundation for assessment.

Does what we report accurately reflect our students' true level of understanding?

“How confident am I that the grades students get in my classroom/school/district are accurate, meaningful, and consistent, and that they support learning?” Ken O'Connor 2007

Do our assessment practices contribute to student confidence, or do they raise anxiety?

“Confidence is about real optimism that develops from a sense that success is possible, even if it's not immediate.” Tom Schimmer

A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, hand-painted appearance with some lighter blue and white speckles around its edges.

What is the
shift in CSL?



Traditional Assessment

- Based on Assessment methods (tests, quizzes, assignments)
- Uses a mix of assessments, participation, achievement, effort. May use penalties or extra credits.
- Calculates a grade on all scores.
- Focus on content.

Standards-based Assessment

- Based on learning standards and proficiency.
- Emphasizes most recent evidence of learning and the trend.
- Content is the vehicle to assess the competencies.



Ministry of Education

Area of Learning: SCIENCE

Grade 3

Big Ideas: The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "Understand" component of the Know-Do-Understand model of learning.

BIG IDEAS

Living things are diverse, can be grouped, and interact in their ecosystems.

All matter is made of particles.

Thermal energy can be produced and transferred.

Wind, water, and ice change the shape of the land.

Learning Standards

Curricular Competencies

Students are expected to be able to do:

Questioning and predicting

- Demonstrate curiosity and a sense of wonder
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events
- Make predictions based on prior knowledge

Planning and conducting

- Suggest ways to plan and conduct an investigation
- Consider ethical responsibilities when conducting an investigation
- Safely use appropriate tools to make observations and measurements and digital technology as needed
- Make observations about living and non-living things
- Collect simple data

Processing and analyzing data and information

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information
- Sort and classify data and information using drawings or provided tables
- Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends
- Compare results with predictions, suggesting possible reasons for findings

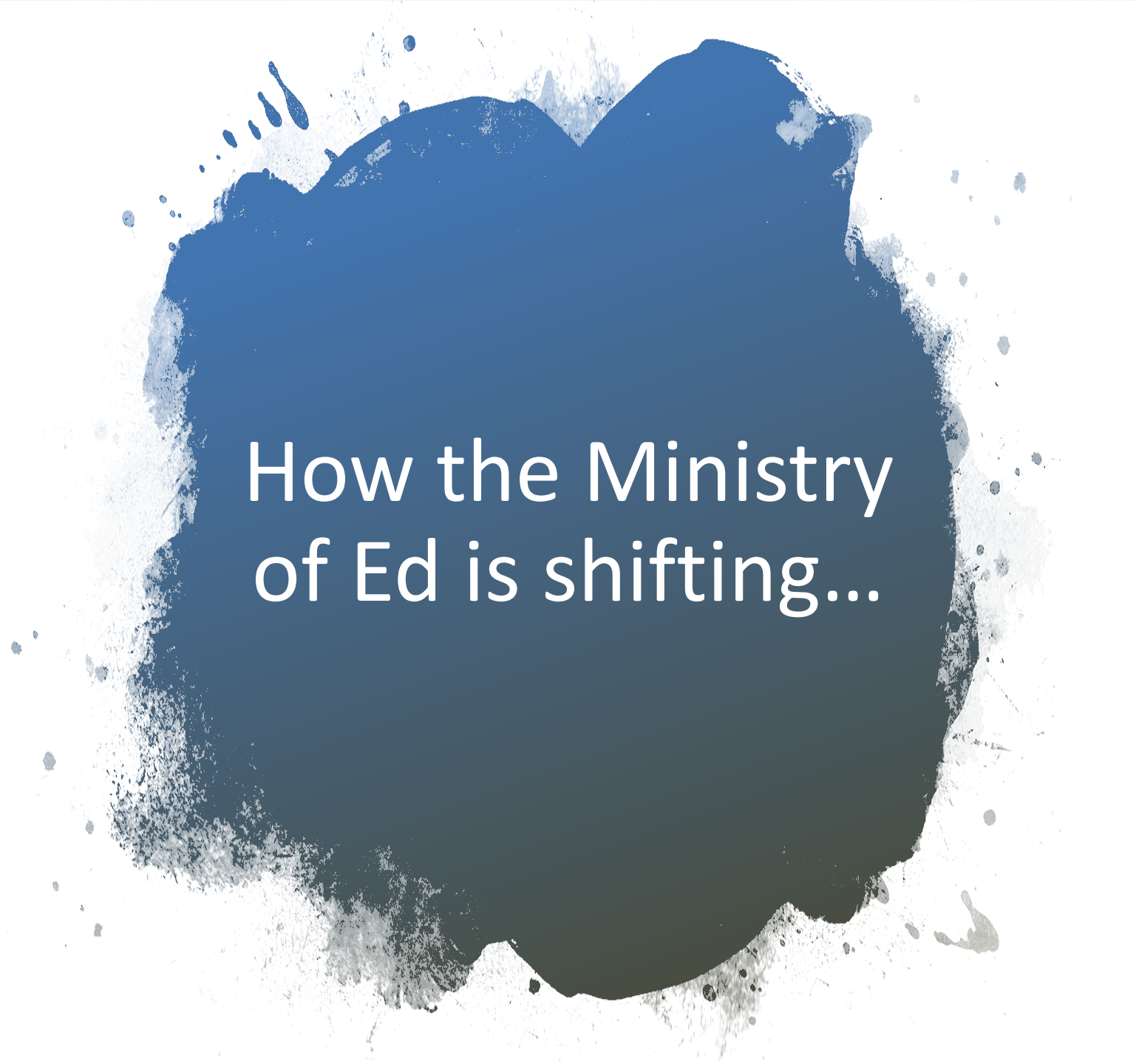
Curricular Competencies: The Curricular Competencies are the skills, strategies, and processes that students develop over time. They reflect the "Do" in the Know-Do-Understand model of learning. While Curricular Competencies are more subject-specific, they are connected with the Core Competencies.

Content

Students are expected to:

- biodiversity in the local environment
- the knowledge of energy is needed to do work
- matter is anything that has mass and takes up space
- atoms are building blocks of matter
- sources of thermal energy
- transfer of thermal energy
- major local landforms
- local First Peoples
- observable changes in the local environment caused by erosion and deposition by wind, water, and ice

Content: The Content learning standards – the "Know" of the Know-Do-Understand model of learning – detail the essential topics and knowledge at each grade level.

A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, hand-painted appearance with some lighter blue and white splatters around its edges.

How the Ministry
of Ed is shifting...

Key shifts in Reporting


- more timely and flexible communication
- descriptive four-point provincial proficiency scale for K-9
- student selected evidence-based reflection during the school year

Key Research Findings



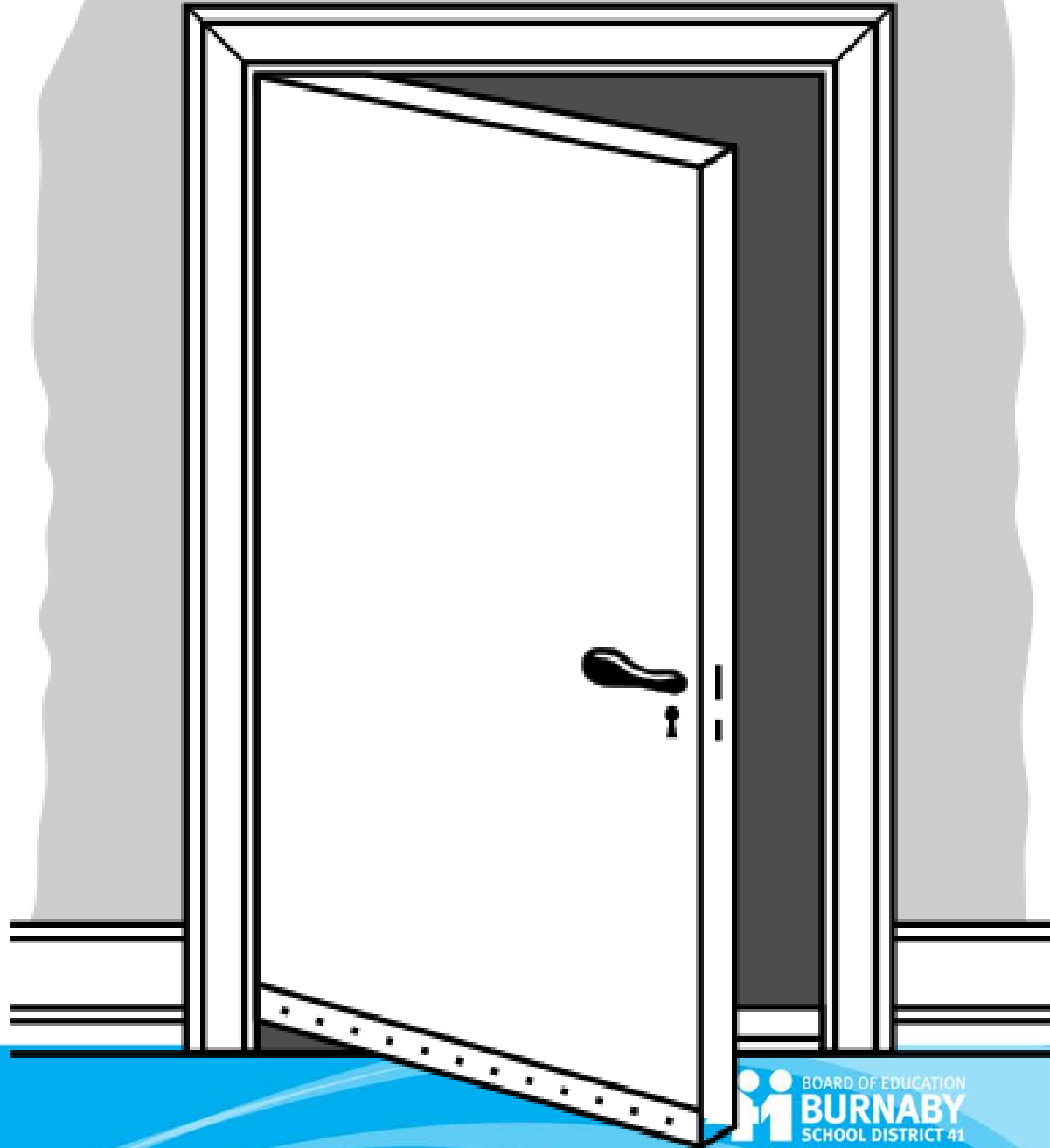
- Frequent communication with parents has a positive impact on student learning, engagement, motivation and effort
- Focus on proficiency (rather than letter grades) leads to improved reliability of assessment results and increased student engagement
- Self and peer assessment improves student performance, confidence, independence and helps to foster positive/productive learning environments

Proficiency scale

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Proficient
“yes or not
yet”

From Katie White



A wide-angle photograph of a vast field of poppies in shades of red and white. The field stretches towards a dense line of evergreen trees under a bright blue sky with wispy white clouds. A large, semi-transparent circular graphic is overlaid on the right side of the image, containing the text.

Extending
“limitless”

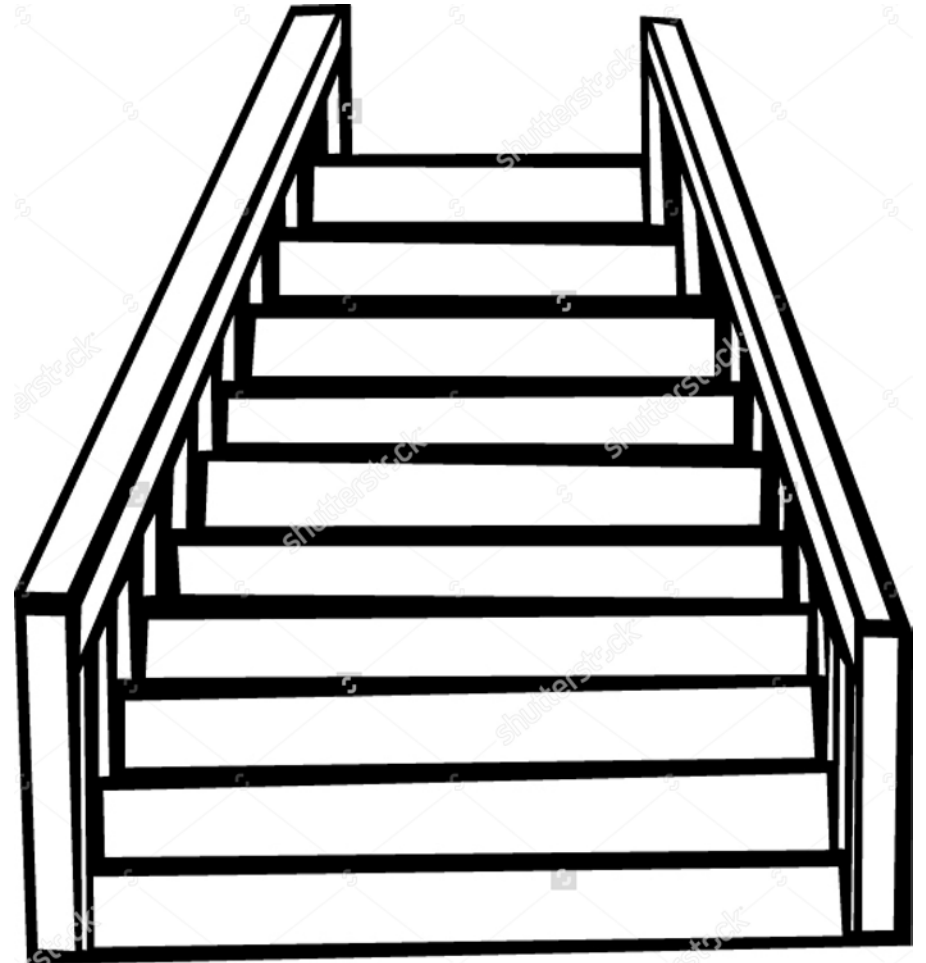
From Katie White



Developing “school”

From Katie White

Emerging “precursor skills”



From Katie White

Continuum of Learning Standards

A CONTINUUM OF LEARNING STANDARDS OF ENGLISH LANGUAGE ARTS				
	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
COMPREHENDING AND CONNECTING ❖ READING AND VIEWING				
Reading a Variety of Text Types:	<p>I can read...</p> <ul style="list-style-type: none"> from one genre/form to another but need assistance identifying a text's genre or I find one genre more easy to read. 	<ul style="list-style-type: none"> from one genre/form to another and can identify a text's genre. 	<ul style="list-style-type: none"> a variety of genres/forms competently and can identify a variety of genres. 	<ul style="list-style-type: none"> comfortably across genres/forms and can show how the genre/form changes from genre to genre or form to form
Reading Ability Across Texts:	<p>I select texts that...</p> <ul style="list-style-type: none"> are easy for me to read 	<ul style="list-style-type: none"> push me to think a bit deeper about a theme/idea and are appropriate for my reading ability. 	<ul style="list-style-type: none"> push me to think deeper about a theme/idea, that challenge my reading ability, allow me to comfortably learn new words/ideas. 	<ul style="list-style-type: none"> challenge my thinking and my reading ability, but I am able to make sense of this text by using my comprehension skills.
Text Detail:	<p>I can notice or understand...</p> <ul style="list-style-type: none"> obvious details in a text. 	<ul style="list-style-type: none"> some details in a text. 	<ul style="list-style-type: none"> important details in a text. 	<ul style="list-style-type: none"> subtle details in a text.
Literary Aspects/Elements:	<p>I can see literary elements in a text and...</p> <ul style="list-style-type: none"> am working towards understanding how they create meaning in a text 	<ul style="list-style-type: none"> recognize how literary elements and devices help create meaning in a text. 	<ul style="list-style-type: none"> show how literary elements, techniques, and devices create meaning in a text 	<ul style="list-style-type: none"> show how literary elements, techniques, and devices create and enhance meaning in a text.
Summarizing:	<p>I can summarize...</p> <ul style="list-style-type: none"> what has happened in a text and am beginning to develop how to explain and support what it means 	<ul style="list-style-type: none"> what has happened in a text, interpret some meaning. 	<ul style="list-style-type: none"> what has happened in a text, interpret what it means, and provide support for this meaning. 	<ul style="list-style-type: none"> what has happened in a text, interpret what it means, provide support for this meaning, and infer across the whole text (illustrate common patterns/theme)

By Denise Ferreira

Student Sample

	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
COMPREHENDING AND CONNECTING ❖ READING AND VIEWING				
Reading a Variety of Text Types:	I can read... <ul style="list-style-type: none"> from one genre/form to another but need assistance identifying a text's genre or I find one genre more easy to read. 	from one genre/form to another and can identify a text's genre.	a variety of genres/forms competently and can identify a variety of genres.	comfortably across genres/forms and can show how the genre/form changes from genre to genre or form to form.
Reading Ability Across Texts:	I select texts that... <ul style="list-style-type: none"> are easy for me to read 	push me to think a bit deeper about a theme/idea and are appropriate for my reading ability.	push me to think deeper about a theme/idea, that challenge my reading ability, allow me to comfortably learn new words/ideas.	challenge my thinking and my reading ability, but I am able to make sense of this text by using my comprehension skills.
Text Detail:	I can notice or understand... <ul style="list-style-type: none"> obvious details in a text. 	some details in a text.	important details in a text.	subtle details in a text. <i>Sept 19</i>
Literary Aspects/Elements:	I can see literary elements in a text and... <ul style="list-style-type: none"> am working towards understanding how they create meaning in a text 	recognize how literary elements and devices help create meaning in a text.	show how literary elements, techniques, and devices create meaning in a text. <i>Sept 19</i>	show how literary elements, techniques, and devices create and enhance meaning in a text.
Summarizing:	I can summarize... <ul style="list-style-type: none"> what has happened in a text and am beginning to develop how to explain and support what it means 	what has happened in a text, interpret some meaning.	what has happened in a text, interpret what it means, and provide support for this meaning.	what has happened in a text, interpret what it means, provide supports for the meaning, and infer across the whole text (illustrate common patterns/theme). <i>Sept 12</i>

Thinking:	I can think... <ul style="list-style-type: none"> within a text (focus on what is happening) and am beginning to understand how to explain and support this thinking. 	within a text (know what is happening) and think about a text (focus on some detail and explain it).	within a text (know what is happening); think about a text (focus on key detail and explain it); and think beyond the text (understand the theme). <i>Sept 21</i>	within a text (understand what is happening); think about a text (focus on key details and know how those details connect to the theme); and think insightfully beyond the text (provide a new way of looking at the text).
Understanding:	I can show... <ul style="list-style-type: none"> a literal understanding of text. 	a competent understanding of the text (beyond the literal level).	a thoughtful understanding of the text, in which I make sense of the purpose in the text.	insightful understanding of the text, in which am able to analyse and explain purpose in the text. <i>Sept 21</i>
Connecting:	I can make... <ul style="list-style-type: none"> text-to-self or text-to-text connections. 	text-to-self, text-to-text, or text-to-world connections.	text-to-self, text-to-text, and/or text-to-world connections that are thoughtful. <i>Oct 12</i>	text-to-self, text-to-text, and text-to-world connections that are insightful.
Synthesizing:	I can synthesize texts... <ul style="list-style-type: none"> by describing things that are similar or different. 	clearly and support my thinking using evidence in the text.	thoughtfully and illustrate connections in regards to theme on the text. <i>Oct 12</i>	insightfully and illustrate connections in regards to purpose in the text.
Recognizing First Peoples' Perspectives:	I can recognize... <ul style="list-style-type: none"> First Peoples' perspectives in First Peoples' stories/narratives/oral tradition 	the role of story/narrative/oral tradition in First Peoples' perspectives	the role of story/narrative/oral tradition in First Peoples' perspectives/values/points of view.	and appreciate the role of story/narrative/oral tradition in First Peoples' perspectives/values/points of view.
❖ LISTENING				
Listening:	I can listen and... <ul style="list-style-type: none"> am still working on being more attentive to what is being said/the information. 	can show that I understand the information.	can focus on the information, and understand what has been said.	can apply the information so that I am learning and improving my understanding and/or skills.

By Denise Ferreira

Student Sample


These skills include my ability to: <ul style="list-style-type: none">*think critically*acquire and interpret information*develop and generate ideas*analyze and critique*draw connections between and across text*question, explain/recount and reflect*make sense of relationships and cultural contexts*make sense of personal values and choices*understand human well-being*value diversity in perspective and thinking
Overall Understanding of what happens in a text I can... acquire and interpret information - analyze and critique
I'd like to be able to... find deeper meaning within the text (read between the lines)
Text Detail and Literary Tools I can... analyze and critique
I want to... grow my knowledge of literary devices and be able to point out more of them.
Character Development I can... make sense of relationships and cultural contexts
I should... question the purpose each relationship the protagonist has.
Synthesis of Text/Ideas I can... draw connections between and across text
I should work towards... how the text reflect on human well-being

Mechanics (grammar and punctuation) I can... edit my work
I've noticed... that I need to challenge myself in using punctuation that is not used as often (ie/semi-colons)
Tone and Awareness of Audience I can... understand who the text is targetting (the audience)
I will try... to see how it may apply to different groups of people that may not have been intended.
Key strengths: <ul style="list-style-type: none">• expressing my opinions / asking questions in class.• structuring my thinking into written forms.
Key Areas for Development: improve vocabulary and variation in sentence structure getting things in on time
Plan for Growth: Incorporating the words of day into my writing Plan wisely / Prioritize letter Grade I would give myself: A

By Denise Ferreira

Video...

- <https://www.youtube.com/watch?v=M1CHPnZfFmU>



How is CSL
shifting in
Burnaby?

The district offered opportunities for school teams to work together at the school level to explore a variety of methods for documenting knowledge, skills and attitudes (and helping our students to document their learning) Sharon Jeroski facilitated the school conversations and discussed the myriad of opportunities and possibilities around Communicating Student Learning.





Tom Schimmer is an education author, speaker, and consultant from BC.

This year, Burnaby is running a learning series with Tom focusing on Standards-Based Learning and how to make summative assessment meaningful.

We are moving from “teach, teach, teach, teach, then monumental assessment” to continual assessment which gather’s precise information to guide our practice and allow us to individualize our instruction.

CORE COMPETENCIES

C

Communication

1. Share and develop ideas
2. Choose, integrate, and present information
3. Work together to plan, carry out, and review tasks and activities
4. Describe/reflect and reflect on experiences and what one can do

T

Creative Thinking

1. Novelty and value
2. Generating ideas
3. Developing ideas

T

Critical Thinking

1. Analyze and critique
2. Question and investigate
3. Develop and design

PS

Positive Personal & Cultural Identity

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

PS

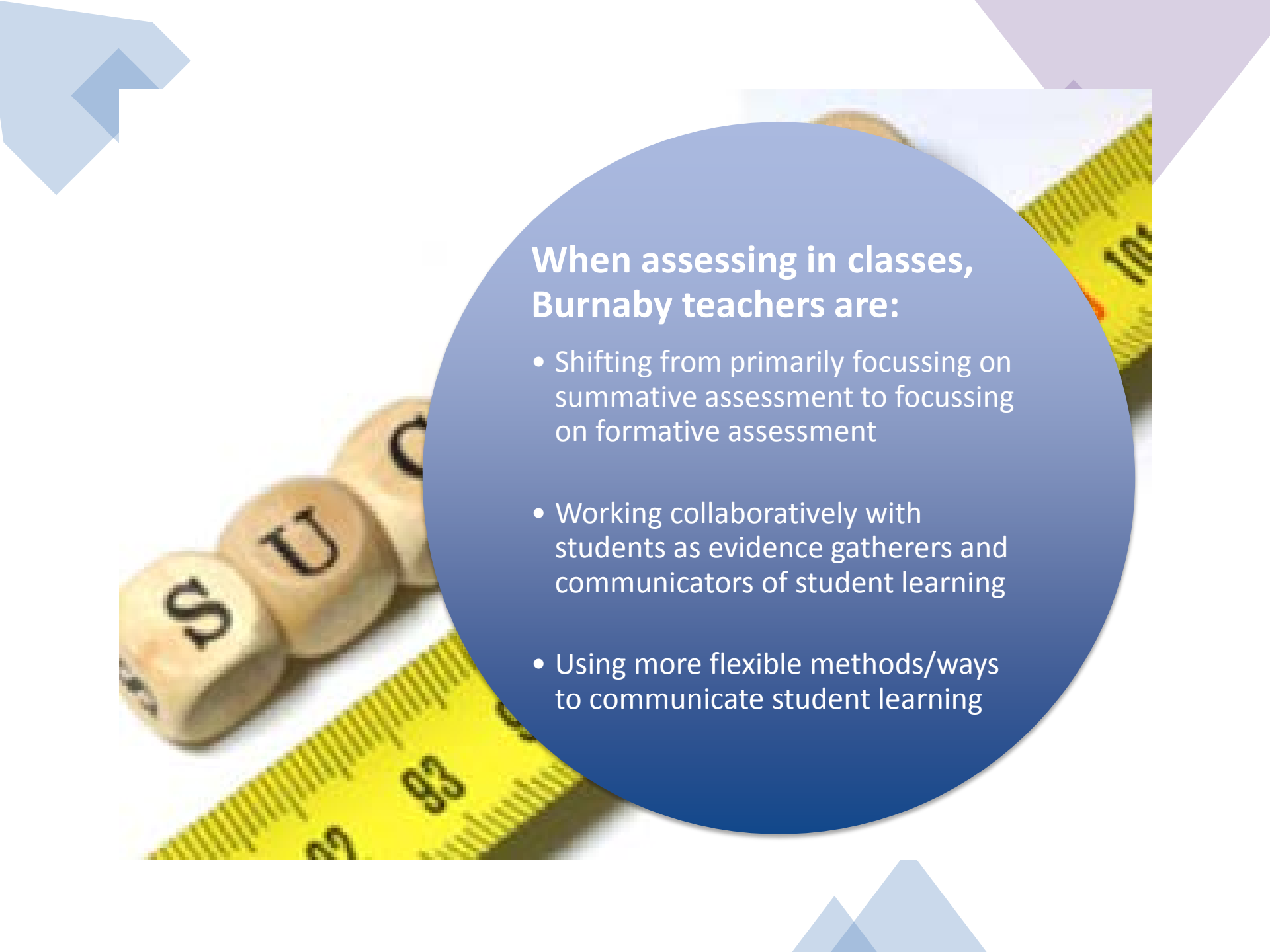
Social Responsibility

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building relationships

PS

Personal Awareness & Responsibility

1. Self-determination
2. Self-regulation
3. Well-being



When assessing in classes, Burnaby teachers are:

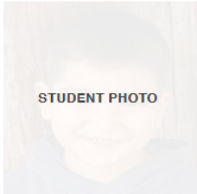
- Shifting from primarily focussing on summative assessment to focussing on formative assessment
- Working collaboratively with students as evidence gatherers and communicators of student learning
- Using more flexible methods/ways to communicate student learning

Options in Burnaby

BOARD OF EDUCATION BURNABY SCHOOL DISTRICT 41

Communicating Student Learning

Windsor Elementary School Portfolio Review/Conference
 Kindergarten - Division 11 Date: December 2018
 Ms. Thiessen IEP AIP



STUDENT PHOTO

Student Name

Student Number: 1234567

	Emerging	Developing	Applying	Extending
Speaking/Listening	→			
Reading/Viewing	→			
Writing/Representing	→			
Math	→			
Science	→			
Social Studies	→			
Art, Drama, Dance	→			

Celebrations of Learning

Teacher's Reflection:

Child's Reflection:

Parent's Reflection:

Next Steps

-
-
-

Barrow Education MyEducation360 Barlow Creek Elementary 2014-2015
 Social Study

Pages: My Info Student Attendance **Gradebook** Planner Tools

Options Reports Help

Class List :: 2014-2015 - MEN-04-3 - ENGLISH LANGUAGE ARTS 4

Details	Student Fields	Grade Columns	Term
Search Setting Chart Groups Reporting Standards Categories Assignments Scores Student Assignment	School Term: Display: Assign 10 pts	Term 1 Assign 10 pts	Report To: 10
Score	100	99.00	100.00
Item	100	Assign	10 pts
Item	2011	5	99.00 F
Barlow, Dylan	2011	5	78.00 F
Chen, Ben	2011	5	89.00 F
Wang, Lisa	2011	5	88.00 F
Lanning, Jeff	2011	5	78.00 F
Wendell, Sydney	2011	5	88.00 F
Perkins, Jeffrey	2011	5	78.00 F
Wolke, Cameron	2011	5	48.00 F
Reza, Amir J	2011	5	88.00 F
Van, David T	2011	5	78.00 F
Yusoff, Sam	2011	5	48.00 F
Chen, Edward	2011	5	88.00 F
Average score	8.8 F	78.0 F	83.0 F

I AM A CREATIVE AND CRITICAL THINKER.



I am a creative and critical thinker because I think of other ways of doing things than normal way. I have lots of great ideas. For example, when I was creating a role drama with newspapers, I designed a fort with newspapers using a round table. I also collaborated with my group to come up with a role drama about crazy people that live in a castle. During this project, I used my communication and social responsibility skills to work with my group without conflict. Also, when I am doing math, I make up my own ways of solving problems rather than using strategies used by most people. I like figuring out different ways of solving a problem.

FreshGrade



Portfolios – paper and digital



What do
students say?

Depends how I did, however I'm not as hard on myself if I don't do good as I know there are multiple opportunities to improve

LESS STRESS...

If I did bad on a quiz or test I do not feel as worried for my grade because I know I can improve my mark and eliminate the poor mark. This system makes SBA Classes much less stressful than traditionally graded classes.

It takes some stress off us because it shows there can be progress in from what mark you got or if you are proud of your mark it is easier to understand and improve.

I prefer SBA, as it allows a wider margin for error, therefore leaving more room for growth & development.

MORE INFORMATION...

I feel like it is easier to see where I am at with a certain learning goal. If I get something or below I may need to study more for that specific learning goal.

When I receive a quiz test, or lab graded with this style, I feel as if I know exactly where to start with studying for next time.

I prefer SBA because it shows me how I can improve and how I am already successful in sections instead of one result for the whole term.

MORE ACCURACY...

I prefer SBA because SBA looks over the entire picture rather than traditional grading looks at the question and if you for example, get 1 tiny calculation mistake then you would get the entire question wrong. Also I like how there is learning goals so I can focus my time + energy on certain topics to fully understand.

Yes as in traditional grading, if I got an answer wrong it would affect everything, while with SBA, if I still understood the concepts and got all the other steps along the way correctly, then I'd get awarded for that.

I prefer SBA because when the teacher is looking whole picture. So if I make a tiny ~~piece~~ mistake but everything else is right, it will ~~be~~ still be right.

A MORE UPLIFTING CLASSROOM CULTURE...

I feel good because I know I'm being marked on understanding even if I make a calculation mistake

I think that this style lowers competitiveness since it is more likely that people face under the same word heading than the same percentage

It makes me feel good because I can see where I am at and how much I understand better than just a letter grade

instead of seeing a percent or certain number of points it lets me see how I am doing in more of a positive way



Thank you