



Dubuque
COMMUNITY SCHOOLS

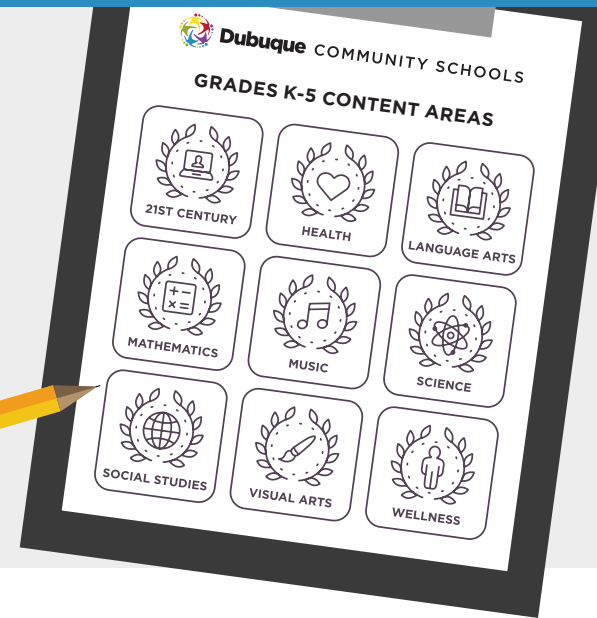
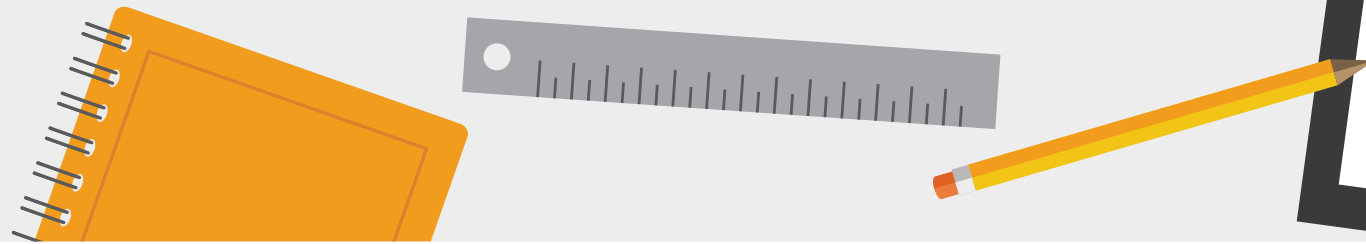


STANDARDS OF SUCCESS

Understanding Standards-Based Learning

› WHAT ARE STANDARDS?

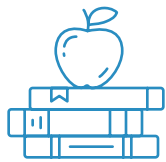
Standards are **goals**, set at the state and national level, that outline what students should know and be able to do for **each content area** at **each grade level**.



Academic standards are important because they help ensure that **ALL STUDENTS, no matter where they live or what school they attend, are prepared for success in college and the workforce.**

- Iowa Department of Education

› HOW IS THIS DIFFERENT?



› TEACHING

Standards serve as a guide for teachers to know what students need to learn.

Teachers then use a variety of strategies to teach each standard and identify if a student needs extra assistance or enrichment.

Teachers are empowered to use both the art and science of teaching to help students reach their academic goals.



› LEARNING

Standards-based learning is focused on helping students meet grade-level standards in each content area.

Students learn specific skills throughout the school year to meet year-end goals.

From year to year, standards build on each other to create a strong foundation for the next grade and entire school career.



› ASSESSING

Students are given tasks throughout the school year to assess if they have met each standard.

Multiple standards may be assessed at the same time with one task.

If a student has not yet met a standard, teachers are able to re-teach using a different strategy and assess again.

Remember, the goal of standards-based learning is to meet standards by the end of the school year — not necessarily on the first try.



› GRADING

To provide a more accurate assessment of student learning, the standards-based report card clearly indicates whether a student has met or not yet met each standard. This is a departure from the days of grading by averages.

These indicators are updated continuously throughout the year and recorded in Infinite Campus as standards are assessed and re-assessed.

As a parent, this means that you can regularly view your student's progress toward meeting the standards and reaching year-end goals.



I liked how clear cut the progress report was. I knew exactly what my son did and didn't know as opposed to previous years where I had to guess based on a grade. I knew exactly what to ask about at conferences. - parent of student in standards-based report card pilot

STANDARDS-BASED LEARNING CYCLE ›

TEACHER FOCUSES INSTRUCTION ON STANDARDS



STUDENTS LEARN SKILLS TO MEET STANDARDS



STUDENTS COMPLETE TASKS TO ASSESS IF THEY MEET STANDARDS



TEACHER INDICATES FOR EACH ASSESSED STANDARD **M** (MET) OR **NY** (NOT YET)



IF STANDARDS ARE **NY** (NOT YET) MET: TEACHER IDENTIFIES KNOWLEDGE GAPS AND RE-TEACHES STANDARDS

STUDENTS COMPLETE TASKS TO ASSESS IF THEY MEET STANDARDS



STUDENTS PROGRESS TOWARD MEETING EACH STANDARD BY END OF YEAR

21ST-CENTURY

Work ethic, citizenship, respect, critical thinking, problem solving. These are skills that our district has been focused on for many years because we know how critical they are for success in today's world.

As we begin standards-based learning throughout district elementary schools, the time previously called "homeroom" is now called and focuses on "21st-century skills," giving students an opportunity to grow in these key areas.

Three times a year, these skills are assessed and recorded as beginning (B), developing (D) or independent (I).

Learn more about all Iowa Core Standards at:
www.iowacore.gov



MISSION

TO DEVELOP **world-class leaders** AND **citizens of character**
IN A **safe and inclusive** LEARNING COMMUNITY

VISION

Unfolding the potential of every student

BY EMPOWERING THE TEACHER/STUDENT RELATIONSHIP THROUGH:

- ▶ promoting the roles and responsibilities we all have in the 21st-century learning process;
- ▶ removing barriers ▶ creating an environment where character and citizenship count;
- ▶ leveraging content knowledge to become critical thinkers and problem solvers; and
- ▶ providing multiple pathways to unlocking student potential.

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