



FREMONT COUNTY School District 1

FCSD1 Student Learning and Responsibility

The fundamental purpose of schools is Learning, not Teaching. -Richard Dufour

A standards-based approach supports learning by focusing on outcomes and components that have or have not been learned, rather than the accumulation of points. The appropriate consequence for failing to complete an assignment is *completing the evidence of learning*. To clarify: *due dates* indicate when an item is initially due for evaluation; *deadline* indicates a firm, final date for completion (item is given 'I' for incomplete).

Myth 1: Standards-Based Learning and Reporting allows for less student responsibility because students are not held accountable for timely completion..

Standards-based grading results in more students reaching proficiency through authentic demonstrations of learning (Schimmer, 2016).

FCSD 1 Practices

Students are responsible for their learning by:

- providing quality **evidence** of their learning;
- demonstrating required relearning in order to be allowed to **reassess**;
- completing practice (independent) work on time in order to get timely, accurate feedback;
- not focusing on accruing points, taking a zero, extra-credit; and,
- realizing that behaviors do matter and will be reported separately from academic achievement.

Reassessment allows multiple opportunities for students to show **evidence** of improvement on a learning standard and provides recognition of more current achievement.

- Additional opportunities may include retakes of different versions of the assessment, student revisions of products based on descriptive feedback, or alternative methods of assessment.
 - A student's ability to show new learning (reassessment) is contingent on authentic effort on the previous assessment and the student advancing understanding.
- All students learn the content, not just the ones who can learn within established timelines.

Zeros will not be assigned for missing evidence. Zeros are ineffective in communicating student learning as it is an inaccurate representation of student achievement. It is the **student's responsibility** to produce sufficient evidence required so the teacher can make a valid determination as to the student's level of performance.

- Teachers and building systems provide opportunities for students to complete sufficient evidence.
If you have questions about these outside-of-class opportunities and systems, please contact your child's teacher and/or building administrator.
- Assigning a zero abdicates students of the responsibility to provide sufficient evidence.

Myth 2: Students will be unprepared for the Real World

The notion of students' accountability, in preparation for the "real world" is redefined, not eliminated (Flygare, J., Hoegh, J. K., & Heflebower, T. 2021) as productive work environments use constructive feedback and problem-solving opportunities as sources of empowerment.

FCSD 1 Practices

The way we teach and assess proficiency parallels the way we teach and assess important life skills, including working **in collaboration with students, families, and the community** to engage students in the seven competencies derived from the Wyoming Profile of a Graduate.

- Master, apply, and transfer foundational knowledge and skills.
- Think critically and creatively to solve complex problems.
- Communicate effectively to various purposes, audiences, and mediums.
- Identify and use credible sources of information to build knowledge and make decisions.
- Demonstrate strong interpersonal and collaborative skills.
- Cultivate curiosity, self-awareness, resilience, and a growth mindset.
- Practice **effective work habits**, including **organization, time management**, attention to detail, and follow through.

A responsibility score and appropriate comments will be posted on the student report card at the end of each grading period.

- 4 Consistently Demonstrates
- 3 Usually Demonstrates
- 2 Sometimes Demonstrates
- 1 Rarely Demonstrates
- Specific behavior that is not safe or respectful will be dealt with using the discipline referral system.
- Behavior that is not responsible will be recorded by the teacher and communicated to the parents.

Myth 3: Standards-Based Grading is more work for teachers

This paradigm shift in learning and grading is *different* work for teachers. State standards are the focus of school and district accountability, and teachers are held responsible for student progress on these standards (Flygare, J., Hoegh, J. K., & Heflebower, T., 2021). Coupling accountability with a student-centered approach increases the time it takes in preparing for, coaching and monitoring learning. This shift also affects students' responsibility (see page 1.) In standards-based education, teaching is responsive to learning, more time is required in order to ensure diverse learning opportunities for learners.

FCSD 1 Practices

In order to support the student-centered learning, teacher teams meet regularly to prioritize standards, monitor all students' learning progression, and adjust instruction to make sure each makes progress. This means teachers **continually** build targeted instruction that must occur between assessments. This targeted instruction occurs both during the Tier I (general course instruction) and often **outside of class time**.

If you have questions about learning and grading, please contact your child's teacher and/or building administrator. Grading policies are also in handbooks.

Resources:

- [Shifts from Traditional to Standards-Based Reporting](#)
- [What is a Proficiency Scale?](#)
- [Brief description of what grades look like in a Standards-Based reporting system](#)

References

Flygare, J., Hoegh, J. K., & Heflebower, T. (2021). *Planning and teaching in the standards-based classroom*. Solution Tree Press.

Schimmer, T. (2016). *Grading from the inside out: Bringing accuracy to student assessment through a standards-based mindset*. Solution Tree Press.