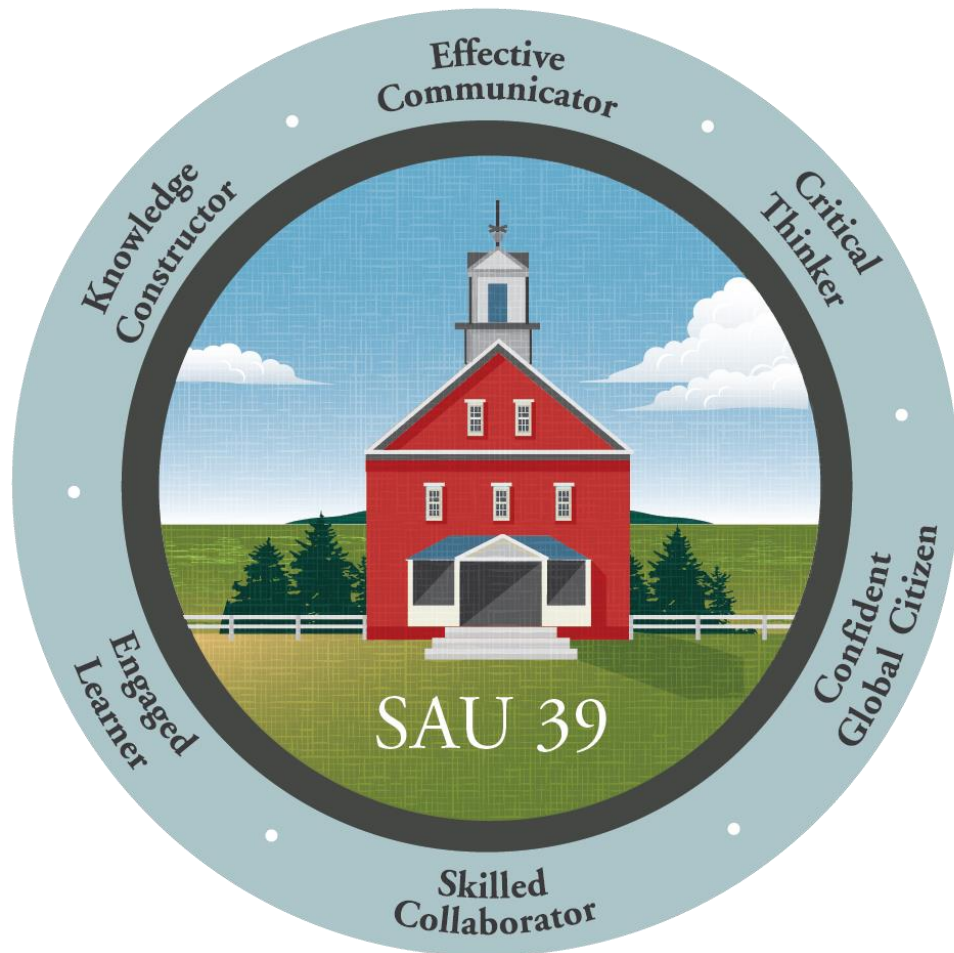










SAU 39'S MASTERY LEARNING SYSTEM USING STANDARDS-BASED GRADING

AMS OPEN HOUSE





SAU 39: Portrait of a Graduate

 <p>Knowledge Constructor Students build a strong foundation in academic content areas and draw on their knowledge to complete new tasks.</p>	 <p>Effective Communicator Students clearly convey information and thoughts to connect and respond to their audience.</p>
 <p>Critical Thinker Students think creatively and analytically to evaluate information and design solutions to complex problems.</p>	 <p>Engaged Learner Students actively monitor and navigate their own learning towards long-term goals and aspirations.</p>
 <p>Skilled Collaborator Students learn to work in teams with diverse perspectives to achieve shared goals.</p>	 <p>Confident Global Citizen Students develop positive attitudes and beliefs about their identities to contribute and find meaning in the world around them.</p>




Chart 1. Ten fastest growing occupations, projected 2018-28

	Percent change, projected 2018-28	Employment change, projected 2018-28 (in thousands)	Median annual wages, May 2018
Solar photovoltaic installers	63.3%	6.1	\$42,680
Wind turbine service technicians	56.9%	3.8	\$54,370
Home health aides	36.6%	304.8	\$24,200
Personal care aides	36.4%	881.0	\$24,020
Occupational therapy assistants	33.1%	14.5	\$60,220
Information security analysts	31.6%	35.5	\$98,350
Physician assistants	31.1%	37.0	\$108,610
Statisticians	30.7%	13.6	\$87,780
Nurse practitioners	28.2%	53.3	\$107,030
Speech-language pathologists	27.3%	41.9	\$77,510

Figure 2: Technologies by proportion of companies likely to adopt them by 2022 (projected)

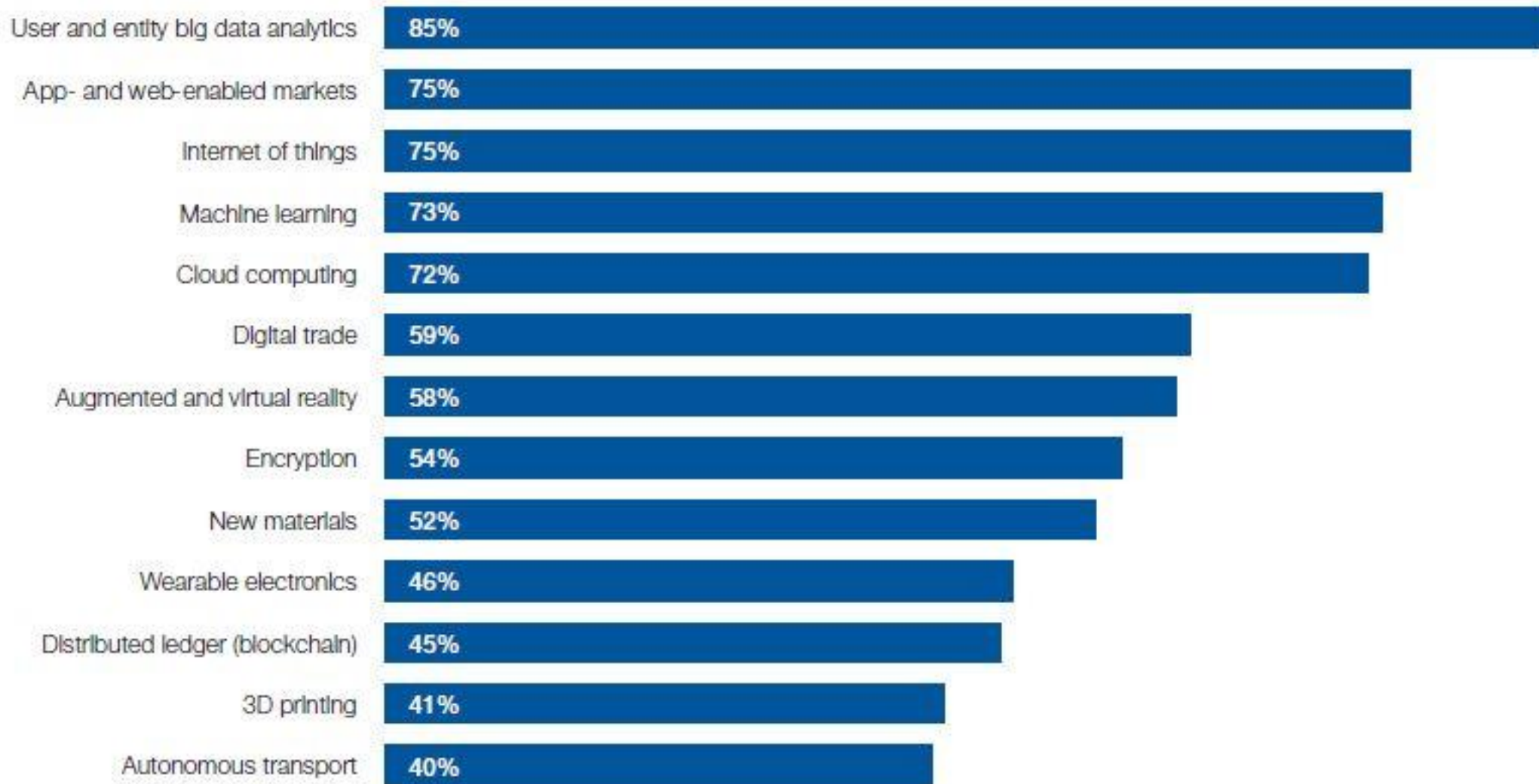


Table 4: Comparing skills demand, 2018 vs. 2022, top ten

Today, 2018	Trending, 2022
Analytical thinking and innovation	Analytical thinking and innovation
Complex problem-solving	Active learning and learning strategies
Critical thinking and analysis	Creativity, originality and initiative
Active learning and learning strategies	Technology design and programming
Creativity, originality and initiative	Critical thinking and analysis
Attention to detail, trustworthiness	Complex problem-solving
Emotional intelligence	Leadership and social influence
Reasoning, problem-solving and ideation	Emotional intelligence
Leadership and social influence	Reasoning, problem-solving and ideation
Coordination and time management	Systems analysis and evaluation

Source: Future of Jobs Survey 2018, World Economic Forum.

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 <u>independently</u> .	Students will be able to display the above <u>with limited guidance and support</u> .	Students will be able to display the above <u>with guidance and support</u> .	With support and guidance, students are <u>not yet able</u> 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 <u>independently</u> .	Students will be able to display the above <u>with limited guidance and support</u> .	Students will be able to display the above <u>with guidance and support</u> .	With support and guidance, students are <u>not yet able</u> to display the above.

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

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.

ANNOTATED PROGRESS REPORT / REPORT CARD

Amherst Middle School



Student Name
Student ID
Student Performance Lvl: Level **08**

Level: Grade level

Amherst Middle School

14 Cross Road
Amherst, NH 03031
(603) 673-8944

Bethany Bernasconi, Principal

<http://empower.sau39.org>

Reporting End Date: 6/30/2019
Print Date: 6/25/2019
Homeroom teacher:

Click here for a copy of a full-page annotated progress report

English Language Arts Teacher Name	SY
	Prg
1. Reading: Literature	3.0
	Prg
2. Reading: Informational Text	3.0
	Prg
3. Writing	3.5
	Prg
4. Language	3.5
	Prg
5. Speaking & Listening	3.0
	Prg
WSP - Collaboration	3.5
	Prg
WSP - Communication	3.5
	Prg

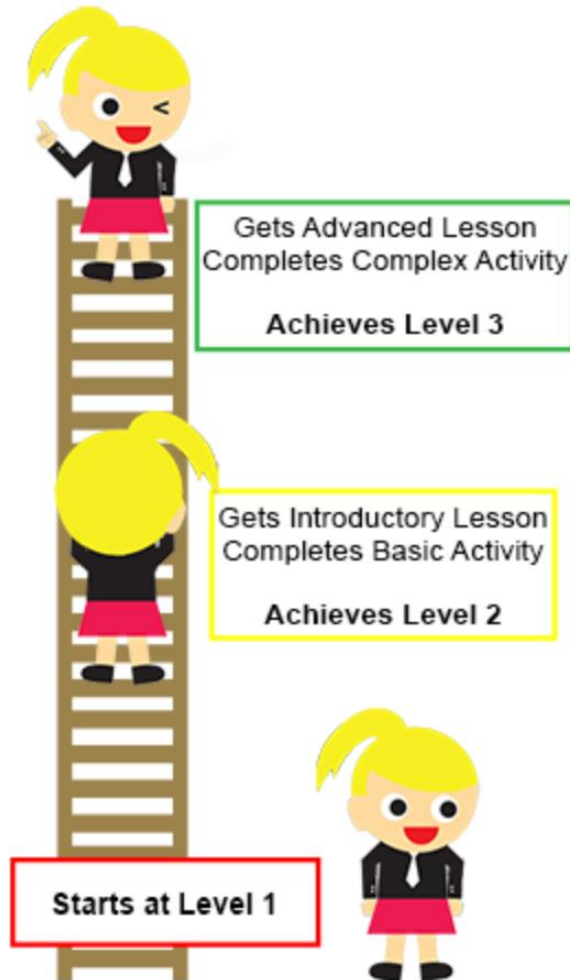
School Year

Progress

Overall score for this competency, calculated as the average of all standard scores within this competency.

Competency- These are the strands within a course and contain several related standards.

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).

REPORT CARDS AND PROGRESS REPORTS

- Rolling Grades - All grades are rolling until the end of the course - Students continue to demonstrate evidence of their learning and earn scores throughout the course
- Progress Reporting Periods
 - November 8th
 - January 24th
 - April 3rd
 - June 11th
- Student and parent access to Empower (grading and reporting software)
 - Students will begin accessing in class in mid-September for gr. 6-8 and supported during class
 - Parent access will begin with a focus group in late September and then roll out for all parents in Oct/Nov

SAU 39 MASTERY LEARNING SYSTEM PROVIDES



- 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

SIGN UP FOR PARENT FOCUS GROUP

Focus Group Meeting Date Options

- September 25th at 7 p.m.
- October 2nd at 7 a.m.

Scan to sign up for focus group or enter this address:

<https://forms.gle/rngCEuq2pI8uAeBD6>



RESOURCES

- Amherst Middle School Grading and Reporting Resources
 - <https://www.sau39.org/domain/554>
- 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/>