

Curriculum Corner



THE OFFICIAL CURRICULUM NEWSLETTER OF SAU 7

IMPORTANT IDEAS IN A COMPETENCY BASED SYSTEM & REASSESSMENT

Grading is an exercise in professional judgment wherein the educator seeks to ensure that the grade each student receives is an accurate representation of his or her own achievement. There are several important ideas in a competency-based system of learning:

- **Transfer & Application:** Students need to show that they can transfer and apply content, knowledge, and skills to new, unique situations.
- **Perseverance:** Not everyone learns in the same manner or at the same pace. Perseverance is an attribute of success that we want to recognize, support, and reward.
- **Rigor & Competence:** Rigor means students are challenged, but not to the point of giving up. We are looking for students to experience success through a rigorous system of learning in which they show us what they know-- competence-- rather than compliantly copying or memorizing information with little or no ability to retain, apply, and transfer their learning.
- **Support:** When there are gaps in learning, we support our students with additional resources and guidance so they can experience success.

Throughout the year, teachers collect evidence of learning from each student in the form of formative assessments (the smaller building blocks leading to the bigger, final product) and summative assessments (the larger, final products showing student understanding, transfer of knowledge, and application of skills learned). Sometimes, students will need extra time to review and relearn material. In this case, students have options for reassessment:

- **Formative Revision:** Students have the opportunity to complete a revision of any formative assessment when a score below "3" is received. Revisions require students to fix their mistakes, showing all of their work. The redo must be turned in within 2 school days.
- **Summative Reassessment at the Middle/High School Level:** Reassessment is a critical part of the learning process because it encourages students to practice the lifelong skill of continuous improvement in their learning. Depending on the circumstances, a teacher may designate reassessment as mandatory or optional for a particular assignment.
 - **Mandatory:** Reassessment of a summative may be mandatory if the student scores a "1" or a "2" on an assignment. This reassessment would follow an intervention or reteaching plan developed by an educator team and would allow for the team to check if the intervention was successful or not. The reassessment must be completed within 10 school days of receiving the assessment they want to retake back from the teacher.

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- Optional: Reassessment of summative assessments is available to students who score a "3" no more than 2 times per semester or 4 times in the school year, with no more than one reassessment attempt per assignment. The reassessment must be completed within 10 school days of receiving the assessment they want to retake back from the teacher.

Any student who is required to or elects to do a reassessment must first meet with the teacher and develop a reassessment plan. The plan indicates a specific deadline that is strictly enforced.

An appropriate reassessment focuses on an assignment which will demonstrate the student's competency. When possible, a student should only reassess the relevant part of the assignment or assessment.

When a student completes the reassessment, the teacher records the new grade in the grade book, which replaces the old grade.

KEY DIFFERENCES BETWEEN TRADITIONAL AND COMPETENCY-BASED SYSTEMS

Traditional System: Each assessment (quiz, project, test, etc.) is graded as a whole and entered once in a gradebook.

Competency-Based System: Each assessment is aligned to the standards it assesses and the student receives a score on each standard covered within that assessment.

Traditional System: Assessments are based on a percentage system.

Competency-Based System: Criteria/targets are made available to students ahead of time in the form of a rubric so they know exactly what they are being assessed on.

Traditional System: Uses a mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.

Competency-Based System: Measures achievement and separates achievement from effort and behavior. Extra credit is not given.

Information from O'Connor K (2002). *How to Grade for Learning: Linking grades to standards (2nd ed.)*. Thousand Oaks, CA: Corwin Press.

~ In Our Schools ~

Wanda McGuire, Pittsburg's first and second grade teacher, shares several exciting happenings from her classroom this year:

"Our class has a Star of the Week! That person holds all the classroom helper responsibilities for the week. At the end of the week, they get to bring in pictures of themselves and their family to share, a favorite toy to talk about, and a favorite book to read to the class! The class in turn completes a page about that student which will be made into a class book just for them to bring home. They are very excited about this! Once everyone has had the opportunity to be Star of the Week, we will then move on to Reader of the Week! The Reader of the Week will wear a special crown and sit in a special chair and read another favorite book that they have practiced reading at the end of the week.

"Squiggle Stories are an easy way to get students excited about writing. First they look at the squiggle line provided. Then, they use their imagination to turn that squiggle into a picture. They can color it and add details, too! Then they can use their picture to write their own story. It's fun to see how each student transforms the squiggle into something different! The standards of speaking and listening fit in as well because the students love to share their creations and stories."

Check out some of these pieces of work on the next page!

Squiggle Writing ~ Pittsburg Grade 1 & 2 Students

1/15/25

My Squiggle Story

Title: The sleeping boy.

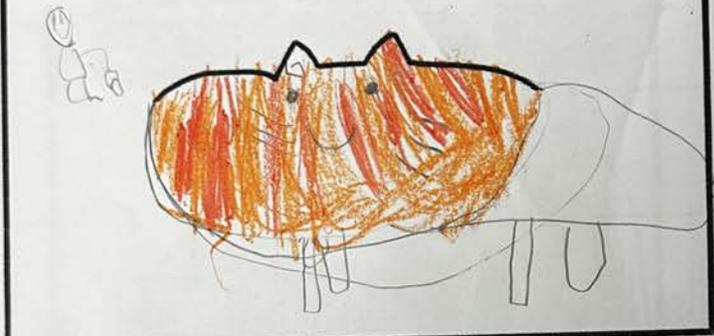


Written By: _____

I once was a squiggle
 but now I am a
 letter Z. The boy
 is asleep. Tomorrow is

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Squiggle Writing! Give it a try. Look closer! What am I?



I used to be a squiggle
 but now I am a
 cat at the vet.

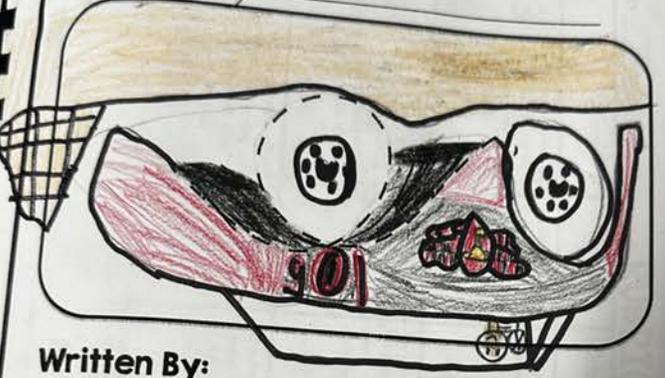
Name _____

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1/14/25

My Squiggle Story

Title: Racing



Written By: _____

I once was a squiggle. but now
 I am a big fast race car.
 The car is in an off-road race.
 The race is in the desert.

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SQUIGGLE STORY



I once was a squiggle
 but now I am a rock
 stuck in the ground at
 the beach. The water is getting
 me wet. The beach is a
 good play for kids.

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