



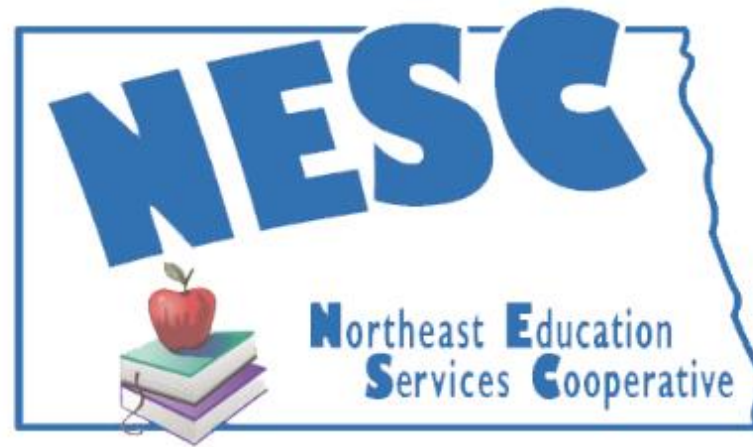
NDSBL STANDARDS
BASED
LEARNING

Leadership Series – PART II
Session 3 – December 2024

Welcome!



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION





Improved Student Learning Outcomes Through Tier 1 Supports



WWW.NDSBL.ORG



ND Priority Standards & Proficiency Scales

- English Language Arts
- Essential Skills
- Health
- Math
- Music (Coming soon!)
- Science
- Social Studies



ND Standards-Based Learning Implementation Toolkit

- Use this document to initiate and/or enhance your local standards-based teaching and learning efforts!



Resources

- Archived Webinars
- Archived NDSBL Newsletters
- Professional Learning Notices
- FAQs



WHAT WE DO

Your NDSBL team is a collaborative of Regional Education Associations (the NES, SEEC, and CREA), supported by the ND DPI, who believe in equitable resources and learning opportunities for students and educators across ND. We are passionate about high-quality curriculum, instruction, and assessment practices that help educators understand and meet their students' needs and engage their students and stakeholders in the learning process.



WHO WE DO IT FOR

Educators: Focused instructional time, clear learning progressions, & aligned curricula, instruction & assessments

Students: Clear learning progressions, ownership of the learning, & actionable feedback

Stakeholders: Refined communications of learning expectations and grading/reporting of K-12 content standards



HOW WE DO IT

Developing a guaranteed and viable curriculum is a big lift for any school district! We want to support you with the foundational knowledge, skills and resources common to most schools so that you can get started and can focus your local resources on more customized classroom supports throughout your implementation journey. We also want to work with, learn from, and provide continued support to those schools well into their standards-based learning plan.



North Dakota Standards-Based Learning School Leadership Series



The NDSBL School Leadership Series features student-centered support through resources that align curriculum, instruction, and assessment. Our facilitator brings valuable experience and insights to the conversations, helping leaders identify initial and next steps within the implementation process.

Grade K-5 ND Math & ELA Standards
Priority Standards
Proficiency Scales & Student-Friendly Scales
 9:00 am Central Time
[Join Zoom](#)

Grade 6-12 ND Math & ELA Standards
Priority Standards
Proficiency Scales & Student-Friendly Scales
 10:00 am Central Time
[Join Zoom](#)

All participants are welcome! We encourage building and district leaders to attend with a Math & ELA school educator(s) for maximum collaboration in schools.

Wednesday January 10, 2024	Session 1 - Let's Get Started Introduction - Quality Instruction - Student Engagement
Wednesday February 14, 2024	Session 2 - Now Meets Next Formative Checks - Student Evidence - Aligned Assessments
Wednesday March 13, 2024	Session 3 - All Students, All Levels Data Informed Practice - Intervention - Enrichment
Wednesday April 10, 2024	Session 4 - Standards-Based Learning Processes Guaranteed & Viable Curriculum Journey



This **FREE VIRTUAL** series is made available through **Regional Education Association** collaboration and is supported by the **ND Department of Public Instruction**.

Facilitator: Melissa Stanley melissa.stanley@k12.nd.us

Questions? ndsbl.info@k12.nd.us

CONTACT US

ndsbl.info@k12.nd.us

www.ndsbl.org

2024 - 2025

YOUR SCHOOL



NORTH DAKOTA STANDARDS-BASED LEARNING SCHOOL LEADERSHIP SERIES II

Responsive Implementation of
Standards-Based Learning Processes

SCOPE + SEQUENCE

SESSION 1

Monday, October 7th 2024
10:30am-11:30am

SESSION 2

Monday, November 4th 2024
10:30am-11:30am

SESSION 3

Monday, December 2nd 2024
10:30am-11:30am

[Click to join virtually!](#)

FACILITATOR

Melissa Stanley, Associate Director of
High Quality Instruction, Central Region
Education Association



This virtual series is offered at NO COST through ND Regional Education Association collaboration and is supported by the ND Department of Public Instruction.

DESCRIPTION

You've completed the NDSBL Leadership Series Part I "Now What?"

Part II of the Leadership Series will advance:

- Development of action steps for implementation to make practical, sustainable change
- Strategies to look more closely at school strengths and growth opportunities
- SBL practices to provide direct focus on instruction for student success

The NDSBL Leadership Series Part I is a prerequisite to this opportunity. Missed it? [Click here to view recordings and presentations for use with your leadership team in preparation for Part II!](#)

COURSE TOPICS

Implementing standards-based teaching and learning processes in schools involves a systematic approach to ensure **consistency, alignment, and effectiveness**.

- Establish a Guaranteed & Viable Curriculum
- Create Standards Mapping for Instruction
- Align School Resources for Instruction
- Intentionally Plan for Quality Core Instruction
- Track Student Performance
- Examine Evidence for Learning and Growth
- Provide Student Tracking to Empower Learners
- Develop Scales Aligned Assessments
- Design Communications with Stakeholders

AUDIENCE: K-12 leadership teams including educators, instructional coaches, and building and district leaders

QUESTIONS?

[✉ ndsbl.info@k12.nd.us](mailto:ndsbl.info@k12.nd.us)



Introductions

- Laura Haynie, CREA
- Melissa Stanley, CREA



Introductions – YOUR TURN

- Name(s) & School
- Challenges
 1. SBL requires a deep understanding of the standards.
 2. Resources may align in part to the standards or not at all.
 3. SBL work is a process that takes time & requires a commitment.
 4. SBL includes change(s) and change is hard.
 5. All of the above.



Objectives

Session 3

Operationalizing

Standards Based

Teaching & Learning

Examine SBTL processes to determine needs

Identify evidence of embedded quality SBTL practices

Analyze processes and evidence for SBTL implementation planning

Determine practical and doable action steps

WHY? NDSBL Leadership Series – Part II

In standards-based classrooms, **teachers** and **students** have a clear understanding of the **standards** and what they are expected to do. They know why the **standards** are important to know (**relevance**), and how to do it (**process**).

Operationalize SBTL in Schools

NDSBL Leadership Series – Part II

<p>Monday October 7, 2024 10:30 am</p>	<p>Session 1 – Ready for “NOW WHAT?” Series Overview - What’s Foundational? Got It! Need It? Reflect & Evaluate</p>
<p>Monday November 4, 2024 10:30 am</p>	<p>Session 2 – How are we doing?– Part 1 Guaranteed & Viable Curriculum - Mapping for Teaching & Learning District Approved Resources – Intentional Planning for Instruction</p>
<p>Monday December 2, 2024 10:30 am</p>	<p>Session 3 – How are we doing? – Part 2 Formative Checks for Understanding - Tracking /Teachers & Students Scales Aligned Assessment - Standards Based Reporting School Implementation/Next Steps</p>





Following the completion of the
NDSBL Leadership Series – Part II, 1 & 2
you may still be asking...



NOW WHAT?



How do schools put new learning
into action steps for implementation
making sustainable changes that are
practical and **doable**?

How can schools look more closely
at school strengths and growth
opportunities to improve
SBTL practices?

Implementing
Standards Based Teaching & Learning
processes in schools involves a
systematic approach to ensure
consistency, alignment, & effectiveness.

Authentically **reflecting** on the current state of school processes with **evidence** to support team rationale will allow for strengthening the system and identification of **next steps**.

Moving From Theory to Practice


Navigating the
Knowing to **Doing** **Gap**

HOW ARE WE DOING?

CREATING
THE CONDITIONS
CONTINUED

North Dakota Standards Based Learning * School Leadership Series - Part II

Responsive Implementation of Standards-Based Learning Processes

2024 NORTH DAKOTA - Standards Based Learning	
<p>Designated time for the advancement of Professional Learning Communities through content area and grade level teams is critical.</p> <p>The collaborative work to deliver quality Tier 1 instruction includes the processes listed when responding to:</p> <p>What do we expect students to learn?</p> <p>How will we know when students have learned it?</p> <p>How will we respond when students do not learn?</p> <p>How will we respond when students already know it?</p> <p>We are focused on giving students what they need, when they need it to advance learners.</p> 	☆ Quality Instruction for Learners ☆
	Guaranteed & Viable Curriculum Prioritized Standards & Proficiency Scales
	Pacing Timeline for delivering Guaranteed & Viable Curriculum
	District Approved Resources Supports for delivering equitable learning opportunities for students
	Intentionally Planned Instructional Delivery Engaging learners for whole group, small group, & individual instruction Differentiation for on-level, intervention, & challenge
	Formative Assessment Checks for understanding on Proficiency Scale foundational skills and vocabulary Opportunities to show knowing Informs next steps for instruction & includes frequent feedback to students
	Tracking Accountability of showing knowing Evidence gathered throughout Proficiency Scale instruction
	Scales Aligned Assessment Evidence of showing knowing Student performance on the learning progression
Standards Referenced Reporting Clarification for stakeholders of grading beliefs and practices Evidence of student performance	

After completing the **NDSBL Leadership Series - Part I**, you may be asking:

* “Now What?” or “Where do we go from here?”

* How do schools put new learning into action steps for implementation making sustainable changes that are practical and doable?

* How can schools look more closely at student, staff, and school strengths and growth opportunities to improve SBTL practices?

* When is the best time to start?

Implementing standards-based teaching and learning processes in schools involves a systematic approach to ensure **consistency, alignment, and effectiveness**. Authentically reflecting on the current state of school processes will allow for the identification and scaffolding of next steps. Important steps to complete the processes along with evidence of quality embedded practice follow.

QUALITY
INSTRUCTION
FOR
STUDENTS

**Formative
Assessment or
Checks for
Understanding**

Opportunities for students to show knowing on foundational skills & level 3 tasks

Informs next steps for instruction and includes frequent feedback to students

Assessment Tools: Use a variety of formative assessment tools to measure student progress including opportunities to respond, and evidence of growth over time.

Yes, as evidenced by:

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Data Collection: Regularly collect and record live formative assessment in a systematic way to track student learning. Formative data can be gathered on the daily or as students grow to show knowing.

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Analysis: Analyze the live data to identify trends, strengths, and areas for improvement. Feedback for corrections or advancement can be given to students daily based on formative check results. Teachers can adjust instruction to meet learner needs during lessons or practice, based on live data.

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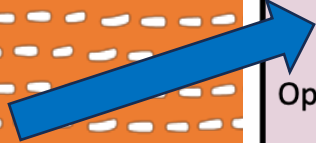
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 No, not yet.

Yes, as evidenced by:

 No, not yet.

Notes:



Intentional planning for quality core instruction for all students.

Checks for understanding to gather evidence of student growth over time.

Standard - <u>3.NO.NBT.3 - Add & subtract within 1000.</u> Foundational Skill - <u>Write number in expanded form.</u>	
Model	Math Mat, 100 flats, 10 sticks, cubes, dry erase marker/eraser for gradual release expanded form equations instruction Teacher models with students - 1) $76 + 14$ 2) $92 - 25$ 3) $65 + 18$ 4) $51 - 13$ Students model with teacher - 1) $17 + 24$ 2) $63 - 25$ 3) $77 + 12$ 4) $52 - 11$ Partner models - 1) $80 + 24$ 2) $92 - 25$ 3) $65 + 18$ I model - 1) $36 + 22$ 2) $92 - 16$
Dialogue	White board, dry erase marker/eraser, small group Math Talks with teacher I model while explaining my thinking - 1) $18 + 27$ 2) $45 - 16$
P/P	Exit ticket - p.138, # 12-16 District Resource
Tech	IXL code: X6Y
Response Cards	Yes & No Cards and a Partner <u>Yes, No, because</u> preview play for <i>Expanded form Missing number Partner game</i>
Game	<i>Expanded form Missing number Partner game</i>

Explicit Instruction - Gradual Release

Rotations – Practice Knowing

Rotations – Practice Showing Knowing

Rotations – Practice Showing Knowing

1

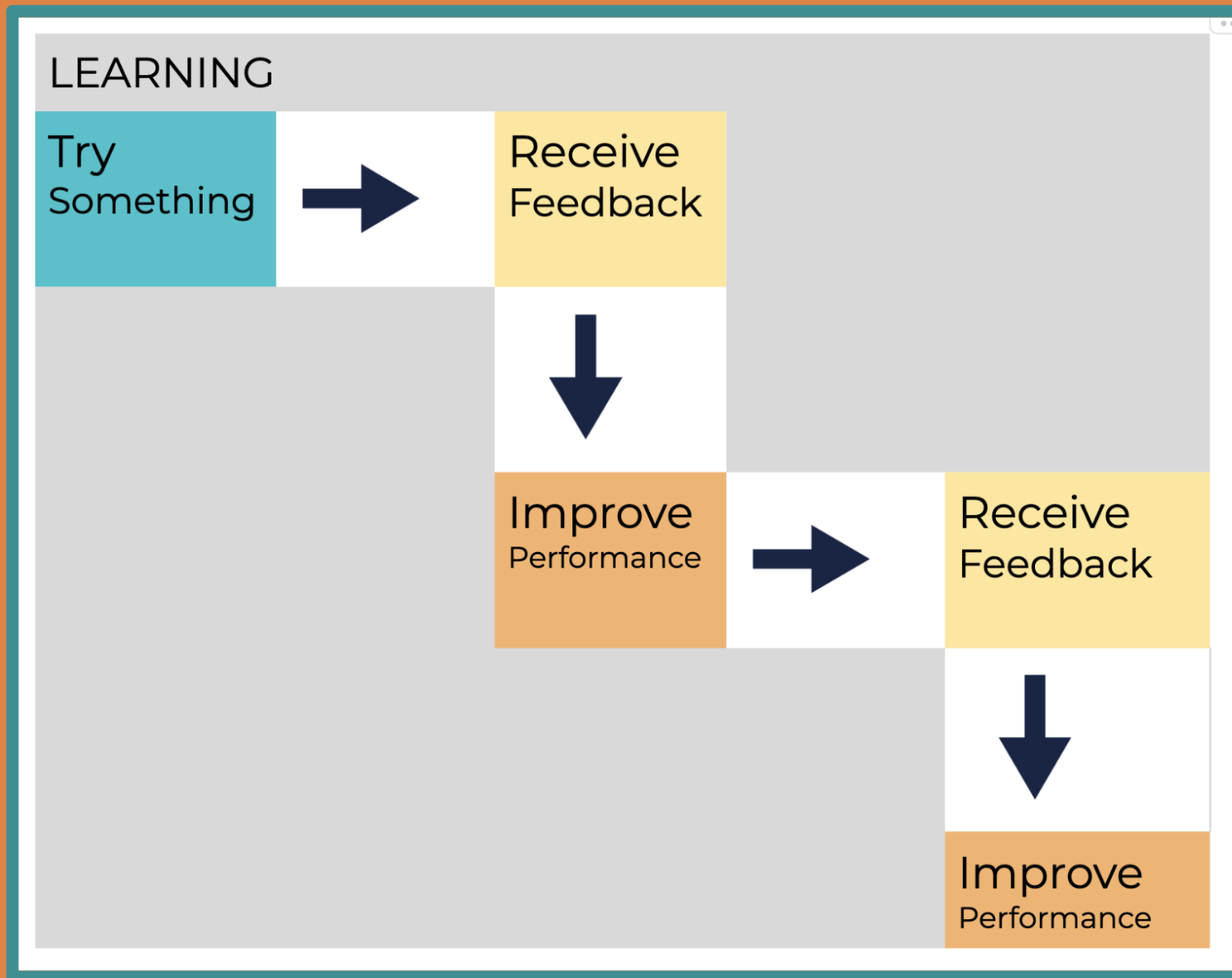
2

3

4

5

The teacher knows the performance level of each student at the end of the math class.



- The New Art & Science of Classroom Assessment

TRACKING

Tracking checks for understanding & show knowing	STANDARD K.NBT.1 - I can understand teen numbers. I can record each number with a drawing or equation.														
	FS1 - identify teen #s			FS2 - count objects to 19			FS3 - show tens & ones for a given #			3 task		Scales Aligned Assessment		SRG	
	10/1	11/15	12/1	10/8	11/22	12/6	10/15	11/22	12/8	12/13	1/5	1/6	as needed	Report Card	
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Mark	2	1	2	1	1	2	2	2	2	abs	3	3		3	
Dale	2	2	2	2	2	2	abs	2	2	3	4	4		4	
Bob	1	1	2	2	1	2	2	2	2	3	3	3		3	
Ann	2	2	2	2	abs	2	2	2	2	3	3	3		3	
Max	1	2	1	1	2	2	1	2	1	2	2	2		2	
Sam	2	2	2	2	2	2	2	2	2	3	3	2	check	3	

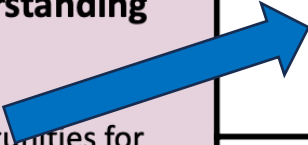
Creating the conditions to gather evidence and show growth.

Building Efficacy

- **Students** know what they are **responsible** to know and be able to do on the proficiency scale.
- **Students** know they are **responsible** to show knowing through formative checks for understanding on the proficiency scale.
- **Students** know what content they are **responsible** for on the scales aligned assessment aligned to the proficiency scale.
- **Students** know their level of performance by **self** recording.

<p>Formative Assessment or Checks for Understanding</p> <p>Opportunities for students to show knowing on foundational skills & level 3 tasks</p> <p>Informs next steps for instruction and includes frequent feedback to students</p>	<input type="checkbox"/> Assessment Tools: Use a variety of formative assessment tools to measure student progress including opportunities to respond, and evidence of growth over time.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
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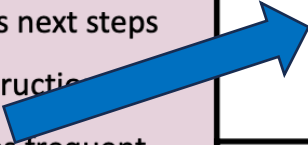
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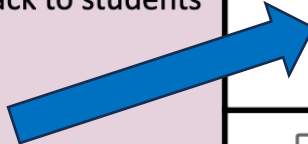



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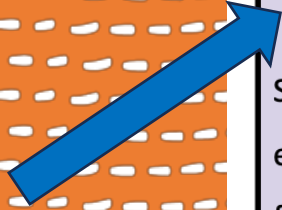
CONNECTIONS

Formative Assessment or Checks for Understanding

**Tracking -
Teachers &
Students**

Student performance
evidence gathered
from Proficiency
Scale instruction

Opportunities for
accountability &
student agency



<input type="checkbox"/> System Practice: Establish how student performance will be monitored and how evidence of student performance will be tracked.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
<input type="checkbox"/> Teacher Evidence: Implement teacher tracking to record student progress. Reflect on instructional changes for learning, and student feedback.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
<input type="checkbox"/> Feedback: Provide regular feedback and opportunities for students to discuss their progress with teachers and identify next steps to grow and learn.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
<input type="checkbox"/> Student Evidence: Teach students how to self-assess their work using the proficiency scales.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
<input type="checkbox"/> Goal Setting: Encourage students to set personal learning goals and track their progress towards meeting them.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
<input type="checkbox"/> _____	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.

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TRACKING

Tracking checks for understanding & show knowing	STANDARD K.NBT.1 - I can understand teen numbers. I can record each number with a drawing or equation.														
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Dale	2	2	2	2	2	2	abs	2	2	3	4	4		4	
Bob	1	1	2	2	1	2	2	2	2	3	3	3		3	
Ann	2	2	2	2	abs	2	2	2	2	3	3	3		3	
Max	1	2	1	1	2	2	1	2	1	2	2	2		2	
Sam	2	2	2	2	2	2	2	2	2	3	3	2	check	3	

Creating the conditions to gather evidence and show growth.

STUDENT FEEDBACK

STUDENT EVIDENCE

Impeachment: A Student Choice Menu

Long Term Learning Target:	Sub target(s) of Long Term Learning Target:
★ I can explain the process and purpose of impeachment.	<ul style="list-style-type: none"> ★ I can explain why the founders included impeachment in the Constitution. ★ I can examine previous impeachment events and make relevant connections to the context of today.

Impeachment Goal Calendar

Level (2, 3, or 4)	Assignment Title	Date Started	Goal date to finish assignment	Date Completed	Habit Learning Target/ Daily Goal (student created)	Self Assessment of LT 1-4	Evidence & Score: Link to assignment, reflection, assessments, etc.	Next Steps/ Goal: What do I need to do to reach the next level?
2	Ch 8 Sec 2 Pg 257	1/14/20 →		1/14/20	I can use my class time wisely. 90/10. I will work 90% talk 10%.	3		Finish tonight start new tomorrow.
2	Read & sum article	1/15/20 →		1/15/20	I can use my resources & class time wisely. 90/10	4		Start visual
2	visual KCP	1/15/20 → 1/16/20	1/16/20	1/16/20	I can work 100% to get finished	3.5		start 3 process

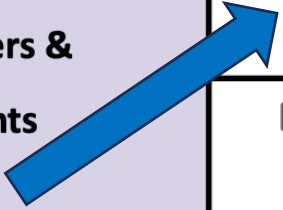
Student Tracking



**Tracking -
Teachers &
Students**

Student performance
evidence gathered
from Proficiency
Scale instruction

Opportunities for
accountability &
student agency

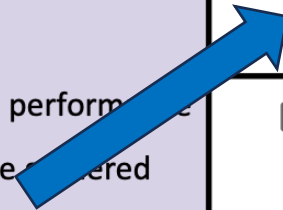


<input type="checkbox"/> System Practice: Establish how student performance will be monitored and how evidence of student performance will be tracked.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
<input type="checkbox"/> Teacher Evidence: Implement teacher tracking to record student progress. Reflect on instructional changes for learning, and student feedback.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
<input type="checkbox"/> Feedback: Provide regular feedback and opportunities for students to discuss their progress with teachers and identify next steps to grow and learn.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
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Notes:

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Teachers &
Students**

Student performance
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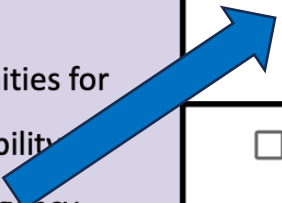
Tracking - Teachers & Students Student performance evidence gathered from Proficiency Scale instructional practices Opportunities for accountability & student agency	<input type="checkbox"/> System Practice: Establish how student performance will be monitored and how evidence of student performance will be tracked.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
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Notes:

**Tracking -
Teachers &
Students**

Student performance
evidence gathered
from Proficiency
Scale instruction

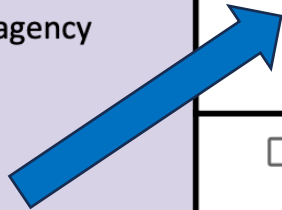
Opportunities for
accountability
student agency



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Tracking - Teachers & Students Student performance evidence gathered from Proficiency Scale instruction Opportunities for accountability & student agency	<input type="checkbox"/> System Practice: Establish how student performance will be monitored and how evidence of student performance will be tracked.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
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Teachers &
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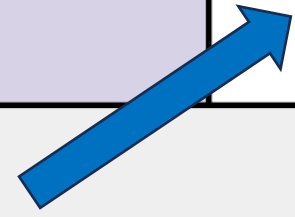
Yes, as evidenced by:
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Goal Setting: Encourage students to set personal learning goals and track their progress towards meeting them.

Yes, as evidenced by:
 No, not yet.

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 No, not yet.

Notes:

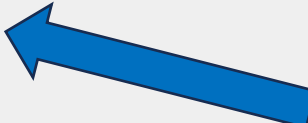


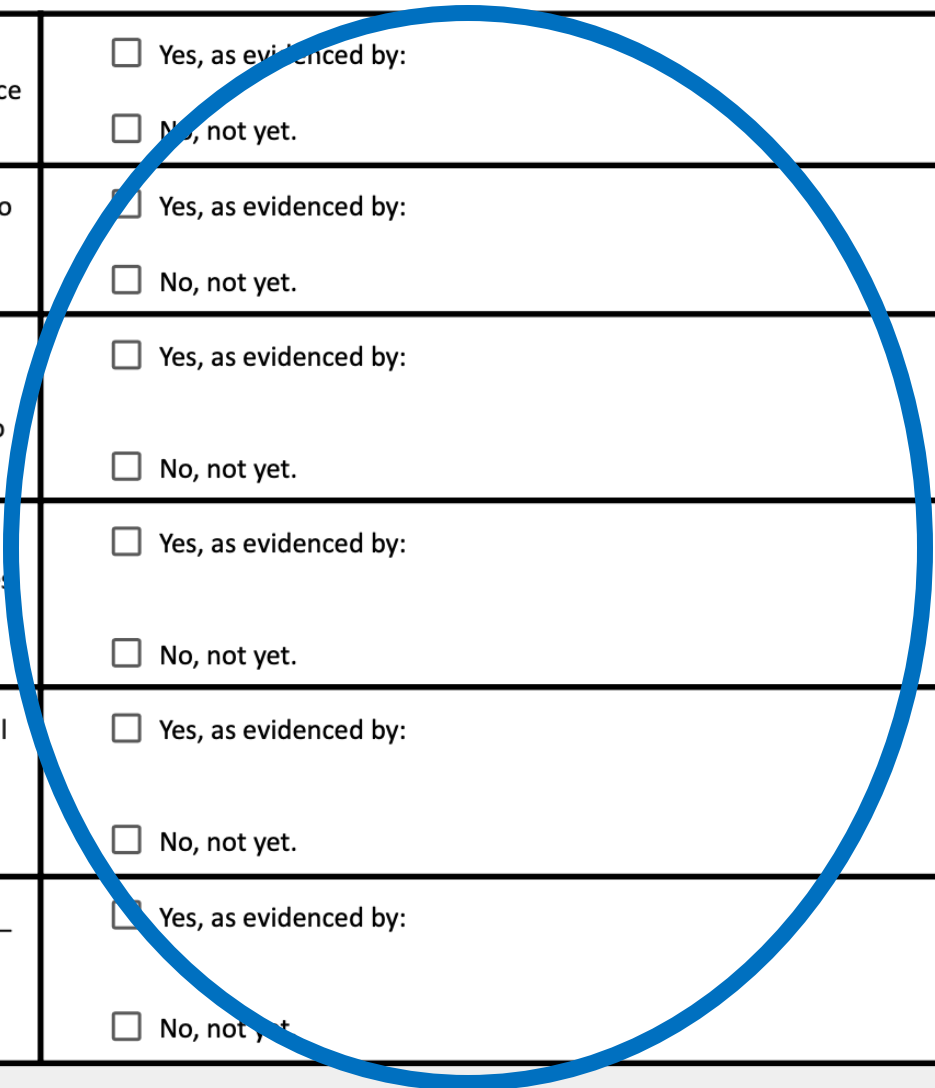
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Teachers &
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Notes: 



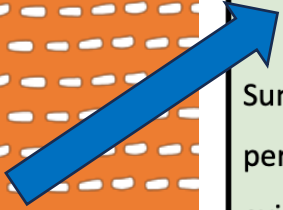
CONNECTIONS

Tracking – Teachers & Students

**Scales Aligned
Assessment**

Summative student
performance
evidence on the
Proficiency Scale

Student self
evaluation of scale
performance level



<input type="checkbox"/> Assessment Alignment: Ensure the Scales Aligned Assessments (SAAs) are aligned with the proficiency scales and accurately measure student performance at different scale levels (1, 2, 3, 4).	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
<input type="checkbox"/> Assessment Variety: Develop a variety of assessment types (ex.- scales aligned assessments, projects, performance tasks) that align with the proficiency scale and accurately measure student performance at different levels.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
<input type="checkbox"/> Scoring: Teachers provide evidence of student performance for the score level earned. Allow for collaborative scoring time for teachers to clearly delineate the criteria for each level of proficiency.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
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Notes:

standards

formative
summmative

aligned

resource

Variety

Assessment

agency
levels

formative

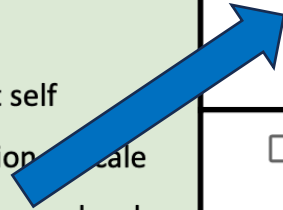
design

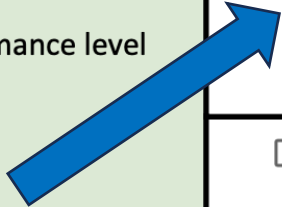
scoring

Scales Aligned Assessment Summative student performance evidence on the Proficiency Scale Student self evaluation of scale performance level	<input type="checkbox"/> Assessment Alignment: Ensure the Scales Aligned Assessments (SAAs) are aligned with the proficiency scales and accurately measure student performance at different scale levels (1, 2, 3, 4).	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
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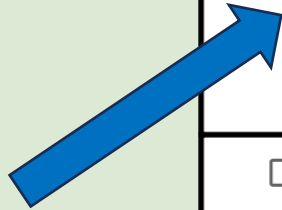
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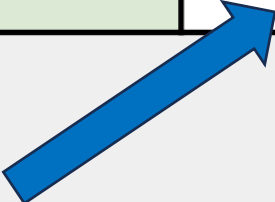


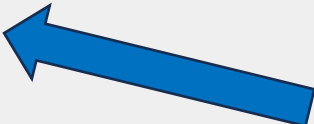
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	Notes: 	

CONNECTIONS

Scales Aligned Assessment

Standards Referenced Reporting

Grading beliefs and practices established with clear communication to stakeholders

Evidence of student performance per reporting expectations

School-wide Process: Enlist a group of stakeholders to collaborate, plan, and deliver standards referenced reporting. The work begins with establishing school-wide grading beliefs.

Yes, as evidenced by:

No, not yet.

Communication Plan: Develop a comprehensive communication plan that outlines how and when information will be shared with stakeholders (parents, students, staff, and the community).

Yes, as evidenced by:

No, not yet.

Parent Engagement: Offer presentations, coffee chats, and resources to help parents understand the standards, and proficiency scales. Include how parents can support their child's learning.

Yes, as evidenced by:

No, not yet.

Feedback: Establish channels for stakeholders to provide feedback and ask questions about standards based teaching and learning processes.

Yes, as evidenced by:

No, not yet.

Regular Updates: Provide regular updates on student progress, curriculum changes, and instructional practices through home-school communications, websites, social media, meetings, etc. Be sure to include student voice.

Yes, as evidenced by:

No, not yet.

Yes, as evidenced by:

No, not yet.

The example below is for a proficiency scale with four foundational skills.

Intentional **checks for understanding** become **mounting evidence to show growth**.

Parts of the whole				Whole		My Learning	
FS1	FS2	FS3	FS4	3 task	3 task	SAA	SBL
2	2	2	2	3	3	3	3
show knowing, feedback, & instruction				STANDARD		My Learning	

GROWING in SHOWING KNOWING!



STUDENT	3.0 = A-
Standard 1	3.0
Standard 2	2.0
Standard 3	3.0
Standard 4	3.5
Standard 5	4.0
Standard 6	3.0
Standard 7	2.0
Standard 8	4.0
Standard 9	2.5

Marzano Method	
Avg. Standard Scores	Traditional Grade
3.75 - 4.00	A+
3.26 - 3.74	A
3.00 - 3.25	A-
2.84 - 2.99	B+
2.67 - 2.83	B
2.50 - 2.66	B-
2.34 - 2.49	C+
2.17 - 2.33	C
2.00 - 2.16	C-
1.76 - 1.99	D+
1.26 - 1.75	D
1.00 - 1.25	D-
0.00 - 1.00	F

Standards Referenced Reporting

Grading beliefs and practices established with clear communication to stakeholders

Evidence of student performance per reporting expectations

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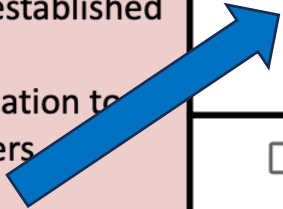
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Standards Referenced Reporting

Grading beliefs and practices established with clear communication to stakeholders

Evidence of student performance per reporting expectations



School-wide Process: Enlist a group of stakeholders to collaborate, plan, and deliver standards referenced reporting. The work begins with establishing school-wide grading beliefs.

Yes, as evidenced by:

No, not yet.

Communication Plan: Develop a comprehensive communication plan that outlines how and when information will be shared with stakeholders (parents, students, staff, and the community).

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No, not yet.

Parent Engagement: Offer presentations, coffee chats, and resources to help parents understand the standards, and proficiency scales. Include how parents can support their child's learning.

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Feedback: Establish channels for stakeholders to provide feedback and ask questions about standards based teaching and learning processes.

Yes, as evidenced by:

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Regular Updates: Provide regular updates on student progress, curriculum changes, and instructional practices through home-school communications, websites, social media, meetings, etc. Be sure to include student voice.

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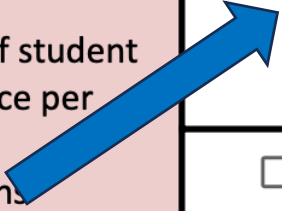
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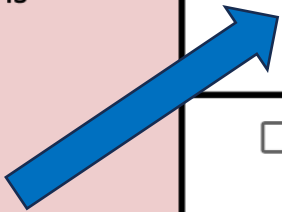
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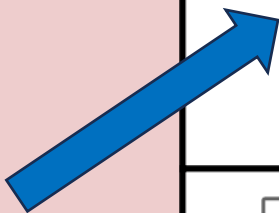
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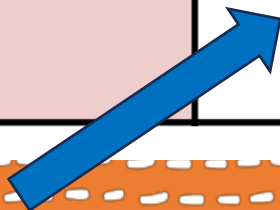
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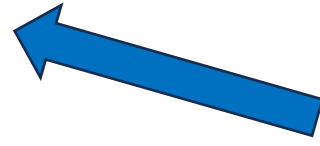
Notes:



CONNECTIONS

Standards Referenced Reporting

CELEBRATIONS: Review school evidence of quality embedded practice above. Select areas for school celebrations. Determine how celebrating will look at your school for students, staff, and stakeholders.



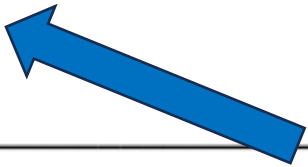
GROWTH OPPORTUNITIES: Review school evidence of quality embedded practice above. Identify school growth opportunities that are deemed priority work. Move forward and avoid perfectionism by considering a start that is acceptable to try. (1-3 to begin)

- _____
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- _____
- _____
- _____



Standards Based teaching & Learning implementation is a process. *Pause & reflect.* Discuss scaffolding the identified needs listed above for best results.



What have you identified as a first step?

Who are the responsible leaders and contributors?

What is needed to complete the work?

What must a committed timeline and schedule include for the work and frequent staff conversations?

How will we ensure feedback is gathered, voices heard, and necessary adjustments made?

What external support might be needed to launch, embed, and sustain the SBTL work?

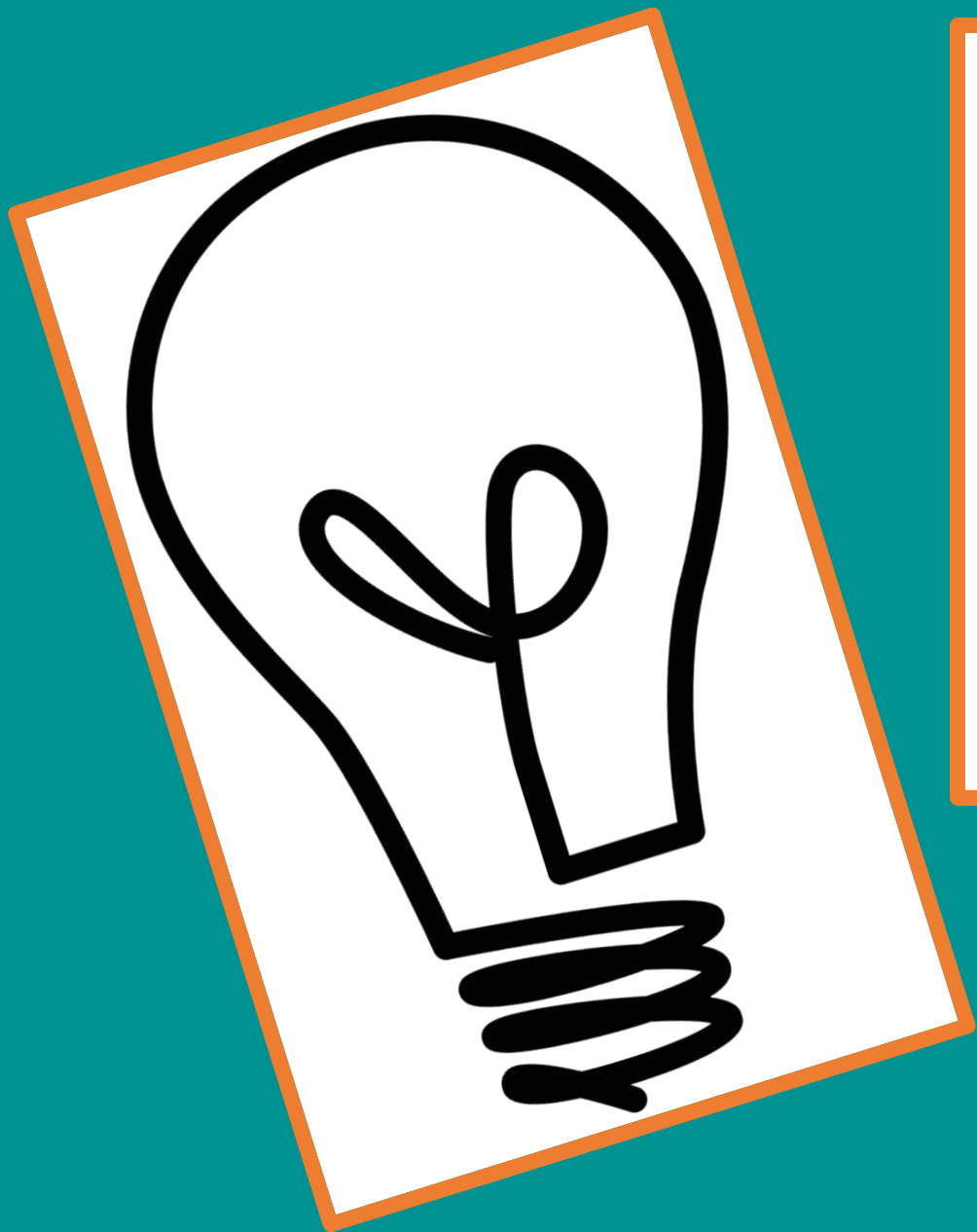
Others?

“If not us, then who? If not now, then when?”

John Lewis

CONNECTIONS

Celebrations & Growth Opportunities



Continue the
SBTL
CONVERSATION



...take a closer look

Process	Steps	Evidence of Quality Embedded Practice
Guaranteed & Viable Curriculum Prioritized Standards & Proficiency Scales	<input type="checkbox"/> School-wide Process: Enlist teachers, administrators, and support staff to collaborate on the prioritized standards for a guaranteed & viable curriculum.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> School-wide Documents: Access detailed state documents that outline the content, skills, and knowledge students need to acquire at each grade level. ndsbl.org	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Analyze Standards: Thoroughly review the ND prioritized standards, found at ndsbl.org , with staff to understand what students are expected to learn and what teachers are expected to teach.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Proficiency Scales: Review the ND proficiency scales found at ndsbl.org for each prioritized standard, to determine what student performance looks like at various levels: 1-beginning, 2-developing, 3-proficient, 4-advanced.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Consistency and Coherence: Ensure the proficiency scales are taught across grade levels and content areas to provide a consistent learning experience and sustain coherence.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> _____	
Notes:		

1 PROCESS @ a TIME

REACH OUT

ASK QUESTIONS



Our School SBTL Journey

NORTH DAKOTA STANDARDS-BASED LEARNING

CHARTING THE COURSE:

Navigating Formative and Summative Assessment in the Classroom



DESCRIPTION

Educators will navigate the use of assessments to guide students in learning, provide ongoing feedback, plan growth opportunities, evaluate achievement, and advance students to the next level.

To navigate assessment processes, participants will:

- Apply learned concepts to classroom instruction for quality assessment.
- Improve assessment practices.
- Self-assess learning through reflection and goal-setting for improvement.
- Integrate and synthesize assessment knowledge to implement formative & summative practices.

COURSE TOPICS



How do Educators Define Formative and Summative Assessment?



Assessment: Purpose, Process & Strategies



Most Effective Assessment Practices



Alignment of Assessments to North Dakota Standards



Steps to Implement Quality Assessments

SCOPE + SEQUENCE

PART 1

Tuesday, January 14, 2025
10:00am-11:00am CST

PART 2

Tuesday, February 4, 2025
10:00am-11:00am CST

PART 3

Tuesday, February 25, 2025
10:00am-11:00am CST

Click to register and join virtually!



FACILITATOR

Melissa Stanley
Associate Director of High Quality Instruction
Central Region Education Association



This virtual series is offered at NO COST through ND Regional Education Association collaboration and is supported by the ND Department of Public Instruction.

QUESTIONS?

ndsbl.info@k12.nd.us



Save the Dates! Please Join Us!

NDSBL Charting the Course: Navigating Formative & Summative Assessment in the Classroom

Part 1 – Tuesday, January 14, 2025 10:00 am	<ul style="list-style-type: none">○ How do educators define formative and summative assessment?
Part 2 – Tuesday, February 4, 2025 10:00 am	<ul style="list-style-type: none">○ Assessment: purpose, process & strategies○ Most effective assessment practices
Part 3 – Tuesday, February 25, 2025 10:00 am	<ul style="list-style-type: none">○ Alignment of assessments to ND Standards○ Steps to implement quality assessments



Q
&
A

Thank you

Melissa Stanley, CREA

Associate Director of High Quality Education Personnel

Melissa.Stanley@k12.nd.us

701.721.2625