

# Tallmadge Curriculum

January, 2023

## TALLMADGE CITY SCHOOLS DIRECTIONAL SYSTEM



### OUR MANTRA

Empower - Everyone, Everyday



### OUR VISION

Tallmadge is a collaborative community that empowers every student.



### OUR MISSION

Every Tallmadge graduate is successfully employed, enrolled or enlisted.

“Poor grading practices at best don't support learning, and at worst, actually harm students by giving them inaccurate or inappropriate information on which to base important school and life decisions.”

### INSIDE THIS ISSUE

1. Curriculum and Instruction
2. MTSS
3. Social Emotional Learning
4. Personalized Learning
5. Assessment
6. English Learner Services
7. Gifted Programming
8. Upcoming Professional Development Opportunities

[Read more on the 8 essential principles](#)

### Eight Essential Principles for Improving Grading

1. Clarify purpose. Educators, parents, and students should know the specific purpose of their grading and reporting system: what it will communicate, what it does not communicate, and what additional information is available.
2. Establish goals. Clear learning goals unite curriculum, instruction, and assessment and are the basis of a sound grading system. A clear goal, for instance, might state "Use place value understanding to round multi-digit whole numbers to any place." When teachers are clear about learning goals, they can provide appropriate instruction and use assessments that enable valid inferences about student learning. When students are clear about goals, they're better able to regulate their own learning; they can set a goal and work toward it, monitoring their understandings and adjusting their work as they go. Assessments of student performance, and the associated grades that result, should be closely aligned to targeted goals.
3. Base grades on a collection of evidence. The quality of the evidence makes a great deal of difference. Each piece of evidence, whether student work on an assignment or teacher observation of what a student does or says, should support valid conclusions about whatever learning outcome or learning skill it's being used to rate, and should be interpreted accurately and without bias.
4. Reflect current achievement. Grades should be based on a synthesis of evidence reflecting students' current level of learning or accomplishment, not an average of performance over a period of time. Where students were at the beginning or halfway through a learning sequence doesn't matter. How many times they fell short during that sequence doesn't matter. What matters is what they have learned and are able to do currently or "at this time."
5. Use established criteria aligned to targeted learning goals. Ideally, districts would establish sets of evaluative criteria and associated scoring tools (like common rubrics) aligned with key standards. Having such well-developed evaluation tools would make it more likely that teacher judgments of student performance—and the concomitant grades assigned—will be more consistent with the judgments of other teachers.
6. Set conditions for opportunity to learn—including feedback. Students must be given appropriate opportunities to practice and receive feedback before their work is graded. Learning precedes assessing and reporting what has been learned. Students need opportunities to apply new learning and receive feedback before they're evaluated. Ongoing formative assessments can provide that feedback, and the results of such assessments should not be graded. The feedback students receive on ongoing work should be based on the same criteria as will be used for grading summative assessments. Effective feedback fuels the formative learning cycle, guides student self-regulation of learning, and helps students connect the practice and learning work they do with the grades they receive.
7. Report achievement separately. The main grades on a report card should report only students' current status on achieving intended learning outcomes, indicated by the quality of work on well-designed assessments, performances, or demonstrations. This body of work should represent with fidelity the domain of learning described by the standard. Other factors, like SEL skills, maybe, or work habits (completing homework on time, say), collaboration, behavior, and attendance should be reported in a separate section on the report card (sometimes called Learning Skills).
8. Use scales with fewer gradations. Fewer is better because as the number of categories rises, inter-rater reliability goes down (meaning that different teachers looking at the same body of evidence are less likely to assign exactly the same grade). The trade-off is that when using fewer categories, it isn't always possible to report nuanced differences in performance.

## State and District Assessment Windows

### OST

#### Spring

ELA: April 11 – May 1

Math, Science and Social Studies: April 17 – May 5

### MAP

January 9-20

April 24-May 5

### ACT (Juniors only)

February 28

### AASCD

February 27 – April 21

### OELPA

January 30 – March 24



**Empower  
Everyone,  
Everyday**

## MTSS

### Better Grading Practices can Strengthen MTSS

Aligning principles of standards-based grading and MTSS;

Principles of SBG	Alignment to MTSS
Learning goals (standards, targets, objectives, etc.) need to be identified and communicated to the learner.	MTSS is built around the idea of setting goals and measuring progress toward them. SBG's focus on specificity, and clearly defined learner outcomes directly supports MTSS and can help to provide better focus.
Learning happens over time and students should be provided with multiple opportunities to learn and to demonstrate what they have learned.	MTSS suggests that we should measure student progress and ensure that learning is happening across all tiers. The idea of reassessing directly speaks to the idea of students responding to instruction and the effectiveness of the system.
What is reported in grades should be specific to what is learned. Factors like behavior, compliance, and other factors should be reported separately from academic grades.	MTSS work is somewhat clinical in nature. Assessments, when possible, should be valid and reliable. Assessment results should be accurate. The specificity that SBG suggests, directly aligns with MTSS practices in this regard.
Progress is reported in performance levels (e.g. 1, 2, 3, 4), which are defined around progress towards achieving proficiency, usually defined with rubrics, and not aligned with traditional percentage-based grading systems.	MTSS does not talk specifically about methods for monitoring progress, so using rubrics and defined performance levels is a completely legitimate way to monitor that progress. Assessments should align with the goals of the instruction for them to be valid. SBG's concern with assessments aligning with the goals of instruction is complementary to MTSS.



## Social Emotional Learning

Students build their social and emotional development through collaborative learning, performance-based tasks, and ongoing reflections. New Classrooms' Student Success Framework identifies two dimensions of student social and emotional development that guide our program design: learning how to thrive and learning how to learn. In these areas, *Teach to One 360* includes specific, transferable skills that can support students throughout their learning:

**Goal Setting:** Setting goals and reflecting on performance every two to three weeks as part of their growing self-management

**Social Awareness:** Providing feedback to their peers in collaborative learning modalities and performance-based assessments as a way to build social awareness

**Agency:** Building their sense of agency through the ability to “prove” they already understand self-selected math skills

**Growth Mindset:** Growing in self-awareness as learners with a positive mindset as they experience multiple tries on skills within a competency-based model

**Relationships:** Developing supportive social relationships with adults and peers through a math advisory structure.

**Self -Management:** Building self-management skills through independent learning experiences such as note taking routines and tracking progress.



## Personalized Learning

Personalized learning capitalizes on students' almost instinctual ability to use technology, but it is so much more than technology and algorithms. It is the purposeful design of blended instruction to combine face-to-face teaching, technology-assisted instruction and student-to-student collaboration to leverage each student's interests for deeper learning. When done right, it meets several of the ISTE Standards while leading to a more rigorous, challenging, engaging and thought-provoking curriculum.

Here are five lessons that have helped one teacher take his classroom from a traditional sage-on-the-stage affair to a tech-assisted personalized learning haven;

1. Learn from others.
2. Use the technology you have.
3. Let students make choices.
4. Choose the best content delivery method.
5. Assess as you go.
6. Pull it all together.

“Personalized learning, when done correctly, can finally give unconventional students ownership of their own education.”

Read more about this educator's experience here;

[Turn Your Classroom into a Personalized Learning Environment](#)

## English Learner Services

[Interpreter Request Form](#)

[Strategies for Diverse Learners Using the UDL Model Focus on English Learners](#)

[How to Set Preferred Language in Remind for Parents](#)

[Tier 2 intervention Practices for English Learners](#)

Check out this awesome resource for [building thinking practices](#)



## Gifted Programming

High Quality Professional Development (HQPD) for Gifted Service in General Education Settings;

[Professional Development in Gifted Education](#)

## Upcoming Professional Development Opportunities

Upcoming Trainings from Summit County ESC;

[Summit County ESC Professional Development](#)



“Personalized learning provides that critical preparation for students, and in the process keeps them engaged and excited about learning.”

## Committee Meeting Schedule

- **District Lead Teacher Meeting** on Thursday, January 12 from 3:45-4:45 p.m. in the Community Room at THS.
- **New Teacher Cohort** on Thursday, January 19 from 12:00-3:00 p.m. in the community Room at THS.
- **Professional Development Committee Meeting** on Wednesday, January 18 from 12:00-3:00 p.m. in the Conference Room at the MEC.
- **LPDC Meeting** on Thursday, January 19 at 3:45 p.m. in the Conference Room at the MEC.
- **Personalized Learning Launch Team Meeting** on Tuesday, January 24 from 9:00-12:00 (virtual).