

Mastery Learning Plan for Tolland Middle School

Over the past decade, the movement to adopt Mastery Learning approaches to teaching, learning, and graduating has gained momentum through the United States as more educators, parents, business leaders, and elected officials recognize that high academic expectations and strong educational preparation are essential to success in today's world. Schools use Mastery learning to raise academic standards, ensure that more students meet high expectations, and graduate more students better prepared for adult life.

The entire Tolland Public Schools Mastery Learning Plan may be found on our district webpage. The information in this packet is condensed to represent our Tolland Middle School Mastery Learning Plan. I encourage you to visit our district website and peruse the Mastery Learning Plan in its entirety.

TMS Grading Scales grades for academic skills will be separated from behavioral considerations. This is an important step in Mastery Learning. The Academic Skills based grade that a student receives has to reflect the student's learning and/or ability relative to a skill, competency, academic content, standard and/or indicator category. Doing so provides more detailed information about the student's learning and ability level, and provides a method of mitigating misrepresentation of the student's actual skill acquisition by excluding considerations that do not relate directly to a student's level of skill and knowledge in that area (such as behavior / compliance).

Score Range	Level of Understanding/Skill Acquisition
100 – 90	Advanced
89 – 80	Developed
79 – 70	Proficient
69>=	Limited Evidence of Skill/Content Acquisition

Grades in Power School will be represented numerically. No letter grades will be reported with the numerical grade.

SOAR Report

A "SOAR Report" is a student behavioral assessment used for reporting student behavioral performance in each class relative to the school's core values of Safety, Ownership, Active Learning, and Respect. The purpose of the SOAR report is to evolve beyond the practice of simply reporting behaviors on a "progress" report in which the student is a passive recipient of a rating. Students complete a "self" report to reflect on their behavior with each teacher and class. Each teacher will then review the reports for accuracy and make recommendations if necessary. These will be scored in PowerSchool at the close of each marking period for all classes. The results will be reflected in PowerSchool as follows: 4 (exemplary), 3 (proficient), 2 (developing), or a 1 (below standard).

TMS Re-assessment/retake procedure for non-summative assessments that count toward a student's end of term grade

In a class at Tolland Middle School, if the majority of the class performed poorly on an assessment (more than 50%) the assessment is not to be considered in any student's grade. Instead, re-teaching and re-assessment should occur.

Individual students who perform **below a 70** on any non-summative assessment will be required to participate in a remediation session and be reassessed within a two week period. A remediation session can be, but not limited to a packet, activity, and/or assignment provided by the teacher, and completed by the student prior to the re-assessment. The score recorded in PowerSchool will be the highest grade earned, although a student's original score can be noted in the comments. If a student refuses to take the re-assessment, the original score will be entered into Power School. If a student performs below a 70 on the re-assessment, that student will have the highest grade earned entered into Power School. Students have one opportunity to re-assess and will be assigned a date to take the re-assessment up to two weeks after the original assessment provided they participate in a remediation session determined by the teacher. If a student is being re-assessed frequently the team teachers will discuss the student's performance and formulate a plan, EIP (Educational Intervention/Improvement Plan), or referral to Tier II or III SRBI/RtI services as appropriate.

Students who score a **70 or above** on a non-summative assessment have the **option** of re-assessing. The student will be responsible for seeking out the teacher to request a re-assessment. Once the student has expressed an interest to re-assess and spoken with the teacher, the teacher will discuss with the student what type of remediation needs to occur, and when and how that will take place. The teacher will assign a date to take the re-assessment up to two weeks after the original assessment provided the student participate in a remediation session determined by the teacher. The score recorded in PowerSchool will be the highest grade earned, although a student's original score can be noted in the comments.

Reassessments will occur on a date at the teacher's discretion, after school or during TMS extended block.

Please see the Evaluation Example Matrix in the **Additional Background Literature and Rationale** of this document for examples of which assessments are, and are not, subject to re-assessment at Tolland Middle School.

Academic Practice

Academic Practice replaces the term "homework." Anything that is designed to reinforce, but will not be used to assess progress on academic content or skills, is Academic Practice. In other words, if an assignment provides information or data about how a student is progressing on one of the learning indicators/categories it is considered an assessment and can be part of the Academic grade. If an assignment is designed to reinforce an understanding (drill and practice math problems, task completion, preparation for class, reading to prep for the next day's class activity, etc.) and will not be used to assess progress on skills or content, that is considered Academic Practice and a student's performance in this area would be evaluated through a behavioral report (see the SOAR Report section below). Students who refuse to do their work (Assessment or Academic Practice), perform poorly, or whom complete work in a way that is not conducive to learning will be assigned to one of the following academic supports: TMS Academic Assistance Program, Academic Lab, time after school with teacher, or extended block (X-Block). The teacher will communicate to the parents through email or a phone call to share concerns and steps taken to assist the student in meeting academic expectations.

Student Academic Assistance Opportunities

TMS After School Academy

This program is staffed by teachers or paraprofessionals after school from 2:30-4:10, Monday through Thursday. Teachers may refer a student to the academy for additional support. The teacher will contact a parent to let them know which day their child has been assigned to the academy. Students either take the late bus home, or be picked up at 4:10 PM.

Academic Lab

The lab is staffed by a paraprofessional at various times during the school day. Teachers have the option to utilize this space for students to reassess during the school day if and when it is conducive to student learning.

Extended Block-(XBlock)

XBlock occurs every Wednesday from 1:30-2:30 during the school day with all teachers and students. The block is utilized for re-teaching, re-assessing, and enrichment.

Students who demonstrate a continued need for these services will be considered for **Tier II and III supports.**

Name:		Class:		Teacher:	
Q4	Q3	Q2	Q1	Q4	Q3
SAFETY		Shows self-control in class; focus is on academic conversations		Is alert and engaged during class (making eye contact and paying attention to the speaker; materials are out and ready; following directions)	
SAFETY		Follows all TMS/class rules, procedures, and safety expectations		OWNSHIP	
SAFETY		Shows self-control in class; focus is on academic conversations		Shows self-respect and takes pride in doing work completely and neatly	
SAFETY		Comes to class prepared with assigned work and all materials needed for class		Shows respect and takes pride in doing work completely and neatly	
SAFETY		Materials/binders/notebooks appropriately organized		Shows respect and takes pride in doing work completely and neatly	
SAFETY		Comes to class on time		Shows respect and takes pride in doing work completely and neatly	
SAFETY		Turns in work on time		Shows respect and takes pride in doing work completely and neatly	
SAFETY		Completes missed/make-up work		Shows respect and takes pride in doing work completely and neatly	
SAFETY		Uses appropriate non-verbal communication/body language towards others		Shows respect and takes pride in doing work completely and neatly	
SAFETY		Uses appropriate verbal communication/words toward others		Shows respect and takes pride in doing work completely and neatly	
SAFETY		Q 1 COMMENTS:		Q 3 COMMENTS:	
SAFETY		Q 2 COMMENTS:		Q 4 COMMENTS:	

Evaluation Example Matrix

Category	Assessment Type	Main Record Location	Description	Examples	Subject to Re-assessment
Academic Practice	Drill and Practice, completion teacher (as non-graded), notebooks	Power School	Assignments designed to reinforce classroom learning. Assignments checked for completion but not necessarily for skill acquisition.	Reading and answering general questions (questions designed mainly to ascertain if the student completed the task, not for any academic skill), math drill and practice, pre-reading for upcoming content or lesson, journal writing (unless assessed for specific skills), task completion, preparation for class.	No
Class Assessments	Progress Monitoring (counts towards omnibus assessments, graded)	Power School	Classroom assessments. Assessments that can be different for each class and suited/adjusted to the instructional needs of individual students or class populations. These are implemented to generate information about student skill acquisition during the process of learning material and should be utilized for the purpose of providing feedback/data for both student and teacher to modify teaching and learning activities.	Quiz, Test, short writing activity, daily or weekly project, check-for-understanding, assignments (take home or otherwise) that will be reviewed by the teacher for skill/content acquisition and for which feedback is provided to help students better understand content, and better apply skills, and individual student progress is reviewed for the purpose of assessing and adjusting instruction and/or learning strategies.	Yes
Final Assessments	Common / Unit / Summative	Power School (omnibus grade), Mastery Manager, NWEA	Common Summative Assessments. Assessments that are designed to determine an individual student and student group's acquisition of skills and content knowledge. It is used primarily to see whether instruction, strategies, and formative measuring and facilitating student acquisition of skills and knowledge. These are uniform assessments given to multiple classrooms, and/or an entire grade or school population of learners.	Common Assessments SBAC, NWEA, Unit Assessments, Benchmark Tests.	No

Progress monitoring assessments typically occur between summative assessments. Our re-assessment policy as well as our use of classroom assessments makes our class assessments a sort of quasi-formative assessment but differ from formatives in that these assessments count toward a student's grade.