

Communicating Student Learning (CSL)

Moving from letter grades to *Strengths-Based Language*

Why no more letter grades?

Letter grades tend to foster a Fixed Mindset in students.

“I always get a C+ in Math.”

“I got a C in Science. I’m no good at it.”

A letter grade on an assignment, test, or project does not give the student information about how to improve.

Fostering a Growth Mindset in our Learners

- ⇒ Students with a Growth Mindset are much more likely to continue learning. They see themselves as learners with potential.
- ⇒ Feedback for learning promotes a Growth Mindset. Providing a student with feedback about **what’s working** and **what to focus on next** provides students with the tools they need to improve.

Student Competency Scale

Beginning

I understand the basics of the lesson. I still need help with many of the activities. I can participate with some teacher or peer support.



Developing

I understand many of the concepts of the lesson. I can explain most of the ideas on my own but I may need help with some of the lesson activities, discussions or examples.



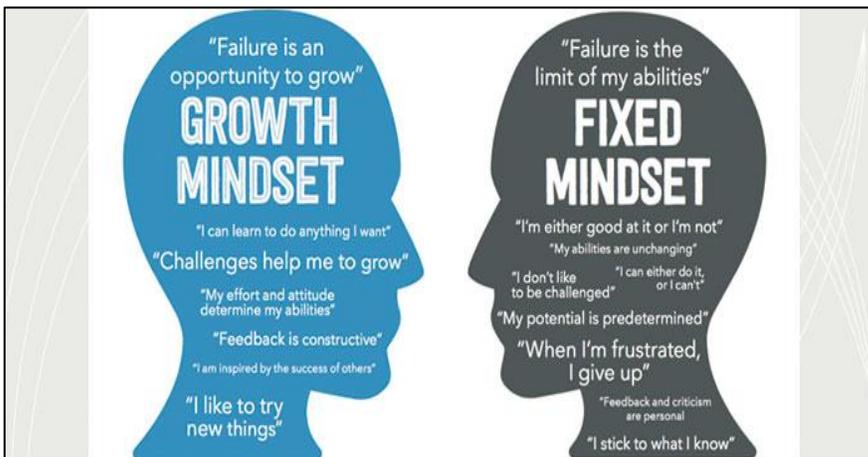
Applying

I understand all of the concepts of the lesson and can communicate my views and ideas to others. I can apply the ideas from this lesson and am beginning to use them to evaluate other concepts and ideas.



Extending

I fully understand the concepts of the lesson. I am able to explain it to others and extend the activities on my own. I am able to share my ideas and am able to help and teach others about the concepts.



Student Competency Scale – in relation to the grade level expectations

Beginning to acquire knowledge, skills, strategies and processes <i>“I am just getting started and I learn best with help”</i>	Developing the ability to apply knowledge, skills and processes <i>“I am getting there and I am beginning to do more and more on my own”</i>	Applying knowledge, skills, strategies and processes consistently <i>“I get it and I can do it on my own”</i>	Extending knowledge, skills, strategies and processes creatively and strategically <i>“I get it and go beyond what is expected of me”</i>
<ul style="list-style-type: none"> • Student is beginning to understand at grade level expectations. 	<ul style="list-style-type: none"> • Student is developing understanding at grade level expectations 	<ul style="list-style-type: none"> • Student is applying understanding at grade level expectations 	<ul style="list-style-type: none"> • Student is extending understanding at grade level expectations
<ul style="list-style-type: none"> • Shows evidence that learner can demonstrate some progress toward the learning standards 	<ul style="list-style-type: none"> • Shows evidence that the learner can understand the learning standards in basic or familiar situations 	<ul style="list-style-type: none"> • Shows evidence that learner can transfer understanding of learning standards to both predictable and new situations 	<ul style="list-style-type: none"> • Shows evidence that learner can insightfully and creatively apply an in-depth understanding of learning standards in complex situations.