

*The standards-based learning model (SBL) is an approach to teaching and learning that positions students' mastery of knowledge, concepts, and skills as the immutable factor informing instructional practices.*

The core principle of the SBL model is that teachers have clearly-defined learning targets and are designing instructional and assessment practices that progressively develop mastery towards those targets.

At YISS, the learning targets are described by sets of research-based standards such as the Common Core State Standards (CCSS) for math and language arts, and the Next Generation Science Standards (NGSS).

## ASSESSMENTS

In the SBL model, teachers use formative evaluations to provide feedback to students and make decisions about future instruction. Formative evaluations can be considered as assessments used for learning. At the end of a unit of study, students are given an opportunity to provide evidence of mastery as a summative evaluation of their learning. Summative assessments can be considered assessments of learning. Both formative and summative assessments can take a variety of forms from assignments, to projects, to quizzes, to performance assessments.



## REPORTING

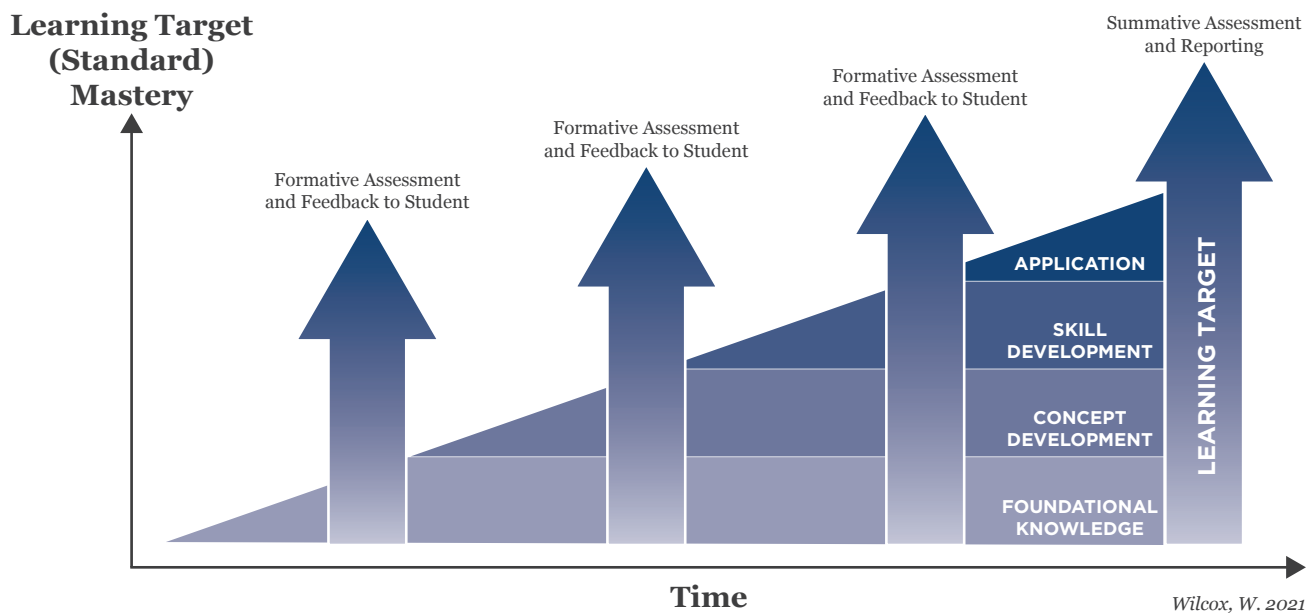
As mastery of defined learning targets (standards) is central to the SBL model, mastery of learning targets is communicated separately from other learning behaviors such as organization, classroom engagement, and the nature of social interactions. At YISS, these behaviors are referred to as Characteristics of Successful Learners (CoSL). Formative assessments, which serve the purpose of informing the learning process, are significantly deemphasized or excluded, entirely, when reporting. Schools that have adopted the SBL model also typically go beyond communicating a single grade for a course. Instead, student performance within several areas of learning (curricular strands) are reported for each subject.

## COMPARISON OF LEARNING MODELS

TRADITIONAL LEARNING MODEL	STANDARDS-BASED LEARNING MODEL
Instruction: Textbook-Driven and Task-Based	Instruction: Standard-Driven and Comprehension-Based
Reporting: Average of courses' graded components	Reporting: Achievement of learning standards
Factors may be any aspect (achievement, effort, punctuality, attitude, etc.)	Factors are standards-aligned student achievement data
Learning behaviors incorporated	Learning behaviors reported separately

# THE STANDARDS-BASED LEARNING MODEL

*A Generalized Learning Progression*



## KEY TERMINOLOGY

### Assessment

Any measure of student learning.

### Formative Assessment

Any evaluation used by a teacher to guide instruction or provide feedback to students to help them in their learning. Formative assessments may take the form of homework, discussion, in-class activities, and even quizzes if the data collected is used to inform instruction and learning.

### Summative Assessment

An assessment given at the end of a learning period to provide students an opportunity to demonstrate their mastery of a learning target. These assessments can be in the form of cumulative or final exams, projects, or performances.

### Standards

Research-based and developmentally appropriate learning targets. YISS has adopted the U.S. Common Core State Standards for English and mathematics, the Next Generation Science Standards, the College, Career, and Civic Life (C3) framework for social studies, and the National Core Arts Standards for visual and performing arts.

### Curricular Strands

Subject-specific areas of learning. Typically, multiple standards are grouped into curricular strands for the purpose of reporting student proficiency. For example, in science multiple standards involve students being tasked with designing experiments or collecting data. All standards of this nature may be grouped together as a broader curricular strand called “Scientific Investigation”.

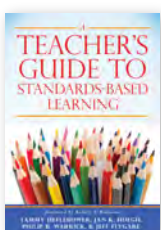
## SBL RESEARCH

Robert Marzano and Thomas Guskey are leading scholars in the field of the standards-based learning model, and have authored a number of peer-reviewed studies and books on the subject. Many of the schools implementing SBL have utilized principles articulated in their work.

Their websites are excellent starting points for individuals interested in more information about standards-based learning, and the associated standards-based grading models:

Robert Marzano: [www.marzanoresearch.com](http://www.marzanoresearch.com)

Thomas Guskey: [www.tguskey.com](http://www.tguskey.com)



During the 2021-2022 school year, YISS educators read “A Teacher’s Guide to Standards-Based Learning” (2018) by Heflebower, Hoegh, Warrick & Flygare.

## OTHER SCHOOLS USING A STANDARD-BASED LEARNING MODEL

American School of London

Taipei American School

American International School of Johannesburg

International School of Bangkok

American School in Japan

Hong Kong International School

American International School of Budapest

Singapore American School

American International School of Vienna

American International School of Guangzhou

International School of Beijing