Concurrent Support Virtual Workshop: Community of Practice and Standards Based Grading

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This document describes the Moorpark College precalculus course in which Standards Based Grading has been implemented. Additional resources, including the webinar slideshow and information about the other communities of practice and innovations at Moorpark College, are available in the accompanying folder.

COURSE NAME: Math M24 Calculus I Readiness for STEM + M24S Support for Calculus I Readiness (Note, this is our "innovative precalculus course", designed for AB 1705 Option D).

UNITS: Math M24 Calculus I Readiness for STEM (4 units) + M24S Support for Calculus I Readiness (2 units)

REGISTRATION: All courses are integrated, focusing on providing just-in-time support as necessary.

PLACEMENT: Students may currently enroll freely into the course. In Fall 2027, students will enroll according to AB 1705 legislature for option D.

SCHEDULE: The connected courses are offered on-ground, two days per week.

Example

71751: Math M24 8/10/26–12/10/26 TR 10:00 AM–11:50 AM Balas, K	72300: Math M24S 8/10/26–12/10/26 TR 11:55 AM–12:45 PM Balas, K

TEXTBOOK: Zero Textbook Cost. Faculty members have created free content in the form of instructional videos, fillable lecture note templates, active learning worksheets, and games. Homework assignments include problems from MyOpenMath.

COURSE MANAGEMENT SYSTEM: All course content is housed in Canvas, with an integration of MyOpenMath assignments.

ACTIVE LEARNING: Students watch a prerecorded lecture video before class, freeing class time for active learning with the support of a Course Embedded Tutor. Students work together in groups at the whiteboard or in seated pods (4 seats grouped to face each other). Examples of active learning assignments are linked in this folder.

GROWTH MINDSET:

Standards Based Grading (SBG) is implemented in this course, where students may reassess each standards until mastery is achieved. SBG operationalizes growth mindset into a grading structure. Traditional grading works against growth mindset: students get one chance to demonstrate understanding, and a poor performance is averaged in permanently. SBG reframes this entirely. Growth mindset holds that ability develops over time with effort and good feedback. A "not yet" in week 3 does not haunt the final grade if the student masters the skill later. Mistakes become information, not punishment. Traditional grading also tends to prompt the question "what do I need to do to get points?" with is a fixed-mindset, performance-goal orientation. With SBG, the question becomes "what do I still need to understand?" The structure of the system actively trains students to think differently about what they're working toward.

OTHER COURSE ELEMENTS:

The innovations added to the course include:

- Faculty collaborate through regular M24 community of practice meetings, with aligned tests, retests, activities, syllabi, and grading practices
- Standards Based Grading
- Active Learning
- Flipped Classroom
- Course Embedded Tutor

Standards-Based Grading in MATH M24:

Language from the syllabus:

This course utilizes standards-based grading (SBG), which means your grade will reflect your demonstrated understanding of specific learning targets. Instead of accumulating points, your grade will be based on your proficiency in each target, assessed through various methods. You will receive detailed feedback on your progress, and you will have

opportunities to reassess to demonstrate mastery of any target. The goal is to show what you know and can do, not just to accumulate points. There are 45 standards that we'll track throughout the course. There is also a P3 requirement: Preparation, participation and practice. This includes watching the lectures and completing the Ticket in the Door to prepare for class, completing assignments to participate in class and practicing homework problems through My Open Math outside of class. The combination of P3 completion and standards mastered will determine your grade in the course. Each standard is assessed on a 1-4 scale:

4 – Student has mastered the standard.
3 – Student is fine-tuning their performance with the standard.
2 – Student is developing understanding of the standard.
1 – Student does not yet recognize the standard.

Grading Scale

A	4 or higher on at least 28 standards with 3s on the rest, with 80% or higher PPP completion.
B	3 or higher on at least 35 standards with 2s on the rest and at least 65% PPP completion.
C	3 or higher on at least 25 standards with 2s on the rest and at least 50% PPP completion.
D	3 or higher on at least 15 standards with 2s on the rest and at least 30% PPP completion.
F	Less than 15 standards assessed at 3 or higher or any standards below 2 or PPP below 30%

Final: The final is cumulative. You are required to take the final exam to pass the class. No make-up finals will be allowed. The final will be on Tuesday, May 19th from 10:15 am – 12:15 pm in TB 109.

Grading in Math M24S:

Pass/No Pass – students earning a passing grade in Math M24 will earn a "Pass" in Math M24S.

Typical Class Day:

- Before coming to class:
  - students watch a recorded lecture and complete instructor-given guided notes.
  - students will complete a "Ticket in the Door" assignment, for each standard.

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    - students complete homework assignments in MyOpenMath for each standard covered.
- Students bring up questions at the start of class from the previous night's homework. Students with the guidance of the instructor and the course embedded tutor help answer each other's questions on the board.
- Then, students take a quiz. The quiz covers the standards learned from the previous class day as well as previously learned standards.
- In groups, students will complete worksheets or activities each day in class to enhance the understanding of each standard. The course embedded tutor engages with each of the groups throughout.
- Students may choose to attend the optional study session outside of class, led by the Course Embedded Tutor (1-2 hours per week).