



# Standards-Based Grading

OCTOBER 2019

LUNCH WITH LEADERSHIP PARENT FORUM

# A Blast from the Past

PUPIL'S REPORT CARD														SEX	GRADE	WEIGHT			
CHILD'S NAME DOROTHY				FIRST NAME Eleanor Tennison										II	6th	103.700			
SCHOOL YEAR 1943-1944	Days Present	Days Absent	Days Tardy	Reading	Spelling	Grammar	Composition	Arithmetic	Science	History	Geography	Civics	Art	Music	Physical Education	Average	Percentage	Remarks	
																			Period
First Semester	1st Six Weeks	25	0	0	A	B	A	A	B	C	A	A	A	B			69	52%	
	2nd Six Weeks	29	0	0	A	A	A	A	A	B	A	A	A	A				75	
	3rd Six Weeks	31 1/2	1/2	0	A	A	A	A	B	B	A	A	A	B					
	First Semester Grade	85 1/2	1/2	0	A	A	A	A	A	B	B	A	A	A				76	
Second Semester	4th Six Weeks	28	2	0	A	A	B	B	A	B	A	A	A	A			62	77%	
	5th Six Weeks	29	0	0	A	A	B	A	A	B	B	A	A	A			57	78%	
	6th Six Weeks	34	1	0	A	A	B	B	A	B	B	A	A	B			54	81%	
	Second Semester Grade	91	3	0	A	A	B	B	A	B	B	A	A	B					
Yearly Grade	176 1/2	3 1/2	0	A	A	B	B	A	B	B	A	A	B						

Promoted to 5th grade. Retired in \_\_\_\_\_ grade. Teacher: Mary Ann Barker  
 EXPLANATORY: These "Marks" are awarded each month. "Honor," "High Honor" and "Chief Honor"

# What we Know About Traditional Grading

- ▶ Grading systems remain relatively unchanged over the past century
- ▶ A letter grade doesn't give a lot of clear information about the student
- ▶ Final grades may reflect achievement, growth, compliance, effort, behavior, etc.

# What is Standards-Based Grading

- ▶ Communicates how students are performing on a set of clearly defined learning targets called standards.
- ▶ Identifies what a student knows, or is able to do, in relation to pre-established learning targets.
- ▶ Standards-based report cards give a grade for the learning targets
- ▶ Each student receives multiple grades in each subject area
- ▶ Each subject is broken down into several categories
- ▶ Within each category is a list of skills a student should be able to do and a grade to show how each student is doing

# How Does Standards-Based Grading Differ from Traditional Grading?

Traditional Grading System	Standards-Based Grading
Scores for entire grading period are averaged together	Measures student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance
Early low scores are averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates	A student who might have struggled at the beginning of a course, when encountering new material, may still be able to demonstrate mastery of key concepts by the end of the grading period
Variables such as effort, participation, timeliness, cooperation, attitude, may fall factor in determining a student's grade.	Separate academic performance, work habits, and behavior to provide an accurate view of student's progress in all areas

# How Does Standards-Based Grading Differ from Traditional Grading?

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Average Score	Traditional Grade
55%	65%	75%	85%	95%	75%	C

**Now Assume grades 1-5 build progressively, and grade 5 is a cumulative test?  
Has the student demonstrated mastery?**

# Have they met their goal?



# How Are My Child's Grades Determined?

- ▶ A series of assessments—both formative and summative (while they are learning and at the end of the learning)
- ▶ Practice assignments and homework are for practice and serve as feedback for the teacher and student
- ▶ Redo work until it is correct
- ▶ Revisit learning targets until they are mastered
- ▶ Look at most current, consistent score to determine grade on report card
- ▶ Habits of Scholarship and Behavior are on 7C Report Card



# Brighten's Grading Scale

Key to Achievement of Performance Standards		
3D	<b>Exceeding</b>	INDEPENDENTLY goes beyond what is taught; <b>above grade level</b> application; transfers to real world contexts
3	<b>Meeting</b>	INDEPENDENTLY understands and applies <b>grade level</b> simple <u>and</u> complex concepts.
2.5	<b>Approaching</b>	WITH GUIDANCE understands and applies <u>most</u> grade level simple and complex concepts
2	<b>Progressing</b>	WITH MUCH SUPPORT understands and <u>inconsistently</u> applies <u>some</u> grade level simple and complex concepts
1.5 / 1	<b>Not Progressing</b>	WITH SUPPORT understands <u>few</u> simple grade level concepts; performs <b>below grade level</b>
*	<b>Not Evaluated</b>	standards within a domain were not assessed or there is not adequate data to provide a grade.

<b>SIMPLE CONCEPTS</b>	<b>Knowledge Comprehension</b>	Name, identify, label, match, list, summarize, understand, demonstrate
<b>COMPLEX CONCEPTS</b>	<b>Application Analysis Synthesis Evaluation</b>	Use, apply, problem solve, design, experiment, organize, recognize trends, design, invent, compose, infer, modify, predict, combine, compare ideas, evaluate outcomes, judge, recommend, rate

# Grading Process Chart Used by Teachers

## Assigning Grades

Start here  
then move →

Student worked <u>independently</u> with <b>mastery</b> of the standard?	<b>Yes</b>	3D 3	<b>Above grade level</b> ; more than what is explicitly taught?	<b>Yes</b> <b>3D</b>				
				<b>No</b> <b>3</b>				
	<b>No</b>	2.5 2 1.5 1	Applies grade level <b>simple</b> and <b>complex</b> level concepts	<b>Yes</b>	2.5	<b>Consistently applies</b> simple and complex grade level concepts <b>Yes</b> <b>2.5</b>		
					2	<b>No</b> <b>2</b>		
				<b>No</b>	1.5	1	Understands <b>simple grade level</b> concepts <b>only</b>	<b>Yes</b> <b>1.5</b>
								<b>No</b> <b>1</b>

# Is it Possible to Achieve a Grade of 3D?

- ▶ Yes, teachers' lessons and assessments will offer opportunities for students to excel
- ▶ A score of 3D indicates performance that is consistently above what is expected for mastery at that point in the school year.
- ▶ A score of 3D would indicate a much deeper understanding of a standard, the ability to apply that knowledge, make connections, and extend learning beyond the targeted goal
- ▶ A 3D does not mean they got all questions correct (100)
- ▶ A 3D is not the same as an A

# How Does this Relate to an A-F System?

- ▶ Cannot compare traditional grading system to standards-based grading
- ▶ A 3 is not the same as an A, a 2 a B, etc.
- ▶ Standards based grading identifies whether a student met, exceeded, or did not meet the standard
- ▶ Scores below 3 mean the student is not working independently on grade level goals. Some standards take all year to master.
- ▶ Scores of 1 or 1.5 are a sign of concern
- ▶ A student who is on grade level, will receive more 3's second semester than 2's. The GOAL is all 3's by the last report card.

# Let's Talk About Habits of Scholarship

- ▶ Commitment
  - ▶ Is my child doing their assigned work?
  - ▶ Is my child building routines to stay organized (agenda, notebooks, homework)?
- ▶ Culture of Collaboration
  - ▶ Is my child able to work with different groups of people?
  - ▶ Can my child incorporate feedback to improve his/her work?
  - ▶ Can my child lead and follow as appropriate?
- ▶ Craftsmanship
  - ▶ Does my child put forth best effort?
  - ▶ Does my child pay attention to detail/instructions?