



Standards-Based Grading

SEPTEMBER 20, 2016

LUNCH WITH LEADERSHIP PARENT FORUM

A Blast from the Past

PUPIL'S REPORT CARD		LAST NAME DIVISION		FIRST NAME Eleanor Tennison		AGE 11	GRADE 6th	REPORTING MONTH NOV 1944
SCHOOL YEAR 1943-1944		Math	Reading	Spelling	Grammar	History	Science	Physical Education
Period		Present	Absent	Tardy	Truant	Best	Second	Third
First Semester								
1st Six Weeks		25	0	0	0	A	B	69 52 3
2nd Six Weeks		29	0	0	0	A	B	75
3rd Six Weeks		31 1/2	1/2	0	0	A	B	
Fourth Grade		83 1/2	1/2	0	0	A	B	76
Second Semester								
4th Six Weeks		28	2	0	0	A	B	62 77
5th Six Weeks		29	0	0	0	A	B	57 78 1/2
6th Six Weeks		34	1	0	0	A	B	54 81
Fifth Grade		91	3	0	0	A	B	
Fourth Grade		176 1/2	3 1/2	0	0	A	B	
Promoted to 5th grade. Retained in 6th grade. Teacher: Mary Vain Burden								
EXPLANATION: These "Honors" are awarded each semester. "Honors," "High Honors" 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	Exceeding	INDEPENDENTLY goes beyond what is taught; above grade level application; transfers to real world contexts
3	Meeting	INDEPENDENTLY understands and applies grade level simple <u>and</u> complex concepts.
2.5	Approaching	WITH GUIDANCE understands and applies <u>most</u> grade level simple and complex concepts
2	Progressing	WITH MUCH SUPPORT understands and <u>inconsistently</u> applies <u>some</u> grade level simple and complex concepts
1.5 / 1	Not Progressing	WITH SUPPORT understands <u>few</u> simple grade level concepts; performs below grade level
*	Not Evaluated	standards within a domain were not assessed or there is not adequate data to provide a grade.

SIMPLE CONCEPTS	Knowledge Comprehension	Name, identify, label, match, list, summarize, understand, demonstrate
COMPLEX CONCEPTS	Application Analysis Synthesis Evaluation	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 mastery of the standard?	Yes	3D 3	Above grade level; more than what is explicitly taught?	Yes 3D	
				No 3	
	No	2.5 2 1.5 1	Applies grade level simple and complex level concepts	Yes	2.5 2
					Consistently applies simple and complex grade level concepts
				No	1.5 1
					Understands simple grade level concepts only
				Yes 2.5	
				No 2	
				Yes 1.5	
				No 1	

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.