

Standards-Based Grading F.A.Q.

What is standards-Based Grading?

Standards-based grading focuses on a student's performance in relationship to defined course outcomes. In Clark-Pleasant, those are known as Essential Learnings and every course has identified outcomes based on Indiana State Standards. This grading system looks at how well a student has demonstrated proficiency over time in the course and reports out his/her progress toward the defined outcome.

What is the scoring system in a standards-based system?

Students earn a score between 1 and 4 to assess their level of knowledge on each proficiency scale.

1 = Beginning - with help, the student can perform basic components of the skill.

2 = Progressing - student can demonstrate knowledge of basic or simpler concepts connected to the skill.

3 = Proficient - student demonstrates knowledge of the skill at the level required by the standard.

4 = Mastery - student can apply the knowledge to new situations or additional skills.

Why use standards-based grading?

The goal of Clark-Pleasant is to improve student learning by giving students and parents timely feedback that is . . .

Accurate: gives students a clear picture of what they have learned and identifies the next step in their learning.

Consistent: every student in a course has the same expectation and learning outcome to demonstrate proficiency.

Meaningful: the feedback on each skill is specific to that learning outcome. The final letter grade is in direct correlation to expectations of the proficiency scales assessed each semester.

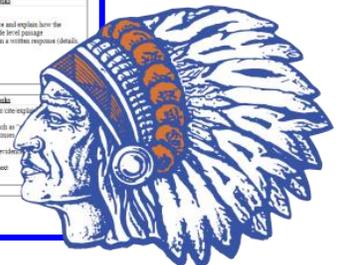
Supportive of Learning: focus is given to the specific material covered in a course rather than on accumulating points to reach a certain total.

What is a proficiency scale?

Each identified Essential Learning (EL) in a course has a proficiency scale that breaks the skill into levels of knowledge. This scale helps students know what is required at each level and assists teachers in giving more specific and timely feedback to students about the next step in their learning. Parents can find all proficiency scales at:

<http://www.cpsc.k12.in.us/o/district/browse/13424>

Strand: Reading Literature	
Taylor "ML.21 & RN.2.1" Text Evidence in Writing	
Level: 7	
<p>Score 4.0 Mastery</p> <p>In addition to score 3.0, in-depth inferences, applications, and analysis indicate an extensive of learning.</p> <p>The student will:</p> <p>writes responses to text that use the best evidence and thorough explanations while applying a variety of analytic ELA-writing skills and SAT vocabulary words over parenthetical citations when appropriate</p>	<p>Sample Tasks</p> <p>In addition to selecting the best evidence to support a given claim, provide an explanation that thoroughly relates the evidence to the passage.</p> <p>Provide an in-depth, expository explanation and higher level inferences at answer while applying a variety of analytic ELA writing skills and SAT vocabulary words.</p>
<p>Score 3.5</p> <p>In addition to score 3.0 performance, the student has partial success at score 4.0 content.</p> <p>The student will:</p>	<p>Sample Tasks</p>
<p>Score 3.0 Proficiency</p> <p>uses the text using quotes, details, examples, and paraphrasing accurately</p> <p>uses the relevant pieces of textual evidence to support each</p> <p>explains what the text says explicitly and when drawing inferences from the text</p>	<p>Cite several pieces of relevant evidence and explain how the evidence supports the answer in a grade level passage</p> <p>Provide a variety of types of evidence to evidence response (details, examples, statistics, quotations, etc.)</p> <p>Write a complete RACE response</p>
<p>Score 2.0 Progressing</p> <p>Provides basic processes, such as:</p> <p>paraphrase cited textual evidence to support answer</p> <p>attempt to explain answer</p>	<p>Sample Tasks</p> <p>Identify parts of RACE (state answer, cite evidence)</p> <p>When appropriate, use key phrases, such as "the author states," etc. in RACE responses</p> <p>Put RACE response in correct order</p> <p>Read a passage and select the correct evidence to support a given answer</p> <p>Highlight supporting evidence in the text</p>
<p>Score 1.5</p> <p>The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content</p>	
<p>Score 1.0 Beginning</p> <p>With help, the student has partial success at score 2.0 content and score 3.0 content.</p> <p>1.0 With help, the student has partial success at score 2.0 content but not at score 3.0 content</p>	



How can students raise their score on a specific or series of Essential Learnings?

The goal of standards-based grading is to give students the opportunity to demonstrate their highest level of understanding for each skill. Sometimes this takes more than one try and additional learning or work to accomplish. Students will have multiple opportunities to demonstrate their level of knowledge during class and FIT. This will require the student and teacher to work together to identify appropriate practice opportunities in order to expand his/her level of understanding.

How do students track their own data?

An essential component of helping students take ownership of their learning and look for opportunities to move towards mastery of a skill is having them track their own data. Students will work with teachers in each class to track their data and monitor their own progress. Parents are encouraged to discuss with their student how they are progressing on all ELs in each course.

Do students need to complete homework in a standards-based system?

Many students feel that in a standards-referenced class they don't have to worry about anything except the final test. This is incorrect. It is important for students to understand that their teacher is evaluating their performance on learning tasks, including homework, on a daily basis. Teachers analyze student work to determine growth and improvement towards proficiency of a specific skill or content. When assigning a final score, each teacher has the responsibility to take into account all the work a student completes during a semester. If a student chooses not to do an assignment, not only is he/she missing an opportunity to practice a skill or apply a concept, he/she also misses an opportunity to display mastery of an outcome to his/her teacher.

How are scale scores calculated?

There are a number of ways to calculate and report out on each essential learning (EL), but what is most accurate? The Power Law Formula is a mathematical algorithm used to calculate scores for standards-based grading. In essence this formula predicts what the student's next score will be based on scores already present. The goal is be as consistent and mathematically accurate as possible. The Power Law Formula answers the question. "If the student were to be assessed right now on a skill, what level would the student likely perform?" This calculation uses a trend-based formula over time, which means students must take every assessment seriously.

At the end of each semester, a final letter grade will be calculated by averaging the scores for each EL assessed and using the conversion chart to the right to finalize the grade by applying the weights of 90% assessment and 10% homework/in-classwork.

CONVERSION CHART:

Individual Assignment Score	Average of All Scale Scores for a course	Grade
4		A
3.5	3.25-4.00	A
3	3.00-3.24	A-
	2.84-2.99	B+
	2.67-2.83	B
2.5	2.50-2.66	B-
	2.34-2.49	C+
	2.17-2.33	C
2	2.00-2.16	C-
	1.84-1.99	D+
	1.67-1.83	D
1.5	1.50-1.66	D-
1	Below 1.50	F