Standards Based Grading

WHY DID THE TEACHERS WANT TO MOVE TO STANDARDS BASED GRADING:

➤ Changes the focus from simply completing work to learning skills.

➤ Study skills are evaluated separately from academic skills. In traditional grading study skills are averaged into a student's overall grade.

➤ Prepares middle school students with the "soft" skills to be good students. "Soft skills" such as, note taking, taking advantage of group work, organization skills, and time management.

➤ Students become more engaged in self-assessment and co-scoring with teachers using a rubric.

➤ Returning to in person learning required a shift towards reinforcing and rewarding study skills as they had decayed in the majority of students

PROS	CONS
• Changes student mindset from "I can't" to "I can't yet". By seeing each part of an assignment broken down, students can see both areas of strength and weakness and not just an A or an F. • Students see that by improving and maintaining study skills both their grades and learning improve	• Different/inconsistent from/with the high school grading system. • Doesn't use quantitative systems of feedback. • Reduces motivation when students realize their "soft" skills can negatively impact their grade, resulting in a mindset of "Why even try?". • SBG is geared toward lower performing students and doesn't adequately address high performing students.
• Student-teacher conversations are a focus in standards based grading to help engage students in their understanding of the specific areas they need to improve.	• Students and parents unfamiliar with the grading system used when students enter high school. • Some students feel it is a "baby" way of grading because it looks similar to elementary report cards

- Students learn how to engage in vocalization of questions seeking feedback on how to progress and how to self-assess more frequently and accurately using rubrics regularly. - Exemplars of student work are used as examples for larger projects. - General rubrics used for routine smaller projects.	- It's newer in upper grades More complex to explain resulting in alienation from subgroups. - Have to focus on key standards or report cards become too big and minor skills become artificially weighted Rubrics require more effort and time for teachers than traditional grading. If rubrics are not shared with parents, the basis for grading is mysterious.
Self-evaluation and reflection	Certain standards are more subjective than objective.
Prevents students from getting so far behind they give up	- Can be frustrating to understand initially. Academically-driven students can become frustrated/discouraged when their grades are lowered due to "soft skills".
Students can demonstrate their skills through multiple applications.	- Students may not know where they stand immediately. - It is difficult to see from a report card whether a student is just learning a new skill or struggling Makes eligibility for sports and ATS more confusing because it's not clear. Lack of compatibility with AERIES
The focus is on understanding content, not just earning points towards a grade. In traditional grading,students often get	Requires more time from teachers to create rubrics and calibrate grading.

points for participation or homework completion that can mask student need (particularly to the student). They see they have a B and think they have the subject under control but there is a skill that they are really struggling with. When each standard is graded, both the student and guardians can see strengths and weaknesses within a subject and focus effort (and celebrate successes). ● Reduces student yo-yo grades where they reach the grade (a, C…) they want and then coast. Then grades drop, then they reapply themselves and so on. Students tend to keep more consistent work ethic. ● Students that struggle academically but apply themselves are eligible ● Students who are academically strong but are inconsistent are not eligible when they are "slacking" ● Should, if applied correctly, standardize grading between teachers ● Standards Based Grading can be translated to traditional grades. ● Provides more detailed information to teachers, students and parents.	● Takes training and conversation with the team to apply consistently ● Complex assignments may be more difficult for students and teachers to assess due the number of standards inside the assignment. ● Teacher training in SBG may be required for proper implementation to ensure transparency and communication with students and parents. ¶

Eligibility

A student had to maintain a 2.0 gpa or better academically in order to receive an eligible SPOT check for weekly eligibility. Students cannot maintain eligibility without consistent classroom behavior.

<u>Valedictorian & Salutatorian & other 8th grade awards</u>

These are calculated the same as under the traditional grading method. Students' standards grades are added up in each subject area and averaged and then each average is added and divided to make an overall GPA.

<u>OTHER OPTIONS TO STANDARDS BASED GRADING</u>

★ Traditional grading system
★ Hybrid model of both grading systems.

<u>NEXT STEPS</u>

➢ Decide if we want to continue using SBG.
➢ If so, do we want to use a hybrid model? (Sample attached)
➢ Fix Aeries to properly calculate averages as the trimester progresses.
  ○ Use the point based system within Aeries.
  ○ Enter all Essential Standards-these are the only things that affect report cards.
  ○ Every assignment is entered according to at least one specific standard.
  ○ ESLR grades are separate from academic grades.
➢ Send work home on a regular basis. (Student work was held in a portfolio for students to share at parent-student-teacher conferences. Work was then sent home after conferences.)
➢ Refine the SPOT check to include weekly work completion % and a list of missing assignments.
➢ Ensure conversations are had with students/parents about the differences between what is happening at middle school and the transition to traditional grades at the high school.
➢ Use Google Classroom in order for parents to have access to some of their child's assignments.

<u>Continued discussion items amongst LMS and LHS staff:</u>

☐ Do we want the expectations at the middle school to be the same as the high school?

Students at the middle school are developmentally not long term planners and still need the scaffolding to meet behavioral and academic expectations.

☐ Does SBG support either low performing students or high achievers?
            Standardized rubrics need to be used to

With SBG, low performing students will have more opportunities to improve their performance throughout the trimester by continuing to practice a particular skill and demonstrate increased proficiency, high performing students will also have the opportunity for growth however the growth range will be smaller due their beginning skill level.

            Traditional grading benefits high performing, quick learning students because of averaging (for example, if a student learns a skill more quickly they get 4 100% quizzes (A+) whereas a student that learns slower averages a 10%, 50%, 80% and 100% average of 60% or a D-) but at the end both the quick learner and the slower learner have similar skill levels. In this example with SBG, Student A would start and finish with a 4. Students B would start with a 1, then another 1, then a 3 and then a 4. Both students would have a 4 on their report card because they have both fully conquered the skill.

 Hybrid models exist and should be researched to ensure we are choosing the best model for our students.

We need to expand the conversation. Perhaps the question is not "Why Standards Based Grading?" but "What grading system helps our students become and maintain consistent learning?" Grading reform is a huge and controversial topic in schools across America.

Standards-Based Courses Conversion Table

Learning Mastery	Rubric	Scale % Range	Rubric Average Range	Letter Grade	GPA	As specified by the course practice:
Mastery		95.0 - 100	3.8 - 4.0	A+	4.0	Student demonstrates a deep understanding of knowledge/skills and applies to new situations.
	4	87.5 - 94.0	3.5 - 3.79	A	4.0	
		80.0 - 87.49	3.2 - 3.49	A-	3.67	
Competent		72.5 - 79.0	2.9 - 3.19	B+	3.33	Student consistently understands and applies knowledge/skills.
	3	65.0 - 72.49	2.6 - 2.89	B	3.0	
		60.0 - 64.0	2.4 - 2.59	B-	2.67	
Developing		52.5 - 59.0	2.1 - 2.39	C+	2.33	Student inconsistently understands and applies knowledge/skills.
	2	45.0 - 52.49	1.8 - 2.09	C	2.0	
		40.0 - 44.0	1.6 - 1.79	C-	1.67	
Beginning		32.5 - 39.0	1.3 - 1.59	D+	1.33	Student has shown minimal signs of understanding and ability to apply knowledge/skills.
	1	25.0 - 32.49	1.0 - 1.29	D	1.0	

	20.0 - 24.0	0.8 - 0.99	D-	0.67	
Insufficient Evidence					
0	0.0 - 19.0	0.0 - 0.79	F	0.0	Student has not submitted the requisite amount of evidence to justify a passing level. Either whole pieces of evidence are missing or the submitted evidence is incomplete.

Standard Grade	Description		Traditional Grade	GPA credits
4	Expertise Advanced		A+	4
3+			A	4
3	Proficiency "I can do it"		A-	4
2+			B	3
2	Practicing Getting pointers		C	2
1+				1
1	Beginning Needs Support		D	1
0	Not enough evidence		F	0