

USD 271
Stockton Schools
Standards Based Grading Guide
2018-2019

We Are TIGER Ready!

Touchstones Innovative Grit Empowered Relationships



Why are we moving from Traditional Grading to Standards Based Grading?

- The purpose of standards based grading in USD 271 is to communicate student learning and achievement to students and parents to assess student performance against a specific and observable set of grade level skills.
- This is a departure from traditional grades, which often mix student attendance, behavior, and other factors into the final grades.
- More specific feedback about actual knowledge and skills is designed to provide information that students can use for self-evaluation and to encourage student growth and continued progress in learning.

Standards Based Grading Marks:

Exceeding (E)	Consistently going beyond the academic standard.
Proficient (P)	Consistently and independently meeting the academic standard.
Making Progress (M)	Showing early understanding of the academic standard.
Growth Needed (G)	Targeted for growth in order to meet the academic standard.
No Evidence (NE)	No evidence of work toward the academic standard.

Late Work Policy:

In a standards based grading system, late work does not affect the academic mark. It will, however, affect the habits of work mark.

Practice Work Policy:

Only those assignments which come at the end of learning (summative) are included in scores. Assignments which are part of the learning process (formative) are used for feedback and planning instruction, not grading. Research shows that if students receive feedback from themselves, their classmates, and their teachers, they learn more from the assignment.

One of the benefits of standards based grading is that students have continuous opportunities to display their mastery of content knowledge and skills. Students may need more time and more than one opportunity to show what they know. Teachers are prepared to allow for multiple opportunities to prove mastery, within reasonable established guidelines. Teachers can require students to complete all of their practice work prior to allowing them to take or retake an assessment.

Habits of Work Scale:

Habits of Work				
	Always meets Expectations	Consistently Meets Expectations	Typically Meets Expectations	Seldom meets expectations
<p>Be Safe</p> <ul style="list-style-type: none"> -Follows school rules -Keeps hands, feet and objects to yourself -Stays in assigned area -Solves conflict appropriately 	<p>Student exhibits an exceptional level of safety by following directions and the school-wide rules.</p>	<p>Student consistently follows the school-wide rules.</p>	<p>Student typically follows the school-wide rules.</p>	<p>Student seldom follows directions the school-wide rules.</p>
<p>Be Respectful</p> <ul style="list-style-type: none"> -Polite with others(students and adults) -Ready to work with others -Displays a positive attitude 	<p>Student exhibits an exceptional level of respect when working with all students and adults.</p>	<p>Student consistently displays a level of respect when working with all students and adults.</p>	<p>Student typically displays a level of respect when working with all students and adults.</p>	<p>Student seldom displays a level of respect when working with all students and adults.</p>
<p>Be Responsible</p> <ul style="list-style-type: none"> -Manages time wisely -Produces best work -Demonstrate effort to learn -Seeks help when needed -Demonstrates organizational skills 	<p>Student exhibits an exceptional level of responsibility of their academic work.</p>	<p>Student consistently displays a level of responsibility for their academic work.</p>	<p>Student typically displays a level of responsibility for their academic work.</p>	<p>Student seldom displays a level of responsibility for their academic work.</p>

Traditional Grading vs. Standards Based Grading

Traditional Grading	Standards Based Grading
Final grades are an average of performance, effort, homework completion, and other criteria developed by the teacher. As a result, what final grades communicate might be unclear and will likely vary teacher to teacher.	Final grades describe a student's progress toward specific course enduring standards. The specificity enables students and families to clearly identify strengths and areas for improvement.
A certain average (e.g., 70 percent) is required to pass a class and receive credit. Students may not have mastered a large portion of the material but will still be given credit.	To receive credit, students must meet criteria for each and every enduring standard within a class.
Grades are viewed as rewards or punishments for overall school performance.	Grades are viewed as a tool for communicating student progress toward enduring standards.
Work habits, such as homework completion or on-task behavior, are averaged in with course grades. This practice can raise or lower grades without clarity as to why.	Habits of work are reported and graded separately and are evidence and skill based. They are viewed as equally important as academic grades.
Grading is something done by teachers to students and is generally not well understood by students.	Students play an active role in understanding enduring standards, tracking their progress, identifying next steps, and communicating their progress.

Berger, Ron author. Leaders Of Their Own Learning : Transforming Schools through Student-Engaged Assessment. San Francisco, CA :Jossey-Bass, 2014. Print.

Eligibility Policy:

The current policies remain in place.

FAQ:

How often will I receive a report card?

Report cards will be published at the end of each semester. Parent-Teacher conferences will be held at the first and third quarters.

How are Standards Based grades converted to Post-Secondary goals?

A= Student has met proficiency on 90% or more of the enduring standards for the class

B= Student has met proficiency on 80-89% of the enduring standards for the class

C= Student has met proficiency on 70-79% of the enduring standards for the class

D= Student has met proficiency on 60-69% of the enduring standards for the class

F= Student has met proficiency less than 59% of the enduring standards for the class

How will GPA be determined?

GPA will be determined using the standards based grade to post-secondary grade conversion above. The GPA will still be calculated using the standard point system.

How will I know if my child needs help?

The teacher will contact parents/guardians your student is targeted for growth in order to meet the academic standard.

Why aren't there more grades in the gradebook?

We believe in giving students ample opportunity to practice their new learning prior to reporting in the gradebook. Students will not be assessed until the teacher feels they are ready.

How can my child improve their grade?

Students will have multiple opportunities to demonstrate their understanding of the standards being assessed during a semester.