



Standards-Based Grading

Grades reflect current evidence of learning. The most recent assessment information is given higher priority or weight. Learning theory tells us a student may start a grading period with little or no knowledge regarding a topic but end the grading period with a great deal of knowledge.

Non-academic factors such as effort and work habits are reported separately.

Gradebook is organized by learning topics which are based on the grade level learner expectations: Comprehension, word analysis in reading, or geometry, number sense, etc. in math.

Student work is assessed frequently – formatively. Assessment information is used to adjust instruction and to inform teachers on what students understand or have not learned. Report card grades are based on summative (end of unit demonstrations) or on most recent evidence of learning. Some scores go into the gradebook.

Responses to student homework are focused on feedback, not grades. Homework is practice, not a demonstration of proficiency.

Final grades are criterion referenced: teachers determine what the performance for each proficiency level (4, 3, 2, 1) entails, including descriptors for each level.

Grades reflect deep understanding of concepts and application of learning. Defining proficiency requires that we are clear about what prerequisite skills and knowledge are required to understand complex concepts and needed to demonstrate mastery of learning targets.

Report card grades are based on product criteria and demonstrations of learning at a particular point in time. Rubric scores give feedback on performance levels. Ex: Anchor papers: examples of student writing for each rubric score help teachers to determine proficiency levels: 4, 3, 2, 1.

Report card grades communicate on **grade-level** standards and **grade-level** learning expectations.