

2016-2017
Sleepy Eye Public School
Standards Based Grading Handbook



Introduction

Sleepy Eye Public Schools will be transitioning to standards-based grading by the 2017-2018 school year. Assessment, grading, and record keeping are among the most important tasks a classroom teacher performs. These processes help teachers determine what and how well students have learned and serve as a vehicle for providing feedback about student learning to parents and students. Standards-based learning, or SBL, calls for a clear identification of what students should know and be able to do. Increased clarity in terms of student learning goals quite naturally calls for increased accuracy in terms of assessment, grading and record keeping. Standards-based grading focuses on measuring students' proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a learning scale, or rubric, that explains the essential outcome in detail. A student's progress toward proficiency is tracked by performance on learning tasks that align to the outcome, which encourages student ownership of the learning and allows the teacher to provide accurate feedback to the student. The goal of a standards-based approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful in their educational journey.

Standards Based Grading Practices

Standard #1: Student academic grades will communicate academic achievement based on clearly-defined academic performance standards.

Standard #2: Academic achievement will be separated from all other non-academic behaviors when teachers assign student grades.

Standard #3: Summative assessments will be used when determining grades on student work.

Standard #4: Term grades will be determined in a manner that accurately represents students' attainment of the standards and promotes student learning.

Standard #5: Teachers will involve students in the assessment and grading process.

Purpose

Our goal is that student grades be consistent, accurate, meaningful, and supportive of each student's learning. When teachers using a traditional grading system are asked to brainstorm factors that may be included in a student's grade, they list everything from assessments, homework, effort, and behavior. This huge range of factors led us to ask how we could possibly meet our goal using our current assessment and grading practices. Standards-based learning is being implemented in an effort to reach our goal of providing consistent, accurate, and meaningful feedback that supports student's learning.

Assessment Any way in which a child's	Formative Assessment "Assessment for learning."	Summative Assessment "Assessment of learning."
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<p>performance is measured in comparison to a learning target.</p>	<p>The assessments are made in order to determine a student’s knowledge and skills, including gaps. These assessments are used to plan for future instruction.</p>	<p>These assessments are a comprehensive measure of a student’s ability to independently demonstrate concepts, skills, and knowledge embedded within a standard. These assessments are used to measure student’s mastery of a standard.</p>
<p>Evidence The available body of information that demonstrates understanding of a specified learning target.</p>	<p>Feedback Information provided to a learner that is timely and specific and provides direction towards growth and improvement.</p>	<p>Rubrics A set of general and/or specific criteria used to evaluate a student’s performance on a task. Rubrics consist of a fixed measurement scale/ performance level (1-4) and a list of criteria that describe proficiency on tasks. Rubrics applied to student work products provide evidence and feedback on the level of proficiency the student has reached in addressing standards.</p>
<p>Mastery Consistent independent demonstration of the knowledge and skills included in the grade level learning targets.</p>	<p>Non-Academic Indicators Indicators of student behaviors and attributes that contribute to a positive school experience.</p>	

<i>Traditional Grading</i>	<i>Standards-Based Grading</i>
1. Based on assessment methods (quizzes, tests, homework, projects, etc.). One grade/entry is given per assessment.	1. Based on learning goals and performance standards. One grade/entry is given per learning standard.
2. Assessments are based on a percentage system. Criteria for success may be unclear.	2. Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.
3. Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.	3. Measures achievement only OR separates achievement from effort/behavior. No penalties or extra credit given.
4. Everything goes in the grade book – regardless of purpose.	4. Selected summative assessments (tests, quizzes, projects, etc.) are used for grading purposes.
5. Include every score, regardless of when it was collected. Assessments record the average – not the best – work.	5. Emphasize the most recent evidence of learning when grading.

Formative and Summative Assessment

Formative assessments are an assessment for learning and can broadly be described as an indicator that captures a student’s progress through the learning process. It explains to what extent a student is learning a concept, skill, or knowledge set. These assessments are used to plan for future instruction.

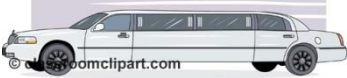




<p>Formative Assessments that might be used for grading purposes include:</p>	<ul style="list-style-type: none"> ➤ Skill Checks ➤ Running Records ➤ Daily Work ➤ Guided or Independent Practice ➤ Quizzes ➤ Teacher questions during instruction ➤ Homework ➤ Student/Teacher conferences ➤ Other Class activities not listed above
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Summative Assessments are a comprehensive measure of a student’s ability to demonstrate the concepts, skills, and knowledge embedded within a standard. It is an assessment of learning as it occurs

after instruction to determine what students know, understand, and can do at one point in time.

<p>Summative Assessments that might be used for grading purposed include:</p>	<ul style="list-style-type: none"> ➤ Enrichment Activities (supplementary activities that support standards) ➤ Written, oral, and performance tasks ➤ Tests ➤ Quizzes (beyond skill checks) ➤ Written Work (essays, stories, etc.) ➤ Projects ➤ Presentations ➤ Problem-based/inquiry learning tasks ➤ Other comprehensive/ cumulative assignments not listed above.
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Sleepy Eye Public School Common Grading Rubric

<p>4 Proficient</p>	<p>Know it and apply it</p>	
<p>3 Developing</p>	<p>Know it</p>	
<p>2 Partial</p>	<p>Almost know it</p>	
<p>1 Basic</p>	<p>Starting to know it</p>	
<p>0 Insufficient Evidence</p>	<p>Didn't attempt to know it</p>	

Accurate information on learning progress is essential for all students. The grading of students with disabilities within a general education classroom requires accurate information as well. In core content areas (English Language Arts, Mathematics, Science and Social Studies), students should be evaluated according to grade-level expectations.

Students who receive accommodations and complete grade-level work should not receive any penalty in grading and should be entitled to a full range of grades. Accommodations do not change the difficulty of the work. Accommodations include such practices as extended time, more white space around text or math problems, enlarged print, changes in testing formatting (i.e., multiple choice rather than matching).

Modifications of the curriculum require changes to content, rigor, and grade-level standards. This type of change in instruction should be considered carefully. If a student has an IEP (Individual Education Plan) and work is modified, that should be discussed, but legally cannot be noted on the student's report card. In such cases it is necessary to communicate to parents that curriculum is modified and that the child will be evaluated according to grade level standards as required on that report card.

If the student is in the general education classroom for a subject area, they should be evaluated on the same standards as the rest of the students in that classroom. The only time that standards can be adjusted for a student is if they are in the special education classroom for a subject area.

The report card provided to students with disabilities must be as accurate and meaningful as report cards provided to all other students.

Practices for Standards Based Grading and Reporting

The following standards are foundational principles for grading and reporting practices in Sleepy Eye Public High School. The standards provide direction for instruction and grading practices to ensure meaningful, accurate and consistent grading and reporting of student achievement.

Standard #1: Student academic grades will communicate academic achievement based on clearly-defined academic performance standards.

- 1a. Course/grade-level standards will provide the basis for determining grades for each course and grade level.
- 1b. Entries into a grade book will be organized in a way that clearly aligns student work to reporting standards.

Standard #2: Academic achievement will be separated from all other non-academic behaviors when teachers assign student grades.

- 2a. While recognizing that student collaboration is a key instructional strategy, grades must be based on individual, not group, achievement.
- 2b. Non-academic behaviors such as responsibility, resourcefulness, attendance, effort, and participation will be reported separately from achievement. These items will be tracked by Advisory teachers at the end of every month.
- 2c. In cases of academic misconduct, students will still be required to complete the work or a reasonable alternative. Teachers and administrators will follow system procedures that will both deter and respond to incidents of academic misconduct.
- 2d. All extracurricular eligibility will be based on behavior grades.

Standard #3: Summative assessments will be used when determining grades on student work.

- 3a. Teachers will use formative and summative assessments that meet rigorous design criteria.
- 3b. Teachers will use rubrics to communicate expectations and to provide formative feedback on various types of student work (e.g. products, projects, and other performances).

Standard #4: Term grades will be determined in a manner that accurately represents students' attainment of the standards and promotes student learning.

- 4a. Students will be provided with multiple opportunities (within reasonable time limitations) to show what they know and understand.
- 4b. Teachers will use a 4 point grading scale in assessing students.
- 4e. Extra credit will not be used because students will be provided with multiple opportunities to show what they know and understand.

Standard #5: Teachers will involve students in the assessment and grading process.

- 5a. Teachers will ensure that students understand in advance how their grades will be determined.
- 5b. Teachers will involve students in the assessment process by providing feedback on formative work. Feedback may include verbal, written, peer and self-assessment.

Frequently Asked Questions and Answers

What is Standards Based Learning and Assessment?

Standards Based Learning and Assessment measures the mastery of the learning objectives, or how well students understand the material in class. It is based on a specific set of standards that students need to meet for each grade/content level. Marks are not a comparison of one student to another, but rather a way to measure how well students are doing on grade-level/course level standards. A standards-based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program.

What is the goal of Standards Based Learning and Assessment?

The primary goal of SBLA is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards. SBLA will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the identified standards and separately assess the influence of positive and consistent work habits on student learning.

How does Standards Based Learning and Assessment differ from traditional letter grades?

SBLA informs us what students have actually learned and know. SBLA measures students' knowledge of grade-level content over time by reporting the most recent, consistent level of performance. So, a student might struggle in the beginning of a grading period with new content, but then learn and demonstrate proficient performance by the end of the grading period. In traditional grading, the student's performance for the whole grading period would be averaged and early quiz scores that were low would be averaged together with proficient performance later in the course resulting in a lower grade. In SBLA, a student who reaches proficiency would be reported proficient and the grade would reflect current performance level. In SBLA, most course factors like attendance, effort, work habits, and attitude will be reported separately in order to give a more accurate report of student progress.

Everyone knows what an A-B-C-D-F and 100 point scale represents. Why change?

According to the District Strategic Plan, the district will implement and support a challenging standards based curriculum across all content. This goal promotes SBLA allowing all stakeholders to view the specific skills or concepts a student has mastered or needs to improve. Traditional grading often measures many different factors and compares how well students do to their classmates. SBLA measures how well an individual student is doing in relation to the grade level standard/skill, not the work of other students. In the 100 point system, the question becomes "100 percent of what?" We need criteria to have consistency and accuracy about what students know and are able to do. When a percentage system is applied, it can be misleading. One hundred percent correct on a set of very easy questions is very different from a slightly lower percentage on a set of difficult items. A 100 point scale does not consider difficulty of work and leads to an inaccurate measure of student learning relative to a specific learning goals. Grades must be accurate and consistent to be useful. The use of a grading scale that is unequal, such as the 100 point scale, distorts the final grade as a true indicator of mastery. The smaller equal interval scale will cause grading practices to be more accurate and consistent.

What is the effect on the GPA?

SBG will have no effect on GPA. At the high school level, the 4.0 scale will be converted to a letter grade which is used to determine GPA.

Can a student have Level 4 evidence of learning and lack Level 2 evidence of learning?

No. Well-balanced standards based instructional environment and resulting assessment structure does not allow for this scenario.

What student evidence determines grades?

Teachers carefully consider the following in determining progress: independent daily written or oral tasks; application of skills; periodic assessments (quizzes, tests), performance tasks, and teacher-student questioning. Several different types of assessments will be available. Students can retest as deemed appropriate to show they know the concept or skill. Consistent descriptive feedback will be given to let students know what improvements are needed and what they are doing right. The information that provides the most accurate depiction of students' learning is the most current information. If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and replaced by the new information.

Why is averaging scores to determine a grade not the best method?

Averaging does not always provide an accurate description of what students have learned. Teachers must consider other central tendencies such as median, mode, or new learning replacing old.

What about extra credit?

Extra credit does not measure learning. In a standards-based system, students are actually able to demonstrate their learning in many different ways and timeframes. In a traditional system in which points determine everything, extra credit and extra points will influence a grade and not reflect any additional learning. For instance, a student that has a 2.0 on a specific learning goal may have multiple opportunities to demonstrate their learning at the 3.0 level. However, in a traditional system in which extra points are simply added in to the overall grade, extra points can be earned regardless of whether or not learning may have occurred.

When will Standards Based Learning and Assessment be system wide?

Elementary sites have implemented Standards Based Learning and Assessment with the use of a standards-based report card. Secondary curricula will begin implementing SBLA in 2016 with a specific content area implementing on an annual basis.

What research has the district used in developing Standards Based Learning and Assessment?

The district has utilized research from the following experts in the field: Dr. Robert Marzano, Jay McTighe, Rick Wormeli, Garnet Hillman

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