

What is Standards-Based Grading? (SBG)

The purpose of Standards-Based Grading (SBG) is to measure a student's performance and product against defined Grade Level expectations. In a SBG and reporting system, grades reflect what a student knows and can do, as outlined in the Arizona College and Career Readiness Standards. Teachers in Grades K-6 will base report card grades on academic achievement only. *Traditional grading is easy to spot because it typically involves:*

- Simple letter grades.
- Assessments based on teacher-defined criteria.
- A single overall grade per student based on a combination of related and unrelated assessments of skills, knowledge, performance and conduct over a period of time.

Traditional grading results in a very limited measure of a student's abilities.

Standards-Based Grading overcomes this problem. The essential qualities of standards-based grading involve:

- Assessments based on specific state, district or school-wide standards.
- Multiple grades per student: one for each standard that reflects the student's ability related to the standard at a certain moment in time.

Mirage Focus Areas Regarding Grading Practices

Avoid Recording Zeros : We do not enter a '0' in the grade book, but we will enter a 49% with the comment of "mi" to indicate that an assignment has not been turned in. Zeros skew the grade to a point where accuracy is distorted. Avoiding zeros helps students take responsibility for their learning and be held accountable for missing work.

Non-Mastery of a skill/concept/standard: For assignments or assessments that have a score less than a 50%, only a 50% will be recorded.

Allow Another Attempt at Mastery: Students learn at different rates. Allowing another attempt to show mastery encourages students to do their best and represent their actual level of mastery. Grade level procedures for the retake process will be shared each year.

Avoid Non-Academic Factors: Grades communicate student achievement in relationship learning standards; students' grades will not be reduced or inflated due to student effort, participation, attitude, & behaviors outside of the standards.

Extra Credit: Extra credit is not an accurate reflection of student mastery, therefore will not be offered.

Grades communicate student achievement in relationship learning standards; students' grades will not be reduced or inflated due to student behaviors *outside of the standards*.

What do grades mean?

Grades are a way to communicate with students and parents how a student is doing in relation to the Arizona College and Career Readiness Standards.

A+ through A / E

Student is showing a high level of mastery, exceeding the standards.

B+ through C / S

Student is showing a good level of mastery, approaching to meeting mastery, in the state standards.

C - through F / N & U

Student is in need of additional support, falling far below or approaching mastery of standards.

Continued missing or late assignments may result in a parent/teacher/student conference to develop a plan for success in meeting the standards.

What is Standards-Based Grading?

A Family Guide



Mirage Elementary School

"Our knowledge base on grading is quite extensive and offers us clear guidelines for better practice."
~ Guskey & Bailey

How can we work together?

Parent Responsibilities:

- ❖ Communicate regularly with your child about his/her progress
- ❖ Help with time management to ensure that all assignments get completed on time
- ❖ Review completed work
- ❖ Provide a suitable study environment
- ❖ Sign necessary assessments to allow student to retest
- ❖ Use Power School to monitor student's progress on each content standard

Teacher Responsibilities:

- ❖ Design assignments and assessments that meet the learning objectives
- ❖ Provide timely feedback and communication to students and parents so that progress on each content standard is monitored
- ❖ Provide opportunities for students to display learning in a variety of ways

Student Responsibilities:

- ❖ Request help to understand concepts that are misunderstood
- ❖ Complete all assignments in a timely manner
- ❖ Retake assignments and assessments that show less than mastery of a standard
- ❖ Complete homework—do not rush to complete it, but use it as practice to learn concepts for assessments
- ❖ Arrange for time to retake assessments, following grade level procedures

Grade Level Snapshots

Kindergarten - Second Grade

- Homework is for practice only
- Multiple re-assessments for mastery or not attempted
- 49% used for assignments missing or not attempted
- 50% used for assignments or assessments receiving less than 50%

Third Grade - Sixth Grade

- After relearning, opportunities for multiple re-assessments are given
- 49% used for assignments missing or not attempted
- 50% used for assignments or assessments receiving less than 50%
- Retakes must be student initiated; parent must acknowledge awareness of retake, per grade level retake procedures.
- Homework and practice will be collected as part of feedback and relearning opportunities

Scale:

A = 90-100%	Highly Proficient work on all content objectives and advanced work on some objectives.
B = 80-89%	Proficient work on all content objectives.
C = 70-79%	Proficient work on most content objectives, although not on all.
D = 60-69%	Proficient work on some of the content objectives, but missing objectives and is at significant risk of failing.
F = 50-59%	Proficient work on fewer than $\frac{1}{2}$ of the content objectives and is failing.
F = 49%	No attempt made, missing work

Grading Understandings:

- Feedback through checklists, comments, & rubrics will be given to students to keep track of their progress
- Formative assessments (homework, class work, observations, rough drafts, exit tickets, and work samples) are practice used to measure progress and to provide effective feedback of progress. These "form learning" or track learning.
- Summative assessments (oral & written tests, projects, presentations, etc.) are also used to measure student's progress. Summative assessments provide evidence of learning. These "summarize learning."
- 0's are not given for missing assignments, instead a **49%** is put in the grade book until the assignment is turned in.
- Assignments or assessments receiving less than 50% are put into the grade book as a **50%** until the assignment or assessment has been redone.
- Retakes are encouraged and expected on assignments and assessments that students have shown less than mastery, per retake procedures in each grade level.
- Effort, participation, attitude, and behavior will not be included in final grades, but may be reported on the report card.
- Expectations for assignments/projects will be given beforehand.
- Extra credit and grading on a curve are not used; these practices are not an effective way to show mastery of standards