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## Strand 3, Session 2: Developing a Standards-Based Report Card Beginning with the End in Mind

## GLOSSARY OF SBG TERMS

**Bin** – a set of standards or skills within an academic content area

Example:

| <b>Bin 1</b>                                 | <b>Bin 2</b>             | <b>Bin 3</b>                     | <b>Bin 4</b>    | <b>Bin 5</b>                      |
|--|--------------------------|----------------------------------|-----------------|-----------------------------------|
| <b>Ratios and Proportional Relationships</b> | <b>The Number System</b> | <b>Expressions and Equations</b> | <b>Geometry</b> | <b>Statistics and Probability</b> |
| 3<br>(Proficient)                            | 2<br>(Developing)        | 3<br>(Proficient)                | 4<br>(Advanced) | 2<br>(Emerging)                   |

- (Schimmer pg.148)

**Category** – A set of scores within a gradebook; traditional categories may include: Homework, Classwork, Participation, Tests, while Standards Based categories reflect skill sets such as: Reading, Writing, Speaking & Listening, Language.

**Child Standard** – the specific, subsequent standards and skills necessary to demonstrate proficiency of the “parent standard” (typically indicated by a whole number and a lowercase letter)

Example: Writing 3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**Decaying Average** – a method for calculating grades that gives more weight to the scores of more recent assignments/assessments, causing the scores for these to have a greater impact on a student’s grade

**Essential Standard(s)** – Skills upon which educators will focus their instruction in order to provide multiple opportunities for practice and demonstration of mastery by students

**Mastery** - a thorough understanding/demonstration of a skill (includes ability to adapt to various small changes, and apply the skill to a variety of situations and tasks

**Mean** – an average of scores, calculated by adding all scores, then dividing the sum by the total number of scores

Example: The mean of 2, 3, and 4 is 3.

(Calculation - Step 1:  $2+3+4 = 9$     Step 2:  $9/3 = 3$ )

**Median** – the middle value in group of scores

Example: The median of 4, 3, 8, 11, and 5 is 5.

(Calculation – Step 1: re-order scores in numeric order 3,4,5,8,11    Step 2: find the middle number 3,4,5,8,11)

## GLOSSARY continued

**Mode** – the most frequent number in a set of scores

Example: The mode of 1,2,1,2,3,2,4 is 2.

(Calculation – Step 1: re-order scores so that all like numbers are together 1,1,2,2,2,3,4

Step 2: find the most repeated number 1,1,2,2,2,3,4)

**Parent Standard** – the primary standard, skill, and/or product of a strand (typically indicated by a whole number)

Example: Writing 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Predictive Trending** – a method for calculating a student’s grade using an algorithm to determine whether a student’s forward progress is predicted to increase or decrease based on patterns and trends in past scores

**Proficient** – student is competent, they understand and/or can communicate the skill well, and consistently in a majority of situations and/or opportunities

**Standards Based Grading** – a system for designing instruction, and assessing students for development and mastery of academic skills across various content areas

**Standards Focused Grading** – a philosophy for instruction that prioritizes student skill development, while eliminating grade inflation/inaccuracy due to non-academic factors (extra credit, late penalties, attendance, etc.)

**Trending** – student’s grade is calculate based on their most common score for a standard and/or category or bin

Example: a student earns 1,2,3,3,2,3 on 6 reading assignments; their Reading Trend is a 3.

**Weighted grading** – a percentage applied to various categories or bins, altering/varying their impact on a student’s overall grade (weighted grading is often a component of traditional grading, but it is considered incompatible with Standards Based Grading)

|   |
|---|
| 4- Masters or Thoroughly Meets standard   |
| 3- Meets or Adequate Meets standard       |
| 2- Approaches or Partially Meets standard |
| 1- Attempts or Minimally Meets standard   |
| 0- No Attempt (missing/too incomplete)    |

|                  |
|------------------|
| A- Excellent     |
| B- Good          |
| C- Average       |
| D- Below average |
| F - Deficient    |

Example SBG Rubric (student-friendly language)

**Assessment Scale:** *Where are you today?*

|   |                            |   |
|---|----------------------------|---|
| 4 | <b>Masters Standard</b>    | ➡ Extends knowledge to more complex thinking and elaboration<br><i>"I completely understand and can help others. I can make connections and apply this to other areas."</i>         |
| 3 | <b>Meets Standard</b>      | ➡ Understands the what, how, and why<br><i>"I can do this by myself. If I make a mistake, I know how to fix it."</i>  |
| 2 | <b>Approaches Standard</b> | ➡ Understands the basics, but needs support to explain the how and why<br><i>"I can do part of it, but I need help to finish. With a little more practice, I know I can do it!"</i> |
| 1 | <b>Attempts Standard</b>   | ➡ Does not understand the concept<br><i>"I need help. I'm trying, but can you slow down and show me again?"</i>   |

## Example SBG Grading Criteria Handout

### *Academic Grading Criteria*

#### **Level 4: Masters Standard**

Students can independently demonstrate a transference of learning with complex thinking and elaboration related to the grade-level standard. For example, students may:

- Apply concepts in a new or complex situation
- Evaluate a concept from differing perspectives
- Make connections and create analogies, integrating areas of study
- Plan, construct, or create new situations that illustrate or use a concept

#### **Level 3: Meets Standard**

Students can independently demonstrate an understanding of subject matter vocabulary, concepts, and skills that relate to the standard. Students understand not just the *what*, but can correctly explain the *how* and *why*. For example, students may:

- Explain and justify a concept
- Apply concepts in familiar contexts
- Make inferences, conclusions, and predictions
- Compare, contrast, and distinguish a concept from related concepts

#### **Level 2: Approaches Standard**

Students demonstrate a foundational understanding of subject matter vocabulary, concepts, and skills that relate to the standard. Students understand the *what*, but may require support to explain the *how* and *why*. For example, students may:






- Complete simple process
- Recall important information
- Define, list, and summarize a concept

#### **Level 1: Attempts Standard**

Students are beginning to understand subject matter vocabulary, concepts, and skills that relate to the standard. At level 1, students require significant support. For example, students may:

- Recall partial information
- Identify and list parts of a concept

**Example SBG Classroom Poster**

|   |   |                                |  |
|---|---|--------------------------------|--|
|    | 4 | <b>Thoroughly /Effectively</b> | The student/assignment <b>consistently</b> and <b>independently</b> meets <b>all expectations</b> of the standard/learning target. In addition, the student work indicates <b>a deep understanding</b> of a standard/learning target by demonstrating the ability to <b>apply</b> that knowledge and <b>make connections</b> to other areas and real-world situations. |
|    | 3 | <b>Adequately</b>              | The student <b>meets the standard/learning target frequently</b> and demonstrates understanding by applying key concepts, processes and skills with <b>limited errors</b> . The student demonstrates <b>proficiency of the standard, but does not show a deep understanding</b> , and/or does not apply the skills and concepts to other/real-world situations.        |
|   | 2 | <b>Partially</b>               | The student consistently completes <b>less rigorous</b> content within the standard/learning target. The <b>student is beginning to grasp</b> , but does not demonstrate mastery and the ability to apply key concepts, processes and skills within the standard.  |
|  | 1 | <b>Minimally</b>               | The student demonstrates <b>little to no understanding</b> of the standard/learning target. The student is making <b>minimal progress</b> toward meeting the standard and <b>needs more time, support</b> and intervention to develop understanding of concepts, processes, and skills within the standard.  |
|  | 0 | <b>No Attempt</b>              | The student has <b>not submitted</b> work and therefore has not demonstrated his/her understanding of the standard.<br><br>The student must complete assignments/assessments <b>in accordance with the directions</b> in order to determine their level of mastery of the standard/learning target.  |

## Example SBG Parent Letter (district-wide)



# Murrieta Valley Unified School District

## Standards Focused Grading Parent/Guardian Letter

Dear Parent/Guardian,

The Murrieta Valley Unified School District has been having discussions regarding grading practices and policies for the past two years. As a result, the district has established a standards focused grading pilot committee. As a member of that committee, I am piloting standards focused grading practices.

### **What is Standards Focused Grading?**

Standards Focused Grading (SFG) communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of SFG is to identify what a student knows, or is able to do, in relation to pre-established standards, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.

### **Why Standards Focused Grading?**

We believe that grades are about what students learn, not what they earn. SFG reports what students know and are able to do within each content area. The real-time monitoring of students' performance reflects a more accurate picture of student achievement. Other reasons for SFG include:

- Traditional methods of grading do not accurately reflect what a student knows and is able to do. (i.e. How do you distinguish between an 73% and an 84%?)
- Grades may be clouded by individual teacher subjectivity and/or requirements. (i.e. Returning a class syllabus signed by a parent/or guardian for points.)
- Students will be able to explain what they learned or did not learn rather than recite a letter grade or percentage. (i.e. I can describe the process of cell division by mitosis.)
- It provides accurate and meaningful feedback to students, parents and teachers.
- It helps teachers focus student learning and adjust instruction as needed.
- It leads to increased mastery through improved accountability and engagement as students have multiple opportunities to demonstrate their learning. (i.e. Retakes of learning checks, tests, assignments, etc.)
- SFG reports most recent evidence and trends of students' learning.

### **How does Standards Focused Grading differ from traditional grading?**

Unlike traditional grading systems, a standards focused grading system measures a student's mastery of content standards by using the most recent, consistent level of performance. Thus, a student who may have struggled at the beginning of a course, when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of the grading period.

In a traditional grading system, a student's performance for an entire quarter is averaged together. Early scores that were low would be averaged together with more proficient (higher) scores later in the course, resulting in a lower overall grade.

## Parent Letter continued

### **Standards Focused Grading Four-Point Rubric**

**4 = Exceeds Standards** – The student consistently and independently meets all expectations of the standard/learning target. In addition, the student work indicates a deeper understanding of a standard/learning target by demonstrating the ability to apply that knowledge and make connections to other areas and real-world situations.

**3 = Meets Standards** – The student consistently meets the standard/learning target and demonstrates understanding by applying key concepts, processes and skills with limited errors. The student demonstrates proficiency of the standard, but does not apply the skills and concepts to other/real-world situations.

**2 = Nearly Meets Standards** – The student consistently completes less rigorous content within the standard/learning target. The student is beginning to grasp, but does not demonstrate mastery and the ability to apply key concepts, processes and skills within the standard.

**1 = Does Not Meet Standards** – The student demonstrates little to no understanding of the standard/learning target. The student is making minimal progress toward meeting the standard and needs more time, support and intervention to develop understanding of concepts, processes, and skills within the standard.

**0 = No attempt** – The student has not demonstrated his/her understanding of the standard. The student must complete assignments/assessments to determine their level of mastery of the standard/learning target.

### **How will Letter Grades be Determined?**

Grades entered into AERIES will reflect the standard scale of A, B, C, D, and F based on the following scale:

|              |    |
|--------------|----|
| 4.00 to 4.00 | A+ |
| 3.50 to 3.99 | A  |
| 2.50 to 3.49 | B  |
| 2.00 to 2.49 | C  |
| 1.0 to 1.99  | D  |
| 0.00 to 0.99 | F  |

As we implement Standards Focused Grading, we will continue to reflect on and discuss grading policies and practices. We welcome your input throughout this grading pilot process.

Sincerely,

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## Example Parent Letters (classwide)

### GRADES

Students will be assessed on how well they demonstrate each standard. Therefore, there is no extra credit. Students may monitor their scores on Aeries.

| <i>Standards Assessment Scale</i> |                      |   | <i>1<sup>st</sup> Semester Scale</i>   | <i>2<sup>nd</sup> Semester Scale</i>  |
|-----------------------------------|----------------------|---|--|---|
| 4                                 | Masters Standards    | Students can independently extend learning with complex thinking and elaboration.                             | <i>In order to earn an A, students are expected to meet standards.</i><br><br>A 3.0 - 4.0<br>B 2.5 - 2.99<br>C 2.0 - 2.49<br>D 1.0 - 1.99<br>F 0 - 0.9 | <i>In order to earn an A, students are expected to master standards.</i><br><br>A 3.5 - 4.0<br>B 3.0 - 3.49<br>C 2.0 - 2.99<br>D 1.5 - 1.99<br>F 0 - 1.49 |
| 3                                 | Meets Standards      | Students can independently demonstrate an understanding of subject matter concepts/skills.                    |  |   |
| 2                                 | Approaches Standards | Students demonstrate a foundational understanding of subject matter concepts/skills and require some support. |  |   |
| 1                                 | Attempts Standards   | Students are beginning to understand subject matter concepts/skills and require significant support.          |  |   |

### DO OVERS

Students may retake/redo any assessment. To schedule a retake, the student must submit a plan of action form and show that 100% of the unit work has been completed.

### BEHAVIORAL EXPECTATIONS

I have two major expectations in my classroom: **Be Respectful** and **Be Responsible**. I expect all school rules to be followed. Disciplinary action will occur if a student is disruptive or acting with disrespect to the teacher or to other students. (Refer to student handbook)

Students will be given a grade for meeting expectations regarding respect and responsibility.

| <u>WORK HABITS</u>  | <i>Outstanding</i>   | <i>Satisfactory</i>        | <i>Needs Improvement</i>                   | <i>Unsatisfactory</i>     |
|---|--|----------------------------|--|---------------------------|
| ✓ Is prepared for class<br>✓ Completes assignments on time<br>✓ Participates in learning activities<br>✓ Uses class time effectively/On-task    | Consistently meets expectations; Serves as a model for peers "Leading the Way" | Usually meets expectations | Sometimes meets expectations; inconsistent | Seldom meets expectations |
| <u>CITIZENSHIP</u><br>✓ Is respectful to others<br>✓ Arrives on time for class<br>✓ Exhibits a positive attitude<br>✓ Uses appropriate language |  |                            |  |                           |

## Example Parent Email (classwide and individual)

Dear Parents & Guardians,

My name is Ms. Mayfield; I am your son or daughter's teacher for English 1 or 2. I wanted to take a few moments at the beginning of the year to touch base with you, and give you some information that you may want or need later.

Perhaps most importantly, I am using Standards Focused Grading this year. This means that all graded assignments will be scored using a district-approved 4-point rubric, and scored based on how well students meet the applicable state ELA standard(s) on the assignment. These scores will then be converted into letter grades using the district-approved conversion scale, and reported in Aeries for each grading window. Day-to-day grades will not be available in Aeries, but I will be keeping a gradebook in Excel. I will make the information from Excel available every 2-3 weeks as time and assignments permit. You and your student will have access to these updates via Haiku/PowerSchool.

- Score-to-letter conversion for overall grade in the class
  - 3.21 – 4.0 = A
  - 2.41 – 3.20 = B
  - 1.61 – 2.40 = C
  - 0.81 – 1.60 = D
  - 0.00 – 0.80 = F

If you would like further information on Standards Focused Grading, please see the class Haiku page (Mayfield 2018A, or Mayfield 2018B). If you have any further questions, please do not hesitate to email me at:

Good Afternoon,

I am [redacted]'s English 2 teacher; I am contacting you today out of concern for their performance in my class. The 6-week grading period ended on 9/21/18. As of that date, your student has a C in the class. Although it is still early in the semester, I wanted to reach out to you so that we can work together to help your student be successful in my class. At the moment, my area(s) of concern for your student are:

- \*improvement needed in work quality/effort
- \*distracted in class

I spoke to [redacted] last week and gave him until yesterday to turn in any missing work, or submit any re-do's for a better grade. I did not receive anything from him.

This is a snap-shot of their current scores by assignment and how well it met the associated standard(s) (4 is thoroughly/effectively, 3 adequate, 2 partially, 1 minimally):

|            |            | date given: 8/17/2018 |                      | date given: 8/23/18                      |       | date given: 9/7/18                                |                              | date presented: 9/21              |           |             |  |
|------------|------------|-----------------------|----------------------|--|-------|---|------------------------------|-----------------------------------|-----------|-------------|--|
|            |            | Civil War inference   |                      | PAPA Square practice - "Terrible Things" |       | S.A. Pt. 2 - Self Assessment/Meta-Cog. (w/ re-do) |                              | OMAM - presentation 1 (Chapter 1) |           | TOTAL       |  |
| First Name | Last Name  | GRADE                 | RL 1 - cite evidence | W 1a - intro. precise claims             | WH/NG | WH / NG   | W 1a - intro. precise claims | RL 1 - cite evidence              | STANDARDS | WORK HABITS |  |
| [redacted] | [redacted] | C                     | 1                    | 3  | 1     | 2   | 2                            | 1                                 | 1.75      | 1.50        |  |

Thank you for your time, please let me know if you have any questions, concerns, or recommendations.

Respectfully,  
Ms. Mayfield