



Standards Based Grading



Why Standards-Based Grading

- Remove penalties for work turned in late
- Remove the use of extra credit
- Remove homework from the academic grade
- Remove using zeros
- Provide all students with an opportunity to reassess



Traditional Grading

- Grades are interpreted as a final judgement.
- Grades are based on averages of scores earned throughout a course.
- Grades include academic, as well as non-academic factors such as behavior, late-work, homework completion, effort, participation, etc.
- Percentages (0% -100%) are used to represent achievement, and a letter grade is assigned based on the percent earned.



Traditional Grading

- A zero is given as a grade to represent missing assignments and “zero percent earned”.
- Retakes on assessments are not allowed.
- Students receive one grade for the course, which does not communicate to students and parents/guardians which skills the student has mastered or whether he or she is working at grade level.



Beliefs of a Standards-Based System

- Essential standards - what a student needs to know in a content area - guide grading.
- Academic grades are dependent upon student proficiency of these standards and are not influenced by non-academic factors.
- Academic grades reflect the student's level of proficiency in relation to the standards, as measured by specific assessments aligned to the standards.
- Separate grade for current academic scores and life & career skills scores.



What is standards based grading?





Standards Based Grading

- Allows students the opportunity to continue working until they are able to demonstrate understanding of the standards.
- Grades are determined using a collection of evidence, emphasizing the student's most recent level of performance.
- Grades represent the student's level of understanding of the concepts.



Determining Grading 4K-8

Meets grade level (3)

- Student has demonstrated complete knowledge and skills aligned with the essential standards.

Approaches grade level (2)

- Student has demonstrated partial knowledge and skills aligned with the essential standards.

Emerging (1)

- Student demonstrates beginning knowledge and skills of skills aligned with the essential standards.



Determining Grading 9-12

Advanced (3)

- Student demonstrates a thorough understanding and application of the skills aligned with this essential standard

Proficient (2)

- Student demonstrates adequate knowledge of skills aligned with this essential standard.

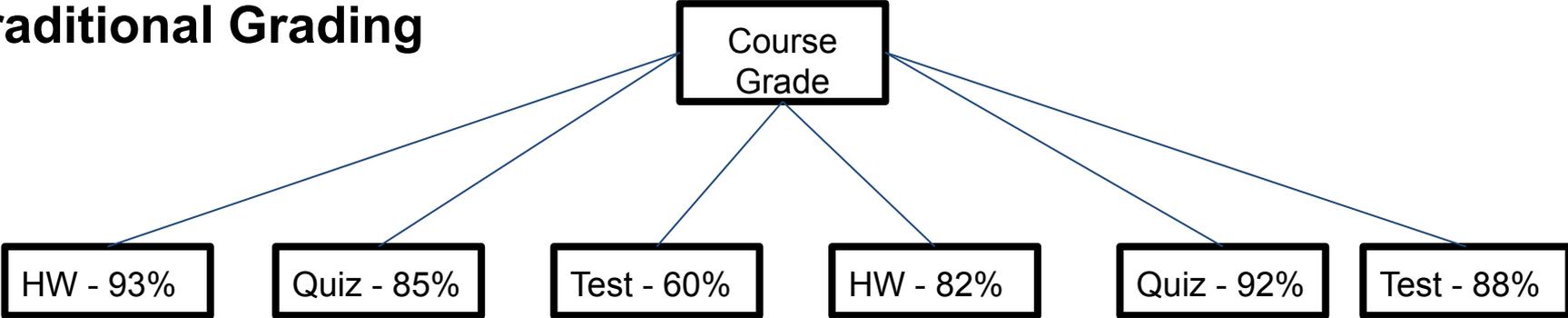
Emerging (1)

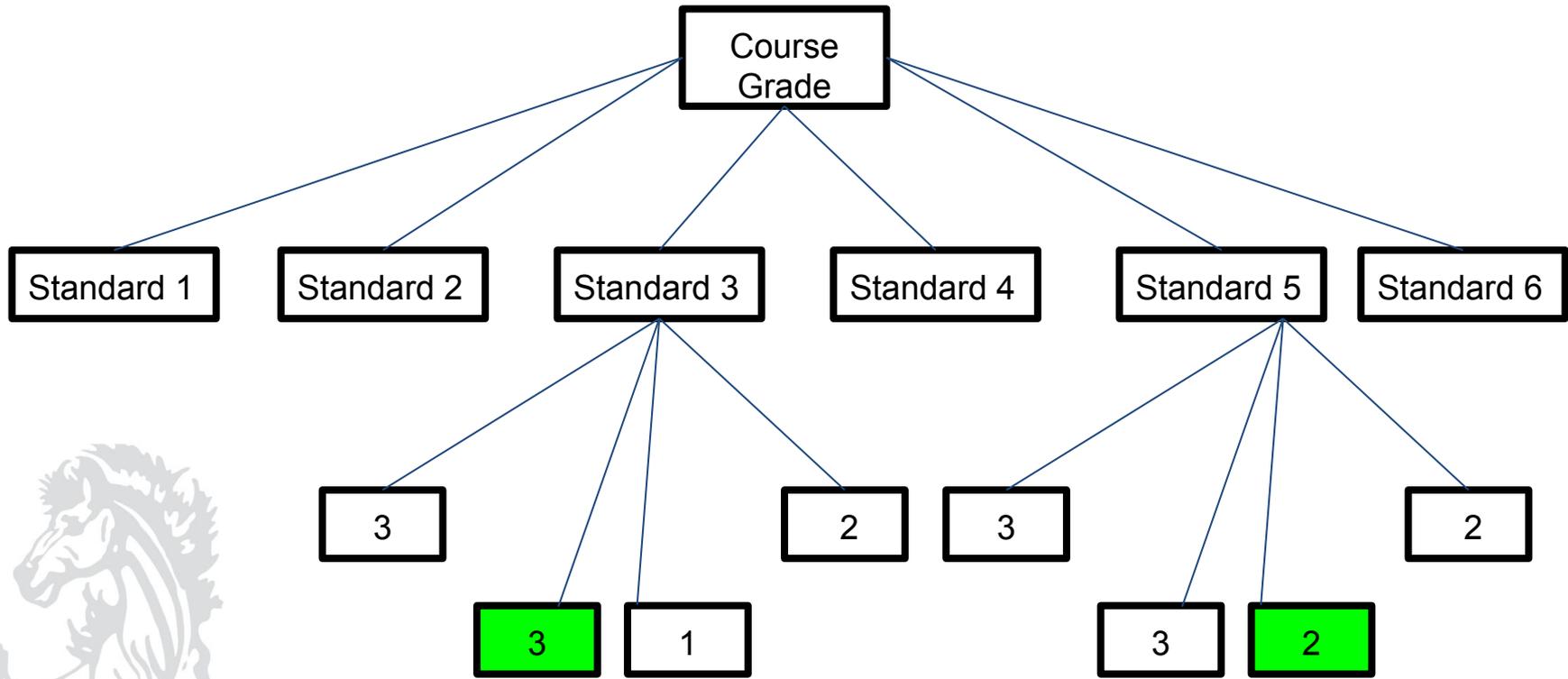
- Student demonstrates partial knowledge of skills aligned with this essential standard



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- Letter grades and grade-point averages are posted for 9-12 due to post-secondary reporting needs.
 - We report life and career skills separate from academic grades.
 - A letter grade is based on proficiency against essential standards.
 - Assessments (tests) are designed in our classes to be standard specific. Assessments will measure essential standards. Scores are therefore entered in Infinite Campus for each individual standard, rather than an overall score for each assessment.

Traditional Grading





Example Assessment

This is an example ELA grade 6 assessment that clearly states what standard is being assessed and how proficiency scoring is used to determine a student's level of proficiency.

Standard RL.6.1: I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard	Proficient - 3	Approaching - 2	Emerging - 1
RL.6.1	<p>I fully support my thinking using specific evidence from the text that</p> <ul style="list-style-type: none">• Includes an exact quotation from the text.• Includes a page number• Makes a clear connection between the quotation and the inference.	<p>I somewhat supported my thinking by</p> <ul style="list-style-type: none">• Summarizing information from the text.• Partially making a connection to an inference.	<p>I did not support my thinking with evidence from the text.</p>

Directions: You will cite textual evidence from your book to support an inference. This inference could include making a prediction, supporting a character trait, or an inference in regards to an element of the story. You can use your notes and post-its from the story on this assessment. This should be written in paragraph form in the space below.

___/3

SP 1.2 ~ Know that straight lines are widely used to model relationships between two quantitative variables.

___/3

SP 1.5 ~ Apply and extend understanding of prior concepts.

___/3

FN 1.1 ~ Understand that a function is a rule that assigns to each input exactly one output.

___/3

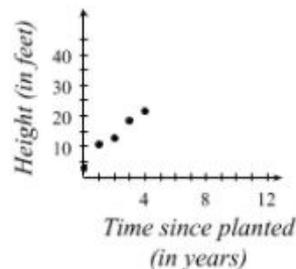
FN 1.2 ~ Compare properties of two functions each represented in a different way.

3

SP 1.2 ~ Know that straight lines are widely used to model relationships between two quantitative variables.

1. The graph at right shows the height of a shrub after it was planted.

a. Based on the data in the graph, predict how tall the tree will be 5 years after it was planted. **Explain** how you made your prediction.



b. Predict when the tree will be 40 feet tall. On what do you base your prediction? **Explain.**

3

SP 1.5 ~ Apply and extend understanding of prior concepts.

2. What is the perimeter of the shape shown below?



P =

Example



Traditional Scale

Grade	Percentage	GPA
A+	98-100	4
A	93-97.9	4
A-	90-92.9	3.667
B+	87-89.9	3.333
B	83-86.9	3
B-	80-82.9	2.667
C+	77-79.9	2.333
C	73-76.9	2
C-	70-72.9	1.667
D+	67-69.9	1.333
D	63-66.9	1
D-	60-62.9	0.667
F	59 & Below	0

Standards-Based Scale

Scale Score Average	Letter Grade	GPA
2.67-3.00	A	4.0
2.48-2.66	AB	3.5
2.28-2.47	B	3.0
2.00-2.27	BC	2.5
1.82-1.99	C	2.0
1.62-1.81	CD	1.5
1.42-1.61	D	1.0
1.41-Below	F	0



Life & Career Skills 4K-8

Scored on the same 3-2-1 Scale

- I can be responsible
- I can be respectful
- I can work cooperatively with others
- I can problem solve
- I can follow directions
- I can complete work as expected

[See Guide](#)



Life & Career Skills 9-12

- I can be accountable and responsible
- I can be a good team member and collaborate.
- I can be respectful, show integrity, and demonstrate ethical behavior.
- I can be productive, be self-directed, and demonstrate initiative.
- I can demonstrate tenacity, grit, and perseverance.

[See Guide](#)



Additional Resources Available

The screenshot shows the website for Little Chute Area School District. The navigation menu is open, and the 'Curriculum' link is circled in red. Below the menu, a table is partially visible with columns for 'standards' and 'and skills aligned with the essential standards'.

standards	and skills aligned with the essential standards
Proficient (2)	Approaches Grade Level (2)
Student demonstrates adequate knowledge and skills aligned with the essential standards.	Student has demonstrated partial knowledge and skills aligned with the essential standards.

Curriculum

Assessment

Academic and Career Planning

Course Curriculum

Dyslexia Guidebook

Professional Learning
Communities

Standards-Based Grading



If you have additional questions,
please contact Angela Wachtel
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Thank You