

STANDARDS-BASED GRADING GRADES K-2

PARENT ORIENTATION 2018- 2019



WHY USE STANDARD-BASED GRADING?

Assesses students' performance against a specific and observable grade set of skills.
Measures each student against the identified "grade level" end of year standard.
Does NOT measure how the student performs compared to other students.
Does NOT measure student behavior and/or approaches to learning.

WHY USE STANDARD BASED GRADING?

- The purpose of standards--based grading is to report what students know and are able to do, so averaging does not represent an accurate picture of where a student is in his or her learning. For example, a student who struggles in a class at the beginning of a grading period and receives poor grades, but who keeps working and by the end of the grading period can clearly demonstrate competence in the subject, should receive a grade that reflects that competence.
- While it may feel as though standards--based grading performance scale scores are easy to translate to the traditional a, b, c, d, f, it is actually quite difficult, and should be avoided in standards--based grading.
- There is no letter grade/percentage and performance level equivalency, so an a/100--90 is not a 4; a b/89--80 is not a 3, and so on.
- Assessments, etc. should include only performance levels that are determined by the above performance level descriptors.

WHAT IS THE DIFFERENCE BETWEEN TRADITIONAL “A”- “F” AND STANDARDS-BASED REPORTING SYSTEM?

TRADITIONAL “A”- “F” SYSTEM

- A, B, C, D, F represent percentage of points accumulated
- Non--academic factors affect grades, such as participation, attendance, late work, etc.
- Everything is graded and averaged together
- Early assignments can skew the final grade
- Reports a single grade for each class

STANDARDS- BASED SYSTEM

- 4, 3, 2, 1 represent student performance in relation to specific standards
- Based on common core national, state, and district standards
- A report of what students know and are able to
- Reflect academic performance only
- Behavioral information (called Active Learner Traits) reported separately

PERFORMANCE LEVELS:

- **4** Exceeding grade level standards. Masters above grade level material.
- **3** Proficient in meeting grade level standards
- **2** Developing grade level standards
- **1** Emerging in the development of grade level standards
- **NA** Not assessed at this time

What do the levels LOOK like?

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BAKING
ANALOGY



LEVEL 4

The student has decided to do something completely different with the cupcake mix and makes a birthday cake instead. The cake has a written saying, and candles have been added. He/she understood the directions but went above and beyond what was asked of them.



LEVEL 3

The student has the materials and understands how to make and bake cupcakes. The student bakes the cupcakes.



LEVEL 2

The student has the materials to bake cupcakes but needs some help from someone to get started.



LEVEL 1 (OR 0)

The student has all of the materials to bake cupcakes but doesn't know what to do with the materials.



HOW DO I EXPLAIN THIS TO MY CHILD?

- **It is important that parents and teachers have honest conversations with students.** Some concepts and skills are more difficult to grasp than others, but given time, motivation, instruction, and support students can continually challenge themselves. Attitudes are contagious and it is important that adults involved convey to the child that **learning is a process that needs to be respected**. A score of 2 while learning a new skill or concept is appropriate. A score of 3 demonstrating mastery is to be celebrated. A score of 4 indicates a strength being recognized that is above and beyond the grade level expectations.

HOW CAN MY CHILD EXCEED THE STANDARDS?

Another change for students is understanding the concept of exceeding the standard:

Exceeding is not the equivalent of an **A**. On a traditional report card. For example, if a fifth--grader received A's on every math test during the marking period, he or she would probably receive an A on a traditional report card. If those math tests measured only the concepts fifth graders are expected to master, those A's would be the equivalent of meeting the standard on a standards-based report card; the student is doing what he or she should be doing very well, but not necessarily more.

Standards-based report cards encourage students to demonstrate their ability to apply skills and knowledge beyond grade level expectations. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy, independence, and a high level of quality.

WHAT IS STANDARDS-BASED GRADING?

[HTTPS://YOUTU.BE/2KRHC2WF8JI](https://youtu.be/2KRHC2WF8JI)

THANK YOU !

QUESTIONS AND ANSWERS!

