



Standards - Based Grading and Reporting

2013-14

MESA COUNTY VALLEY SCHOOL DISTRICT #51

Why Standards-Based Grading and Reporting?

- ▶ The purpose of a grade is to communicate progress and achievement to parents and students
- ▶ Standards-Based Grading and Reporting (SBGR) gives a clear picture of academic achievement aligned to the content standards
 - ▶ Content Standards = What students need to know and be able to do at their grade level

What is Standards-Based Grading and Reporting?

SBGR = Standards-Based Grading and Reporting

- ▶ Grading and marks are based on the academic achievement of the student,
- ▶ Compares each students' performance to preset standards, not to the performance of other students, and

➤ **This year's emphasis will be to help teachers create a valid body of evidence by using trends and most recent evidence of learning rather than a percentage grade of all assigned work**

What is Standards-Based Grading and Reporting?

- ▶ The reporting of academic achievement is separate from learning behaviors
 1. Achievement = what students know, understand, and are able to do
 2. Learning Behaviors = Collaboration, Work Ethic, Personal Responsibility, Civic Responsibility
 - ▶ Learning Behavior scores are only reported, they do not affect a student's academic grade
 - ▶ Learning Behavior scores may affect a student's extra-curricular eligibility

Benefits

- ▶ Helps teachers and students focus and adjust instruction and learning
- ▶ Teaches students what quality looks like
- ▶ Student revision of work leads to higher learning and improved accountability and engagement
- ▶ Rewards students for academic growth

Benefits

- ▶ Reports most recent evidence and trends of student learning
- ▶ Gives students, parents, and teachers a clear picture of learning and mastery
- ▶ Improves student motivation

D51 Common Rubric

4	3	2	1	IE
Advanced	Proficient	Partially Proficient	Unsatisfactory	Insufficient Evidence
<p>The student regularly meets and at times exceeds (more depth / extension with grade level work and/or performing at higher than grade / course level) the standard as described by the grade level expectations. The student extends and applies key concepts, processes and skills for grade level.</p>	<p>The student regularly meets the standard as it is described by the grade level expectations. The student, with limited errors, grasps and applies key concepts, processes and skills for grade level.</p>	<p>The student is beginning to, and occasionally does, meet the standards as described by grade level expectations. The student is beginning to grasp and apply the key concepts, processes and skills for the grade level work but produces work that contains many errors.</p>	<p>The student is not meeting the standard as is described by grade level expectations for this grade level.</p>	<p>The student has not provided enough evidence to make a determination of his/her proficiency as described by grade level expectations.</p>

D51 Learning Behaviors Rubric

	4 = Advanced	3 = Proficient	2 = Partially Proficient	1 = Unsatisfactory
Collaboration	<ul style="list-style-type: none"> Regularly participates and works effectively with others/group Regularly acknowledges authority and takes direction Regularly uses teamwork and leadership skills effectively 	<ul style="list-style-type: none"> Usually participates and works effectively with others/group Usually acknowledges authority and takes direction with some teacher redirection and/or encouragement Usually uses teamwork and leadership skills effectively 	<ul style="list-style-type: none"> Sometimes does not participate or cooperate with others/group Sometimes does not acknowledge authority and needs more teacher redirection and/or encouragement Sometimes does not use teamwork and leadership skills effectively 	<ul style="list-style-type: none"> Rarely participates, cooperates and often disrupts others/group Rarely acknowledges authority and constantly needs teacher redirection and/or encouragement Rarely uses teamwork and leadership skills effectively
Work Ethic	<ul style="list-style-type: none"> Regularly manages time effectively and completes all practice in a timely manner Regularly learns from instruction and feedback Regularly prepared for class with all necessary materials 	<ul style="list-style-type: none"> Usually manages time effectively and usually completes all practice in a timely manner Usually learns from instruction and feedback Usually prepared for class with all necessary materials 	<ul style="list-style-type: none"> Sometimes manages time effectively and sometimes completes all practice in a timely manner Sometimes learns from instruction and feedback Sometimes prepared for class with all necessary materials 	<ul style="list-style-type: none"> Rarely manages time effectively and rarely completes all practice in a timely manner Rarely learns from instruction and feedback Rarely prepared for class with all necessary materials

D51 Learning Behaviors Rubric

(Continued)

	4 = Advanced	3 = Proficient	2 = Partially Proficient	1 = Unsatisfactory
Civic Responsibility	<ul style="list-style-type: none"> Regularly respects the rights of others and follows classroom and school rules Regularly accepts that our society is made up of a diverse population 	<ul style="list-style-type: none"> Usually respects the rights of others and usually follows classroom and school rules Usually accepts that our society is made up of a diverse population 	<ul style="list-style-type: none"> Sometimes respects the rights of others or needs adult/peer guidance to follow classroom and school rules Sometimes accepts that our society is made up of a diverse population 	<ul style="list-style-type: none"> Rarely respects the rights of others, including adults, and disregards classroom and school rules Rarely accepts that our society is made up of a diverse population
Personal Responsibility	<ul style="list-style-type: none"> Regularly takes responsibility for own actions Regularly takes initiative and responsibility for his/her own learning Regularly plans and prioritizes goals 	<ul style="list-style-type: none"> Usually takes responsibility for own actions Usually takes initiative and responsibility for his/her own learning Usually plans and prioritizes goals 	<ul style="list-style-type: none"> Sometimes takes responsibility for own actions Sometimes takes initiative and responsibility for his/her own learning Sometimes plans and prioritizes goals 	<ul style="list-style-type: none"> Rarely takes responsibility for own actions Rarely takes initiative and responsibility for his/her own learning Rarely plans and prioritizes goals

Grading Practices

- ▶ Use of a common 4 point rubric in reporting scores
- ▶ Common learning behavior rubric
- ▶ Academic achievement and learning behaviors reported separately

Parent's Guide to Middle School Standard Based Grading in Parent Bridge

Classes

- Click on the Academic Grade or Learning Behavior to open the Grade window
- Click on the links to Pacing Guides and Year at a Glance to open the document

Classes are listed below. Click on a teacher's name to send email.

Quarter 1

Section ID	Period	Term	Course Title	Teacher	Room	Tot Abs	Tot Tdy	Report Card	Quarter 1 Academic Grade	Quarter 1 Learning Behavior
13170-001	01	Q1	7th Science	DAHL	116	0	1		<u>3</u>	<u>4</u>
18027-001	02	Q1	Art 7	BAKER	132	0	0		<u>3</u>	<u>3</u>
11170-013	04	Q1	7th Literacy	GARDNER	120	0	0		<u>3</u>	<u>3</u>
12170-021	06	Q1	7th Math	HENDERSON	207	0	0		*	<u>2</u>

Completed and future classes are greyed out. The Report Card column shows the grade on the last rep
*No summative assessments are available at this time but assignment detail is available for this cl
Note: Parent Bridge is for informational purposes only. You must obtain official records through the sch

Resources

Course Title	Resources
7th Literacy	Pacing Guide

Parent Bridge

Grade book window:

Proficiency Level (Academic Grade)

- Current Proficiency Level for class

Period: 06 Class: 8th Soc Studies Teacher: Jones
2nd Quarter

Current Proficiency Level for this class as of 12/14/11
4 - Advanced

The current proficiency level is calculated from summative assessments for the Grade Level Expectations listed below. At the end of each marking period a body of evidence will be used by the teacher to determine the final proficiency level.

- Standards
- Grade Level Expectations (GLE)
- Proficiency Level for the GLE

Standard	Grade Level Expectations	Proficiency Level
	Literacy across the curriculum	
1. History	1.1 Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives.	
1. History	1.2 Historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another.	4
2. Geography	2.1 Use geographic tools to analyze patterns in human and physical systems	3
2. Geography	2.2 Conflict and cooperation occur over space and resources.	
3. Economics	3.1 Economic freedom (to include free trade) is important for economic growth	
3. Economics	3.2 Manage personal credit and debt (PFL)	
4. Civics	4.1 Analyze elements of continuity and change in the United States government and the role of citizens over time.	
4. Civics	4.2 The place of law in a constitutional system.	4

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Assignments

Assignments table displays information relating to Academic Assignments

- Assessment Type:

Summative – calculates into Current and GLE Proficiency Levels

Formative – does not calculate into Current and GLE Proficiency Levels

- Proficiency Level - student's level of proficiency on this assignment

Due Date	Assessment	Grade Level Expectations	Assessment Type	Proficiency Level	Description
10-27-11	Revolutionary War Assessment	1.2 Historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another.	Summative	4	Students demonstrated their knowledge of the people and events of the American Revolutionary period.
11-03-11	How America Works sheet	4.2 The place of law in a constitutional system.	Formative	4	Students read an overview of how our Constitution works using Kid's Discover magazine.
11-15-11	Constitution Campaign Poster	1.2 Historical eras, individuals, groups, ideas and themes from the origins of the American Revolution	Formative	4	Students read about the argument between federalists and antifederalists to decide whether the country should approve the Constitution or not.

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Learning Behaviors

Learning Behavior assignments are not included in the student's overall academic proficiency level

Current Learning Behavior Level for this class as of 12/14/11

4

Learning Behavior is calculated from the feedback listed below and is not included in the student's academic proficiency level (shown above). Please view the [Learning Behavior Rubric](#) for more information.

- Current Learning Behavior Level
- Score Earned on the learning behavior activity

Due Date	Learning Behavior	Activity	Score Earned	Description
10-26-11	Collaboration	Kids Voting Information sheet	3.5	Students learned about issues in the 2011 election so that they would be informed voters for the Kid's Voting election. This is a completion grade, not a content grade.

Report Card Example

Student Name		ID	Grade	School				Run Date
Sample, Student		12345	07	West Middle School				4/17/2012
Parent Guardian		Address						Phone
Ty		N 1st St. Grand Junction 81501						()
Period	Course Teacher	Term Credit	1st Qrt	2nd Qrt	3rd Qrt	Academic Grade		Learning Behavior
00	7th Prime Time Bradburn	YR	NG	NG	NG		5	
01	7th Math Jones	YR	2	2	3		10	
03	Achievement 7 Miller	YR			NG		Grade 1	Learning Behavior 4
04	7th Choir	YR	4	4	4			
05	7th Social Studies Davis	YR 0	3	2	2		11	Learning Behavior 4
07	7th SocStudies Davis	YR 0		2	2			Learning Behavior 4
07	7th Science Jones	YR 0		2	3		1	Learning Behavior 4
07	7th Science Jones	YR 0	3				1	Learning Behavior 4

Assessments

Formative

“We are practicing!”

- ▶ These scores provide feedback to teachers and students during the course of learning about the gap between a student’s current and desired performance so that action can be taken to close the gap.
- ▶ Formative Assessments are **NOT** calculated into a student’s overall proficiency rating.

Summative

“Show what you know!”

- ▶ An assessment is considered summative when it is designed to provide information to be used in making judgments about a student’s achievement at the end of a period of instruction, (i.e., tests, exams, final drafts, projects, or performances).
- ▶ Summative Assessments **ARE** calculated into a student’s overall proficiency rating.

Proficiency Levels

- ▶ 4 = Advanced
- ▶ 3 = Proficient
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- ▶ 1 = Unsatisfactory
- ▶ IE = Insufficient Evidence

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Reassessment Procedure

- ▶ A **Reassessment Procedure** has been established to provide structure and consistency to how, what, and when students can re-take formative and summative work.
- ▶ This procedure will be shared with all parents and students.
- ▶ Teachers will require a “re-learning session or activity” for students before a retake is allowed.
- ▶ Depending on the time of year, such as the end of a quarter or school year, a student may have limited opportunities to reassess.

SBGR Goals

1. The proficiency rating students receive in the classrooms will become more consistent with other summative assessments, i.e. TCAP, Star assessments,
2. Grading and scoring will be more consistent across middle schools,
3. SBGR grading and reporting will give student, parents, and teachers a clear picture of learning and mastery,
4. Students will continue to have opportunities to revise and improve,

SBGR Goals

5. Teachers will be able to focus and adjust instruction and learning,
6. Students will be rewarded for learning and growth that is shown from early formative assessments through summative assessments.
7. Students will be able to explain expectations for “proficient” and “advanced” work