

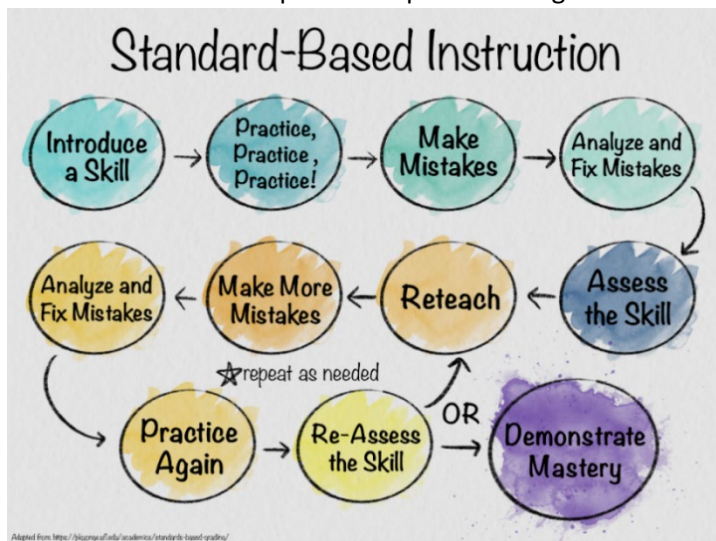
## Standards-Based Grading Expectations for Teachers

Standards-based grading (SBG) is a method to assess and track student proficiency on priority standards. This is an effective way for teachers to give feedback and evaluate student performance as they work toward clearly defined learning targets. In this method, a student's grade is based on their level of proficiency of the standards required in each course.

### SBG Requirements for All Teachers

#### Individual Teachers – Standards-Based Instruction

- Students are given multiple opportunities to demonstrate proficiency on each standard.
  - **Examples:** Quiz, Test, Teacher Interview, Project, Assignments, Discussions, etc.
- Every assignment, practice or assessment, is tied to a priority standard. Teachers are expected to be well versed in content standards.
- Content standards are posted on practice assignments.



#### Individual Teachers - Grading

- Teachers use the 0-4 standardized proficiency scale for every assessment (grading rubric below).
- All teachers will use the following grading scale in Encore. (This will be set as a school-wide scale in “preferences.”)
  - All assignments and assessments are graded on the 4-point rubric scale.
  - Teachers will be able to use decimals (3.7, 3.3 etc.) for grades ranging between 1.0 – 4.0 to provide a degree of proficiency within the rubric if they choose.
- A rubric (explanation) outlining the proficiency scale should be provided for each assessment.
- Timely feedback must be provided for students to help them know how to improve. \*  
*\*The school expectation for teachers is that student grades are updated weekly into Encore. Teachers should be regularly assessing student proficiency levels with common formative assessments and summative assessments that are directly tied to the learning standard for the day. Grades should be updated by Thursday evening so that parents can access up-to-date grades and work with students as needed over the weekend.*
- Participation is only counted on a grade for those content standards that specifically indicate “practice.”  
*\*\* Exception while DSD citizenship policy is under review: 10% of total grade can be used for practice, participation, homework if DSD citizenship policy is not updated by August 2019.*
- **NO extra credit is allowed.** Students interested in earning a higher grade should identify standards where they are not meeting “mastery” and retake the necessary assessments to achieve their desired grade.

## PLC Teams

- Priority standards, if not established on a district level, will be decided upon by the PLC grade-level team. These standards should be vertically aligned to ensure readiness for students as they progress to next-level courses.
- All PLC team members will follow the aligned pacing and assessment guide to ensure guaranteed viable curriculum standards for students.
- Grading practices will be completed collaboratively within the PLC team to ensure interrater reliability; subsequent grading should then follow the agreed-upon standards.

## School-Wide Grading Rubric Guideline

DSD Proficiency Scale	Proficiency Level	0 No Evidence	1 Minimal	2 Approaching	3 Proficient	4 Mastery
	Characteristics	<ul style="list-style-type: none"> <li>• No attempt</li> <li>• Too little evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Limited</li> <li>• Major mistakes in several areas</li> <li>• Can't remember</li> <li>• Significant gaps in understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent</li> <li>• Success in some areas, major mistakes in others</li> <li>• Can remember</li> <li>• Some gaps in emergent understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient</li> <li>• Success in each area, minor mistakes in others</li> <li>• Can understand and apply</li> <li>• Communicates meaningful understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary</li> <li>• Success in each area, very few mistakes in others</li> <li>• Can analyze and create</li> <li>• Effectively communicates and can flexibly apply</li> </ul>
	Description	Too little or no work submitted to show evidence of the assessed standard.	Demonstrates significant gaps in understanding the assessed standard. Guidance and practice are necessary in order to progress.	Demonstrates an ability to communicate an emergent understanding of the assessed standard. Some gaps in understanding exist.	Demonstrates proficient work by communicating a meaningful understanding of the assessed standard.	Demonstrates complete and masterful work by effectively communicating and flexibly applying understanding of the assessed standard.
	Traditional grade (Transcript grade)	I/F (Incomplete)	D	C-, C, C+, B-	B, B+, A-	A
	GPA Comparison	0.000 - .666	.667- 1.666	1.667-2.999	3.000-3.666	3.667-4.000

## Questions to ask yourself when assessing student proficiency

Did I create this assignment with a standard in mind?

Am I using the proficiency scale to provide timely feedback?

Do my students know and understand how the proficiency scale applies to this assignment?

Have I given students multiple opportunities to demonstrate proficiency?

Do I have a plan in place to re-teach and to provide extension for the standard?

**Ensure behavior/participation is not included in the grading (unless using the 10% ratio while DSD policy is being updated) and that there is no extra credit.**