



Standards-Based Learning and Grading

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Why?

Intrinsic Motivation

Learning requires feedback

Students know their progress





How does Standards-Based Grading Benefit Students?

Students Become Intrinsically Motivated to Demonstrate Mastery of Competencies

- Focus on the learning, not the grade.
- Ownership of learning to meet the learning standards.
- Better engagement because they understand the skills that need to be mastered.





How does Standards-Based Grading Benefit Students?

Students are provided with appropriate feedback that will improve their skills

- Teachers provide specific feedback that will accelerate their mastery of standards.
- Students can identify their areas for growth.
- Improve on their own competencies.





How does Standards-Based Grading Benefit Students?

Students can track their own progress

- Students understand the meaning of the score they receive because the expectations are clearly defined in rubrics.
- Students become accountable for their learning goals.





What is in a grade?

Take yourself back to elementary school or high school.

Think about anything that was counted for or against your grade.

How many of these things had to do with...

- **Being prepared for class?**
- **Handing in assignments or homework in on time?**
- **Effort?**
- **Attending sporting events, musical performances, or theater productions?**
- **Bringing in tissue or canned goods?**

Do these penalties or extra credit communicate what a student has learned??





Why Standards-Based Grading?

Focuses on **Learning** not Grades!!!



- Reports what students should **know and be able to do** within each content area at each grade level.
- Real-time monitoring of student performance reflects a **more accurate picture of student achievement**.
- Students will be able to **explain what they learned** or did not learn.
- Families are provided information on specific standards while receiving **meaningful feedback**.



Shortened Scale

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Did you know that there are **60 levels of an "F" (0-59)** in a traditional grading system?

In a standards-based grading system there are **4 levels** assessing standards.

Rubric for Assessing Critical Thinking Across the Curriculum

Praxis	Critical Thinking Competencies	Levels of Achievement			
		Beginning Level	Developing Level	Competent Level	Accomplished Level
	Critical observation: Identifies central and subsidiary issues and discerns assumptions or biases.	Active Understanding: Describes the situation, identifies the central issue, and explains the relationship between the central issue and subsidiary issues.	Active Inquiry: The student can ask appropriate questions about the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Competent Inquiry: The student can ask appropriate questions about the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Active Self-reflection: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.
	Critical communication: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Basic Communication: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Reasonable Communication: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Reasonable Communication: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Skilled and Active Communication: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.
	Critical knowledge: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Comprehension of Basic Concepts: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Application of Basic Concepts: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Application of Basic Concepts: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Application of Basic Concepts: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.
	Critical analysis: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Understanding the Situation: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Understanding the Situation: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Understanding the Situation: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.	Understanding the Situation: The student can explain the situation, identify the central issue, and explain the relationship between the central issue and subsidiary issues.
TOTAL PRAXIS					



Shortened Scale



3rd Grade Informative/Explanatory Writing Rubric

Standard	1 Needs Support	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Does not provide an introduction and/or group related information together.	Attempts to provide an introduction and group related information together.	Provides an introduction and groups related information together.	Provides a strong introduction and groups related information together.
W.3.2.B Develop the topic with facts, definitions, and details.	Does not develop the topic with facts, definitions, and details.	Attempts to develop the topic with facts, definitions, and details.	Develops the topic with facts, definitions, and details.	Develops the topic with many facts, definitions, and details.
W.3.2.C Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , and <i>more</i> , <i>but</i>) to connect ideas within categories of information.	Does not use linking words and phrases to connect ideas within categories of information.	Attempts to use linking words and phrases to connect ideas within categories of information.	Uses linking words and phrases to connect ideas within categories of information.	Uses many linking words and phrases to connect ideas within categories of information.
W.3.2.D Provide a concluding statement or section.	Does not provide a concluding statement or section.	Attempts to provide a concluding statement or section.	Provides a concluding statement or section.	Provides a strong concluding statement or section.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Does not demonstrate command of capitalization, punctuation, and spelling.	Attempts to demonstrate command of capitalization, punctuation, and spelling.	Demonstrates command of capitalization, punctuation, and spelling.	Demonstrates strong command of capitalization, punctuation, and spelling.

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District 92's Strategic Plan

Student Growth and Achievement

Priority Strategy 2: We will develop and sustain a **standards and data-based reporting system** that provides evidence of the strengths and challenges of student learning.

During the 2022-23 school year, District 92 will provide professional development for a balanced assessment model and **standards-based reporting**.



What is Standards-Based Grading?

- An approach that focuses on **what** a student knows, **not how long** it takes to get there.
- It measures **how well** a student understands the material and **how they are progressing** on their learning goals.
- It is based on a specific **set of standards** that students need to meet for each grade level.
- It allows teachers to design instruction to **give students multiple opportunities**, if necessary, to **demonstrate success**, or provide enrichment if students are already meeting learning goals.
- An approach that allows parents to **more clearly understand** what is expected of students.
- It **provides better feedback** to students, parents, teachers and administrators on what each student knows and is able to do based on academic standards
- **Separates** behaviors and work habits from student learning.





What's the Difference?

Traditional	Standards-Based
One grade is given per assessment, even if many different standards are tested.	Performance ratings are given per standard , even when assessments contain multiple standards.
Based on a percentage system . Criteria used to determine grades are not always clear.	Based on specific criteria by defining what it "looks like" to be successful on the standard. Rubrics are utilized for assessment feedback.
Combines academic achievement, attitude, effort, and behavior . Uses penalties and extra credit that distort grades.	Measures academic achievement, while behaviors are reported separately . No penalties or extra credit are given.
Everything goes in the grade book, regardless of its purpose.	Selected common assessments are used for reporting progress with many opportunities to demonstrate growth .
Grades are calculated using an averaging system --the worst grades averaged with the best.	Emphasizes the most recent assessments more heavily to demonstrate learning that has occurred and does not penalize the student for the learning process .
The teacher calculates the grade and announces the decision to students.	The teacher discusses progress with students and provides feedback on learning goals throughout the learning process .



**Grades frequently offer
little insight into
what students know
and are able to do.**



Implementation Timeline

To do:	Prediction	Reality (Driven by Teachers)
Started Conversations about SBL & G	2017-2018	
PD for Why SBL & G?	January - June 2023	January 9, 2023
PD for How do we do SBL & G?	March 2023 - June 2024	TBD
SBL & G Committee	March 2023 (ongoing)	TBD
Parent Communication	Spring 2023	TBD
Electronic Gradebook Planning (Tech Dept.)	Spring 2023	TBD
Pilot SBL & G (volunteer)	2023 - 2024	TBD
SBL & G Implementation	Fall 2024	TBD



The Game of School



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