

**Standards
Based Grading
Unit 5 Mindsets**



SBG

Mindsets



The changes in grading and reporting practices are based on specific mindsets about student learning that guide our decisions and structures.

ALL Students
will learn.

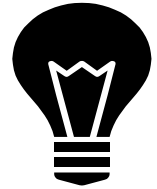
1.



“It’s not that I’m so smart, it’s just that I stay with problems longer.”

– Albert Einstein

Evidence in SBG



- Our goal is for ALL students to master the targets- we celebrate a 3!!
- Some students will show mastery of targets right away- they will be challenged to apply their learning in a more complex way.
- Ratings are not used as rewards or punishments- they are simply an indicator of where a student is in his/her learning. A 1 or a 2 indicates an area for growth and learning.

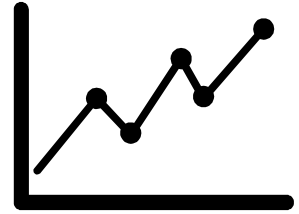
Students learn 2.
at different
rates in
different ways.



“If a child can’t learn the way we teach, maybe we should teach the way they learn.”

– Ignacio Estrada

Evidence in SBG



- Students are not penalized for not having mastery the first time they are assessed.
- If a student does not show mastery the first time, they have opportunities to re-learn and re-assess.
- Not all students are assessed at the same time or in the same way.

**Effective feedback
for students and
parents is **specific,**
actionable and
accurate.**

3.



“Adults are rarely mean averaged and certainly, it is irrelevant to an adult that they used to not know how to do something. Yet for a student, these two factors are dominant in their school experience.”

Tom Schimmer, 2013

Evidence in SBG



- Students are rated on specific targets/standards.
- The success criteria are clearly communicated to students.
- Student performance on the targets is not combined with student behavior.
- Students can respond to the feedback and make improvements. They have ownership of their learning.
- Student ratings reflect current levels of performance on a target and not an average of ALL performance.

More information
on www.unit5.org

Students and Parents tab- Standards Based Grading