

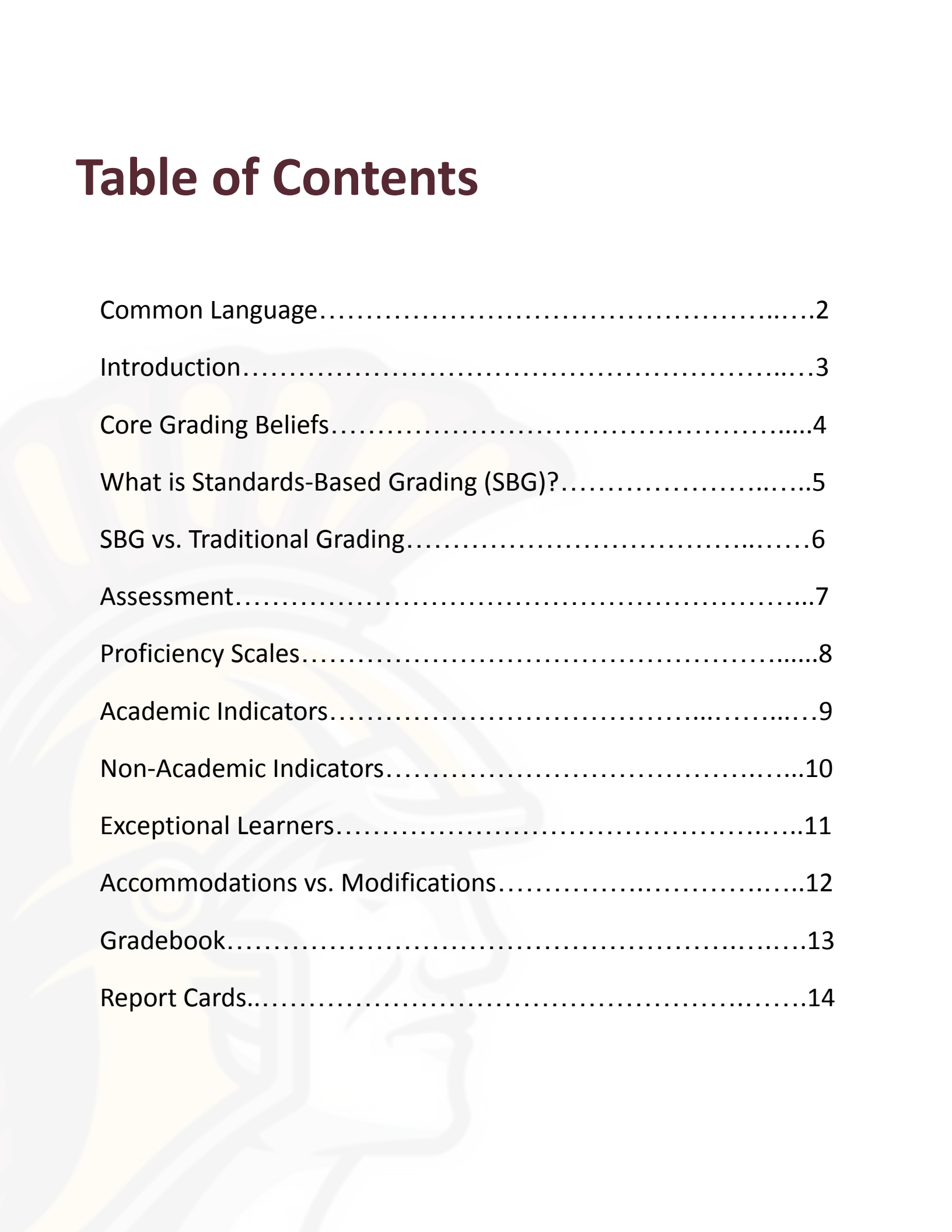
STANDARDS-BASED GRADING

K-4 Handbook



DUNELAND
SCHOOL CORPORATION

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Common Language

Academic/Non-Academic Indicators: A measure of student growth related to Content or behavior.

Accomodation: An alteration of environment, curriculum format, or equipment that allows an individual to gain access to content and/or complete assigned tasks.

Decaying Average: A calculation method that places more weight on recently scored materials

Equitable: To be fair and impartial.

Feedback: A way in which a teacher tells a child how they have done in their learning and what they need to do to improve further.

Formative Assessment: A wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Learning Targets: Concrete goals written in student-friendly language that clearly describe what students will learn and be able to do by the end of a class, unit, project, or even a course. Also referred to as an “I Can” statement.

Modification: A change in what is being taught to or expected from the student.

Priority Standards: Priority standards are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course.

Proficiency Scale: A type of performance grading used to determine a student's progress toward meeting a learning standard.

Rubric: A learning and assessment tool that articulates the expectations for assignments and performance tasks by listing criteria, and for each criteria, describing levels of quality.

Scaffolding: an instructional practice where a teacher gradually removes guidance and support as students learn and become more competent.

Self Efficacy: The belief in one's capabilities to achieve a goal or an outcome.

Standards-Based Grading: A system that evaluates students' progress toward mastering specific learning targets called standards.

Summative Assessment: evaluates student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

Introduction

The Indiana Department of Education has adopted challenging standards over the years. Teachers in Duneland School Corporation classrooms have been building rigorous curriculum and using instructional and assessment strategies designed to promote student mastery of each prioritized standard. The next step in the process is to update how DSC provides feedback and reports progress to students and families. This has led DSC to the adoption of a Standard-Based Grading model in elementary classrooms.

The corporation's goal is to empower student self-efficacy by providing grading that guides the learner to deeper understanding and mastery of concepts and standards. DSC wants all students to have an opportunity to demonstrate mastery of prioritized standards by the end of the school year. The corporation knows that children and their learning are too complex to be reduced to a simple letter grade. With this visible learning approach, students know and understand what it is they are learning and their progress towards mastery. This focus empowers students to continue working toward their goals and builds confidence until they achieve them. Research shows that students with high self-efficacy attribute their success to effort vs ability. They know that if they work hard, they will eventually "get it" no matter how challenging the obstacle.

Standards-Based Grading strengthens the family-school connection at the K-4 level by making it easier for families to understand how their children are improving academically and giving students the time they need to grow as learners. Traditional grades are averages of student performance in multiple skills and concepts. With Standards-Based Grading, families have access to the levels of mastery students have achieved on every individual priority standard. It is easier for families to support their children's academic growth because the information shared is more specific, timely and actionable.

Core Grading Beliefs

Duneland School Corporation aims to provide *fair, accurate, specific, and timely* information regarding student progress toward our prioritized grade level standards. We have also strive to provide feedback for next steps and growth areas. Our grades will communicate what students know and are able to do.

Fair

The same work by the same student should receive the same grade, even if the teacher is different. Grades must communicate what students know and are able to do. Grades are equitable.

Accurate

Grades are based solely on achievement, which means other factors like behavior and attendance are not used to calculate a grade.

Specific

Grading policies are clear so that students know how they will be assessed and how their grade will be determined. Grades are based on clearly established criteria determined by content teams.

Timely

Feedback to students is timely so that students can apply that feedback right away and improve their performance on assessments.

*Adapted from Elements of Grading:
A Guide to Effective Practice (2010),
Dr. Douglas Reeves*

What is Standards-Based Grading?

Standards-Based Grading (SBG) is an approach to grading that highlights students' strengths and areas of improvement by individual standard. Focusing on student achievement through this lens helps to create a more meaningful, accurate and fair learning environment. SBG measures how well a student understands the material and how they are progressing with their learning goals. The focus is on what a student currently can do, not how long it takes them to get there. Through this model we have built consistent grading practices for grades K-4 throughout our school district.

There are four key elements to SBG:

1. Student performance is clearly communicated with numbers
2. The focus is on true student understanding rather than completing tasks
3. Students have multiple opportunities to prove they have met learning goals
4. Learning is specific and purposeful

These numbers do not represent a percentage or a traditional letter grade (such as an A, B, C, D, or F). Instead, the numbers describe specifically what a student currently knows or can do.

It's not about what students earn - it's about what they learn!

How is Standards-Based Grading Different from Traditional Grading?

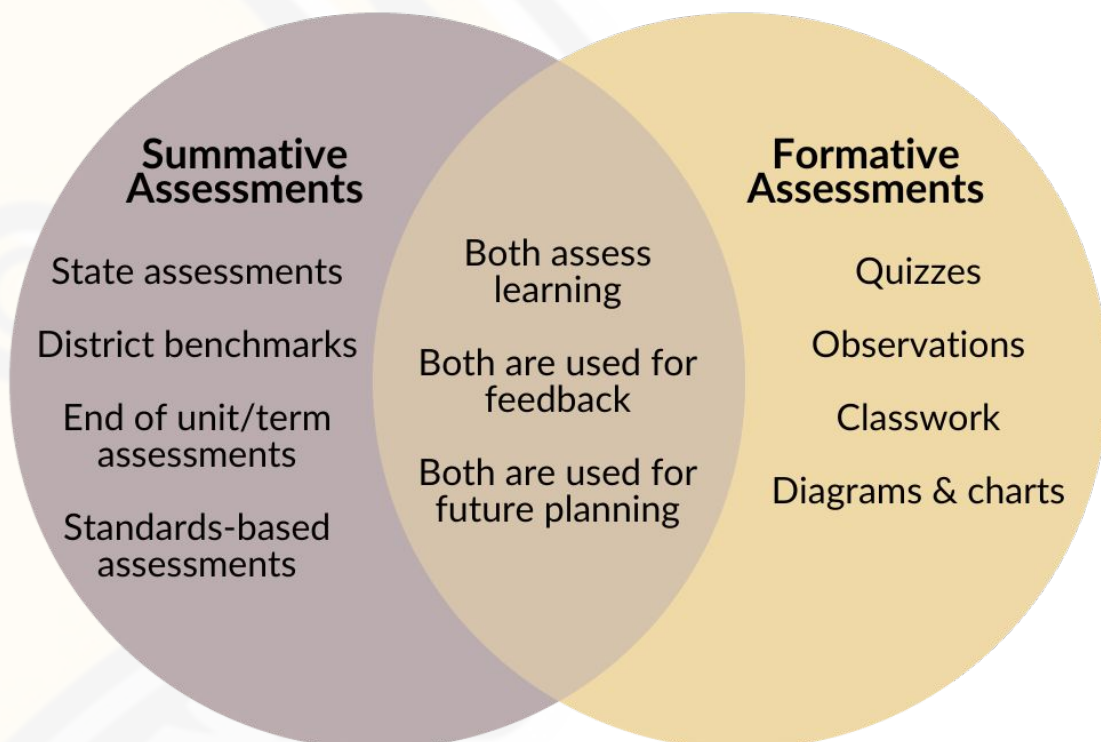
In a traditional grading system, student’s grades are typically based on a student’s averaged performance. This could also include factors such as effort and participation. As a student learns a new concept, those scores would be averaged into final grades whereby a student has progressed towards mastery. This ultimately creates a lower overall grade that does not accurately reflect the current or ending outcome. In turn this could also hide gaps in learning when grading larger projects.

SBG prioritizes the most recent and consistent performance by the students based on individual standards. Our goal is for all students to demonstrate mastery by the end of the school year.


Traditional Grading	Standards-Based Grading
Multiple standards are averaged together and given a single assessment grade.	Individual performance ratings are given for every priority standard/skill.
Uses a percentage system, which means grading criteria aren’t always clear.	Specific criteria and feedback help students to learn what it “looks like” to successfully achieve a standard.
Grades can be distorted because they are a mixture of achievement, effort, behavior, homework, penalties, extra credit, and more.	Measures achievement of the standard/skill; because no penalties or bonuses are given, grades are not distorted.
Students have a limited number of opportunities to demonstrate mastery.	Selected common assessments are used to report progress on priority standards, so students have more opportunities to demonstrate mastery and growth.
Grades are calculated using an averaging system - the lowest grades are averaged with the highest.	Emphasizes the most recent assessments more heavily to demonstrate learning that has occurred and to document the learning process.

Assessment Serves Three Purposes

1. Provides a defined measurement of student growth and achievement over a designated time period. The level of student performance necessary to achieve mastery is clearly defined and understood by both the student and the teacher prior to the end of the designated time period. These assessments are **summative**. DSC has built a series of common summative assessments for each grade level that are used across the district to monitor and ensure the equity of instruction for all students.
2. Provides both the student and teacher with reliable feedback of the student's growth and achievement of mastery at any given time during the process and throughout the duration of the learning experiences. These assessments are **formative**. DSC has built a series of common formative assessments for each grade level that are used across the district to monitor and ensure the equity of instruction for all students.
3. Provides feedback and data on the student's growth and achievement of mastery to the teacher to guide and differentiate the instructional practices, strategies, and experiences the student engages in during the designated learning period. This feedback and data is discussed regularly throughout the district during our professional learning community meetings.




Proficiency Scale

Level 1 Emerging	Level 2 Foundation	Level 3 Target	Level 4 Beyond Target
<p>“I can do this with lots of help”</p> <p>The student is able to demonstrate some understanding of the foundational material for the class with help from the teachers, but still struggles when working independently.</p>	<p>“I can do this with some help”</p> <p>The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for the class and apply it without scaffolding.</p>	<p>“I can do this consistently without help”</p> <p>The student has mastered the complex, targeted knowledge and skills for the class.</p> 	<p>“I can do this consistently without help and take it further”</p> <p>The student demonstrates an in-depth understanding of the material by completing advanced applications of the material.</p>



Academic Indicators

Standards-Based Grading Scale (Language Arts & Math)	Level
Beyond Target - Above and beyond or exceeds grade-level expectations	4
Target - Mastery or consistently meets grade-level expectations 	3
Foundation - Progressing	2
Emerging - Beginning or limited progress	1
Not Assessed	

Student progress in the areas of Math and Language Arts will be evaluated using the 1-4 SBG rating scale. Proficiency scales will provide guided feedback for students and families regarding standard mastery progression. Areas that are not assessed at the time will be left blank.

Content Area and Related Arts Scale	
Student work/assessments exceed expectations for grade level	+
Student work/assessments meet expectations for grade level standards	/
Student work/assessments are below expectations for grade level	-

Student progress in areas such as Science, Health, Social Studies and Related Arts will be evaluated with a +, /, – system as they have been traditionally in the past.

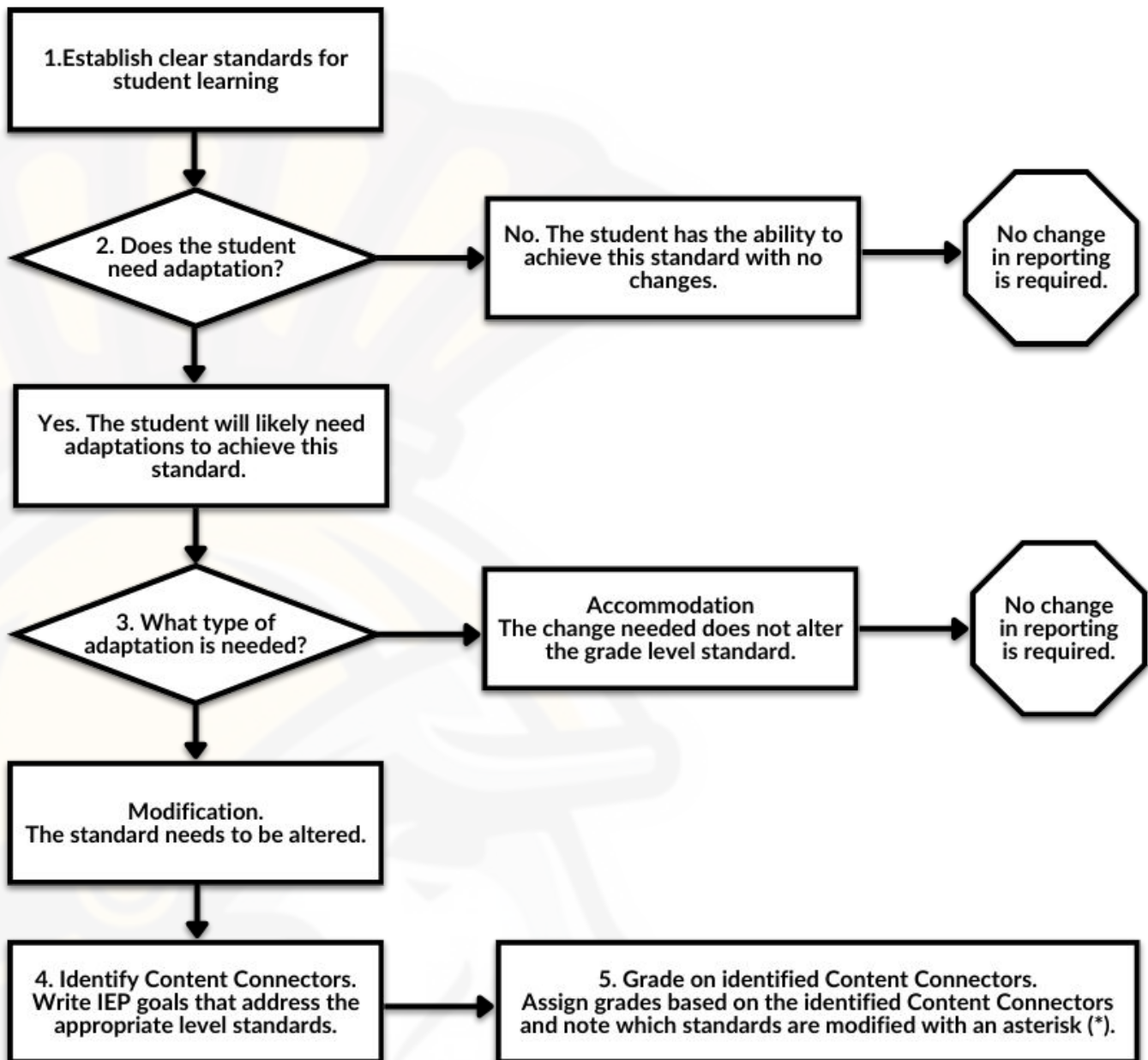
Non-Academic Indicators (Behavior)

Behavior Proficiency Scale	
Always	4
Consistently	3
Sometimes	2
Occasionally	1

Student progress in behavior areas such as respect, responsibility and safety will be evaluated using the 1-4 rating scale.

Exceptional Learners

Students that receive academic support through an Individualized Education Plan (IEP), Individual Learning Plan (ILP), 504 Plan, or RtI plan may receive modified grades based on the Five-Step Inclusive Grading Model.



Accommodations vs. Modifications


Accommodations	Modifications
<p>An accommodation is a support or service that is provided to help a student fully access the general education curriculum. Accommodations provided during classroom instruction and assessments must also be provided during state assessments, if permitted.</p> <ul style="list-style-type: none">● Change how a child learns or accesses the curriculum● Change the way materials are presented● Change the way a student can respond● Allow students with disabilities the opportunity to complete the same curricular activities as peers● Keep intact the objectives of the content or activity● Enable the student to bypass the effects of the disability● Help remove barriers	<p>Modifications are changes to course content, required work, or instructional level. They change the learning goal for an individual student and are used when the general curriculum is too advanced for a student. Modifications usually involve changing an assignment or objective.</p> <ul style="list-style-type: none">● Change what a child is taught or expected to do in school● Individualized changes made to the content and performance expectations for students● Change the complexity level of information● Modify the course or activities/objectives to meet the needs of the learner● Allow a student with a more significant learning need to experience the same curriculum as their peers, but with different learning outcomes● Utilizes different grading criteria received compared to peers based on Indiana’s Content Connectors.

Gradebook

▼ Mathematics 01					
Period 1 (12:01 AM - 12:02 AM)					
▼ MATH					
▼ Count, read, and write numbers to 120...		4			
U2 CSA Enrichment Assessment <i>Due: 09/18/2023 (Q1)</i>		4			
U2 CSA Remediation assessment <i>Due: 09/15/2023 (Q1)</i>					
U2 CSA <i>Due: 09/08/2023 (Q1)</i>		3			
U2 CFA #2 <i>Due: 09/06/2023 (Q1)</i>		2			
U2 Formative #1 <i>Due: 09/01/2023 (Q1)</i>					
▼ Compare two-digit numbers using					
Unit 3 CSA <i>Due: 10/03/2023 (Q1)</i>		3			
Unit 3 CFA #1 <i>Due: 09/27/2023 (Q1)</i>		3			
U3 Check for Understanding <i>Due: 09/21/2023 (Q1)</i>		2			
Fluently add and subtract within 20 usi...					
Solve different types of real-world addi...					
Understand the meaning of the equal ...					

The decaying average is displayed for each grade level's prioritized standards.

The decaying average is applied to students' performance on Common Summative (CSAs) and Common Formative (CFAs) Assessments.

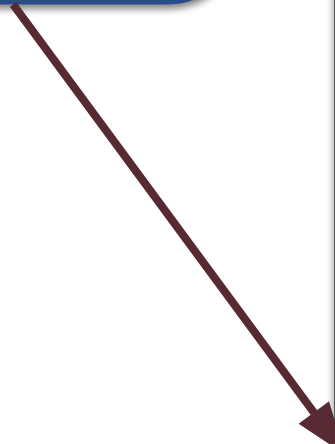
Skill 

Compare two-digit numbers using $<$, $>$ and $=$.

Duneland will be using what is known as a decaying average to calculate outcomes in the gradebook. A decaying average takes into account old and new student performance, but weighs the newest most heavily. Typically when you see a final grade, it is comprised of the cumulative score and weighs it at 65% of a student's current performance and 35% of older/previous performance.

The corporation goal is to provide an emphasis on providing students with multiple opportunities to learn and demonstrate mastery of the priority standards. DSC believes that every student can achieve mastery if provided with appropriate learning experiences and sufficient time to learn.

Report Cards



Your student's report cards are located in the Portfolio section of Skyward Family Access.

Your student's report cards, in addition to other important documents such as test score reports, are accessible on Skyward Family Access.



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TEACHING & LEARNING



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