



UNDERSTANDING STANDARDS BASED GRADING



REPORT CARD

We believe student report card grades should be...

✓ accurate

Report card reflects what a student knows in relation to the grade level standards as well as select habits and skills.

✓ actionable

The student and family are able to know where action might need to be taken and have a sense of what to do next.

✓ meaningful

When a report is accurate and provides direction for action steps, it becomes more meaningful for families and students.

WHY STANDARDS BASED GRADING

It's important that our grading practices reflect our instructional beliefs and current Illinois learning standards.

Report cards should reflect what students know and can do based on clearly established and communicated criteria or learning targets.

This will help students (and their families) understand if they are demonstrating the learning required at each grade level.

TRADITIONAL VS STANDARDS BASED

TRADITIONAL GRADING

B+



STANDARDS BASED GRADING

Quality of Food	Excellent!
Ambience	Excellent!
Service	Average
Price	Good

PROCESS Student Learning Habits

LEARNING HABITS

Prepares to Learn

- **Leverages** planning and organizational skills
- **Reflects** on one's role to promote personal and community well being
- **Anticipates** and **evaluates** the results of one's actions

Engages in Learning

- **Participates** in collaborative sensemaking and problem solving
- **Listens** actively and **considers** others' perspectives
- **Recognizes** one's strengths and growth areas
- **Develops, tests and refines** one's thinking

Takes Initiative to Learn

- **Sets** personal and collective goals
- **Applies** feedback to improve learning
- **Advocates** for one's own learning needs

PRODUCT Student Learning Measures

ME

Meeting Standard

The student is able to demonstrate the learning required here at the grade level expectation. They are able to do this consistently and across different learning tasks.

PR

Progressing in Learning of Standard

The student is making good progress towards the learning described here. They may be meeting the grade level expectation, but not yet consistently. Or a student may be growing and close to meeting the expectation but not yet demonstrating a complete understanding. More time and/or practice may be needed to help the student get to the grade level expectation.

BE

Beginning Learning of the Standard

The student is beginning to learn the skills that are needed to get to grade level learning. This is a potential area to learn more about how to support your student's learning. We want to see all students meeting standards by the end of the school year.

EX

Extends the Standard

The student is able to consistently demonstrate grade level learning across a variety of tasks and they are able to extend that learning to new and different tasks to show a deeper level of understanding.

IE

Insufficient Evidence

The classroom educator was not able to gather enough evidence of student learning aligned to this descriptor to share an accurate learning measure. This may be caused by limited attendance.

HOW students approach learning

LEARNING HABIT MEASURES

ME

Meeting Standards

Demonstrates behavior/habit independently and consistently without reminders



PR

Progressing

Demonstrates behavior/habit frequently, with few reminders



BE

Beginning Learning

Demonstrates behavior/habit occasionally, requires repeated reminders



IE

Insufficient Evidence

Rarely demonstrates the behavior/habit without intervention



WHAT students know/do with standards