

Standards-Based Grading Guiding Principles

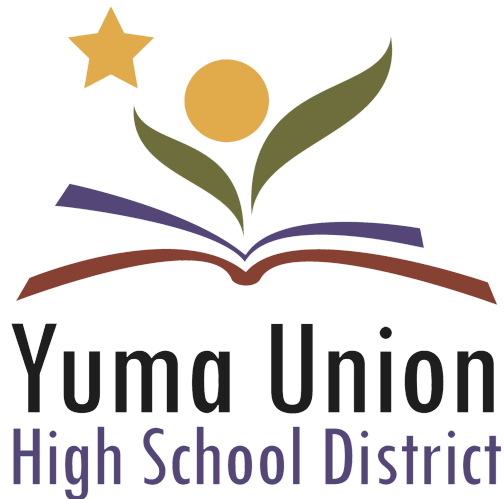


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The Yuma Union High School District SBG Committees, consisting of teachers, administration, and instructional coaches.

Guiding Principles and Expectations

Standards-Based Grading Overview	
What is standards-based grading?	Standards based grading is a system of assessing students based on the mastery of specific content and skill goals within a course. These goals are laid out as standards in the course, and students are measured on their ability to meet the standard based on a well-defined rubric that details the necessary criteria.
What does standards-based grading look like in the classroom?	In the classroom, teachers and students will use performance rubrics to provide feedback on student work, assess student success on a given standard, and allow for student growth and learning.

Guiding Principles
Teachers and students will engage in a process of reteaching and reassessing to ensure all students master the essential standards of the course(s).
Teachers will use a student's most recent evidence to determine and report the student's current level of performance.
Students will complete practice in order to develop skills and content knowledge in a way that allows for feedback and growth.
Student mastery will be assessed through the consistent use of course standards and well-defined performance rubrics.
Students will only be assigned a zero as a result of a missing assessment or insufficient evidence of learning for the given standard.
Teachers and administration will engage in consistent and ongoing communication with parents and students.

Comparing Gradebook Models

Standards-Based Gradebook	Traditional Gradebook
Multiple grades given per course	Single grade given per course
Grade based on most recent evidence of learning	Grade based on an average of different assignments and criteria
Based on a rubric with different levels of success	Based on a percentage system
Only work meant to judge student achievement is recorded in the gradebook	All or most work entered into the gradebook
Only measures individual achievement	Often includes group work and extra credit
Bottom up grading model that gives students credit for what they know	Top down grading model that penalizes student for what they do not know

Assessment & Reassessment

Campus Expectations

- **Diversity in assessment**
 - Student assessments can be varied in format (projects, presentations, written work, etc.) but will all be judged according to the performance rubric for the corresponding standard(s)
- **Students have the opportunity to earn full credit on reassessments**
 - Most recent evidence is reflected in the gradebook.
- **Attempts and Timeframes**
 - Assessments will remain open for a set window of time.
 - Window for the initial attempt is within one week from the date it is first administered.
 - Reassessment window will be a *minimum* of two weeks from the initial assessment date.
 - "MA" will be entered in the gradebook within one week of the initial date that an assessment is given if an assessment is not submitted.

Campus and PLC Expectations

- **Reassessment Practice**
 - PLC teams determine the procedures students must follow in order to reassess a particular content target.
 - **Example: The completion of corresponding practice may be required for a retake.**
 - Retakes are open to all students, even those with passing grades.
- **Reassessment opportunities**
 - PLC teams determine when and how reassessments will be administered.

The Role of Practice

Campus Expectations

- **Terminology**
 - The term “practice” will replace homework, daily work, etc. as to emphasize its purpose and role in developing content knowledge and skills in relation to the course standards and performance.
- **Practice is recorded but not graded**
 - Teachers can mark assignments and provide feedback, but practice can not be factored into the overall student grade.
 - Procedures will be established at the PLC level for lack or absence of formative evidence (i.e., teachers will communicate with students and parents if practice is not being done).
- **Formative feedback**
 - Occurs regularly and in various forms
 - Assessed by teachers, peers, and self
 - Individual feedback component when students are working in a collaborative environment
- **Practice alignment**
 - All practice should align to content targets and assessments.
 - Practice exemplifies the rigor and mastery expected on assessments.
 - Practice introduces students to the performance rubric associated with a standard.
- **Practice is embedded in the instructional process.**

Campus and PLC Expectations

- **Procedures are determined at the PLC level**
 - Amount, type, and evidence of practice
 - Focus on differentiated practice
 - How often practice is assigned and feedback is provided

Levels of Performance

Campus Expectations

- **0-4 grading rubric**
 - Teachers will use the 0-4 grading rubric provided by Synergy.
- **Proficiency-based, not points-based**
 - PLC teams will assess content targets based on mastery through the use of the proficiency-based rubrics.
 - 0-4 scores will not be assessed from points / number correct.
 - **Practice** may reflect points, number correct, complete/incomplete, or rubric performance at PLC discretion.
 - **Assessment** scores will reflect the level of mastery based on the 0-4 rubric.
- **Conversion scale**
 - 0-4 grades will be converted to letter grades in accordance with the campus conversion scale. This will be communicated in the syllabi.
 - [Conversion Scale](#)
- **Summatives**
 - Curriculum teams will continue to design assessments through a standards-based mindset.
 - Assessment questions will align to essential standards and appropriate level of rigor.

Campus and PLC Expectations

- **Clearly defined proficiency levels**
 - PLCs will determine a distinct definition for each proficiency level and communicate this on the syllabi.
 - Whole number increments used between 0-4, and must define EACH level
 - Common language to be used:
 - 4 = Highly Proficient
 - Student shows mastery of the content or skill assessed
 - 3 = Proficient
 - Student meets the required standard being assessed
 - 2 = Developing
 - Student applies (demonstrates practical understanding) some of the required skills and/or competencies regarding the standard being assessed
 - 1 = Beginning
 - Student demonstrates (shows) foundational (core skills) understanding or competency regarding the standard being assessed
 - 0 = Insufficient Evidence or Missing Assessment
 - Student did not submit an assessment or the assessment submitted lacked all evidence of learning
- **Rubrics**
 - PLC teams will develop common rubrics that align to proficiency levels.

The Role of Zero

Campus Expectations

- **Consistent definition of a zero**
 - A zero is used when...
 - A student shows insufficient evidence of learning when measured by the corresponding standard performance rubric (classified as Insufficient Evidence in Synergy).
 - No understanding of learning target
 - Student output is insufficient
 - Instances of academic dishonesty
 - A student's evidence is missing (MA)
- **Consistent language in syllabi**
 - The zero (along with all proficiency levels on the 0-4 rubric) is clearly defined in the syllabus. This language is common across all teachers implementing SBG.
- **Non-punitive**
 - A zero is never used as a punitive measure. This includes giving a zero or deducting points for...
 - Late evidence (within reassessment window)
 - Behavior and participation

Campus and PLC Expectations

- **Communication and delivery of expectations**
 - PLC teams determine how to communicate the role of zero in their classroom with students and families.
 - Examples include:
 - Syllabus
 - Canvas Course
- **Gradebook logistics**
 - Insufficient Evidence (IE) is to be used when there is little to no evidence of mastery provided by a student.
 - Missing Assessment (MA) indicates a student has not submitted an assessment for a given SLO(s).
- **Deadlines**
 - After the initial assessment window has closed, PLCs will assign an "MA" for a missing assessment or "IE" insufficient evidence.
 - After the initial assessment window has closed, there will be a minimum two-week reassessment window.

Communication & Common Language

Campus Expectations

- **Syllabi must be consistent within PLC using SBG and include the following:**
 - Summary of grading practices
 - Assessments will be 100% of student's overall grade
 - Generic rubric and proficiency rubrics/levels
- **Admin communication**
 - Admin provides support for SBG by communicating vision and expectations to parents/students.
- **Ongoing teacher communication**
 - Teachers will communicate observations and feedback can be represented in the gradebook (i.e., practice, student growth, behavior, participation, etc.), BUT it will not be factored into the student's grade.

Campus and PLC Expectations

- **Additional Resources**
 - YUHSD will provide resources, references, and research that informs grading practices.
- **Additional Communication**
 - PLCs will communicate through other platforms (e.g., Canvas, Email, etc.).

Most Recent Evidence

Campus Expectations
<ul style="list-style-type: none"> ● Most Recent Evidence <ul style="list-style-type: none"> ○ The student will receive the most recent score. ○ If student reassessment is lower, teachers have the option to: <ul style="list-style-type: none"> ■ Give an additional reassessment before replacing grade ■ Consider the preponderance of evidence to determine the final score
<ul style="list-style-type: none"> ● Averages <ul style="list-style-type: none"> ○ Teachers will not average grades for a content target using old and new evidence.
Campus and PLC Expectations
<ul style="list-style-type: none"> ● Types of Evidence <ul style="list-style-type: none"> ○ Determined by PLC Team

Gradebook Scoring Guide		
Letter Grade	Low Score	High Score
A	3.20	4.00
B	2.50	3.19
C	1.70	2.49
D	1.00	1.69
F	0.00	0.99
Explanation: All SLO scores (0-4) are combined to determine the student's composite score. The composite score is converted to a letter grade for grade posting and transcripts.		

Glossary

Standards-Based Grading	Standards-based grading is a system of assessing students based on the mastery of specific content and skill goals within a course. These goals are laid out as student learning objectives in the course and students are measured on their ability to meet the standard based on a well-defined rubric that details the necessary criteria.
Student Learning Objective (SLO)	A student learning objective (SLO) is the goal for student achievement on a performance rubric that assesses student understanding of key content or a skill. Students who successfully meet the SLO will be considered proficient or advanced.
Assessment	An assessment is any project, activity, or exam that is used to demonstrate student learning and mastery. Assessments will be scored and entered into the gradebook according to the score on the corresponding performance rubric.
Practice	Practice consists of any assignment, notes, activity, etc. that is done to prepare students for an assessment. Practice is unscored in the gradebook, but necessary for student growth and understanding. Practice also allows teachers the best opportunity to provide specific feedback on student work and growth.
Evidence	Evidence is the work or product submitted by a student that will be used to assess the student by applying the performance rubric.
Feedback	Feedback is any communication to the learner with the intention of improving the students learning, growth, or understanding of the content or skill.
Performance Rubric	A rubric or table that uses a 0-4 model with each level defining specific criteria. Each individual SLO within a course has its own rubric. These rubrics are used to determine student proficiency for that SLO.
PLC	Professional Learning Community. PLCs consist of teachers who teach the same course and work together to develop instructional plans, assessments, and best practices.
Last Score	Last score is the method of grading based on the student's most recent evidence of learning. A student's overall score for a SLO is determined by the assessment of the most recent evidence submitted.