

Transitioning to Standards Based Grading


Understanding the New System

Tonight's goal is to explore how this system provides a more accurate and meaningful assessment of student progress and what to expect moving forward.



Why Shift to Standards Based Grading?

Standards Based Grading focuses on a student's mastery of specific New Jersey learning standards rather than averaging performance across different types of assignments.



**Provides clear
feedback on
strengths and
areas for growth**



**Focuses on
student learning
and skill
development**

What is different



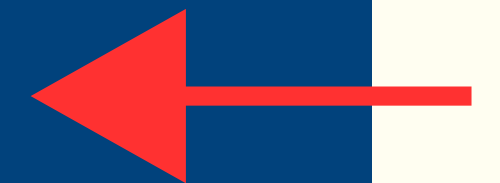
Traditional Grading System

- Uses a percentage-based system or letter grades
- Leans on assessments like quizzes, homework, essays, etc.
- Often includes extra credit, zeroes, and group scores
- Overall grade = average of many different items
- A single grade given per course (math, science, English, etc.)



Standards-Based Grading System

- Focused on learning goals and growth according to standards
- Measures achievement only—no extra credit or zeroes
- Only items meant to measure achievement are recorded
- Grade is based on most recent evidence of learning



Major Shifts

1.

Trimesters

- First Reporting Date 12/13/24
- Second Reporting Date 3/13/25
- Final Reporting Date 6/18/25

2.

No Numerical Averages

3.

Performance Levels

4.

Rubrics

Performance Levels

NS - Not Meeting Standard

Student demonstrates **limited** understanding of skills and concepts requiring **significant teacher support**

AS - Approaching Standard

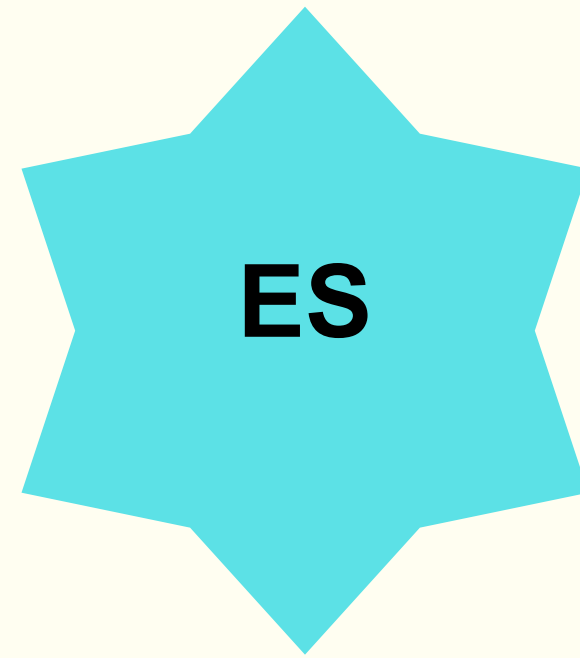
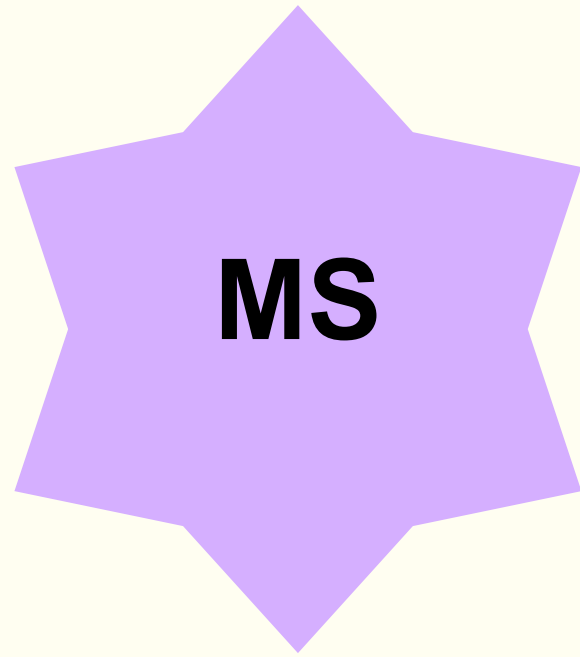
Student demonstrates **partial or inconsistent** **understanding** of skills and concepts requiring **moderate teacher support**

MS - Meeting Standard

Student demonstrates **general** **understanding** of skills and concepts with **little to no teacher support**

ES-Exceeding Standard

Student demonstrates **consistent** **understanding** of skills and applications **beyond what is taught with distinction**



Significant Support

Moderate Support

No Support

Beyond what is taught

CUPCAKE ANALOGY

MAKING CUPCAKES

NS

The student went with you to the store but did not know what ingredients were needed. The student needed your help every step of the way to make the cupcakes.

AS

The student was able to recall the ingredients but needed some assistance with making the cupcakes. He was able to recall most steps.

MS

The student was able to buy all the ingredients and make the cupcakes without any assistance. He even decorated a few without being asked.

ES

The student was able to use his knowledge of ingredients and procedures to adjust them and make a fully decorated 3-layered cake.

Rubrics

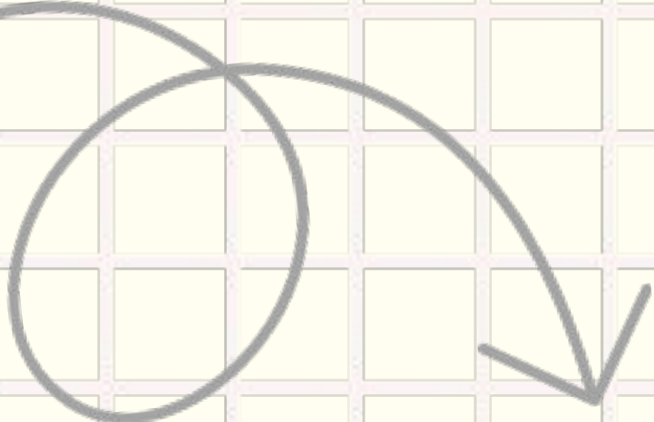
- Teachers will utilize rubrics to evaluate a student's progress toward mastering each skill.
- Teachers will collect data to determine a student's progress and identify areas of strength and those that require further instructions.
- Rubrics are standardized for each grade level and subject area.
- Creates consistency across the district in assessing learning goals that are aligned with the New Jersey Student Learning Standards.

1st Grade Math Rubric Example


STANDARD 1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.				
	Not Meeting the Standard (NS)	Approaching the Standard (AS)	Meeting the Standard (MS)	Exceeding the Standard (ES)
Assessed Trimester 2 and 3 ONLY	<p>The student is unable to determine the unknown whole number in an addition or subtraction equation involving three whole numbers, even with significant teacher support.</p> <p>For example, when given the equation $7 + ? = 12$, the student may find it challenging to identify the missing number, showing limited understanding of how addition or subtraction works.</p>	<p>The student can solve equations involving three whole numbers with moderate teacher assistance. They may rely on trial and error rather than applying systematic strategies.</p> <p>For example, when given the equation $6 - ? = 3$, the student may guess various numbers until they find the correct answer, rather than applying subtraction concepts OR the student is only successful when the unknown is in a certain location in the equation.</p>	<p>The student can accurately determine the unknown whole number in an addition or subtraction equation relating to three whole numbers with little to no teacher support. The student is able to successfully identify the unknown regardless of where the unknown number is located in the equation</p> <p>For example,</p> <ul style="list-style-type: none"> • $8 + ? = 11$ • $5 = ? - 3$ • $6 + 6 = ?$ 	<p>The student not only solves equations involving three whole numbers confidently but also demonstrates a deep understanding of the relationships between the numbers. They can explain their reasoning and justify their answers.</p> <p>For example, when presented with the equation $12 - 5 = ?$, the student not only calculates the answer (7) but also explains how they arrived at it, such as by recognizing the relationship between addition and subtraction.</p>

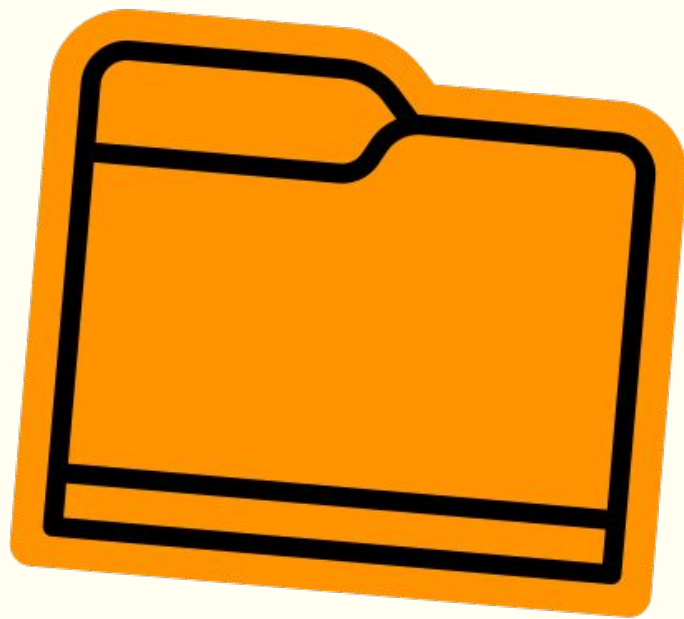
4th Grade Language Arts Rubric Example

STANDARD RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning				
	Not Meeting the Standard (NS)	Approaching the Standard (AS)	Meeting the Standard (MS)	Exceeding the Standard (ES)
Assessed All Trimesters	<p>With substantial prompting and support the analysis lacks depth and analysis.</p> <ul style="list-style-type: none"> Limited understanding of how facts, details, and explanations contribute to the development of ideas. Minimal or no use of textual evidence to support claims. Demonstrates difficulty in identifying the author's reasoning or how it is supported by evidence.. 	<p>With support, the analysis provides some understanding of how facts, details and explains are used to develop an idea</p> <ul style="list-style-type: none"> Shows some ability to identify relevant textual evidence. Analysis may lack specificity or fail to fully explain how the evidence supports the author's reasoning. Demonstrates a basic understanding of the relationship between evidence and authorial reasoning. 	<p>Analysis demonstrates a clear understanding of how facts, details, and explanations contribute to the development of ideas..</p> <ul style="list-style-type: none"> Provides detailed and relevant textual evidence to support claims. Shows an ability to explain how the evidence supports the author's reasoning. Analysis is coherent and effectively conveys the author's use of evidence to support their ideas. 	<p>Student consistently and independently provide an Analysis offers insightful and comprehensive examination of how facts, details, and explanations are utilized to develop ideas.</p> <ul style="list-style-type: none"> Provides nuanced interpretations of textual evidence, demonstrating a deep understanding of its relevance. Offers sophisticated explanations of how the evidence supports the author's reasoning, including consideration of alternative perspectives or counterarguments. Analysis is coherent, compelling, and demonstrates a high level of critical thinking in evaluating the author's use of evidence.

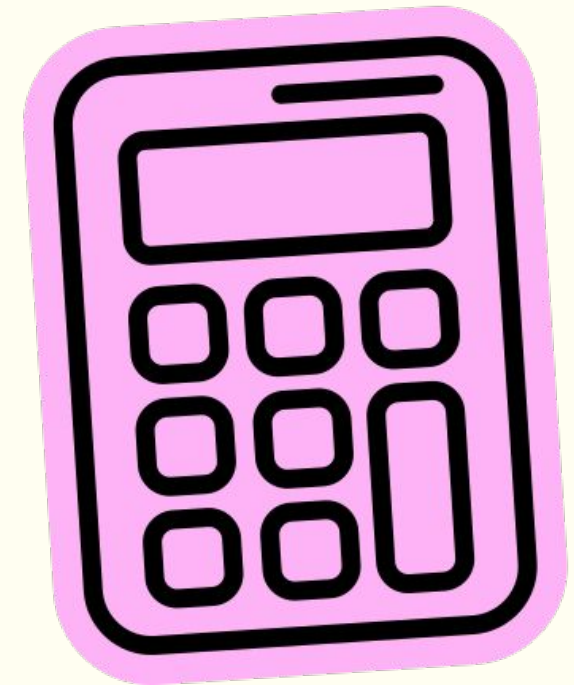


So How are Students Assessed





Students are assessed regularly
through task assessments.



These have been specifically

designed to align to the

standards and the rubrics to

determine a student's ability to

demonstrate mastery of the

particular standard.



Second Grade Task Assessment and Rubric

2.OA.A.1: Represent and solve word problems involving SUBTRACTION within 100 by using drawings and equations with symbols.

Trimester 1A

#1 Mateo had some shells. Then Mateo collected 6 shells. After that, Mateo had 14 shells. How many shells did Mateo have at first?

Answer: _____ shells

$$\text{_____} \text{ (circle)} \text{_____} = \text{_____}$$

STANDARD 2.OA.A.1: Represent and solve word problems involving subtraction within 100 by using drawings and equations with symbols

Not Meeting the Standard (NS)	Approaching the Standard (AS)	Meeting the Standard (MS)	Exceeding the Standard (ES)
<p>The student demonstrates a limited understanding of representing and solving subtraction word problems within 100, requiring significant teacher support.</p> <p>For example: When given a problem like "Sara has 50 cookies. She eats 30. How many cookies does she have left?", the student may struggle to accurately represent the problem using drawings or equations with symbols. They may require extensive assistance in understanding the problem and applying appropriate strategies to find the solution</p>	<p>The student demonstrates a partial or inconsistent understanding of representing and solving subtraction word problems within 100, requiring moderate teacher support.</p> <p>For example: When presented with a problem such as "There are 80 candies in a jar. If 40 are taken out, how many candies remain?", the student may be able to represent the problem using drawings or equations, but their approach may be inconsistent. They may make errors in setting up the equations or struggle to find the correct solution without occasional guidance from the teacher.</p>	<p>The student demonstrates a complete ability to represent with drawings or manipulative AND solve using one-step AND two-step subtraction word problems within 100 using an equation with a symbol for the unknown number with little to no teacher support.</p> <ul style="list-style-type: none"> Situations will involve taking from, taking apart AND comparing The unknown number could be in any position of the equation. <p>For example: When presented with a word problem like "John has 90 pencils. He gives away some pencils and has 70 pencils remaining. How many pencils did John give away?" the student can accurately represent the problem using drawings AND equations with symbols ($90 - ? = 70$). They can independently apply appropriate strategies to efficiently find the correct solution.</p>	<p>The student demonstrates a consistent understanding of representing and solving subtraction word problems beyond 100 and can apply strategies beyond what is taught with distinction.</p> <p>For example: When given a more complex problem such as "A store had 120 books. If 70 were sold, how many books are left?", the student not only accurately represents the problem but also demonstrates advanced problem-solving skills. They may use strategies such as regrouping or inverse operations to find the solution efficiently. Additionally, they can explain their reasoning and justify their solution method effectively.</p>

DETAILS ABOUT GRADING

Give students plenty of “risk-free” practice before assessing formally.

Students are reassessed continually if they are not at mastery

Once a student earns a meeting standard (Mastery) and can demonstrate the content consistently, assessment can stop

Grades do not reflect:

- zeros,
- being absent
- late work
- incomplete work.

These are behaviors the teachers should address separately and should not be a measure of mastery

HOMEWORK IN A STANDARDS BASED SYSTEM

Homework is still assigned and considered an integral part of the learning process

Homework is not graded unless it is assigned after a standard has been taught and practiced.

Homework on newly taught standards is considered practice, and should be marked so, and comments should be added to let the student and parents know how the student performed

Grades are not awarded simply for completion. Homework completion can be part of the behaviors that support learning targets

Traditional Grading

Student	HWK	HWK	Quiz	Test	Grade
Student 1	100	95	60	70	81
Student 2	90	90	90	90	90
Student 3	0	75	90	90	63
Student 4	100	100	75	60	84

All work is graded and averaged.
 Homework is equivalent to tests in determining grades.

Student	Standard: Write an alternate ending for a story	Standard: Identify how the author uses different elements to enhance theme	Standard: Compare and Contrast author's purpose in two texts
Student	Approaching	Approaching	Approaching
Student 2	Meeting	Meeting	Meeting
Student 3	Meeting	Exceeding	Meeting
Student 4	Meeting	Approaching	Approaching

FINAL THOUGHTS

- **Standard based grading does not translate to traditional grading. An exceeding standard (ES) does not mean an A or 95%**
- **Every student is expected to earn a Meeting Standard (MS) on each grade level standard. Teachers will work with students through reteaching and reassessing**
- **Any questions should first be directed to your child's teacher.**

Questions?