

3.0 Grading and Reporting At Bethany Community School



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The Story of the B:

The WHY

of Standards-Aligned
and Standards-Based Grading (SBG)
and Reporting
(Click on the B for Video)



Language and Vocabulary

- **P-Scale** - Also known as a proficiency scale. This is used to determine the conditions of success.
- **Prioritized Standards for Reporting** - Standards that are reported to students and families formally on a report card. These standards were selected because they have the greatest impact.
- **Item Bank** - A group of different questions or tasks that address a particular standard. Not all need to be used at once, but rather can be used to monitor student proficiency on a standard.
- **3.0 Assessment** - An assessment that addresses an entire standard. All aspects of a standard should be included in a 3.0 Assessment.

Proficiency Scale (P-Scale)

| level | "The task or the item is": | NOTES |
|-------|---|---|
| 4.0 | Above standard | <ul style="list-style-type: none"> • Combination of standards or • Higher bloom's level of verb or • Extended event / DOK 4 or • Transfer to personalized connection or student created learning target |
| 3.0 | At standard | Proof of standard - ALL of the standard is in this item |
| 2.0 | Part of the standard or prerequisite or deep diagnostic | Prerequisites are blue and deep diagnostics are for when there is an "OR" in the standard |
| 1.0 | Designed with help or scaffolding | Group work, prompting, support, help tools, models are included in the item or task |
| 0.0 | Instruction and actively teaching | Lessons, direct instruction, class notes and work activities would count as 0.0 level evidence of success |

Reporting Out Through the Report Card

[Parent Report Card Guide](#)

| English Language Arts | | | |
|---|-----------|-----------|-----------|
| Reading | T1 | T2 | T3 |
| Phonics and word recognition | | 3 | |
| Fluency | 3 | | |
| Key ideas and details | 3 | 3 | |
| Craft and structure | | | |
| Integration of knowledge and ideas | | | |
| Range of reading and level of text complexity | | | |
| Reading at Grade Level Expectation | Y | Y | |
| Writing | | | |
| Text types and purposes | 3 | 3 | |
| Production and publishing | | 3 | |
| Research | | 3 | |
| Range of writing | | | |
| Speaking/Listening | | | |
| Discussion | 3 | | |
| Presentation of knowledge and ideas | | 3 | |
| Language | | | |
| Conventions | 3 | | |
| Knowledge of language | | | |
| Vocabulary | | 3 | |