STANDARDS-BASED GRADING – HIGH SCHOOL

A decision to transition from the traditional percentage-based letter grading system to a more logistical and systematic approach at the high school level will originate from educators, classroom teachers, who recognize the need for this change. The rationale for this transition may include:

1. Providing feedback to learners that is accurate, meaningful, consistent, and motivating for all students.
2. More clearly communicating the specifics of learning progress to students and their families.
3. A shared belief that this change is necessary to make the educational system as effective as possible for all learners.

This need for change will start with the educators and grow to include building administrators, the strategic planning committee, and district leadership. Once the desired outcome is clearly defined, a process for implementing the change will be developed and executed.

Standards-referenced grading is utilizing learner proficiency based on the knowledge and skills they are expected to learn as they progress through their education to determine reporting on a traditional grading scale. The focus is on academic proficiency in the standards; however, without an established process for reporting critical educational behaviors, they may be factored into the score as a category of learning.

Educator guidance in the student information system (PowerTeacher)

- Use ONLY codes for daily assignments and select "not calculating in final grade".
  - NOV (novice), APP (approaching), PRO (proficient), ADV (advanced), MISSING, etc.
- **Categories** of Learning need to be aligned to the standards and equally weighted. This is part of the building of the Guaranteed and Viable Curriculum process.
- Assignments and activities CAN and SHOULD include formative assessments.
- CTE courses with an alignment to Career Ready Practices would be advised to also include those as a category.
- Educators would be advised to include the Profile of a Graduate dispositions as a category, specifically, the CCRs (Collaboration, Compassion, and Responsibility) since these are not reported separately.

Grade	Score	Specified Categories of Learning: Categories are unique to each course, such as: Comprehension, Equations, Multiple Perspectives, Catastrophic Events, Culture, Physical Movement, Design, etc.
		This sample is based on six or seven categories of learning
A	100	Three or more **advanced** (4) categories of learning with all other **proficient** (3)
A	96	Two **advanced** (4) categories of learning with all other **proficient** (3)
A	94	One **advanced** (4) category of learning with all other **proficient** (3)
A	91	All categories of learning **proficient** (3)
B	88	One **approaching** (2) category of learning with all other **proficient** (3) or **advanced** (4)
B	84	Two **approaching** (2) categories of learning with all other **proficient** (3) or **advanced** (4)
C	79	Three **approaching** (2) categories of learning with all other **proficient** (3) or **advanced** (4)
C	75	Four **approaching** (2) categories of learning with all other **proficient** (3) or **advanced** (4)
D	69	One **novice** (1) category of learning
D	65	Two **novice** (1) categories of learning
F	59	Three or more **novice** (1) categories of learning

- The overall grade for the course is then calculated based on the scores received. When determining a letter grade: look at each category and determine if the learner is NOV, APP, PRO, ADV
- Then look at all categories and determine a FINAL letter grade for the grading period utilizing a CONVERSION chart (sample above) agreed upon by the team teaching the course.
- They are not averaged, but rather a grade is given based on the number of categories (clustered priority standards) that are **proficient**. The specific calculation chart is agreed upon by the district team teaching the course.
- There are a number of different ways to calculate scores utilizing standards-referenced grading. Proficiency scales are created and utilized to guide instruction with the scope and sequence. Each category of the proficiency scale is carefully selected; combining standards as needed. Each category is scored using a scale with novice, approaching, proficient, and advanced.

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.