

Shifting the Focus from Points to True Learning



Traditional Grading (The Old Way)

Grades mix academic skill with behaviors (late work, extra credit).

Assignments are point-gathering exercises.

Assessments offer a single chance to prove knowledge.

A single letter grade obscures specific strengths and weaknesses.



Standards-Based Grading (The Cheney Public Schools Way)

Grades reflect **mastery of specific priority state standards.**

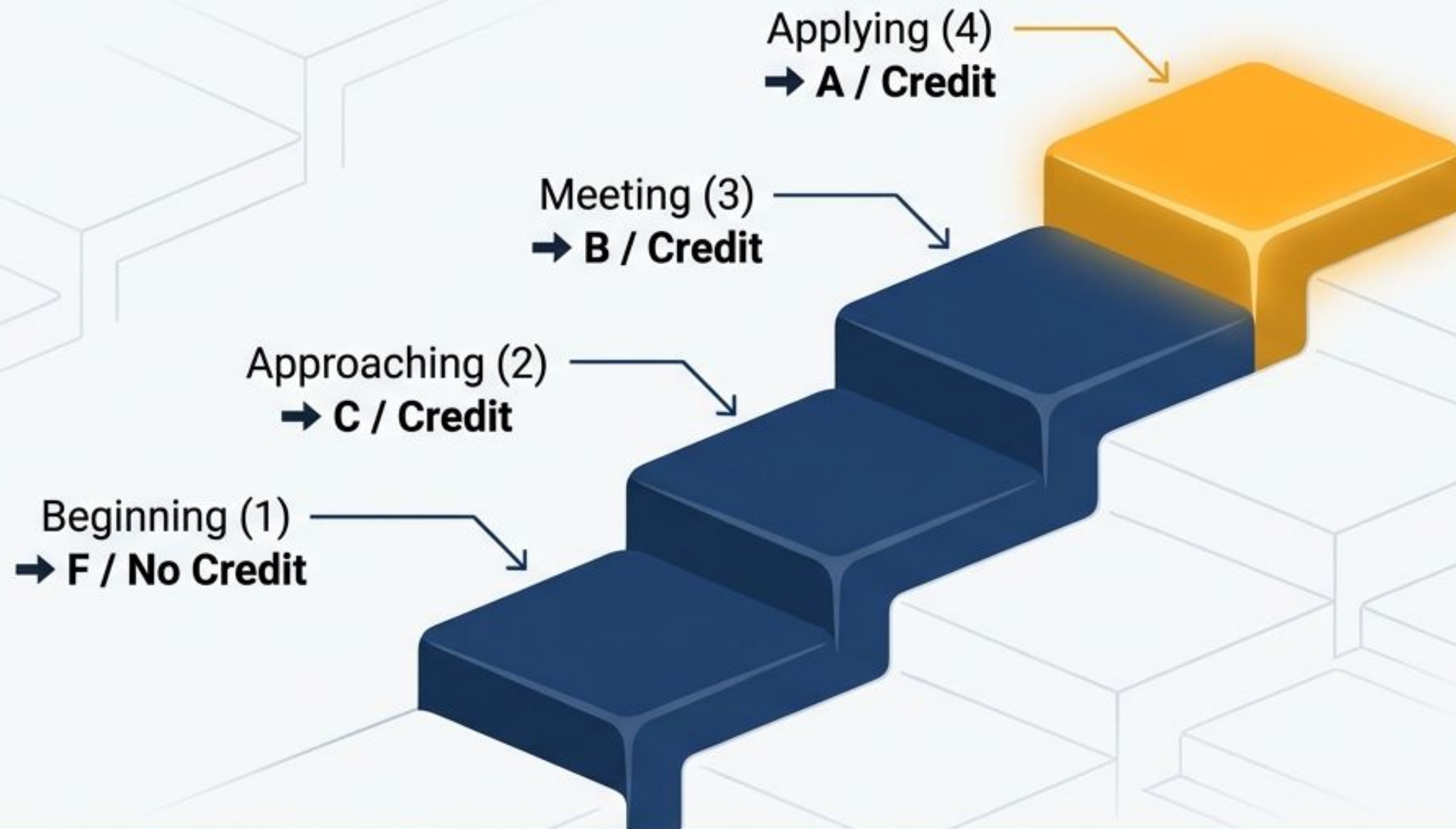
Assignments are **essential practice opportunities**, not mathematical penalties.

Students have **multiple attempts** to demonstrate mastery based on evidence.

Feedback clarifies exactly what a student knows and what they **need to improve.**

Our Goal: To clearly communicate priority standards, their importance, and your student's progress toward proficiency every semester.

Translating Proficiency to the High School Transcript



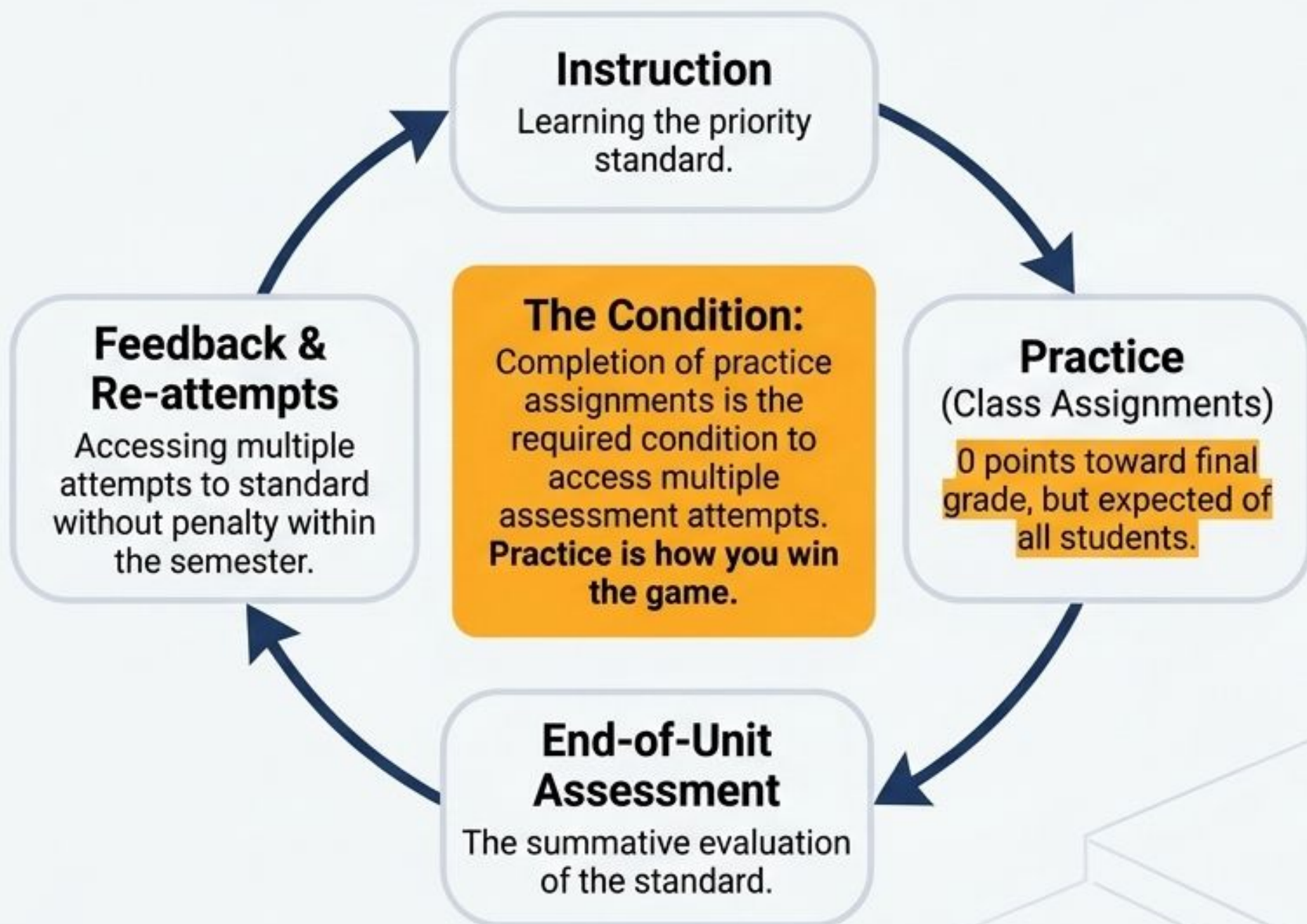
Incomplete Evidence (IE)
Indicates there is not enough evidence through coursework or End-of-Unit Assessments. Course credit cannot be awarded until completed.

The **4-point** proficiency scale correlates directly to traditional letter grades. High school transcripts remain perfectly recognizable for colleges and post-secondary options, while providing a much more accurate reflection of actual academic skill.

The Daily Journey: Practice, Assessments, and Habits

A.

The Academic Path



B.

Habits and Skills Feedback

Student habits, behavior, and attendance are not calculated into the course grade.

Instead, students receive dedicated, specific feedback on their class habits.

This includes teacher feedback on Portrait of a Graduate (POG) components, tracked every year from grades 6-12.

Partnering in Your Student's Progress

Clear Expectations

Grades are no longer a mystery. You see exactly which essential skills your student has mastered and which require more support.

	1	2	3	4
Analyzing Complex Text Analyzing complex text and assess students' comprehension to monitor their translation, and academic standards.	3	4	3	4
Constructing Valid Arguments Constructing valid arguments to construct valid arguments, construct an issue and construct a narrative.	3	4	2	2
Modeling with Mathematics Modeling with mathematics to describe and explain mathematical situations and relationships.	2	3	3	3
Scientific Explanation Scientific explanation to solve engineering and design problems to scientific explanation and explanation.	3	3	3	4
Historical Interpretation Historical interpretation assesses and evaluates historical events and processes in historical and contemporary contexts.	1	4	3	4

Habit Indicators
✓ Active Participation
✓ Timely Completion
✓ Respectful Collaboration
✓ Portrait of a Graduate: Critical Thinking
✓

Progress to Standard

Instead of a blended percentage, you will see a specific 1-4 proficiency score for each priority standard. Viewable anytime.

Habits & POG Feedback

Separate indicators showing how your student is developing critical life skills like attendance and Portrait of a Graduate traits.

Check Skyward Family Access regularly to track specific progress. Our teachers work collaboratively in Professional Learning Communities (PLCs) to ensure grading is fair, consistent, and designed to support your student's continuous growth.