

UNDERSTANDING EVIDENCE-BASED GRADING ACADEMICS

A Quick Guide for Families



WHAT PARENTS NEED TO KNOW

Evidence-Based Grading (EBG) focuses on what your child knows and can do. It is designed to show learning clearly, support growth, and identify what to learn next.

GOAL: The goal is to learn, improve, and show what you know.

WHAT IS EVIDENCE-BASED GRADING?

Teachers identify important grade-level standards. Students have time to learn and practice, receive feedback, and have opportunities to show what they have learned.

WHAT WILL FAMILIES SEE?

EBG is used for Language Arts and Reading. The report card still looks familiar. Aeries provides more detail about assignments and progress. Other content areas (history, math, science) may choose to use rubric scoring.

UNDERSTANDING THE 0–4 SCALE

4	Advanced Evidence	Your child can do the skill independently and apply it in more challenging ways.
3	Proficient Evidence	Your child meets the grade-level expectation correctly and independently. This is the goal.
2	Developing Evidence	Your child understands part of the skill and needs more practice or support.
1	Minimal Evidence	Your child is beginning to learn the skill and needs additional support and practice.
0	Missing or Insufficient Evidence	There is not enough evidence yet, or the work does not show the skill being measured.

Your child's final grade is based on two types of assignments: Formative and Summative.

FORMATIVE (15%)

Think of formative as practice. Feedback helps students ask questions and allows for mistakes. Formative assignments help teachers, students, and parents understand what students still need to practice.

SUMMATIVE (85%)

Summative assignments are an opportunity for students to show what they know. These assignments happen **after** students have had time to learn and practice. These assignments should be done independently.

WHY CAN A SCORE CHANGE?

Scores can change as students learn and improve. Teaching, practice, feedback, and another chance to show knowledge can provide new evidence of learning.

HOW IS GPA CALCULATED?

Grade Point Averages (GPA) will continue to use the traditional 4-point scale: A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. To calculate a GPA, add the points earned for each course together and divide by the total number of courses.

A grade is not the finish line. It tells us where a student is now and what they need to learn next.

UNDERSTANDING EVIDENCE-BASED GRADING BEHAVIOR

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WORK HABITS & CITIZENSHIP

Academic grades show what your child knows and can do. Work Habits and Citizenship show how your child approaches learning and works with others.

CITIZENSHIP

How your child contributes to a safe, respectful, and positive school community.

Citizenship looks at how students interact with others, make responsible choices, manage their emotions, and contribute to a safe and welcoming school environment.

Citizenship Includes:

- Self-regulation and managing emotions
- Respect for others
- Safe behavior
- Appropriate communication
- Positive peer interactions and teamwork
- Responsible decision-making
- Self-awareness
- Growth mindset and learning from mistakes

WHAT DO THE SCORES MEAN?

4	Consistently Demonstrates —"I make safe, respectful, and responsible choices—even when no one reminds me."
3	Usually Demonstrates —"I usually make safe and respectful choices and can correct my mistakes when needed."
2	Sometimes Demonstrates —"I am learning to make safe and respectful choices more consistently."
1	Rarely Demonstrates —"I need frequent help to make safe and respectful choices."

WORK HABITS

How students approach learning, responsibility, effort, and task completion.

Work Habits Include:

- Follows Directions and School Routines
- Academic Responsibility
- Maintains Attention and Engages in Learning
- Demonstrates Care and Work Quality
- Uses Time Productively
- Meets Due Dates
- Demonstrates Persistence and Effort

WHAT DO THE SCORES MEAN?

4	Consistently Demonstrates —"I am prepared, focused, and put forth my best effort independently."
3	Usually Demonstrates —"I usually stay focused, complete my work, and follow routines."
2	Sometimes Demonstrates —"I am learning to stay focused and responsible for my learning."
1	Rarely Demonstrates —"I need frequent support to complete work and follow routines."