



Middle School Standards Based-Grading and Reporting Handbook



***A Parent's Guide to Standards-Based
Grading and Reporting***

June 2014

Table of Contents

Standard Based Grading Reporting Committee Members	2	
Section One	Why Standards-Based Grading and Reporting?	3
Section Two	The Purpose of the Report Card	4
Section Three	Principles of Grading	5
Section Four	Grades Defined	6
Section Five	Overview of Content of Achievement Criteria for Grading	7
Section Six	Where Did the ZERO Go?	8
Section Seven	Grading Based on Most Recent Evidence	9
Section Eight	Homework	10
Section Nine	Accessing Student Grades Online	11
Section Ten	Honor Roll, Honor Society, and Athletic Eligibility	20
Section Eleven	Multiple Assessment Opportunities & Retakes	22
Section Twelve	Glossary	24
Section Thirteen	Resources	26

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Location

Dimmitt Middle School
Dimmitt Middle School
Dimmitt Middle School
Dimmitt Middle School
Dimmitt Middle School
Dimmitt Middle School
Dimmitt Middle School

District Office - KEC
District Office - KEC
District Office - KEC
District Office - KEC
District Office - KEC

Facilitator

McKnight Middle School
McKnight Middle School
McKnight Middle School
McKnight Middle School
McKnight Middle School
McKnight Middle School
McKnight Middle School
McKnight Middle School

Nelsen Middle School
Nelsen Middle School
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Nelsen Middle School

Parent
Parent

Renton Education Association

Secondary Learning Center

Section One

Introduction: Why Standards-Based Grading and Reporting?

The research and experts in the field have asserted that standards-based grading and reporting allows us to align our grading and reporting practices to our standards-based instructional practices. When implemented, standards-based grading and reporting (SBGR) allows us to more accurately and consistently report student achievement to students and parents/guardians as it relates to state and local standards.

Grades are the ultimate form of feedback to a student about their progress toward mastery of standards. Grades need to be accurate and meaningful. Students and parents/guardians need a precise picture of what has been learned and what still needs to be learned. Grading and reporting around specific standards, while using the accompanying strategy of formative assessment with feedback related to progress toward mastery of standards, has been shown to significantly boost achievement and motivation for students. Research by Black and William (1998) and Hattie (2009) demonstrates that high quality formative assessment and feedback have a powerful impact on student learning. The effect size (the impact on student learning see Glossary page 16) of formative assessment and feedback on standardized tests is between 0.4 and 0.7, which is **larger than most known educational interventions**. As students' progress in their mastery of standards, they feel motivated and more successful because enhancing perceived competence is motivating in and of itself. Students begin to think about grades and other assessments that teachers use to provide informational feedback as helpful toward their success.

References

Black, P. & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappa*, 80(2), 139-149. Hattie, J. (2009). *Visible learning*. New York: Routledge.

Section Two

The Purpose of the Report Card

The Purpose of Grading

The purpose of grading is to communicate, to all stakeholders, student achievement toward specific standards at a certain point in time to inspire future achievement and impact change.

The Purpose of the Report Card

The purpose of a report card is to communicate with parents/guardians and the student regarding progress toward district identified learning standards, effort and community skills. It indicates the student's learning strengths and where additional practice is needed.

The Renton report card provides parents/guardians with information about progress toward district identified learning standards, efforts, and community skills. It indicates the student's learning strengths and where additional practice is needed.

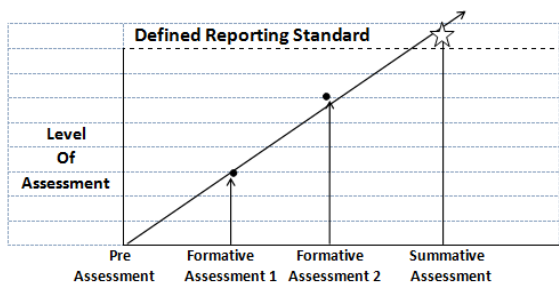
Section Three

Principles of Grading

Renton School District Principles of Grading...A Filter for Our Work

Renton Principle 1 – Grades and reports should be based on clearly specified learning goals and performance standards

1. Reporting Standards
2. Create assessments and rubrics
3. Assess students and collect evidence
4. Report student performance



☆ = Benchmark as measured by rubric

Renton Principle 2 – Evidence used for grading should be valid

Used in Grading	Should Not Influence Grading
<ul style="list-style-type: none"> • Summative Assessments • Demonstrated skill based on standard • Performance/Product-based assessments • Application of learnings • Differentiation for ELLs and special education 	<ul style="list-style-type: none"> • Homework • Limited technology (access, ability) • Late Work • Daily formative assessments • Penmanship • Extra credit • Citizenship

Renton Principle 3 – Grading should be based on established criteria

	Q1	Q2	Q3	Q4
SCIENCE				
Systems – Students can use systems to simplify and analyze complex situations including choosing system boundaries, determining if a system is open or closed, measuring the flow of matter and energy through a system, and applying systems thinking to complex societal issues involving science and technology.				
LANGUAGE ARTS				
Reading for Key Ideas and Details – Students can identify the main ideas and most important details in a text and summarize the text.				
CHOIR				
Reading Music – Student understands time/key signatures, interprets the tempo/dynamic markings and musical symbol.				

Principle 4 - Not everything should be included in grades

Students are scored as they learn but only assessed after learning has occurred

Assessment Snapshot	Grade
Pre-test	1*
Quiz 1	2*
Quiz 2	2*
Quiz 3 (formative)	4*
Test (summative)	3
Performance task (summative)	4
Repeat Pre-test	2*
Quiz 4	2*
Quiz 5	3*
Test (summative)	4
Performance task (summative)	4
GRADE	4

* Not used for grade

Principle 5 – Grade a standard based on most recent work, not the average

Write arguments to support claims	Assessment #1	2	2
	Assessment #2	0* Missing	/*missing
	Assessment #3	2	2
	Assessment #4	3	3
	Assessment #5	3	3
	Final grade is determined by the most recent summative assessments	2 Average (mean)	3 Most recent

Principle 6 – Report achievement and other factors separately

Achievement	Non-Academic Indicators
<p>Science: Systems - Students can use systems to simplify and analyze complex situations including choosing system boundaries, determining if a system is open or closed, measuring the flow of matter and energy through a system, and applying systems thinking to complex societal issues involving science and technology.</p> <p>Language Arts: Reading for Key Ideas and Details - Students can identify the main ideas & most important details in a text and summarize the text.</p> <p>Choir: Reading Music - Student understands time/key signatures, interprets the tempo/dynamic markings and musical symbol.</p>	<p>Development of skills and behaviors that support achievement:</p> <ul style="list-style-type: none"> + Participation + Preparation + Work completion <p>Properly dressed for activity</p>

Section Four
Grades Defined

Academic Grades

4 Exceeding Standards	Consistently meets most requirements for exceptional work related to course standards and demonstrates a deep level of knowledge and skill for this point in the school year
3 Meeting Standards	Consistently meets most requirements for proficient work related to course standards and demonstrates grade level knowledge and skills for this point in the school year
2 Approaching Standards	Consistently meets some requirements for proficient work related to course standards and demonstrates some grade level knowledge and skills for this point in school year
1 Attempting Standards	Consistently meets few requirements for proficient work related to course standards and demonstrates little grade level knowledge and skill for this point in the school year
IE Insufficient Evidence	Insufficient evidence has been gathered to indicate an accurate grade
NA Not Assessed	This component was not assessed during this marking period
M Modified Grade	Progress indicated that reflects student achievement based on a modified standard
P Pass	Not calculated in grade point total
NC No Credit	Not calculated in grade point total

Notes

- *When a student has partial success at the next higher level, a .5 decimal may be added to the grade*
- *Courses that earn high school credit must use traditional A-F grading*

Non-Academic Indicators (not calculated into the academic grade)

Community Skills Accepts responsibility, shows active listening skills, respects personal/public property, respects the voice of others, values instructional time

Effort Is prepared and follows the class routine, completes classwork and homework, shows focus during class time

Grading Scale 4 Consistently 3 Often 2 Sometimes 1 Rarely

Section Five

Overview of Content Achievement Criteria for Grading

Level 4 Exceeding Standard represents a student who is able to independently extend their knowledge through transference of learning to more complex content and thinking (not new content), including deeper conceptual understanding and application. For example, students can:

- Create analogies and/or find connections, integrating areas of study
- Apply concepts or procedures in a complex situation
- Plan, devise, construct or create new situations that illustrate or use the concept
- Transfer concepts or procedures to unfamiliar settings

Level 3 Meeting Standard represents those students who understand the standards and are able to independently use the content, details, concepts, vocabulary, processes, procedures and skills that relate to the standard. These students understand not just the "what," but can correctly explain and/or demonstrate the "how" and "why." For example, students can:

- Justify/explain a process or procedure
- Solve problems in familiar contexts
- Analyze situations and decide whether a concept/procedure applies
- Compare, contrast, and distinguish a concept from related concepts
- Summarize, conclude, predict and infer

Level 2 Approaching Standard represents a student who has foundational understanding of the content and concepts explicitly taught in class. At Level 2, a student understands or can use the more simple concepts, vocabulary, skills, procedures, and/or details. Students at Level 2 may require support as they are trying to make connections among ideas. For example, students can:

- Identify or recall important information or processes
- List parts of a concept, process or procedure
- Complete simple procedures or algorithms

Level 1 Attempting Standard represents a student who consistently requires help and support to understand foundational content and concepts explicitly taught in class. At Level 1, students are beginning to understand simple concepts, vocabulary, skills, procedures, and/or details. Students at Level 1, require support as they are trying to make connections about ideas. For example, students can:

- Identify or recall some information or processes
- Identify parts of a concept, process or procedure
- With support, may be able to complete simple procedures or algorithms

Section Six

Where Did the ZERO Go?

Zeroes were previously used to represent two things: zero percent or a missing assignment. In standards-based grading, the zero is replaced with an IE (Insufficient Evidence) for missing work or a 1 (Attempting Standard). Zeroes will no longer be used to record missing assignments or assign a grade. They do not reflect a student's understanding of the standard or academic achievement.

Think about this ...

Zeroes have a powerfully negative impact on the overall grade and a debilitating effect on student motivation (effort, optimism). Including zeroes also fails to accurately communicate what students really know and can demonstrate.

Traditional Grading

The challenge of averaging a zero into a grade in a traditional 100-point grading scale:

Do the Math
Consider this series of scores that Aaron received:

<u>Assessment Measures</u>	<u>Grade</u>
$(2 + 0 + 3 + 4) / 4$	2

Standards Based Grading

Consider this series of scores that Aaron received:

<u>Assessment Measures</u>	<u>Grade</u>
2, IE, 3, 3, 4	3

Think about this ...

Teachers will be using scores from multiple assessments to measure the learning of a student. This practice provides multiple opportunities for students to demonstrate achievement toward learning targets. Assigning zeroes to missing work gives a value where in fact there is no data to grade.

"A zero has an undeserved and devastating influence, so much so that no matter what the student does, the grade distorts the final grade as a true indicator of mastery."

-Rick Wormeli, 2006

Section Seven

Grading on Most Recent Evidence

Accurate grades are based on the most recent and consistent evidence.

When computing a final grade, we will look at the pattern of achievement and rely more on the most recent scores, not just compute the simple average of all the scores. This means giving more weight to the more recent scores to determine a summative grade. The method for calculating the overall grade is called a “weighted mean.” Skyward automatically computes the overall grade based on the grades and weights that are assigned to each event.

Consider this set of grades that Aaron received for a particular “skill” (standard).

<u>Event</u>	<u>Grade</u>	<u>Weight</u>	<u>Points</u>
Assignment #1	1	0	0
Assignment #2	2	0	0
Quiz	2	1	2
Assignment #3	3	1	3
Chapter Test	3	2	6
		4	11
OVERALL GRADE	3 (rounded up from 2.75)		

In this example, the first two events were formative and were given no weight. More weight was given to later events, and the Chapter Test was given extra weight. The total weight was 4 (as if there were 4 total events). The total points added up to 11. The weighted mean is $11/4$, or 2.75. This was rounded up to 3 for the overall grade.

Terms

Weighted Mean (Average): The total of all of the points divided by the number of weighted assignments.

Weighted Scores: Assigning more credit to certain types of assessment. For example, homework or formative assessments have no weight and summative assessment have heavier weights than other assignments.

References

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Section Eight

Homework

The purpose of homework is to provide meaningful independent practice opportunities, background information, or enrich classroom experiences. Homework is used for practice, to prepare students for upcoming learning, and to reinforce and extend learning, but never to learn material for the first time.

Homework – although a useful tool for learning – should not have an impact on a student’s academic grade within a standards-based grading and reporting system because it is practice aimed at increasing the student’s capacity to meet standard. Additionally, it is not possible to verify that the student who is assigned the homework completed the homework. As a result, homework will be used for formative feedback only and will not be included in the formulation of the academic grade.

Examples of Types of Homework (from “How to Grade for Learning” by Ken O’Connor):

For practice:

- Must be related to instructional objectives
- Reviews and reinforces newly acquired skills of knowledge
- Gives independent practice for a new concept/skill
- Should have an allowance for mistakes as part of the learning process
- Should be commented on or spot-checked but not counted as part of the academic grade
- Demonstrates effort, not mastery of concept

For preparation:

- Provides background information for upcoming lessons
- Indicate with completion effort, not outcome mastery

For Integration:

- Are frequently long-term continuing projects that parallel classwork
- Enrich classroom experiences and deepen the student’s understanding
- Provide opportunities for problem solving and critical thinking
- Integrate skills applying many different skills and knowledge sets to a task
- Require students to apply previous learning to complete these assignments
- Require project expectations and grading procedures for the assignment to be clear to students and parents

Section Nine

Accessing Student Grades Online

The Renton School District has a website that allows students and families to view and sometimes edit student information stored in the district’s student information system. *Family Access* is used by parents/guardians and *Student Access* is used by students. The websites are updated instantly and allow family members to be more informed about class activities.

The features available in *Family Access* and *Student Access* that relate to course assignments and the grades students receive are listed below and are described in more detail in a Guide found on the district’s website (www.rentonschools.us/Departments/Student_Information_Services). You can access the websites directly by logging in at <http://family.renton.wa-k12.net>, or you can use the link on the district’s home page (www.rentonschools.us) by selecting the Parent Resources button in the blue box on the left side of the page, then clicking on *Family and Student Access*. Then use the Login ID and Password that have been assigned. (You can change a password after you have logged in – see the box to the right of Account Information).

Here are some of the features available to parents/guardians and students for viewing online.

FEATURE	INFORMATION PROVIDED
Academic History	View history of grades, including the school year, grade level, subject, course and section codes, course description, and all grades that are recorded (e.g., semester & final).
Attendance	View student’s tardy and absence information in either a list or calendar format.
Calendar	View absence and tardy information, assignments, grades, messages, teacher notes, and activity events in a calendar form; view notes added by the teacher
Email Notifications	Parent/guardian indicates when he/she wants want to receive emails notifications.
Attendance	Email sent if there is an attendance issue for the day.
Grading	Email sent when a particular grade is given (parent sets the high/low thresholds).
Progress Report	Email of progress report sent periodically as requested by parent (e.g., daily, weekly, monthly)
Gradebook	View student’s current year Gradebook data for all classes
Class Information	View the department, subject, number of credits, duration, period, time, and room number of classes being taken
Subject, Skill, and Event Grades	View name of the subject/skill/event, due date, and grade
Missing Assignments	Displays missing assignments from all classes. An assignment can be considered missing based on its due date or if it is marked as missing by the teacher
Teacher's Log	View notes entered by the teacher of a class
Teacher Comments	View comments about a student entered by a teacher
Report Cards	View report cards posted by the district
Test Scores	View scores on state tests (e.g., MSP, HSPE); does not show tests and quizzes related to a specific class (available using the <i>Gradebook</i> feature)

Academic History

The Academic History page allows you to view a student’s grade history. It displays the school number, school year, grade level, course and section codes, course description, department code, subject code, terms, and grades for all classes in the school district that the student is enrolled in, has completed, or is scheduled in. You can sort the list by clicking the appropriate column heading. To view more information about a class, click the course and section code in the Class column.

Academic History

Entity	School Year	Grade Level	Class	Description	Department	Subject	Terms	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
106	2005	05	ELA005 / 01	5TH GRADE			1 - 6	T1:	T2:	S1:	T3:	T4:
202	2006	06	CHR006 / 01	6TH CHOIR			1 - 3	M1:	S1:A	M2:	S2:A	M3:
202	2006	06	DIS099 / 01	DISCOVERY			1 - 3	M1:	S1:A	M2:	S2:A	M3:
202	2006	06	HEA006 / 04	6TH HEALTH			1 - 3	M1:	S1:	M2:	S2:	M3:
202	2006	06	HPE006 / 02	6TH PE			1 - 3	M1:P	S1:P	M2:	S2:A	M3:A
202	2006	06	LAN006 / 01	6TH LANG ARTS			1 - 3	M1:	S1:A	M2:	S2:A	M3:
202	2006	06	MAT010 / 04	6TH MATH			1 - 3	M1:	S1:A	M2:	S2:A	M3:
202	2006	06	RED006 / 01	6TH READING			1 - 3	M1:	S1:A	M2:	S2:A	M3:
202	2006	06	SCI006 / 04	6TH SCIENCE			1 - 3	M1:	S1:A	M2:	S2:A	M3:
202	2006	06	SST006 / 01	6TH SOC STUDIES			1 - 3	M1:	S1:A	M2:	S2:B+	M3:
202	2007	07	CHR007 / 01	7TH CHOIR			1 - 3	M1:	S1:A	M2:	S2:A-	M3:
202	2007	07	DIS099 / 01	DISCOVERY			1 - 3	M1:	S1:A	M2:	S2:A	M3:
202	2007	07	HPE007 / 07	7TH PE			1 - 3	M1:A	S1:A	M2:	S2:P	M3:P
202	2007	07	LAN007 / 02	7TH LANG ARTS			1 - 3	M1:	S1:A	M2:	S2:A	M3:
202	2007	07	MAT035 / 01	ADVANCED MATH			1 - 3	M1:	S1:A	M2:	S2:B	M3:B
202	2007	07	RED007 / 02	7TH READING			1 - 3	M1:	S1:A	M2:	S2:A	M3:
202	2007	07	SCI007 / 07	7TH SCIENCE			1 - 3	M1:	S1:A	M2:	S2:B	M3:B+
202	2007	07	SST007 / 02	7TH SOC STUDIES			1 - 2	M1:	S1:A	M2:	S2:A	
202	2007	07	SST075 / 02	WASH. ST. HIST.			3 - 3					M3:

Attendance

The Attendance section allows you to view a student’s tardies and absences (excused and unexcused) in either a calendar or list format. You can also view a student’s term attendance totals. *(The Absence Notifications and Contact Us functions shown in the example are not in use at this time.)*

The Calendar tab displays the student’s attendance data in a calendar format. The colors (green, yellow, blue, pink) indicate that attendance information is available for that day. Click the date number to view detailed attendance information for that day.

■ - Tardy
 ■ - Excused
 ■ - UnExcused
 ■ - Other

Click on any blue underlined date to see period by period attendance for that day.

September 2009							August 2009							July 2009						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5							1				1	2	3	4
6	7	8	9	10	11	12	2	3	4	5	6	7	8	5	6	7	8	9	10	11
13	14	15	16	17	18	19	9	10	11	12	13	14	15	12	13	14	15	16	17	18
20	21	22	23	24	25	26	16	17	18	19	20	21	22	19	20	21	22	23	24	25
27	28	29	30				23	24	25	26	27	28	29	26	27	28	29	30	31	
							30	31												

June 2009							May 2009							April 2009						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6						1	2				1	2	3	4
7	8	9	10	11	12	13	3	4	5	6	7	<u>8</u>	9	5	6	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11
14	15	16	17	18	19	20	10	11	12	13	14	15	16	12	<u>13</u>	<u>14</u>	15	<u>16</u>	17	18
21	22	23	24	25	26	27	17	18	19	20	21	22	23	19	<u>20</u>	<u>21</u>	<u>22</u>	23	<u>24</u>	25
28	29	30					24	25	26	27	28	29	30	26	27	28	<u>29</u>	30		
							31													

The By Day tab shows the student’s attendance data in a list format. All days in which a student has attendance data are listed chronologically. Attendance information is broken down by period. Refer to the Attendance Codes and Attendance Reason legends at the bottom of the page for descriptions of the codes and reasons.

Date	Parent Notified	00	01	02	03	04	05	06	07
05/08/09 Fri	Yes		E-AA	E-AA	E-AA	E-AA	E-AA	E-AA	
04/29/09 Wed	No		L-						
04/24/09 Fri	No		L-						
04/22/09 Wed	No					T-			
04/21/09 Tue	No		L-						
04/20/09 Mon	No		L-						
04/16/09 Thur	No				L-		L-		
04/14/09 Tue	No						L-		
04/13/09 Mon	No					T-			
04/10/09 Fri	Yes		E-MC						
04/09/09 Thur	No		L-						
04/08/09 Wed	No		L-						
04/07/09 Tue	Yes							E-MC	
03/06/09 Fri	Yes		O-IH	O-IH	O-IH	O-IH	O-IH	O-IH	
02/26/09 Thur	Yes			E-MC	E-MC	E-MC	E-MC		
02/11/09 Wed	No		L-						
02/09/09 Mon	Yes		U-TR	U-TR	U-TR	U-TR	U-TR	U-TR	
02/06/09 Fri	Yes						U-TR	U-TR	

The Term Totals tab displays the student’s statistical attendance data broken down by term.

Totals for Term	Date Range	Excused		UnExcused		Tardy	Other		Totals	
		Days	Periods	Days	Periods	Periods	Days	Periods	Days	Periods
1	08/27/08 - 01/23/09	1.3	8.0	1.0	6.0	18.0	2.3		2.3	32.0
2	01/27/09 - 07/30/09	2.0	12.0	1.3	8.0	14.0	1.0	6.0	4.3	40.0

Calendar

The Calendar allows you to view absences, tardies, Gradebook Assignments/Events and Grades earned, Message Center messages, Notes, and Non-School Days in a calendar format.

Previous Month		April 2009						Next Month	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday			
			1 No School	2 No School	3 No School	4			
5 Atom Model and (B-)	6 Adjective Reviel (A) Persuasive Adve (F) Journal Evaluati (B-) Assign Log Weel (A) RAP 1-3 (A)	7 Ch. 5. 3 ?'s Absent (A)	8 Tardy Punctuation Rev (C) Ch. 7 Vocab (A) 800 Meter (A)	9 Tardy Punctuation Rev (A) Ch. 7 Packet (A) OYO p431 (A)	10 Absent John Steinbeck: (A) 9 Wk. Employab (A) U6.L1 Quiz B (A)	11			
12	13 Tardy Assign Log Weel (F) RAP 0-17 (A)	14 Tardy Family/Group Po (A)	15 John Steinbeck: (F)	16 Tardy	17	18			
19	20 Tardy Ch. 7 Open Bool (A) Journal Evaluati (A) Assign Log Weel (A) OYO p442 (F)	21 Tardy	22 Tardy End of S2 12 Week Novel Quiz: cha Participation/Bei (B-) TKM: Word Sear (A) Vocab: 2-colum (A) Vocabulary Test (A) Chapter 5 (B-) 8 Minute Run (A) Classroom Partic (A) PE Participation (A)	23 U6.L2 Quiz (A)	24 Tardy Ch. 8 Vocab	25			
26	27	28	29 Tardy	30 Ch. 8 Test (A)					


Show Absences/Tardies Show Gradebook Assignments (Grade Earned)
 Show MC-Messages Show AC-Activity Events
 Show Notes

To change the month in the Calendar, click *Previous Month* or *Next Month*. To hide or show types of information on the Calendar (for example, to hide all Gradebook assignments), use the check boxes beneath the Calendar.

If there are items on a date, the date number is a hyperlink. Click the date number to view details of all the items on that date. You may be able to click an item with a hyperlink (for example, an assignment) to view details about that specific item.

Notes

The Notes application allows you to enter notes which are then displayed on the Calendar. This can be used to create reminders. For example, you can enter a note on a specific date to remind you to bring money to pay a fee. Current notes appear on the Current tab. Expired notes appear on the Expired tab.

Notes		Current	Expired
Add a Note			
Date	Class	Note Summary	Priority
09/15/2009		Bring jumprope	High  
Note Detail: Remember to bring jumprope to class for Jump-A-Thon on Friday.			

To add a Note:

1. Click *Add Note*.
2. Type the Date on which you wish the note to display on the Calendar.
3. Select a Class if desired. This is optional.
4. Enter the Note Summary and Detail.
5. Select a Priority. Notes with a Normal Priority appear on the Calendar in black. Notes with a High Priority appear on the Calendar in red.
6. Click *Save*.

To edit or delete notes from the Notes Application, click *Edit* (pencil icon) or *Delete* (red X icon). You can also edit or delete notes by clicking the Date number on a date that contains a note in the Calendar Application.

E-mail Notifications

Parents/guardians can sign up to be notified when certain situations occur. This application is not available to student users. To subscribe to be notified, click the *Change My Notifications* button, select the options, then click *Save*. **NOTE:** You must have a valid email address to receive email notifications. See the "Getting Started: Making Changes" section for details about updating your email address.

My E-mail Notifications Change My Notifications

Attendance:
 Receive Daily Attendance Notifications For My Student(s)

Food Service:
 Receive Notifications when Food Service Balance is under \$5.00

Grading:
 Receive Weekly Grading Notifications For My Student(s) if one of the following happened:
0.00 Low Assignment/Class Grade Percent
90.00 High Assignment/Class Grade Percent
-Student has missing assignments in the current term.
-Student received an assignment score less than the Low Assignment Percent in the last week.
-Student's current Progress Report grade is less than the Low Class Grade Percent in a class.
-Student received an assignment score more than the High Assignment Percent in the last week.
-Student's current Progress Report grade is more than the High Class Grade Percent in a class.
-Student's grade mark has changed for a past term.

Progress Report:
 Receive Progress Reports For My Student(s)
 Receive on the first of each month (Monthly)
 Receive every Saturday (Weekly)
 Receive every day (Daily)

Attendance: When checked, this notification is sent if a student has any attendance record entered for that day.

Food Service: When checked, this notification is sent when a student's Food Service balance falls below \$5.00.

Grading: When checked, this notification is sent when a student meets one of the criteria listed on the screen. You can enter a Low and High Assignment/Class Grade percentage.

Progress Reports: When checked, this notification is sent at the frequency selected. You can choose to be sent a progress report on a Daily, Weekly, or Monthly basis.

Gradebook

The Gradebook section allows you to view a student's current year Gradebook data for all classes. This may include midterm, term, semester, final, semester exam, final exam, citizenship, athletic, assignment, event, skill, and subject grades. It can also display the student's missing assignments, entries in the Teacher's Log, and Comments.

Progress Reports

This tab displays a student's current year classes and grades. To view classes and grades for a specific term, click the *Prev* or *Next* box. You can also send an email to a teacher by clicking the highlighted name.

The layout and features of the Progress Report tab are different depending on which Gradebook is used at a student's school. This section describes the layout and features of the different Gradebooks.

1. Secondary Gradebook and Standards Gradebook with Term Grades

Class Information: Click the Course and Section code in the Class column to view detailed information about a class, including its department, subject, of credits, duration, period, time, and room number.

Gradebook												
Progress Report		Missing Assignments		Teacher's Log		Comments		Contact Us				
Classes for All Grade Periods Prev Next												
Click on the underlined grade to see the assignments that make up that grade.												
Period	Class	Description	Term	Teacher	T1	T2	T3	S1	T4	T5	T6	S2
1	ENG100/01	↓ 9TH ENGLISH	S1	Porsha Rothermichscr	<u>A</u>	<u>B+</u>						
1	ENG140/04	9TH HONORS ENG	S1	Porsha Rothermichscr				<u>A</u>				
1	ENG102/04	9TH ENGLISH	S2	Porsha Rothermichscr					<u>A</u>	<u>B-</u>		
2	SCT110/01	CAREER CHOICES	S1	Carlene Boninescr	<u>A</u>	<u>A</u>		<u>A</u>				
2	SST122/02	WORLD HISTORY 1	S2	Marisa Warnixscr					<u>A</u>	<u>A</u>		
3	ART400/02	CERAMICS	S1	Gabriel Flagerscr								
3	ISC100/02	↓ 9TH INTEG. SCIEN	S1	Faustina Geroldscr	<u>B</u>	<u>B+</u>						
3	ISC140/03	9TH HONORS INTEG. SC	S1	Faustina Geroldscr				<u>A</u>				
3	ISC102/02	9TH INTEG. SCIEN	S2	Faustina Geroldscr					<u>B-</u>	<u>A</u>		
4	PED100/09	9TH FITNESS/HEALTH	S1	Ladonna Bowldsscr	<u>A</u>	<u>A</u>		<u>A</u>				
4	PED102/09	9TH FITNESS/HEALTH	S2	Ladonna Bowldsscr					<u>C</u>	<u>A</u>		
5	MAT350/10	CORE 1	S1	Marisol Doakesscr	<u>B</u>	<u>B</u>		<u>B</u>				
5	MAT352/10	CORE 1	S2	Marisol Doakesscr					<u>C</u>	<u>C</u>		
6	ART100/02	INTEGRATED ART	S1	Gigi Bonkowskiscr	<u>A</u>	<u>A</u>		<u>A</u>				
6	ART102/02	INTEGRATED ART	S2	Gigi Bonkowskiscr					<u>B</u>	<u>B</u>		

↓ -Indicates the class has been dropped

Term Grades: Midterm, term, semester, final, semester exam, final exam, citizenship, and athletic grades are listed in the grid on the Progress Report tab. These grades may appear with special formatting. The special formatting is described in the table below.

Grade format	Description
Grade in bold	This indicates that the grade is a calculated final grade based on assignment scores. This usually means the term has ended and that all assignments have been graded.
Grade not in bold	This indicates that the grade is a calculated running grade based on assignment scores. This usually means that term has not ended and that the grade may change as more assignments are entered and scored by the teacher.
Grade not underlined	This indicates that the grade is a final grade that was manually entered by the teacher at the end of a term. This usually indicates that the teacher does not use Gradebook and therefore there are no assignments to be viewed.
Progress Report icon	This indicates that the grade is a calculated running grade based on assignment scores (same as Grade not in bold). However, you must click on the Progress Report icon to view the grade.

Secondary Assignment Grades and Standards Subject, Skill, and Event Grades: To view assignment grades or subject, skill, and event grades for Standards Gradebook for a class in a specific term, click the underlined grade in the column that represents the term you want to view. For example, to see all assignments in a class from Semester 1, click the grade of that class in the Semester 1 column.

The Progress Detail Report screen shows detailed information about assignments for a Secondary class or subjects, skills and events for a Standards class in a specific term. This may include the category of an assignment, subject and skill of an event, due date, name, grade (in points, percentage, and grade mark), points possible, Special Code, Missing indicator, No Count indicator, and comments. You may also see statistical information about an assignment by clicking the name of the assignment (for example, high score, low score, and average score). To view the percentage ranges that are associated with each Grade Mark, click *View Grade Marks*. To view all details about all classes in a specific term, click the term heading.

2. Standards Gradebook without Term Grades

Class Information: To view detailed information about a class, including its department, subject, number of credits, duration, period, time, and room number, click the Course and Section code in the Course row. To view the percentage ranges associated with each Grade Mark, click *Grade Marks*.

Gradebook | Progress Report | Missing Assignments | Teacher's Log | GPA | Comments

Course: HPE004 / PU 4th Grade PE			Teacher: Tabitha Neeserscr		
Academic Area		Grade Marks	TR1	TR2	TR3
Physical Education					
Daily physical activities			3 (81%)	3 (81%)	3 (83.14%)
Date Due	Has Attach.	Description			
04/28/09		Apr. 29			3 (81%)
04/27/09		Apr. 28			3 (81%)
04/21/09		Apr. 22			3 (81%)
04/15/09		Apr. 16			3 (81%)
04/14/09		Apr. 15			3 (81%)
04/07/09		Apr. 8			4 (96%)
04/06/09		Apr. 7			3 (81%)
03/10/09		End 2nd Tri.		3 (81%)	
11/02/08		Participation - Daily	3 (81%)		
Fitness/Health academic knowledge			2 (64.49%)	2 (70.04%)	
Date Due	Has Attach.	Description			
04/07/09		Mar back log			
04/07/09		Mar. Log Front			
03/10/09		Feb. back		4 (100%)	
03/02/09		Feb. log front		3 (81%)	
02/02/09		Jan. Inter. Log Back		3 (81.25%)	
02/02/09		Jan. Inter. Log Front		4 (96%)	
12/28/08		Dec. Inter. Log back		1 (43.75%)	
12/28/08		Dec. Inter. Log Front		3 (81%)	
12/13/08		Muscles Quiz		1 (40%)	
12/01/08		Nov. Back Log		3 (75%)	
12/01/08		Nov. Log Front		3 (81%)	
11/27/08		Bones Test		1 (21.43%)	
10/30/08		Oct Back Log	1 (0%)		
10/30/08		Oct Log	1 (55%)		
10/23/08		5 Components Quiz	3 (71.43%)		
09/24/08		Sept. Back Log	4 (100%)		
09/24/08		Sept. Log Front	4 (96%)		

Subject, Skill, and Event Grades: Subject, skill, and event Grades are listed in a table on the Progress Report tab. This may include the name of the subject, skill, or event, due date, grade (in points, percentage, and grade mark). To see the Special Code, No Count indicator, Missing indicator, Modified indicator, comment, average grade, low grade, high grade, and median grade for an event, click the name of the event.

Missing Assignments

The Missing Assignment tab displays all of the student's missing assignments from all classes. An assignment can be considered missing based on its due date or if it is marked as missing by the teacher. For more information about missing assignments, contact the teacher.

Term	Date Due	Class	Teacher	Assignment	Category	Max Score	Score	Percent	Grade	Absent
T6	04/24/09	Fri SST122/02	Marisa Warnixscr	Ch. 8 Vocab	DW	12.00				
T5	04/22/09	Wed ENG102/04	Porsha Rothermichscr	Novel Quiz: chapters 1-4	TQ	36.00				
T5	04/06/09	Mon ENG102/04	Porsha Rothermichscr	Persuasive Advertising	Res	10.00	0.00	0.00%	F	
T5	03/25/09	Wed MAT352/10	Marisol Doakesscr	OYO 423	DW	4.00	0.00	0.00%	F	
T5	03/19/09	Thu ENG102/04	Porsha Rothermichscr	Dress Code: Elaboration	DW	10.00	0.00	0.00%	F	
T5	03/18/09	Wed ENG102/04	Porsha Rothermichscr	Elaboration: chocolate	DW	15.00	0.00	0.00%	F	
T4	03/12/09	Thu ENG102/04	Porsha Rothermichscr	Extra Credit Offered: Critique	EC	0.00				
T4	02/02/09	Mon ISC102/02	Faustina Geroldscr	Extra Credit	EC	0.00				
T3	01/22/09	Thu ↓ISC100/02	Faustina Geroldscr	1st Semester Final	TQ	160.00				
T3	01/21/09	Wed MAT350/10	Marisol Doakesscr	Final Project **OPTIONAL**	TQ	0.00				
T2	11/18/08	Tue SCT110/01	Carlene Boninescr	Halloween Extra Credit	EMP	0.00				
T2	10/16/08	Thu MAT350/10	Marisol Doakesscr	p116 M-#3	DW	4.00	0.00	0.00%	F	
T1	10/06/08	Mon MAT350/10	Marisol Doakesscr	Rap WS 3-6 Proportions	DW	4.00	0.00	0.00%	F	

↓ -This Class has been Dropped.

Teacher's Log

The Teacher's Log tab displays notes entered by the teacher of a class. To view the contents of the Teacher's Log, click *View Teacher Logs*.

Period	Class	Description	Term	Teacher	Log Count	
1	ENG100/01	9TH ENGLISH	S1	Porsha Rothermichscr	0	
1	ENG102/04	9TH ENGLISH	S2	Porsha Rothermichscr	0	
1	ENG140/04	9TH HONORS ENG	S1	Porsha Rothermichscr	1	View Teacher Logs
2	SCT110/01	CAREER CHOICES	S1	Carlene Boninescr	0	
2	SST122/02	WORLD HISTORY 1	S2	Marisa Warnixscr	0	
3	ART400/02	CERAMICS	S1	Gabriel Flagerscr	0	
3	ISC100/02	9TH INTEG. SCIEN	S1	Faustina Geroldscr	0	
3	ISC102/02	9TH INTEG. SCIEN	S2	Faustina Geroldscr	0	
3	ISC140/03	9TH HONORS INTEG. SCIENCE	S1	Faustina Geroldscr	0	
4	PED100/09	9TH FITNESS/HEALTH	S1	Ladonna Bowldsscr	0	
4	PED102/09	9TH FITNESS/HEALTH	S2	Ladonna Bowldsscr	0	
5	MAT350/10	CORE 1	S1	Marisol Doakesscr	0	
5	MAT352/10	CORE 1	S2	Marisol Doakesscr	0	
6	ART100/02	INTEGRATED ART	S1	Gigi Bonkowskiscr	0	
6	ART102/02	INTEGRATED ART	S2	Gigi Bonkowskiscr	0	

Teacher Comments

The Comments tab shows a student's report card comments in each class for each term. Click *Show Comments for dropped classes* to view a student's report card comments in classes they have dropped. (NOTE: The GPA and Class Rank functions shown in the example are not in use at this time.)

[Show Comments for dropped classes](#)

Class	Description	Comment
Grade Comments for Term 2 (01/27/2009 - 04/22/2009)		
ART102/02	INTEGRATED ART	THIS IS A (+) GRADE
ENG102/04	9TH ENGLISH	PLEASURE TO HAVE IN CLASS
ISC102/02	9TH INTEG. SCIEN	PLEASURE TO HAVE IN CLASS
ISC102/02	9TH INTEG. SCIEN	BEHAVES APPROPRIATELY
ISC102/02	9TH INTEG. SCIEN	HAS NOT MADE UP TESTS OR QUIZZES
ISC102/02	9TH INTEG. SCIEN	CONSCIENTIOUS/RELIABLE STUDENT
MAT352/10	CORE 1	PLEASURE TO HAVE IN CLASS
SST122/02	WORLD HISTORY 1	PLEASURE TO HAVE IN CLASS
SST122/02	WORLD HISTORY 1	POSITIVE ATTITUDE
SST122/02	WORLD HISTORY 1	CONSCIENTIOUS/RELIABLE STUDENT
ART102/02	INTEGRATED ART	THIS IS A (+) GRADE
ENG102/04	9TH ENGLISH	PLEASURE TO HAVE IN CLASS
ISC102/02	9TH INTEG. SCIEN	PLEASURE TO HAVE IN CLASS
ISC102/02	9TH INTEG. SCIEN	BEHAVES APPROPRIATELY
ISC102/02	9TH INTEG. SCIEN	EXCELLENT SKILLS
ISC102/02	9TH INTEG. SCIEN	STUDENT IS ENROLLED IN HONORS
SST122/02	WORLD HISTORY 1	PLEASURE TO HAVE IN CLASS
SST122/02	WORLD HISTORY 1	POSITIVE ATTITUDE
SST122/02	WORLD HISTORY 1	CONSCIENTIOUS/RELIABLE STUDENT

Report Cards

The Report Cards section allows you to view electronic copies of report cards that are posted on Family Access. Click the hyperlink of a Report Card to view it.

Report Cards

Attachments			
Description	Date Created	Time Created	
Semester 2 08-09	09/08/2009 Tue	12:14 PM	

Test Scores

The Test Scores section allows you to view test scores entered by the district. These are usually standardized or diagnostic assessments (e.g., WASL, MSP, HSPE) and not tests and quizzes relating to a specific class. To view a student's scores for a test, click *Show Scores* for the test you want to view.

Test Scores

Test Date	Test	Edition	Level	Form
04/29/2008 Hide Scores	WASL8-8thGradeWASL		8th	
Scores for 8th Grade WASL Section: WASL - WASL				
			Level	Score
	(1) WASL Reading		L3	410
	(2) WASL Math		L3	407
	(3) WASL Science		L3	419
04/30/2007 Show Scores	WASL7-7thGradeWASL		7th	
03/31/2005 Show Scores	W05S-WASLGR5Science	2004	5	
04/29/2004 Show Scores	W04M-WASLGRADE04MATHEMATICS	W04M	4	
04/29/2004 Show Scores	W04R-WASLGR04READWRITELISTEN	W04R	4	
02/28/2003 Show Scores	IT03-GRADE3,SPRINGITBS	IT03	3	

Section Ten

Honor Roll, Honor Society, and Athletic Eligibility

Honor Roll Eligibility

Students must meet the following criteria to be eligible to make honor roll in middle school in the Renton School District.

1. The student must accumulate a minimum of eighteen (18) academic grade points.

For example:

Science Academic Grade:	3.0
Math Academic Grade:	2.5
Choir Academic Grade:	3.0
Language Arts Academic Grade:	3.5
Social Studies Academic Grade:	3.0
<u>Art Academic Grade:</u>	<u>3.0</u>
Total:	18.0 points – Eligible (3.0 GPA)

2. Buildings who want to honor students above the minimal honor roll requirements have that option. Example may include:

Three Levels

Bronze Level	18.0 points	(3.00 GPA)
Silver Level	19.0 points	(3.16 GPA)
Gold Level	20.0 points	(3.33 GPA)

Honor Society Eligibility

Students must meet the following criteria to be eligible for Honor Society in middle school in the Renton School District.

1. Honor Society eligibility will be determined by 2nd quarter grades.
2. Students must earn a minimum of 3.0 for each academic grade.
3. Students must earn a minimum of a “B” in classes giving a letter academic grade.
4. Students must earn a minimum of 3.0 for each community skills grade.

Example of a student who is eligible for Honor Society:

Physical Education	
Academic Grade:	3.5
Community Skills Grade:	3.0
Algebra	
Academic Grade:	B
Community Skills Grade:	3.0
Science	
Academic Grade:	3.0
Community Skills Grade:	3.0
Technology Education	
Academic Grade:	3.5
Community Skills Grade:	4.0
Language Arts	
Academic Grade:	3.0
Community Skills Grade:	3.0
Social Studies	
Academic Grade:	3.5
Community Skills Grade:	3.5

Athletic Eligibility

Students must meet the following criteria to be eligible to participate in athletics in middle school in the Renton School District.

1. The student must receive a grade higher than one (1) in a minimum of five (5) out of six (6) classes.
2. The student must accumulate a minimum of 15 effort skills points (2.5 GPA). For example:

Science Effort Skills:	3.0
Band Effort Skills:	2.5
Math Effort Skills:	2.0
PE Effort Skills:	3.0
Language Arts Effort Skills:	3.5
<u>Social Studies Effort Skills:</u>	<u>3.0</u>
Total:	17 points – Eligible

Section Eleven

Multiple Assessment Opportunities and Retakes

An important piece of standards-based grading includes multiple assessment opportunities for each content standard taught in the classroom. When students do not meet standard, they need opportunities to retake assessments in order to show their own growth in their learning over time. All teachers in the Renton School District middle schools will allow some form of retake opportunity for each reporting standard. The teachers will use their discretion to determine the exact nature of the retake opportunity, the timing of the retake opportunity, and the range of standards needing to be re-assessed.

Parents should encourage and support their student's efforts to take advantage of the opportunity to increase their understanding of a standard through additional practice followed by demonstrating their growth by retaking an assessment or completing a new assessment as determined by the teacher. Teachers have been encouraged to make their retake protocol available to students and parents as part of their class syllabi. Details such as where, when, and how students can access retakes should be included in this document.

Suggested Strategies for Retakes

- Ask students who redo assignments to submit the original attempt with the new one and to write a brief letter comparing the two. What is different, and what did they learn as a result of redoing the assignment? Teachers are encouraged to use this strategy of error analysis to assist students' in strengthening their ability to self-assess and self-correct their assessments. Teachers may also have the student create a SMART goal for how the standard could be reassessed.
- Reserve the right to give alternative versions of the assessment, especially if you think students will simply memorize a correct answer pattern or set of math answers. Teachers are encouraged to develop retakes based only on the standards not yet met by the student. Teachers may set parameters regarding the timing of the retake opportunity.
- Teachers may choose to employ a spiral assessment protocol that allows the students multiple opportunities to demonstrate proficiency on each standard. This option allows all students to re-take each standard on in-class assessments without having to stay after school.

For example:

Quiz 1 assesses Standard 1 and Standard 2.

Quiz 2 assesses Standard 1, Standard 2 and Standard 3.

Quiz 3 assesses Standard 1, Standard 2, Standard 3 and Standard 4.

The final assessment assesses all previous standards.

Optional: If students earn a 4 consistently on one standard, that 4 carries forward and the student does not need to complete that standard on the final assessment.

- Teachers are encouraged to post their retake protocol as part of their classroom rules, and also include this information in their syllabi. Details to include should involve answers to **when, where, and how** (the entire process) students will be afforded opportunities for retaking assessments.
- As part of the District Improvement Plan's focus on increased parent involvement in student achievement, teachers are encouraged to maintain open communication with parents and families. Students' access and appropriate use of retake opportunities is more likely to occur when families also know about the opportunities for retakes and the protocols for accessing these opportunities.
- Choose your battles – Push hard for the student to redo anything associated with the most important curriculum standards and less so with work associated with less important standards. This is an integral piece of standards-based grading. Teachers are encouraged to focus their retake protocol on their summative assessments, and/r the portions of their assessments addressing a specific standard. For example, on an assessment that tested four standards, if a student meets expectations in three out of four, the teacher is encouraged to offer a retake opportunity in just the one remaining standard. Some retakes can be a 10 minute interview at the teacher's desk while the rest of the class works on something else.
- Given the amount of time required for planning, designing, implementing, and scoring retake assessments, students who score at the proficient level (score of 3) and still wish to retake an exam to attempt to earn a 4 must initiate the process and develop a method (idea) for the new measure that will allow them to demonstrate exceeding the standards.
- Teachers are encouraged to require that students must complete all the practice (including homework) for a particular standard prior to accessing the retake opportunity for that standard.
- Teachers may choose not to allow any retakes the last week of the marking period while closing down the grade book and doing report cards. This timing is at the teacher's discretion and must be explained in classroom procedures to students and parents. Teachers also have the option to change a previous grade to reflect the student's updated level of performance, or represent this growth as a score in the new grading period.
- "Ultimately, appropriate sampling for grading is about having enough of the right type of assessment information to make high-quality decisions about summarizing student achievement" (See How to Grade For Learning K-12 by Ken O'Conner, page 178). O'Conner goes on to advise that the right number of assessments is 3 to 5. While Marzano agrees, he also states that "The less certain you are about a student's true score on a given topic, the more assessments you should collect.

References

O'Connor, K. (2009). *How to grade for learning* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Wormli, Rick. *Redos and Retakes Done Right*. Educational Leadership/November 2011. Print.

Section Twelve

Glossary

Adaptations – Procedures for customizing the instruction, assessment and grading system to meet individual students’ needs, which may include accommodations, interventions and modifications.

Accommodations – Adaptations that provide access for any student to the general curriculum but do not fundamentally alter the grade-level standard or proficiency level.

Alignment – The directness of the link among *standards*, district *curriculum*, instructional practices, and assessments.

Averaging Scores – A method to compute a final grade. Grades may be inaccurate when they result only from the calculation of the mean in contexts where extreme scores distort results. They can be repaired by considering other measures of central tendency (mode, median), weighted averages, and using professional judgment.

Cut Scores – Cut scores are selected points on the score scale of a test. The points are used to determine the level of performance.

Effect Size - Effect Size is simply a way of quantifying the effectiveness of a particular intervention. Hattie’s research places particular emphasis on programs with effect sizes above 0.4 as worth having and those lower than 0.4 as needing further consideration.

Formative Assessment – Purposeful, ongoing collection of information about how students are learning while there is still time to improve. Both teacher and student then use the information to guide continuous improvement toward the intended learning.

Grade - A letter, number, or other symbol assigned to summarize the quality of student performance.

Interventions - Interventions are intentional actions that a school team/teacher implements when a student is not reaching grade level standards. The purpose is to accelerate academics performance so that each student meets or exceeds standard.

Mark – The “score” (number or letter) given on any single assessment or performance task.

Modifications – Adaptations to the curriculum that fundamentally alter the grade-level expectation, but do not fundamentally alter the content standard. Modifications are provided only to students who qualify for special education services or highly capable students. Modifications typically include reducing the cognitive load, methodology or delivery of instructions, and/or the performance criteria.

Modified Grade – A progress indicator that reflects student achievement based on a modified standard.

Modified Standard – An expectation for student performance that is challenging for eligible students, but is less difficult than the grade-level academic achievement standard. Modified academic achievement standards must be aligned with academic content standards for the grade in which a student is enrolled.

Multiple Assessment Opportunities – Evaluations that provide more than one way for students to demonstrate attainment of a standard. Students need to be provided with multiple opportunities to perform in relation to standards. Multiple opportunities to perform can apply to the assessment approach (*open ended questions* vs. close-ended questions), format (constructed response, multiple choice), or context (*on-demand* vs. over time, the setting, the purpose of the assessment).

On-demand assessment – Assessment that takes place at a predetermined time and place. On-demand refers to a task that is done at a point in time and over a limited amount of time. The task must be doable in the time provided. The MSP, district common unit assessments, SATs, and final exams are examples of on-demand assessment.

Open-ended task – A task with no single correct response. Open-ended tasks are used to determine how students use what they know, how they demonstrate a skill or process, how they communicate what they understand, or how they apply what they know in a new context.

Proficiency – Having or demonstrating an expected degree of knowledge or skill in a particular area.

Standard – The broadest, most general form of learning expectation from which more specific grade level curriculum is developed. Content standards describe what students should know and be able to do.

Standards-Based – A descriptor that suggests how a clear and direct relationship exists among any combination of activities, materials, instructional processes, and assessments and that all relate to each other and to identified standards.

Standards-Based Assessments – Assessment in which the criteria for evaluating student achievement are taken directly from the standards.

Standards-Based System – A system in which the classroom curriculum is designed to help students attain defined standards. There is congruence among a focus on standards, the learning-teaching activities and materials selected to engage students, the assessments used to document student attainment of the standards and the grading and reporting of student attainment of these standards.

Summative Assessment – A culminating assessment at the end of an instructional period that measures the extent a student has learned a specific set of content or skills.

Zeroes – A score that implies the total absence of learning. Missed tests, scores attained by cheating, or assignments not handed in do not offer data about level of learning.

Section Thirteen

Resources

Reporting Student Learning by Ken O’Conner and Rick Wormeli

O’Conner and Wormeli present four characteristics of effective grading (accurate, consistent, meaningful, and supportive learning). Each of the four characteristics is examined to guide teachers in implementing effective grading strategies.

Homework in the Standards-Based Grading Classroom by Gary G. Abud, Jr.

Abud describes how homework fits in a standards based grading system. He stresses homework is practice, a type of formative assessment and contends that practice is for a student to improve their understanding.

Standards-Based Grading: What Parents Need to Know by Joanna Nesbit

This article provides parent with a guide to understanding standards based grading.

Why should a parent be excited about Standards-Based grading? by Sara Needleman

Sara Needleman, the mother of an elementary and middle school students shares how and why standards based grading is a more informative system for parents and students.

Student’s Guide to Standards- Based Grading

This document was developed by Renton School District Standards-Based Grading committee members. It will be include in our Dimmitt, McKnight, and Nelsen student handbooks.

Reporting Student Learning

Ken O'Connor and Rick Wormeli

Despite advances in grading and reporting, imprecision and lack of meaning persist.

Back in 2000, Robert Marzano pointed out the rationale for changing grading practices. "Grades," he wrote, "are so imprecise that they are almost meaningless" (p. 1). Eleven years later, despite advances in grading and reporting in many schools and districts, this imprecision and lack of meaning persist.

It's time to evolve our grading practices. We believe there are four primary characteristics of effective grading. Grades should be accurate, consistent, meaningful, and supportive of learning. Let's examine why these characteristics are so important and how we can achieve them.

ACCURATE

The Problem with Including Nonacademic Factors

Including whether a student maintained an organized notebook in his geometry grade dilutes the report of that student's geometry learning. "Organized notebook" is not a geometry standard. It's a helpful learning tool, of course, and wise teachers encourage students to take high-quality notes. However, we grade against standards and learner outcomes—not against the methods students use to achieve them.

Instructional decisions made on the basis of these "fudged" grade reports are suspect; the reports offer no precise documentation and render descriptive feedback impossible.

The Problem with Grading Group Work

Suppose students work collaboratively in a history class to analyze rhetoric, prepare for debates, or prepare a multi-media presentation that analyzes economic models. These are all methods for teaching students the history curriculum, but they are not the history curriculum itself. In addition, when students present their final report with everyone's names displayed on the opening slide, we're not sure where one student's influence ends and another's begins: To what extent does J. J. know the information without assistance from Lakiesha? In both instances, we distort the accuracy of the individual student's grade for any one standard.

Some collaborative projects may provide opportunities to determine individual learning regarding a specific learner outcome, but they are rare. To be accurate, then, we must assess students outside the group project to see what each one takes away from the experience. Unless we're teaching a class on group projects, group work is only the means to an end, not the actual curriculum. For grades to be accurate and useful, they must speak only to the posted curriculum.

The Problem with Averaging

We know that averaging grades falsifies grade reports (Marzano, 2000; O'Connor, 2009, 2010; Reeves, 2010; Wormeli, 2006). Henry receives an F on the first test but then learns the material and receives an A on a new assessment of the same material; unfortunately, the average of these two, a C, is recorded in the grade book. This is not an accurate report of Henry's newfound proficiency in the topic. If we trust the new test as a valid indicator of mastery, Henry's earlier performance is irrelevant.

Although this example uses two grading extremes (A and F), averaging grades, no matter the distance between the two or more scores, decreases accuracy. Looking at the most consistent levels of performance over time makes for a more accurate report of what students truly know, and it provides higher correlations with testing done outside the classroom (Bailey & Guskey, 2001; Marzano, 2000; Reeves, 2010).

It's unethical and inaccurate to include in a grade digressions in performance that occur during the learning process, when a grade is supposed to report students' mastery at the end of that process. It's also inaccurate to rely solely on single-sitting assessments for the most accurate report of what students know and can do. Instead, we look for evidence over time.

The Problem with Zeroes

Determining grades using the 100-point scale is ill-suited to measuring and reporting performance against specific standards. If we're calculating grades mathematically, smaller scales with clear descriptors—such as 1.0, 2.0, 3.0, and 4.0, in which all possible scores, including 0.0, have equal skewing influence on the overall score—create a more accurate report of students' mastery. Recording a zero on a 100-point scale for a student's lack of work on an assessment not only falsifies the report of what he or she knows, but also immediately generates despair: Only a mammoth pile of perfect 100s can overcome the deficit and result in a passing D grade. So why bother?

When considering whether to leave a score as zero or reappoint it as a 50, 59, 60, or higher (all still in the F range) in an effort to equalize its skewing influence, we're really deciding among variations of F. Do we record the lowest, most hurtful, most unrecoverable end of the F range—or the most hopeful, recoverable end of that range? It's a bit silly to have vary in degrees of "F-titude," when an F means "no evidence of the standard yet."

The larger question really is whether we're teaching to make sure students learn the curriculum or just presenting the curriculum and documenting students' deficiencies with it. A "gotcha!" mind-set doesn't serve our mission.

Educators who consider reappointing the zero as, say, 50 may worry that students will brag to classmates, "You worked hard, but I did nothing and still got a 50!" But students are the first to realize that they don't get something for having done nothing. Unfortunately, some teachers invoke the compensation metaphor here, claiming that they would not pay someone \$50 for a job that he or she didn't do. In that context, this is correct, of course, but the analogy has nothing to do with the problem of zeroes on the 100-point scale.

If we're required to average grades, a single missing assignment—a zero—on the 100-point scale disproportionately skews the report: $100 + 100 + 100 + 0$ yields an average of 75, whereas $100 + 100 + 100 + 50$ yields an average of 87.5, which is closer to the truth of overall competency if we're aggregating all assessments equally into a single, final grade. A more accurate report, however, would declare that three standards were mastered and one was not, and there would be no overall grade. Averaging muddies the grading waters, particularly with zeroes on the 100-point scale.

Doug Reeves (2004) reminds us that a zero on the 100-point scale is six levels—six increments of 10—below a failing 60 and that this equates mathematically to a -6 on the 4.0 scale. It would be absurd to record a -6 on a 4.0 scale when Ben does not submit an assignment; it's inaccurate and unfair. Ben would have to climb six levels higher just to get even with absolute failure. This practice is senseless, and it voids a

school's claim to be standards-based.

For higher accuracy and effectiveness in grading, separate nonacademic elements from academic elements on the report card. Provide separate scores for each major standard or outcome within the discipline. We must end grade averaging, and if forced to use it, we must look at the evidence of students' mastery over time. Make sure that no one grade has undue skewing influence on that average.

Accurate grades provide feedback, document progress, and inform our instructional decisions. Inaccurate grades play havoc with students' lives and our professional integrity.

CONSISTENT

Students in the classroom of teacher x who achieve at the same level as students in the classroom of teacher y should get the same grade. Schools should strive for consistency in all their classrooms, and districts should strive for consistency in all their schools.

We can achieve consistency in three ways.

Through Clarity of Purpose

Schools have used grades for a variety of purposes: communication, self-evaluation, sorting and selecting, motivation, and program evaluation (Guskey, 1996)-and therein lies the problem. Some teachers emphasize one purpose, and some emphasize another. Consequently, they use different criteria for determining grades, which can result in students who achieve at the same level receiving different grades.

To achieve consistency, schools and districts must achieve consensus about the primary purpose of grades and then publish a purpose statement that is available to all. Our premise here is that "the primary purpose of ...grades [is] to communicate student achievement to students , parents , school administrators, postsecondary institutions , and employers" (Bailey & McTighe, 1996, p. 120).

Through Performance Standards

"What is good?" and "How good is good enough?" are ultimately what assessment and grading are all about , so defining the performance standards clearly, making them available to all, and ensuring that everyone understands them are essential steps to achieving consistency in grading .

A pure standards-based system would have only two levels of performance-proficient or not proficient. However, at most grade levels we may want to identify additional levels, such as above proficient, below but close to proficient, and well below proficient. This would result in a four-level system. Although there is no one right number of levels, fewer than 10 is advisable because there's a limit to how well the English language can describe different levels and how well teachers, students, and parents could understand the differences among them.

The right number of levels is a lot closer to 2 than to 100-which is why we should eliminate the percentage system because it's incompatible with a standards-based system. The two most highly regarded high school programs in the world only use levels-advanced placement uses five levels and the International Baccalaureate uses seven. Level- based systems should become the norm.

Once there's agreement on the number of levels, schools and districts need to develop and publish clear

generic descriptions of each. These would then form the basis for the performance standards used in the classroom- marking schemes, rubrics, exemplars, and so forth.

Teachers must also have frequent opportunities to collaboratively assess student work so they develop common understanding of the performance standards. A common frame of reference decreases the subjective, relative, and inferential nature of grading and helps departments and grade levels recalibrate their common expectations when these expectations drift over time.

Through Clear Policies and Procedures

According to Carifio and Carey (2009), "Many schools lack a coherent and uniform grading policy, resulting in extensive variations in student assessment from teacher to teacher, and even between students taking the same course with the same teacher" (p. 25) . It's therefore crucial that all schools and districts have public, published policies and procedures that all teachers are expected to follow and for which they can be held accountable if students, parents, or administrators identify concerns with their grading practices.

MEANINGFUL

Let's look at three hypothetical report cards. John's report card indicates he got a *B* in mathematics. Brian's report card indicates he got a B in number sense, a C in calculation, and an *A* in measurement. Marilyn's school uses a four-level scale: 4 for *excels*, 3 for *proficient*, 2 for *approaching proficiency*, and 1 for *well below proficiency*. Her report card indicates the following:¹

Number Sense

Identifies place value to 1000s:	4
Reads and writes common fractions:	3
Reads whole numbers through four digits:	3
Writes whole numbers through four digits:	3
Orders and compares whole numbers through four digits:	4

Computation

Addition:	4
Subtraction:	3
Multiplication:	3
Division:	3
Uses calculator to add or subtract numbers with 4 or more digits	2
Estimation skills:	4

It's obvious that Marilyn's report card has much more meaningful information than John's and Brian's report cards do and that Brian's report card provides more meaningful information than John's does. Single-subject grades-John's B in math-provide little useful information. Providing standards-based grades makes grades meaningful because they clearly show the student's areas of strength and areas that need improvement. This type of standards-based grading should be the norm from kindergarten to grade 12 (and beyond!) because it gives students, parents, and teachers the valuable information they need to help students achieve at higher levels.

Teachers traditionally have organized their grade books with categories for tests, projects, and assignments; the base has been assessment methods or activities. However, in standards-based systems, the base should be some structure coming from the standards. The level of specificity may vary from grade

level to grade level and from subject to subject. The categories may be broad, as illustrated by Brian's report card, or specific, as illustrated by Marilyn's report card.

SUPPORTIVE OF LEARNING

Grades are small symbols used as shorthand for much larger descriptors. Contrary to the emotional baggage so often applied to each one, they are not full descriptors themselves. To support students' learning, they must be informative. We're mindful of each symbol's purpose in the learning process and, in particular whether they refer to formative or summative assessments.

Because we don't want to diminish the powerful effect that formative assessments bring to students' learning, we use scores only from summative assessments to determine grades. Formative assessment uses symbols or narrative commentaries that are not included in determining grades.

Effective assessment is revelatory; it reveals the student's story. Students need a safe place to tell that story and receive helpful feedback on its unfolding for that feedback to be useful, we limit judgment and evaluation. We reflect back to students how they performed on assessments and then help them compare their performances to standards of excellence set for those tasks. If we grade the formative steps that students take as they wrestle with new learning, every formative assessment becomes a final judgment, with no chance for revision and improvement. Feedback is diminished, and learning wanes.

To be useful then, formative and summative reports must be distinct from one another. We set up grade books in two sections, *formative* and *summative*; or we label each assessment with an "F" or "S"; or we color-code assessments accordingly, such as red for *formative* and green for *summative*. An assessment is formative or summative depending on when we give it and how we use the resulting data.

Most formative assessments provide descriptive feedback to students, followed by opportunities to revise in light of that feedback and be assessed and accredited anew. We want to protect that learning cycle as much as we can; most professionals follow this kind of development cycle throughout their careers.

Summative assessments, on the other hand, are for evaluative declarations and sorting students. They do not offer much in the way of feedback and opportunities for revision and reassessment. The use of formal letter grades and judgment symbols are appropriate for such assessments.

Interestingly, if we're living up to the promise of teaching every student, not just the easy ones, we could turn all summative assessments into formative ones. The only reason students can't redo a final exam, project, or standardized test after they receive feedback and revise their learning is that someone in a policy-making capacity declared it so-not because it's bad pedagogy.

We Owe Them This

When did we drift into grades of unquestioned provenance becoming the legitimate currency for the next generation? And why do we succumb to the notion that because something is easy to calculate it must be pedagogically sound?

With accountability measures on the rise and both businesses and colleges questioning the validity of the modern high school diploma, grading and standards are now under intense scrutiny. We can no longer afford the mind-set "You do your thing, and I'll do my thing" when it comes to either. We need honest, useful reports of student performance on standards and outcomes. Our students' futures depend on it.

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Homework in the Standards-Based Grading Classroom

October 24, 2013 by Gary G Abud Jr. (Michigan Teacher of the Year blog)

In a standards-based system, the grades are dependent on one thing—student-learning outcomes. In short, only evidence of learning on a particular standard is included in a grade. Behaviors, conduct, work ethic, practice and task completion are all separated from the grade, unless they are explicitly tied to the standards in some way and measured according to the appropriate rubrics. This means that homework completion is not counted toward a student's grade.

Certainly homework plays a role in helping students to practice with their learning, but that practice is not regarded as a measure of student achievement. This can seem like quite a shift for teachers, students, and especially parents, because customarily homework counts toward a student's grade.

Homework is intended to be practice, whether guided or independent, and practice is not an assessment of student learning—it is an assessment/or learning, a formative assessment. The purpose of practice is for a student to improve their understanding. Homework can still be scored, graded, or rated according to a rubric, and it can even be reported in some separate way; however, it should not be counted in the grade as students are still emerging in their understanding of content standards.

Just as with sports athletes, practice can make perfect; however, going to practice is not what counts, it's performing well in the game. In the same respect, academically speaking, homework completion does not count toward a student's grade; instead homework, like practice, should be an opportunity for students to conduct self-assessment on their understanding and obtain directive feedback to improve their learning. It is true that practice will help both athletes and students improve; however, when learning any skill, the progress made as one is practicing does not serve an evaluative function. Achievement and struggle during practice should serve to inform instructional strategies and student actions focused on improvement, just as practice would do in sports.

Practice is actually more meaningful when it is done deliberately and feedback is immediately available to the individual to use to improve, such as with music lessons or playing chess (Gobet & Campitelli, 2007). Tracking practice for the sake of showing correlation to performance is a well-intended action that can be considered in a standards-based classroom. It's just that the behavior of practicing doesn't necessarily tell what a student knows, and so must be separated from the grade. This prevents the grade from being muddied by what students have completed and thus enhances the ability for a grade to communicate what a student has learned and can do.

If you want to track homework completion and still maintain a standards-based grading system, keep that data tracking separate from assessment grades and report it in a meaningful way. An efficient way to achieve this is to have students track their homework completion using some kind of learning log. If there is no grade tied to the homework, some students may not complete it; however, over time a standards-based system will help students to find learning value in homework rather than extrinsic point value. This is ultimately what all teachers want their students to achieve with homework.

Whether or not homework is tracked, homework should still be connected to standards, because it is an instructional strategy. Listing the standards that are targeted by a homework assignment right on the assignment itself will help students to see the purpose of the assignment better. In this way, students can more clearly connect what they are practicing to what they are learning and more readily use their practice to support learning. As time goes on, students understand the system more and self-direct their practice, thus leading them to elect to do more practice when they want to improve their learning.

Standards-Based Grading: What Parents Need To Know

As schools trend toward standards-based grading, their report cards are changing, too. It's important to understand both.

by Joanna Nesbit

For an increasing number of students, report cards with traditional letter grades are a thing of the past. Instead of A's and B's, their report cards might have 2's and 3's or unfamiliar letter grades like O and P. This new look is a result of standards-based grading, an approach in which students receive scores for both academic achievement and student work habits.

Standards-based report cards have been most commonly used at the elementary level, but some middle schools and high schools are adopting them, too. In states that have adopted the [Common Core State Standards](#), some school districts have moved to standards-based grading to show how students are meeting the standards.

What Is Standards-Based Grading?

Standards-based grading, sometimes called proficiency grading, is a method for teachers to measure how students are doing in meeting the learning goals for their grade as determined by their state's standards. Learning goals, sometimes called learning standards, are the academic skills your child should know or be able to do for his grade level by the end of the school year.

Standards-based report cards give a grade for each learning goal, so students receive multiple grades in each subject area. In 5th grade math, for example, you'll see the subject broken into several categories, such as operations/algebraic thinking and fractions. Under each category, you'll see a list of math skills your child should be able to do, as well as a grade showing how your child is doing.

Work habits—educators may call this learning behavior or success attributes—are graded separately to provide an accurate picture of your child's academic achievement. Behavior includes aspects like completing tasks on time, going to class prepared, and contributing positively to class discussions.

How Standards-Based Grades Differ From Traditional Letter Grades

Providing grades for academic proficiency and work habits gives parents more information about the areas in which their child needs to improve than the traditional letter grading system. The traditional grading system combines many elements—test scores, quizzes, completed homework, classroom participation, coming to school on time, extra credit—and averages the semester's work into a percentage that correlates with a letter grade.

Miguel Boriss, an 8th grade science teacher in Bellingham, Wash., explains letter grades this way: "One student might bring home a B because she did all the work, turned in all her homework, and participated in class but didn't quite understand the concepts. Another student might bring home a B because he aced all the tests and quizzes but didn't do any of the homework and didn't participate in class," he says. "Each student earns the same grade but for very different reasons, and the grade doesn't tell parents very much about what the student knows."

Because standards-based report cards separate the two, you can see if your child needs help with an academic concept or can't remember to turn in homework. Both should be addressed. An overarching goal in education these days is to develop students who not only master academic content but also demonstrate attributes for successful learning beyond school.

How Progress Is Measured

Schools vary in their report card scales and terminology, but often they use a four-part scale to denote levels of achievement with descriptors such as:

- Excels (4)
- Proficient (3)
- Approaching Proficiency (2)
- Well Below Proficiency or Not Yet (1)

“The big switch with standards-based grading is we work by levels, not percentages,” says Ken O’Connor, independent educational consultant and author of *A Repair Kit for Grading: Fifteen Fixes for Broken Grades*. It’s more useful to know that your child has met a standard than that she has a B with 84 percent. Each grade on the report card represents a skill or knowledge standard your child has had the opportunity to learn, so it’s a meaningful snapshot of academic achievement. For behavior, report cards often use numbers, plus signs, or minus signs.

In some schools, it’s possible to earn top grades during the first grading period because proficiency is what is expected at the time of the report card. In others, students are measured against year-end standards and they mostly earn 1’s in the first grading period, 2’s during the second, and then the 3’s begin to appear as they master the learning targets. That grading approach is less common, O’Connor says. It’s important to ask your child’s teacher which time frame is being used.

How Do You Know How Your Child Is Doing?

The number of categories on a standards-based report card can make your head spin. To help parents understand them, many districts post frequently asked questions and sample report cards on their websites. Because districts vary, don’t be afraid to ask your child’s teacher to explain the grading and how your school defines behavior. Many schools using standards-based grading also allow quiz retakes and late homework, which can feel strange to parents, but the goal, is for students to master the standards. Find out how your school works.

If you’re confused by what the levels mean, you’re not alone. Keep in mind that a 3 or “proficient” isn’t the same as a B. It means your child has met state standards, and that’s good. (In some states, the new Common Core standards will be raising the academic bar.)

Also, even top students can earn a 2 or “approaching proficiency” grade, which can be a shock for some families. But it’s more important to know if your child is struggling with a concept than to see a slew of top grades because of stellar work habits. On the upside, early low scores aren’t averaged into the final grade—so once your child masters the concept, her final grade shows that. Along the way, O’Connor suggests checking your school’s online reporting system and communicating with your child’s teachers before problems go too far. “The report card should never come as a surprise,” he says.

Level 4, or the top level, may be the trickiest to understand. If your child earned A’s on traditional report cards, she may have received them for meeting the teacher’s requirements, not necessarily for excelling at or going beyond grade level according to state standard. In the new system, 4’s may be harder to come by (and 3’s should be celebrated). However, earning 4’s should be achievable in the classroom, O’Connor says, and it’s important that teachers’ lessons offer opportunities for students to excel and reach level 4. This is an area schools may be developing if they’ve recently adopted standards-based grading and are still determining standards for level 3.

As the grading system becomes familiar, you’ll get more comfortable. The important thing is that your child is learning and making progress. Celebrate learning, and the grades will follow.

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Why should a parent be excited about Standards-Based grading?

Dec. 18, 2012

by Sara Needleman

Sara is a mom of elementary and middle school students, educator and former middle school teacher. She currently works with graduate students in the University of Southern Maine's Teacher Education Department and consults on teaching and learning for JumpRope.

We have been reporting grades for as long as we have sent kids to school. Grades have always told parents where their kids land along a certain spectrum. Why change that?

Traditional grading systems fail to tell parents, students and teachers what the students have actually learned. Rather, they show us, according to any specific teacher's system, how our kids measure up to one another. Parents have seen report cards with A's and have praised their kids for those high marks, but with little understanding of what those marks mean. Similarly, other parents have held their heads in their hands as they look at a column of D's or worse and ask, "what now?" Standards-Based Teaching, Learning and Assessment systems empower parents and students because they encourage teachers to be very explicit about what a student needs to learn in order to earn an A. Such a system helps teachers and therefore parents and students celebrate what has been learned as well as identify the student's gaps in learning. So, for the student whose report card shows a column of D's, the old mantra of "study harder" becomes "you can add fractions really well, but I see you are struggling with subtracting them." Speaking as a parent, I would much prefer this second conversation starter because now I have a sense of what my child needs to do to turn those D's around.

In addition, how many times have we had the conversation about the "demanding teacher" on one side of the hall and the "easier teacher" on the other side of the hall? Traditional grading paradigms have teachers working in their own spheres, designing their own systems for arriving at grades.

While those systems generally reflect fair-mindedness and clear thinking, they are individual systems and so, a "B" in Ms. Smith's class might be equivalent to an "A" in Ms. Brown's class.

Standard-Based systems help schools engage in mindful conversations about learning that focus on questions like "what constitutes an A?" and "what do good work habits look like?" As a parent, I want the teachers in my kids' schools to agree on the answers to those questions.

And one of my personal favorite features of Standards-Based systems is they encourage teachers to distinguish between academic achievement and habits of work. Students earn grades in academic subjects based on their understanding of that subject, not, for example, their homework completion in that class. The really cool thing, though, is that teachers can still report on things like homework completion, time on task and preparedness. They just do that reporting in its own place.

As a parent, I would be thrilled to see those things reported separately because I know mastering things like preparedness and organization are true keys to success. In fact, author [suggests in his latest book How Children Succeed](#) that indicators like those typically found in a habits of work report are far better predictors of success than the traditional indicators like IQ or test scores.

I want my kids to succeed. I think it's safe to say parents in general feel that way. Standards-Based systems provide more specific feedback on strengths and weaknesses, empowering students with the tools they need for success.

Student's Guide to Standards-Based Grading

Your teachers will use standards-based grading in your classes to provide you with feedback on your progress towards meeting the district-identified learning standards. In order to do this, you will be graded in three categories: Academic Standards, Effort, and Community Skills.

ACADEMIC STANDARDS

These learning standards represent the important knowledge and skills you will develop in each course. You will get specific feedback in 4-6 areas per class, to identify your strengths and where you need to continue to focus your efforts.

Why is this important? Measuring your learning against a set of standards will show what you know and are able to do at each grade level, to make sure you are prepared to move forward.

EFFORT

This will show how well you are prepared and follow class routines, homework completion, and your focus during class time.

Why is this important? Working hard and putting forth effort will not only help you perform well on your assessments, but will also help you establish valuable work habits that will pay off for the rest of your lives.

COMMUNITY SKILLS

This will show how well you are able to accept responsibility, show active listening skills, respect personal/public property and the voice of others, and how you value instructional time.

Why is this important? Getting along with others, promoting a positive learning environment, and learning to work in diverse groups is critical to academic success and success in life.

WHAT DO ALL THESE NUMBERS MEAN?

Grade *	Academic Standards	Grade	Effort/Community Skills
4	Exceeding Standards	4	Consistently
3	Meeting Standards	3	Often
2	Approaching Standards	2	Sometimes
1	Attempting Standards	1	Rarely
IE	Insufficient Evidence		
NA	Not Assessed		
M	Modified Standard		

* When you have partial success at the next higher level, a .5 decimal point may be added to your grade.

Your goal should always be to earn at least a 3 and then push yourself to continue to grow as a learner. You will have multiple chances to work towards earning a 3. Learning is a process and your commitment to ongoing practice will support your success. For example if you want to be better at shooting free throws you have to PRACTICE. If you have met the middle school standards, you can be confident you will be prepared for high school.