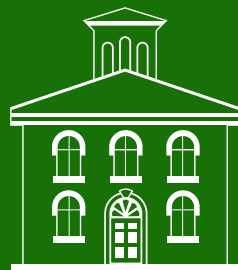


Standards-Based Grading

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D90 Purpose of Standards-Based Grading

“Standards-based grading provides a framework of clearly articulated learning goals to inform teachers, students, and parents of individual student progress relative to the learning goals established at each grade level. In addition to providing feedback related to academic skills and criteria, standards-based grading values social-emotional growth, work habits, and facilitates goal setting to support student agency and independence.”

“ To inspire a love of learning and ensure educational excellence for every child ”



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Why Standards-Based Grading?

- Aligns reporting system to benchmarks and instructional practices
- Increases visibility of learning expectations for students, teachers, and parents
- Reduces subjectivity within and across grade levels
- Provides opportunity for more targeted feedback to both students and parents

What is Standards-Based Grading?

- Provides explicit standards or learning goals students are expected to meet at each grade level
- Shares each student's level of progress or proficiency in meeting those standards
- Reports the adequacy of that level of progress or proficiency at the time of reporting

How Are Traditional and Standards-Based Grading Different?

Traditional Grading	Standards-Based Grading
<ul style="list-style-type: none">• Conflates academic performance and work ethic	<ul style="list-style-type: none">• Assesses academic performance and work ethic separately
<ul style="list-style-type: none">• Focuses on the accumulation of points or averaging of assessments	<ul style="list-style-type: none">• Focuses on student understanding and mastery of concepts
<ul style="list-style-type: none">• Assesses students' progress in comparison to other students	<ul style="list-style-type: none">• Assesses students' individual growth against established standards and benchmarks
<ul style="list-style-type: none">• Developed individually by teachers	<ul style="list-style-type: none">• Developed systemically
<ul style="list-style-type: none">• Aligned to individual classrooms	<ul style="list-style-type: none">• Aligned to reporting system

Standards-Based Grading and Equity

- Provides all students with the same high-quality learning goals
- Assesses students relative to grade level standards vs comparing students to one another
- Emphasizes development of enduring understanding
- Understands students may have different starting points in their learning trajectories
- Values social emotional learning and student effort

Proposed Timeline

Year	Goals and Objectives
2017-2018 (and following summer)	<ul style="list-style-type: none">• Provide purpose and rationale for Standards-Based Reporting• Develop multi-year communications plan• Educate BOE, parents, and students about best practices• Create and share an FAQ with key stakeholders• Coordinate professional development/ outside consultant
2018-2019 (and following summer)	<ul style="list-style-type: none">• Continue communications plan roll out• Develop district grading policy based on core beliefs• Determine project evaluation criteria• Revise and pilot new report card• Provide ongoing education for BOE, teachers, and parents
2019-2020 (and following summer if appropriate)	<ul style="list-style-type: none">• Provide training for new staff• Continue implementation of communications plan• Monitor implementation and provide ongoing support• Begin collecting perception data to evaluate effectiveness

Progress to Date

- Reviewed best practices research for grading and reporting
- Conducted listening sessions with student, staff, and parents
- Continued development of aligned units of study
- Developed purpose statement for Standards-Based Grading

Next Steps

- Provide overview to D90 staff at April School Improvement Day
- Initiative communication plan roll out
- Create FAQ document for key stakeholders
- Determine need for outside consultant
- Begin review of report card formats

Q & A