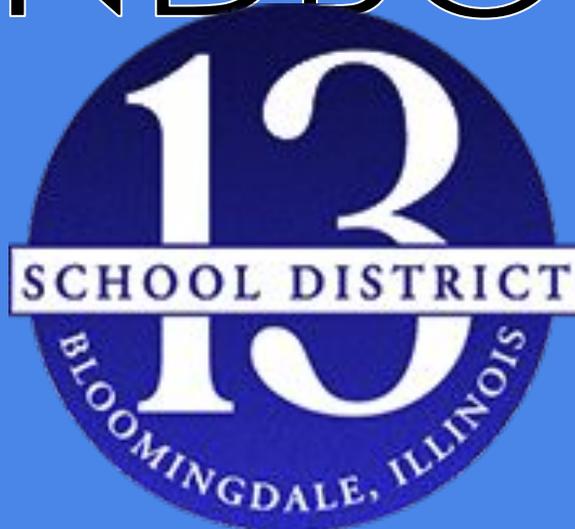


# Bloomington School District 13

## Standards Based Grading & Reporting

K-5

# Elementary HANDBOOK



Last Updated: 2021

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Philosophy

Levels of  
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Determining  
Grades

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# Vision & Philosophy

# District 13's Vision for Standards Based Grading

The vision of standards based grading is for grades to accurately reflect student achievement and areas for growth.

## **Why Standards Based Grading?**

It is important for assessments and grades to accurately reflect student achievement and inform instruction. The Bloomingdale School District would like to shift the focus from completion of assignments and earning points to learning & academic growth. With traditional grading, grades and points are placed in the gradebook from the very beginning of a unit or topic. Students who do not do well at the beginning of a unit of study, but fully understand the content at the conclusion of the unit receive a lower grade, although they have shown academic growth. More weight and emphasis should be placed on student mastery of content at the end of a unit compared to the beginning. Students are working towards mastery and should be provided multiple opportunities to demonstrate mastery throughout the course of a unit of study. Homework and other assignments should be viewed as opportunities for practice. By eliminating homework and daily assignments from grading, students can focus on the learning process without concern with it's impact on their overall grade.

Standards-based grading is a way to communicate what students know, at any given point in time, rather than an average of performance over an entire period. Standards-based grading measures a student's performance according to the standards taught rather than comparing student progress to other students. Student progress is reported out to parents every trimester based on skills within each grade level standard.

A standards-based report card allows teachers to report on the adequacy of students' academic achievement, as well as their attitudes, efforts, participation, and work habits. It provides parents with a more detailed picture of their child's academic performance in school, as well as their school-related behaviors. Work habits and academics are reported separately so that parents know both the work habits (effort, participation, behavior, etc.) of their children as well as their understanding of specific skills. An important piece of standards-based grading includes multiple assessment opportunities for each standard. When students do not master a standard, they should receive additional opportunities to retake assessments in order to show growth and learning.

The Standards Based Grading (SBG) Committee carefully considered research from leading experts in the field of education as well as other successful school systems across the nation that are using standards-based assessment and reporting when creating our current grading and reporting practices.

# Guiding Principles

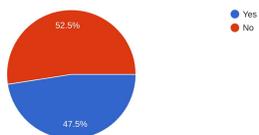
- Grades should accurately reflect student achievement and areas for growth.
- There are over 20 standards in math & 40 standards in Reading/Language Arts. Standards Based Grading allows educators and parents to know exactly which standards students have mastered and which standards students still need support.
- Averaging penalizes a student who does not know the content at the start of a unit, but fully understands the content at the conclusion of the unit. Educators should look at a student's most recent attempt & mode to determine a grade.
- A student with an 88% average is not very different from a student with a 91% average, although the two students will most likely receive a different grade on the report card. Under Standards Based Grading, these two students will receive the same grade.
- Teachers are working collaboratively and have a common understanding of what students need to know in order to master a standard. This will bring uniformity across grade levels & buildings in the Bloomingdale School District.
- Students will only be assessed on their achievement and not on behaviors such as effort, participation or homework completion. The 15 grading principles will bring consistency to grading practices.
- We want students to take ownership of their learning. With Standard Based Grading, students will focus more on mastering standards and less on getting a score on an assignment.
- Effort & work completion will continue to be expectations of teachers in a Standards Based Grading system. This information will be contained in the Work Habit portion of the report card.

# Timeline for Implementation

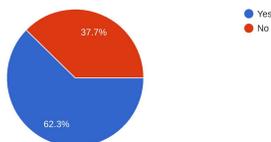
**2016-2017:** The Bloomingdale School District established a committee to review the current report card & create a new standards based report card. This committee worked alongside the Medinah Elementary School District to create a report card that aligned with the New Illinois Learning Standards.

**2017-2018:** The Bloomingdale School District surveyed certified teaching staff to identify current grading practices based on 15 recommended standards based grading practices. After completing the survey, staff were provided professional development related to grading practices that align with standards based grading and reporting. Teachers started to align their grading practices towards the 15 recommended standards based grading practices. Teachers also started to develop proficiency scales & rubrics aligned to the standards. The committee [presented](#) our progress to the school board in May. [Full Survey Results](#)

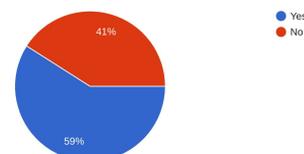
Do you include student behaviors (effort, participation, adherence to class rules, etc...) in student grades  
61 responses



Do you believe in grade reduction for work turned in late?  
61 responses



Do you average all of a student's scores throughout the course of the semester?  
61 responses



**2018-2019:** DuJardin and Erickson collaborated throughout the school year to pilot Standards-Based Grading and Reporting at each grade level. Under the guidance of the piloting teachers, grade level teams created proficiency scales, analyzed/revised assessments, and implemented grading practices that aligned with standards based grading. The committee created an SBG report card using google sheets. An [informational video](#) addressing the shift from traditional grading to standards based grading was shared with parents during the 2018 Curriculum Night. The committee [presented](#) our progress to the school board in May. Math and Science were piloted during this school year by pilot teachers.

**2019-2020:** Each grade level had a pilot teacher that implemented all subject areas during the 2019-2020 school year. The committee continued to work on proficiency scales, work habits, and assessments. A select group of pilot teachers, and some grade levels transitioned from using google sheets to OTUS as the platform for reporting grades to parents each trimester.

**2020-2021:** Entire staff at both DuJardin and Erickson Elementary School fully implemented Standards Based Grading and Reporting.

## About This Handbook

This Handbook provides information about the report card, including background information, a description of performance levels being used, a snapshot sample of the report card, further details on additional resources, and frequently asked questions.



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# Levels of Mastery

# Levels of Mastery

## **Proficiency Levels**

M: “Mastered” indicates the student has met all grade level expectations for the report card statement. A student performing at the mastery level is right on track with our high academic expectations.

A: “Approaching” indicates the student has met some of the grade level expectations for the report card statement. A student performing at the approaching level needs support, reinforcement, or more time to reach the mastery level.

B: “Below” indicates the student has minimal understanding and has not met many grade-level expectations for the report card statement. A student performing at the below level needs additional support and/or interventions to reach the mastery level.

## **What does the asterisk mean?**

Some report card statements may not have been fully taught or fully assessed during the trimester. An asterisk will be placed next to the grade to indicate a student's progress towards [mastery](#), based on what has been taught and assessed. (Example: M\* A\* B\*)

## **Other Notes:**

- Some report card statements may not have been taught during the trimester. Report Card Statements that have not been taught will not receive a grade.
- Some students will receive accommodations and/or modifications. Accommodations are changes to assignments or presentation of material without changing the expectation for grade level performance. Modifications are changes to the expectation of grade level performance. Students with modifications may not receive a grade for specific subjects or standards. [See page 12 for more information regarding this topic.](#)

## **Resources:**

[Old spreadsheet report card](#)  
[Illinois Learning Standards](#)



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# Determining Grades

# Grading Principles

- Student behaviors (effort, participation, adherence to class rules, etc...) are not included in student grades.
- Students will not receive a lower grade for assignments turned in late.
- Students are not provided extra credit or bonus points to increase a grade. Seek only evidence that more work has resulted in a higher level of achievement.
- Academic Dishonesty does not result in a grade reduction.
- A student is graded on his or her academic performance and not as a group.
- Timed Assessments & Pop Quizzes should not be included in a student's grade.
- Every activity or assignment that is assigned to students are not graded and recorded in the gradebook.
- Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.
- Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards.
- Don't rely on the mean; consider other measures of central tendency and use professional judgment.
- Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient evidence.
- Don't use information from formative assessments and practice to determine grades; use only summative evidence.
- Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances emphasize more recent achievement.
- Don't leave students out of the grading process. Involve students – they can – and should – play key roles in assessment and grading that promote achievement.
- Homework is for practice of skills and are not factored into a student's grade.

# Determining Academic Grades

## **How will grades be determined?**

- Grades should be determined through summative assessments (attempts).
- If necessary, formative assessments and observations can be used to help determine student progress towards mastery.

## **Example of formative work that does not determine grades:**

- Quick checks and exit tickets
- Observations
- Homework

## **Example of summative work that is used to determine grades:**

- Reading Selection tests
- End of unit Math assessments
- Final written projects
- Performance based Projects



to cover

# Work Habits

# Work Habits

	<b>Mastered</b>	<b>Approaching</b>	<b>Below</b>
<b>Respects others' rights, feelings and property</b>	Always shows... <ul style="list-style-type: none"> <li>✓ Respect</li> <li>✓ Consideration</li> <li>✓ Kindness</li> </ul>	Sometimes shows... <ul style="list-style-type: none"> <li>✓ Respect</li> <li>✓ Consideration</li> <li>✓ Kindness</li> </ul>	Seldomly shows... <ul style="list-style-type: none"> <li>✓ Respect</li> <li>✓ Consideration</li> <li>✓ Kindness</li> </ul>
<b>Uses time effectively to complete assignments with quality and punctuality</b>	Always... <ul style="list-style-type: none"> <li>✓ Turns work in</li> <li>✓ Turns work in <i>on time</i></li> <li>✓ Produces quality work</li> </ul>	Sometimes... <ul style="list-style-type: none"> <li>✓ Turns work in</li> <li>✓ Turns work in <i>on time</i></li> <li>✓ Produces quality work</li> </ul>	Seldomly... <ul style="list-style-type: none"> <li>✓ Turns work in</li> <li>✓ Turns work in <i>on time</i></li> <li>✓ Produces quality work</li> </ul>
<b>Organizes Self and Materials</b>	Always is... <ul style="list-style-type: none"> <li>✓ Prepared</li> <li>✓ Responsible</li> <li>✓ Engaged</li> </ul>	Sometimes is... <ul style="list-style-type: none"> <li>✓ Prepared</li> <li>✓ Responsible</li> <li>✓ Engaged</li> </ul>	Seldomly... <ul style="list-style-type: none"> <li>✓ Prepared</li> <li>✓ Responsible</li> <li>✓ Engaged</li> </ul>
<b>Exhibits Effort, Commitment, and Perseverance</b>	Always... <ul style="list-style-type: none"> <li>✓ Participates</li> <li>✓ Seeks assistance</li> <li>✓ Follows directions</li> <li>✓ Perseveres</li> <li>✓ Shows effort</li> </ul>	Sometimes... <ul style="list-style-type: none"> <li>✓ Participates</li> <li>✓ Seeks assistance</li> <li>✓ Follows directions</li> <li>✓ Perseveres</li> <li>✓ Shows effort</li> </ul>	Seldomly... <ul style="list-style-type: none"> <li>✓ Participates</li> <li>✓ Seeks assistance</li> <li>✓ Follows directions</li> <li>✓ Perseveres</li> <li>✓ Shows effort</li> </ul>

There are no written or recorded assessments that must be collected. It is based on teacher discretion and observation. When reporting on OTUS, there is no asterisk. The score is per trimester.



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# Assessment Practices

# Assessment Practices

## Criteria for Assessments

- In order to determine mastery, assessments should provide at least three questions for students to demonstrate mastery.
  - 1 question does not necessarily prove they can consistently apply the skill
  - 2 questions can come down to a 50/50 situation
  - 3 questions allows for consistent application to be demonstrated.
- Students should demonstrate mastery independently, not in groups or with teacher support
- Assessment formats can vary depending on student need and topic.
  - Teachers should ensure all formats meet the criteria above.

## Pre Assessments

- Pre assessments should be used to determine student preparedness for an upcoming topic and used to help guide teacher instruction.
  - Students who show mastery on the pre assessment should be given enrichment opportunities throughout the unit.
  - Students who master pre assessments should still take a second assessment to show final mastery.
- Pre assessment grades can be shared with students, but not factored into the final grade.

## Reassessment Practices

- Each student should be provided at least three assessments throughout the year to demonstrate mastery.
  - Science/Social Studies may vary due to time constrictions in these subjects.
- Students should be given a reteaching opportunity prior to being reassessed if mastery is not achieved.

## How Often to Give Attempts

- Assessments may be given at different times depending on the unit length
  - An assessment can be given at the end of a unit and cover multiple skills or given after teaching separate skills along the course of the unit
  - Assessments can be given when teachers feel their class is prepared

# Assessment Practices

## Determining Final Grades

- ELA & other subjects' grades should be determined using **mode**.
- Math should be determined using **most recent** since skills are taught in units.
- All skills on the proficiency scale need to be mastered in order to determine a final grade of "Mastered" on the student's report card.

## Proficiency Scales

- Proficiency scales were created in order to break down the district power standards for teachers.
- Power standards often include multiple common core standards and therefore, involve several skills. The proficiency scales allow for consistency of which skills need to be mastered for a student to receive a "mastered" on their report card.
  - All skills on the proficiency scale need to be mastered in order to determine a final grade of "Mastered" on the student's report card.
- Proficiency scales are located in the *Standards Based Grading Shared Drive*. They are sorted by grade level.
- Examples:
  - [Grade 1](#)
  - [Grade 4](#)

## Feedback & Communication to Students/Parents

- Students and parents should receive regular feedback from teachers regarding their performance on assessments and progress through the power standards.
  - This includes communicating which skills have been assessed or not assessed each trimester.
- This can be done using unit cover pages or other formats. These should be consistent amongst grade level teams.



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Otus

# Otus Resources

## Setting Up Otus

- [Rename classes](#) using the format given for consistency on report cards

## Gradebook

- [How to enter grades](#)
  - This shows how to enter report card grades, however entering grades throughout the trimester is the same except for changing the proficiency scale
- When entering grades make sure to use the correct grading scale depending on your purpose
  - K-5 Proficiency Scale is used for grades given through the entire trimester
  - K-5 Report Card Grading Scale is used to enter final trimester grades

## Assessments

- Use this [slideshow](#) to learn how to create, assign, and grade simple assessments on Otus
- Use this [slideshow](#) to learn how to create rubrics in Otus

## Report Card Information

- Report cards statements are labeled "RCS" in Otus
- Standards carry over each trimester (most recent score). You do not need to re-enter grades if you haven't reassessed the standards. Otus will automatically pull your most recent score even if it is from a previous trimester.
- [Adding a Note About Modified Grades](#)
  - If your student receives a modified grade, you will need to add a note under the 09 Work Habits classroom. In this statement, include all the subjects that are modified. Example -- "Sally received accommodations or modification in reading, writing, and math." This ONLY applies for students that have modified assessments. NOTE: You must check the box that says "include on report card." See article above
- [Printing Procedures \(for Office Use\)](#)

## Students/Parent Access

- Student view looks similar to the teacher view. The login process (through google) is the same for both students and teachers.
  - [Example](#) of student view once they are logged in through google



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# Special Education

# Special Education Services

- **Determining Whether Accommodations or Modifications are Needed**
  - Each student who qualifies for special education must have an IEP that outlines a specific plan of individualized annual goals, along with instructional strategies and adaptations needed for the student to reach those goals. Each student's IEP team meets at least once per year to discuss progress and to update the IEP. For most students who qualify for special education, adaptations are needed to give them access to the general education curriculum. By explicitly connecting adaptation needs with the general curriculum standards, IEP teams can set the stage for meaningful grading and reporting. Considering each grade-level standard individually, teams should decide whether no adaptations, accommodations, or modifications are needed. Adaptations that provide access to the general curriculum but do not fundamentally alter the grade-level standard are known as accommodations
  - Some students receiving special education need adaptations that are more substantial than accommodations. For those students, some or all of the grade-level standards may not be achievable during the academic year, and curricular modifications are needed. A modification is an adaptation to the curriculum that fundamentally alters the grade-level standard.
- **Grading Practices Appropriate to Standards**
  - For most students, including those in special education, the standards being measured are grade-level standards. In subject areas in which only accommodations are needed, students receiving special education should receive grades according to the same criteria as every other student in the class, with no penalty for accommodation unless otherwise noted on the IEP. A student who takes a history test orally, for example, should be graded on the basis of the content of his or her responses. The grade should not be lowered because of the response format or how the responses were obtained. However, it also should not be raised on the basis of effort, progress, or any other factor that is not a part of every other student's achievement grade.
- **Apply Fair and Equitable Grading Practices to Appropriate Standards**
  - For most students, including those in special education, the standards being measured are grade-level standards. In subject areas in which only accommodations are needed, students receiving special education should receive grades according to the same criteria as every other student in the class, with no penalty for accommodation unless otherwise noted on the IEP.

# Special Education Services

<b>Is it a Modification?</b>	<b>Or an accommodation?</b>
<p data-bbox="215 512 776 915">A modification is a change in what the student is taught or expected to learn and alters the curriculum.</p> <p data-bbox="215 1073 500 1129">Examples:</p> <ul data-bbox="232 1142 764 1829" style="list-style-type: none"><li data-bbox="232 1142 764 1199">● Fewer questions</li><li data-bbox="232 1209 764 1266">● Lower level text</li><li data-bbox="232 1276 764 1409">● Alternate projects</li><li data-bbox="232 1419 764 1551">● Adjusted curriculum</li><li data-bbox="232 1562 764 1694">● Shortened assignments</li><li data-bbox="232 1705 764 1829">● Adjusted grading scale</li></ul>	<p data-bbox="828 512 1388 982">An accommodation is a change in how the student will learn the same material as their peers and alters the environment.</p> <p data-bbox="828 1073 1112 1129">Examples:</p> <ul data-bbox="844 1142 1357 1759" style="list-style-type: none"><li data-bbox="844 1142 1357 1199">● Breaks</li><li data-bbox="844 1209 1357 1266">● Large print</li><li data-bbox="844 1276 1357 1333">● Additional time</li><li data-bbox="844 1344 1357 1476">● Small group setting</li><li data-bbox="844 1486 1357 1619">● Use of assistive technology</li><li data-bbox="844 1629 1357 1759">● Preferential seating</li></ul>

# Special Education Services

	Accommodation	Modification
Classroom Instructions	Accommodations can help kids learn the same materials and meet the same expectations as their classmates. If a student has reading issues, for example, she might listen to an audio recording of a text. There are different types of classroom accommodations, including presentation (like listening to an audio recording of a text) and setting (like where a student sits).	Kids who are far behind their peers need changes, or modifications, to the curriculum. For example, a student could be assigned shorter or easier reading assignments. Kids who receive modifications are not expected to learn the same material as their classmates.
Classroom Tests	Testing accommodations can be different from those used for instruction. For example, using a spell-checker might help a student with writing difficulties take notes during class but wouldn't be appropriate during a weekly spelling test. However, this student might benefit from extra time to complete the spelling test or using typing technology if the physical act of writing is difficult.	Modifications in testing often involve requiring a student to cover less material or material that is less complex. For example, in the case of the spelling test, if the class were given 20 words to study, the student with modifications might only have to study 10 of them. Or she might have a completely different list of words.
Standardized Tests	Statewide assessments allow certain accommodations like extra time or taking a computerized exam. Ideally these are the same accommodations a child uses to take class tests.	Some students take an "alternate assessment" of their statewide test, which includes modifications to the regular test. The questions in this type of alternate assessment might not cover the same materials as the standard exams. Also, the result would be interpreted differently. Before you agree to an alternate assessment, find out how the results will be interpreted and what implications there will be for the child.
Specials Classes	Accommodations for "special" classes like gym, music, and art can be helpful. These are similar to accommodations for classroom instruction. Kids might get extra time to complete assignments or be allowed to complete them in a different format.	If the school believes that an assignment within a class like gym, music, or art is unreasonable for your child, modifications to that assignment are made. The gym teacher might modify the number of laps a student needs to run; the music teacher might not require a child to participate in the final performance. In some cases, students are even excused from certain classes in order to time for one-on-one time with a specialist.

# Special Education Services

## Frequently Asked Questions Specific to SPED and Related Services

### **What if a student is in an alternative program (ie: alternative math)?**

- If a student is in an alternative program such as math and does not participate in any part of the general education class then the student will receive an alternative report card.
- If the student participates in an alternative program **and** the general education class they should receive grades on the general education report card and have an alternative progress report.
- All student with IEPs will receive goal updates at the end of a grading period to add with the report card.

### **Will Special Education Students have different proficiency scales?**

- Students with disabilities are provided on-grade level instruction with the necessary services and/or accommodations in accordance with their IEP or 504 plan to enable them to meet the proficiency for each standard at his or her grade level. There is not a separate proficiency scale. Teachers (with support from the SPED team) will use the IEP or 504 to determine how best to scaffold the work for special education students.

### **What if a student is in interventions?**

- This does not make any changes to the report card. Interventions are not a modification, they are supports to close the gap.

### **What if a student is going through Problem Solving (RTI)?**

- This does not make any changes to the report card. Interventions are not a modification, they are supports to close the gap.

### **What do I mark on the report card if a student utilized accommodations to access the curriculum?**

- This does not make any changes to the progress report. Interventions are not a modification, they are supports to close the gap.

### **What do I mark on the report card if a student utilized modifications to access the curriculum?**

- This is an area that would be marked modified or noted on the report card.



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# Specials

# Specials

Like other subject areas, the arts have learning standards. Art's learning standards identify what is important for students to know and be able to do in the disciplines of Art, Music, and Physical Education. Standards organize learning, provide guidance on the quality of education, and reinforce best practices.

Due to the uniqueness of specials and their standards, it is common practice to assess the same core standards, but in many different ways throughout the year. Therefore, specials grades will often have an asterisk\* next to the standard that was graded for the trimester, as it is likely it will be assessed again throughout a different approach or skill on the next report card.

Students will be assessed on the same grading scale of Mastered, Approaching, or Below.

The standards assessed throughout the year in specials are:

- Music:
  - Creating - Applies knowledge of music theory by creating new musical ideas and works
  - Performing - Demonstrates musical skills and knowledge through performance
  - Responding - Responds to music in a variety of ways using grade level appropriate music vocabulary
  - Connecting - Connects to music in a variety of ways using grade level appropriate music vocabulary
  - *Kindergarten Only: Explore and demonstrate awareness of musical concepts*
- Art:
  - Creating - Can produce art that exhibits creativity
  - Creating - Can demonstrate craftsmanship with materials while following art studio procedures.
  - Presenting - Can show an exploration of various art making techniques through their portfolio
  - *Kindergarten Only: Utilize various material and art making techniques while following safe procedures to create original artworks*
- Physical Education
  - Standard 1 - Performs a variety of motor skills and movement patterns
  - Standard 2 - Work cooperatively and safely with a partner or small group to reach a shared goal during physical activity while accepting responsibility of one's own actions.
  - Standard 3 - Maintain a healthy level of physical activity and fitness
  - *Kindergarten Only: Demonstrate body control while performing various movement patterns in personal and general spaces.*



to cover

# FAQ

# FAQ

- For each trimester report card, how do I know if I should determine the final score using MODE, MOST RECENT, or MODE OF THE MOST RECENTS?
  - See [Slide 9](#)
- Are we supposed to be giving students an attempt to master whatever standards they haven't mastered yet again at the end of the year?
  - See [Slide 9](#)
- How is modified work shown on the report card?
  - See [Slide 14](#) (but the slide still doesn't totally answer it...)
- If students are still approaching after 3 attempts, should additional attempts be given later in the year to show either mastery?
  - Attempts can be given at the end of the year for students who are still approaching in certain standards that do not cycle throughout the year
- How do you determine mastery vs. approaching vs. below?
  - See [slide 10](#)
- How many attempts should be considered mastered?
  - See [slide 15](#)
- Do students need to master everything under a power standard to receive mastery on the report card?
  - In most subjects, students need to master all sub-standards in order to be mastered on the report card
  - In the subject of writing, students can demonstrate mastery when they have mastered most sub standards and have a cohesive piece of writing.