

How is the Student Evaluated with Standards-Based Grading?

- Remember, students provide evidence of their “level of understanding” for the course Learning Targets.
- The “PERFORMANCE SCALE” for assessing Learning Targets, patterned after the PSSA, is:
 - ✓ **ADVANCED** - (90-100% accuracy) Evidence of a depth of knowledge that demonstrates mastery and that the learner has exceeded the standard.
 - ✓ **PROFICIENT** - (70-89% accuracy) Evidence of a depth of knowledge that demonstrates the learner has achieved the standard.
 - ✓ **BELOW PROFICIENT** – (Either Basic = 60-69% accuracy or Below Basic = 0-59% accuracy) Evidence of a depth of knowledge that demonstrates the learner has not yet achieved the standard or is approaching the standard.
- Converting Levels of Performance on assessments to the **TRADITIONAL GRADE SCALE**:
 - ✓ The **ADVANCED LEVEL** of Performance earns a raw score of 100% of the points for the Learning Target evaluated (i.e. 50/50 in the gradebook).
 - ✓ The **PROFICIENT LEVEL** of Performance earns a raw score of 89% of the points (i.e. 44/50 in the gradebook).
 - ✓ The **BASIC LEVEL** of Performance earns a raw score of 69% of the points (i.e. 34/50 in the gradebook).
 - ✓ The **BELOW BASIC LEVEL** earns a raw score of 50% of the points (i.e. 25/50 in the gradebook).
- The **STUDENT TASK** involved with the Learning Target determines its value.
 - ✓ **Recall** (strict memorization) – 15 points
 - ✓ **Content Mastery** (Recall and Transfer) – 25 points
 - ✓ **Skill Demonstration** – 50 points



Standards-Based Grading

The purpose of
Standards-Based Grading
is to raise student achievement
and rigor
by clearly communicating
students' progress
toward learning targets.

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8th Grade U.S. History

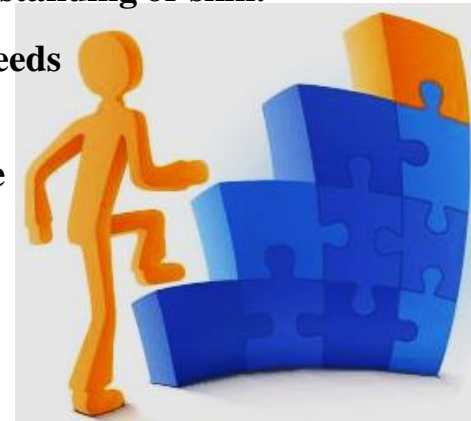
Carl Sandburg Middle School

What is Standards-Based Grading?

- Grading is the on-going process of gathering evidence of the depth of knowledge of a learner regarding the Learning Targets of the course and providing the learner feedback on their level of understanding to increase achievement and rigor. The emphasis of SBG (Standards-Based Grading) is on student learning and not “grades” or points. Effective feedback on student learning can increase student achievement. After each “formal” assessment, students receive an opportunity to reflect and help them understand their levels of understanding and performance and if there is a need for Second Chance Learning and remediation.
- Grades are a snapshot of the learner’s understanding of the core content and demonstration of the skills presented in the Learning Targets.
- Clearly defined Learning Targets provides focus for learning experiences.
- Academic progress represents individual student achievement of the course Learning Targets only.
- The HAC (Home Access Center) provides the students and parents/guardians information on:
 - ✓ the student's level of performance on the various Learning Targets assessed;
 - ✓ if students used Second Chance Learning opportunities;
 - ✓ and the students’ work habits by recording completed practice and other work (minimal impact point wise).



- Learning targets are clearly defined and students understand the expectations and purpose of each learning experience.
- Students monitor their own progress toward the achievement of Learning Targets.
- Students are offered multiple opportunities and ways through which to demonstrate proficiency of the Learning Targets.
- Students have opportunities for “Second Chance Learning” to improve their understanding and demonstrate that understanding or skill.
- Instruction meets the needs of all students.
- All students can achieve their highest potential.



What Will NOT Change?

- We will still have letter grades on report cards.
- We will still have “academic honors.”
- We will still have Individualized Education Plans (I.E.P.s).