

Standards Based Grading

Standards Based Grading is the grading of assignments based on evidence of specific academic criteria directly linked to the learning standards. People often ask, “What’s wrong with the traditional grading systems?” More than one third of American high school graduates who enter college are required to take remedial courses. Nearly four of every five of those students had a high school grade point average of 3.0 or higher (Dufour and Marzano, 2011). In other words, our current grading systems are not a true representation of what students know, understand, and are able to do. In Standards Based Grading (SBG), only academic achievement is reported through formative and summative assessments that directly address the learning standards. While assessments will take many forms and types, they are grouped under two broad categories; formative and summative assessments.

Types of Assessments:

Formative Assessments:

The purpose of formative assessments is to evaluate where a student is in the learning process, diagnose any problems, and motivate and help the student learn the material. Some examples of formative assessments are quizzes, rough drafts in writing, exit slips, daily lesson activities, classwork, workbook pages, homework, and teacher observations. Basically, a formative assessment is an isolated skill that will be later assessed. Graded formative assessments are reviewed and sent home in Friday Folders.

Summative Assessments:

After a student has had sufficient instruction and practice on a topic, including assessments of a formative nature, it is then reasonable to judge mastery of understanding, content, or skills. The purpose of a summative assessment is to evaluate how well a student knows and understands the material at the conclusion of the learning opportunity. Some examples of summative assessments are chapter/unit tests, end of novel test, projects, final drafts, chapter/unit performance assessment, and final lab reports. Graded summative assessments are reviewed and sent home in Friday Folders.

Grade Composition:

Formative Assessments account for 20% of the quarter grade

Summative Assessments account for 80% of the quarter grade

Reporting Grades

SBG Range	Letter Grade	Quality Points	Percentage Range
3.5 – 4.0	A	4.0	90 - 100
2.5 – 3.4	B	3.0	80 - 89
1.5 – 2.4	C	2.0	70 - 79
0.5 – 1.4	D	1.0	60 - 69
Below 0.5	F	0.0	50 - 59

Retake Policy:

Students receiving less than 80% on a summative assessment may request a retake. The goal of the summative retake policy is to allow students to work toward mastery of a standard(s). The summative retake grade will be the grade recorded in the gradebook on Rediker. The highest score a student may receive on a summative retake is 80%.

Approaches to Learning:

Approaches to Learning (ATL), are the factors that greatly impact overall student performance are assessed, graded, and reported in a separate yet parallel structure. This separation of academics and ATL achievement in a student's grade allows for more accurate reporting of student achievement and more effective feedback to inspire growth and motivation. Our report card includes Approaches to Learning in Core I subject areas. Approaches to Learning include:

- Prepared for class
- Homework completed
- Classwork completed
- Punctual with assignments
- Participates in class
- Attentive and engaged during instruction
- Demonstrates helpfulness and teamwork
- Seeks help when needed (from teachers of peers)
- Open to teacher help and correction
- Makes effort to improve behavior/performance
- Produces quality work
- Makes time for personal study and improvement

Conduct

A conduct grade will also be included on our report card. While there will be just one conduct grade recorded in homeroom, all teachers have input. Conduct includes:

- Has a good attitude
- Is respectful to adults and peers in speech and action
- Maintains positive peer relationships
- Respectful of personal, peer, and school property
- Exhibits self-control
- Follows rules and directions and does not need constant reminders
- Socializes only at appropriate times
- Takes ownership for behavior
- Follows the uniform policy

Rubric for Recording Conduct and Approaches to Learning

Rubric Score	Conduct	Approaches to Learning	Percentage Recorded in Rediker
4	Consistently meets indicators of respect and responsibility	Consistently organized, collaborates and communicates, and reflects and takes personal initiative	95
3	Frequently meets indicators of respect and responsibility	Frequently organized, collaborates and communicates, and reflects and takes personal initiative	85
2	Occasionally meets indicators of respect and responsibility	Occasionally organized, collaborates and communicates, and reflects and takes personal initiative	75
1	Rarely meets indicators of respect and responsibility	Rarely organized, collaborates and communicates, and reflects and takes personal initiative	65

Report Card Grades

- Core I subjects receive a letter grade in grades 1-8. Core I subjects are:
 - Christian Formation
 - Language Arts/Literature
 - Mathematics
 - Science
 - Social Studies
- Core II subjects receive a number score. Core II subjects are:
 - Technology
 - Spanish
 - Music
 - Art
 - Physical Education
- Approaches to Learning, Conduct, and Accelerator Reader for grades 3-8 receive a number score
- Approaches to Learning and Conduct for grades 1 and 2 are reported in a checklist
- Kindergarten report card is a Developmental Skills Inventory for all areas

Honor Roll:

High Honor Roll and Honor Roll are awarded to students in grades 3-8.

- High Honors:
 - All A's
 - All 4's
- Honor Roll
 - Combination of all A's and B's, or all B's
 - 3's or 4's