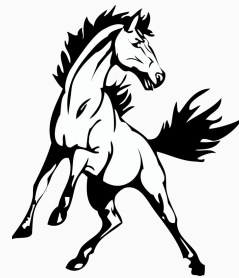


Standards Based Grading

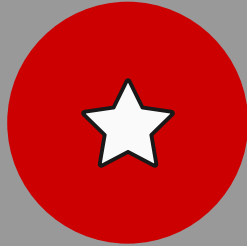




Success Criteria



I can explain the basics
of Standards Based
Grading



I can monitor my
student's progress in
Empower



I know what to expect
related to final grades
and transcripts

Why **Standards** Based Grading?

Standards Based Grading improves feedback to students about their learning, ensures that our instruction is standards based, and encourages more student ownership in their learning. We also want to provide students multiple opportunities and avenues to demonstrate their learning. This work supports our district priorities around PLCs and Feedback.



Why **Standards** Based Grading?

- Multiple and different opportunities - Tailoring learning for all
- Separates behavior from achievement
- Encourages a growth mindset
- Focus on learning, not tasks
- Improved communication about actual student learning





OSD Grading Philosophy

We believe that grades should be clear and accurate indicators of what students know and are able to do. These indicators are measured against standards and visible learning outcomes that are consistent across courses and designed to prepare students for college and the workforce.

We believe the focus should be on learning, not collecting points. Grades are used to document student progress, provide feedback to students, and allow teachers to make instructional decisions to best meet the needs of their students. This focus allows grades to become more about what students know and can do at the end of the journey and less about the path they took to get there.

How do we know what students know?

STANDARDS-BASED LEARNING PROGRESSION

1

Student demonstrates progress toward initial foundational skills of the topic.



2

Student demonstrates proficiency on foundational skills of the topic.



3 (*Target*)

Student demonstrates proficiency on all grade level skills of the topic.



4

Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.



Proficiency Scale

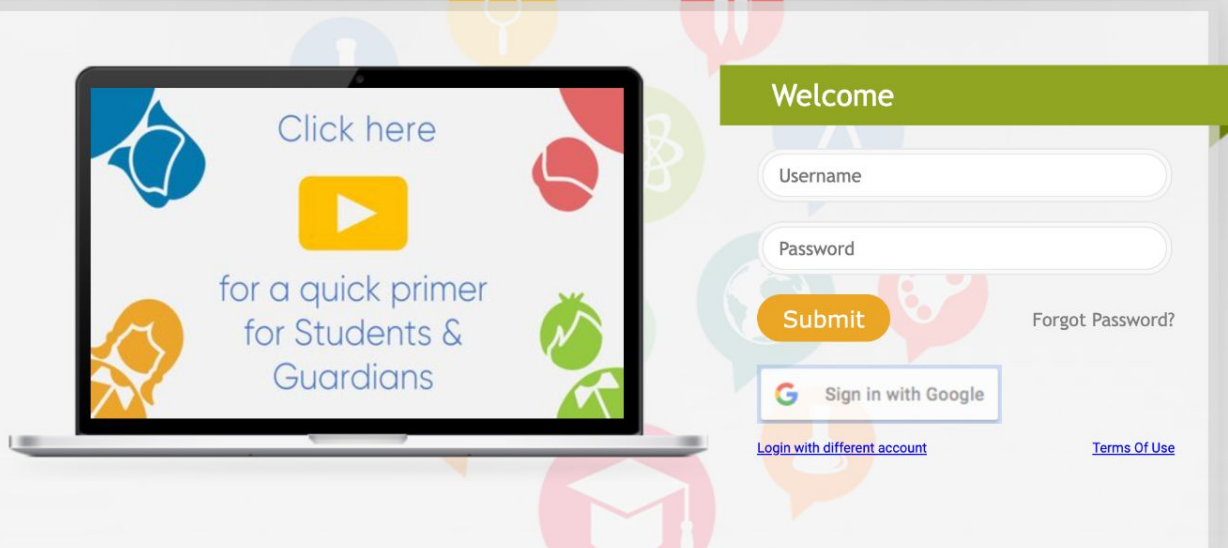


STANDARDS BASED GRADING PROFICIENCY SCALE

SCORE 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applies and extends learning in new ways.
SCORE 3.5	In addition to score 3.0 performance, the student demonstrates partial success with score 4.0 content.
SCORE 3.0	Target Learning Goal.
SCORE 2.5	The student makes no major errors or omissions regarding score 2.0 content, and demonstrates partial success at score 3.0 content.
SCORE 2.0	Foundational Learning required to progress to the Target Learning Goal.
SCORE 1.5	The student demonstrates partial success at score 2.0 content, but makes major errors or omissions regarding score 3.0 content.
SCORE 1.0	With help, the student demonstrates partial success at score 2.0 content and score 3.0 content.
SCORE 0.5	With help, partial success at score 2.0 content but not with score 3.0 content.
SCORE 0.0	No Evidence or no success, even with help.

ELA Sample Scale

Themes and Central Idea	
R 8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	
4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: <ul style="list-style-type: none"> Analyze the development of a theme or central idea over the course of a grade-appropriate text, including its relationship to characters, setting, plot, and supporting details (RL 8.2; RI 8.2) Provide an objective summary of a grade-appropriate text (RL8.2; RI 8.2)
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Analyze, central idea, character, development, objective, plot, relationship, setting, summarize, summary, supporting detail, text, theme The student will perform basic processes, such as: <ul style="list-style-type: none"> Determine a theme or central idea of a grade-appropriate text (RL 8.2; RI 8.2) Summarize a grade-appropriate text using a teacher-provided graphic organizer
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success



**All students will have a traditional
Washington State Transcript**



**Letter grades will only be on report cards
and transcripts**

**We've partnered with colleges,
universities, and other post secondary
options to confirm the use of SBG**

Classroom Level	
What teachers and students focus on (3.0 is meeting standard)	
Proficiency Level	What this means about learning
3.0 and above	Meeting 3.0 - 3.49/Extending 3.5 - 4.0
2.50 - 2.99	Approaching
2.0 - 2.49	Developing
1.0 - 1.99	Beginning
.99 and below	No credit/Insufficient evidence

District Level
How the district will calculate transcript grades (not a teacher action)
Transcript Letter
A
B
C
D
F

Learning First



Then Grades

Questions?
