

LAKEWOOD ELEMENTARY SCHOOL



TWIN LAKES #4 SCHOOL DISTRICT
Learning Today, Leading Tomorrow

Standard Based Grading: Grading for Learning

Updated: October 2020

TABLE OF CONTENTS

Standards Based Grading: Definitions of Terminology	2
Introduction to Standards Based Grading	4
Standards Based Instruction	6
Formative and Summative Assessment	10
Behavioral Expectations	10
Standards Based Grading: Problem With Averaging	12
Academic Standards Based Grading Scale.....	13
Quick Guide to Using the Academic Rubric.....	13
Effective Feedback	14
Webb's Depth of Knowledge	15
Accommodations or Modifications	17
References	18

STANDARDS BASED GRADING

Definitions of Terminology

Summative Assessment	(Performance): This is assessment of learning <i>after</i> instruction. This represents a student's knowledge and skills. These assessments are responsible for final course grades.
Formative Assessment	(Practice): Feedback given to students throughout the learning process to drive student learning and teacher instruction. These are used as evidence of student growth toward standard.
Student Learning	Student learning is the focus. Extra time and opportunities are provided to master standards. Our teachers are prepared to allow for multiple opportunities to prove mastery within established guidelines.
Academic Behavior	Students will be held to high standards in Mindset, Active Learning, Personal Responsibility and Social Responsibility. Extracurricular involvement will be determined by these behavioral expectations.
Standards	Lakewood's Curriculum was created using Wisconsin Model Academic Standards. These standards define grade appropriate knowledge and skills needed to be College and/or Career Ready.
Evidence	The available body of information that demonstrates understanding of a specified learning target.
Learning Target	A goal given to students at the beginning of each lesson to clarify what they will know and be able to do based on instruction.
Learning Scale	Student growth toward grade level standards will be reported and assessed using a learning scale of 3, 2, 1, NE. (See below for descriptions)
Feedback	Clearer communication of student strengths and focus areas to influence growth and learning. It is essential for students to become aware of their own thinking and take responsibility for their learning.

Intervention/Enrichment	Formative assessments allow for identification of student needs and strengths. Interventions may be implemented for students to focus on a specific skill; enrichment may be implemented for students who show advanced learning in a skill.
Rubric	A set of general and/or specific criteria used to evaluate a student's performance on a task. Rubrics consist of a fixed measurement scale/performance level (e.g., 3- point) and a list of criteria that describe proficiency on tasks. Rubrics applied to student work products provide evidence and feedback on the level of proficiency the student has reached in addressing standards.
Mastery	Consistent, independent (based on standards) demonstration of the knowledge and skills included in the grade level learning targets.
Non-Academic Indicators: Classroom Citizenship	Indicators of student behaviors and attributes that contribute to a positive school experience.

INTRODUCTION

The Twin Lakes #4 School District Grading for Learning Handbook is designed to serve as a resource and includes information about report cards, grading practices, and standards-based reporting.

WHY STANDARDS BASED GRADING?

At Lakewood we believe that grades are about what students learn, not what they earn. Standards Based Grading (SBG) reports what students know and are able to do within each content area at each grade level. The real-time monitoring of students performance reflects a more accurate picture of student achievement. Other reasons for SBG include:

- Traditional methods of grading do not accurately reflect what a student knows and is able to do.
- Grades may be clouded by individual teacher subjectivity and/or requirements.
- It provides accurate and meaningful feedback to students, teachers, and parents.
- Helps teachers and students focus and adjust instruction and learning.
- Leads to higher learning through improved accountability and engagement as students have multiple opportunities to demonstrate mastery.
- Reports most recent evidence and trends of students learning.

On traditional report cards, students receive one grade for reading, one for math, one for science, and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mastery level for each standard. This is in contrast to traditional letter grades which are calculated by combining effort, attitude, work habits, and practice scores.

Letter grades do not tell parents which skills their children have mastered or whether they are working at grade level. Standards-based report cards provide more consistency between teachers than traditional report cards, because all students are evaluated on the same grade-appropriate skills.

Standards Based	Traditional
Students receive academic mastery levels: <ul style="list-style-type: none">• 3-Meets Grade Level Standard• 2-Progressing Toward Grade Level Standard• 1-Not Yet Meeting Grade Level Standard• NE-No Evidence of Learning	Students receive grades represented by a letter averaging the total points in a trimester. (A,B,C,D,F).

Student's mastery levels are representative of the student's most recent progress of a reporting term. Students will be assessed multiple times, it is the last mastery level that will show up in the progress report.	Student's grades are cumulative.
Daily work is practice for students and may receive feedback to the student and/or parents by means of notes, conferencing, etc . Daily work that is practice will not receive a grade.	Daily work is graded and a student may be penalized for the learning process or practice.

STANDARDS BASED INSTRUCTION

Instruction that is directed toward student mastery of defined standards.

1. Report Card Alignment to Standards Based Instruction

In a standards based classroom, students know what they need to learn at the start of a lesson through a presentation of learning targets. The focus is on essential standards that every child must learn. All instruction and activities are aligned to the standards. Teachers present “learning targets” that are used to inform students of the outcomes for lessons. Multiple opportunities will be provided for students to meet learning targets.

Standards Based Assessment

Students have more than one opportunity to demonstrate their progress toward the targeted standard. Formative and summative assessments are used to measure progress toward the target. Students have different types of assessment opportunities and will be assessed in a variety of ways. Assessments are any way in which a student’s performance is measured in comparison to a learning target.

A Standard Based Approach

- Indicates what students know and are able to do.
- Provides feedback on a student’s progress toward the attainment of a standard.
- Clearly communicates expectations ahead of time.
- Emphasizes the most recent evidence of learning.
- Students are given multiple opportunities to show mastery.

Guidelines for Standards Based Grading

- Wisconsin State Standards describe what a student should know and be able to do at any given grade level, and are the basis for grading.
- Quality assessments and assignments are aligned to standards.
- Clear expectations are presented in advance of evaluation to ensure that students understand what is expected to perform at a proficient level.
- Standards-based instruction, grading, and reporting should be clear and meaningful to all parties involved - including students and parents.
- Student progress is reported to both students and their parents on a regular basis to communicate progress toward meeting the standard, report card is not the single method.
- Behaviors are essential to understanding the whole child, but should be reported separately from academic grades.

- Grades must be entered into Skyward consistently enough to reflect timely updates on student progress.

2. Effective Grading Practices

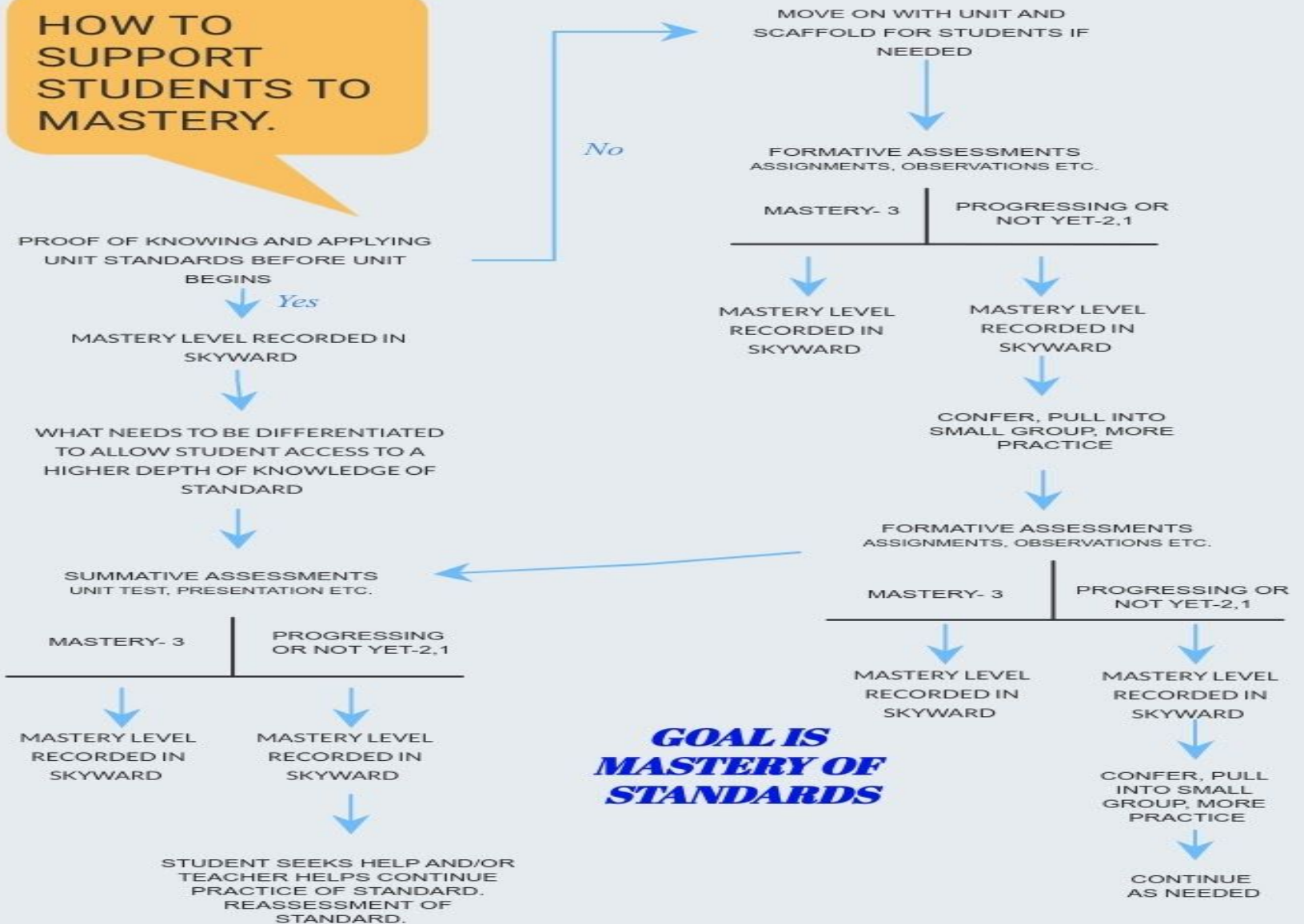
- Only include scores that relate to the achievement of the standards.
 - Be clear about what students should know and be able to do.
 - Have a clear understanding of what each level of performance looks like before students begin work by utilizing rubrics.
 - Base grades/scores on individual achievement - not group scores.
 - No points for extra credit; seek only evidence that more work has resulted in a higher level of achievement.
- Use a variety of assessment methods to collect high quality, organized evidence of achievement.
 - Ensure that questions/problems are connected to standards to verify that assessments measure what is intended.
 - Use multiple measures to determine student achievement on grade level standards.
 - Provide students with multiple opportunities to demonstrate they have acquired the knowledge or skill expected with proficiency on a standard.
- Use grading and assessment procedures that support learning.
 - Organize and report evidence of learning by standards.
 - Provide clear descriptions of achievement expectations and mark each assessment using clear, pre-established criteria.
 - Provide the most accurate depiction of student's learning using the most current information.
 - Students should actively monitor their own progress on standards and learning targets.
 - Ideally, teachers should have more than three pieces of evidence for student achievement on each reporting standard.
(O'Connor, p.33)

3. Teacher and Student Expectations

- **Teacher Expectations**
 - Teachers will clearly communicate the learning target.
 - Teachers will provide multiple learning opportunities and formative assessments.
 - Teachers will give targeted feedback on how students are in their learning process in relation to the learning target.
 - Teachers will follow the assessment flow chart.
- **Student Expectations - They must be informed of these expectations.**
 - Students are active participants in the learning process and will work to the best of their abilities.
 - If the student's best effort is not giving them the mastery level they want, some options include asking the teacher for help, trying a new method of studying and ensuring all assignments are done for the practice.
 - Students should be persistent in their pursuit of reaching their target goals. This means doing everything in their power to earn the mastery level that reflects the best of their ability.
 - Students should be willing to ask questions when they have them. Students should not wait until after a summative assessment to communicate that they did not understand.

- Students should understand that learning is not confined to the time inside the classroom. They may be required, or need, to work outside of class time and school time.
- Students should understand that they may need to complete more work than someone else to reach the expectation of mastery of the standard depending on their individual needs.
- Students should take responsibility for their learning, and seek out additional help if needed.

HOW TO SUPPORT STUDENTS TO MASTERY.



Formative and Summative Assessment

Formative Assessments that might be used for evidence of learning:	<ul style="list-style-type: none"> • Skill checks • Running records • Daily work • Guided or independent practice • Quizzes • Teacher questions during instruction • Student-led conversations • Conferences with students
Summative Assessments that might be used for evidence of learning:	<ul style="list-style-type: none"> • Written, oral, and performance tasks • Tests • Quizzes • Written works (essays, stories, etc. • Projects (must be able to assess individually if a group project) • Presentations • Problem-based/inquiry learning tasks
Some assignments are only meant for practice. Not everything should be documented as evidence of learning. Determine as a grade level team what will be used to collect evidence.	Example: Activities assigned throughout unit <ul style="list-style-type: none"> • Worksheet • Class Work • Word Problem - Collect as evidence • Quiz - Collect as evidence • Worksheet • Worksheet - Collect as evidence • Test - Collect as evidence

Behavioral Expectations: Learning Skills and Work Habits

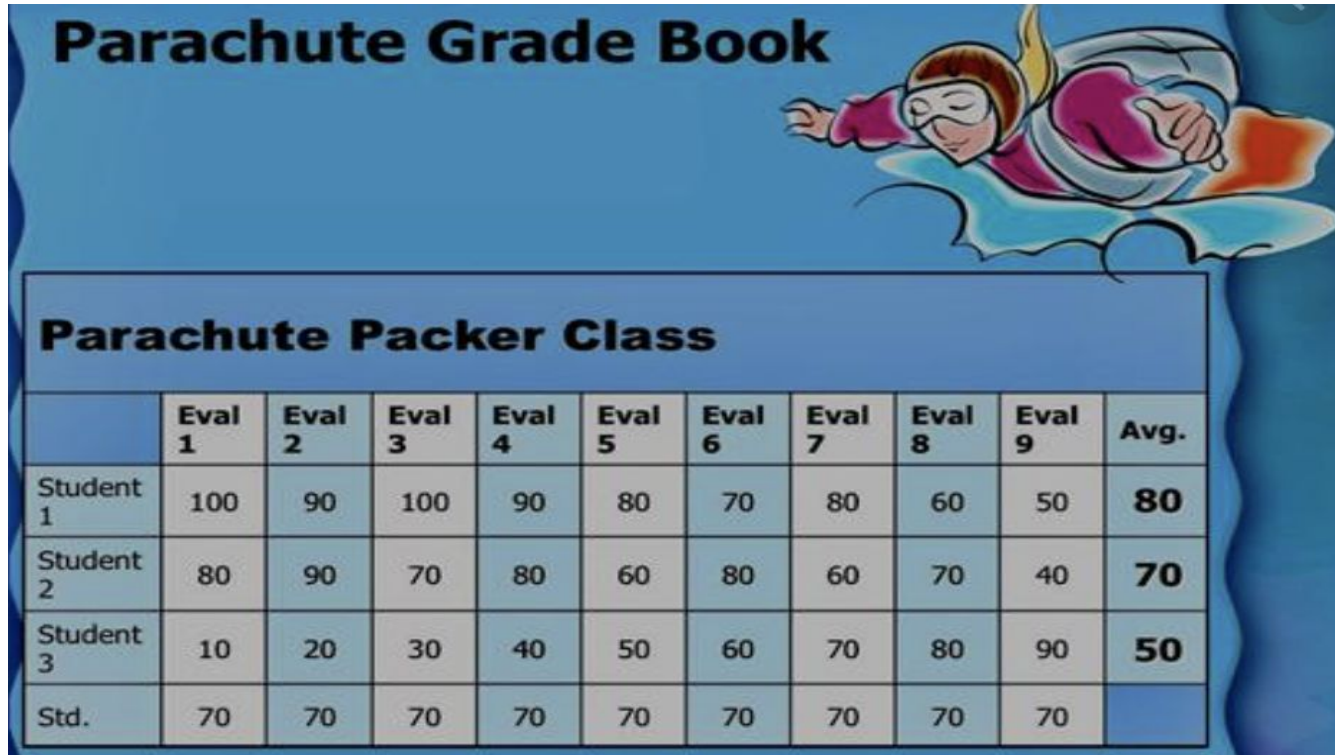
Grades can become confusing when they represent behaviors and academics. Standards-based grading is about being more clear when reporting behaviors and academics by reporting them separately. On the report card, these expectations are separated into four categories: Mindset, Active Learning, Personal Responsibility and Social Responsibility. In each of these categories, a student will receive a score of '3,' '2,' or '1'. In middle school the student will receive a score for each category, in each class.

CLASSROOM CITIZENSHIP

Criteria Statements	3	2	1
Mindset	Consistently <ul style="list-style-type: none"> takes initiative with learning and thinks independently. perseveres, pushes self to be accountable, seeks/accepts feedback. contributes to a positive learning environment. 	Often <ul style="list-style-type: none"> takes initiative with learning and thinks independently. perseveres, pushes self to be accountable and seeks/accepts feedback. contributes to a positive learning environment. 	Rarely <ul style="list-style-type: none"> takes initiative for learning. pushes self to finish tasks or be accountable. seeks/accepts feedback for improvement. makes the learning environment positive.
Active Learning	Consistently <ul style="list-style-type: none"> listens actively to others and contributes to discussion when appropriate. uses class time wisely and often takes a leadership role in group activities. 	Often <ul style="list-style-type: none"> listens actively to others and contributes to discussion when appropriate. uses class time wisely and sometimes takes a leadership role in group activities. 	Frequently <ul style="list-style-type: none"> demonstrates minimal effort and/or occasionally chooses not to engage or participate in class activities. misuses class time and rarely takes a leadership role in group activities.
Personal Responsibility	Consistently <ul style="list-style-type: none"> attends class on time. prepared with required materials and completed assignments to work from the beginning to end of class. is well organized. 	Often <ul style="list-style-type: none"> in attendance and on time for class with required materials and completed assignments. works from the beginning to end of class. 	Frequently <ul style="list-style-type: none"> absent or late to class (unexcused). unprepared or without materials and completed assignments. needs to be reminded to stay on-task.
Social Responsibility	Consistently <ul style="list-style-type: none"> mindful of school rules. respectful and cooperative with staff and classmates. treats school and equipment with care. demonstrates integrity/honesty in learning. a positive, caring, helpful citizen in class. 	Often <ul style="list-style-type: none"> mindful of school rules. respectful and cooperative with staff and classmates. treats school and equipment with care. demonstrates integrity/honesty in learning. a positive, caring, helpful citizen in class. 	Frequently <ul style="list-style-type: none"> disregards class/school rules. disrespectful and/or uncooperative with others mistreats school equipment or supplies. has copied or been dishonest with work submitted. a negative citizen in class.

Final Report Grades Are Not Averaged - The Problem With Averaging

Averaging penalizes students for what they are supposed to do in school; learn progressively over time, while making mistakes, with a goal of demonstrating mastery (Vatterott, 2015). Averaging makes mistakes permanent, even if a student progresses to demonstrating mistake-free mastery; in which case averaging becomes punitive and deflating (Vatterott, 2015).



The graphic features a blue background with a cartoon illustration of a person in a purple and pink jumpsuit parachuting. The title 'Parachute Grade Book' is at the top. Below it is a table titled 'Parachute Packer Class'.

	Eval 1	Eval 2	Eval 3	Eval 4	Eval 5	Eval 6	Eval 7	Eval 8	Eval 9	Avg.
Student 1	100	90	100	90	80	70	80	60	50	80
Student 2	80	90	70	80	60	80	60	70	40	70
Student 3	10	20	30	40	50	60	70	80	90	50
Std.	70	70	70	70	70	70	70	70	70	

Photo Credit Dr. Anne Davies

Alternative to Averaging

- Give priority to the most recent evidence.
- Give priority to the most comprehensive evidence - best demonstration of learning the target.
- Give priority to evidence related to the most important learning goals or standards (Guskey, 2015).

Academic Standards Based Grading Scale

3 - Meets Grade Level Standard: The student is proficient in understanding and application of skills.

- The student can demonstrate and communicate the concept taught.
- The student can explain the concept and provide examples using evidence.
- The student can demonstrate/apply the concept with independence and consistency.

2 - Progressing Toward Grade Level Standard: The student understands foundational material, but is still working to apply the skills, complete but may be inaccurate, or accurate but incomplete.

- The student may be difficult to understand.
- The student demonstrates with developing proficiency because he/she can identify or communicate the concept taught (What I am doing).
- The student may struggle to provide, or may not be able to provide any examples.

1 - Not Yet Meeting Grade Level Standard: The student is working toward understanding the foundational material with support.

- The student provides mostly or all inaccurate and incomplete work.
- The student is difficult to understand.
- In order to complete an assignment, the student needs one-to-one assistance.
- The student may not be able to say what he/she is doing or why.

NE - No Evidence: The student has not participated enough to show evidence of understanding or application.

- The student has not shown demonstration of learning.
- The student has not submitted work.

Quick Guide to Using the Academic Rubric

- The academic rubric can be considered the “grading scale” and is meant to describe most recent student performance.
- For a score of a 3, 2, or 1 to be assessed, the student performance does not have to include every element listed in a row or for a score. It will depend on the assignment or task.
- Assignments or tasks should be scored based on the skills required within the assignment or task. For example, a student may receive an overall score of a ‘3’ if they demonstrate accuracy, completion, independence, and consistency even if the task only required recall and reproduction levels of thinking.
- TRADITIONAL PERCENTAGES ARE NOT MEANT TO BE EQUATED TO RUBRIC.

*Students should not receive scores for everything they do, each and every assignment or task, or every demonstration of learning. There should be opportunities for students to practice and receive feedback for improvement that are not scored nor do they impact the overall grade.

Effective Feedback

Feedback that is actionable, timely, and specific and provides students with opportunities to improve with a growth mindset is the cornerstone of learning and should be included in daily instruction. If student work is scored, it should not be scored in the absence of specific, actionable, and timely feedback from the teacher to the student.

Teacher Tip: To be consistent, it is important to use consistent rubrics! While writing goals will vary from one prompt to the next and writing expectations will grow each year, you and your department can still use a consistent scoring framework, employ consistent language, and set clear and consistent expectations for your students around common writing goals.

Effective Feedback Checklist	
Is my feedback GOAL-ORIENTED?	
<input type="checkbox"/>	My feedback is directly aligned to the goals of the assignment
<input type="checkbox"/>	I smoothly incorporate well-chosen language from the rubric in a way that helps students towards the goal
Is my feedback PRIORITIZED?	
<input type="checkbox"/>	My feedback is always clear and concise
<input type="checkbox"/>	I always focus on the highest priority areas of strength and growth for each student
Is my feedback ACTIONABLE?	
<input type="checkbox"/>	I always include, or imply, clear next steps for the student
<input type="checkbox"/>	My feedback is consistently supported by well-chosen, specific, and especially detailed references to the student work
Is my feedback STUDENT FRIENDLY?	
<input type="checkbox"/>	My feedback is consistently engaging, supportive and positively framed
<input type="checkbox"/>	My feedback is consistently easy for students to understand and meets them at their level

WEBB'S DEPTH OF KNOWLEDGE

Category 1 - Recall and Reproduction

At this level there is little transformation, or extended processing either required by the task or demonstrated by the student. The procedures are simple and include recall, reciting, or reproducing information.

Minimal or No Understanding of Concept

Recall and Reproduction

Respond	Interpret
Remember	Repeat
Memorize	Recall
Restate	Recite

Not yet, so...

Who?
What?
Where?
When?

Category 2 - Working with Skills and Concepts

At this level, the learner should make use of the information in a context different from the one in which it was learned. This level is also known as the, “describe and explain” level in which students begin to compare, contrast, sort, identify cause and effect, estimate, summarize or infer.

Minimal or Some Understanding of Concept

Skills and Concepts

Calculate	Begin to Problem Solve
Complete	Categorize
Construct	Classify
Illustrate	Connect

Yes, but...

Let's try it this way.
How did it happen?
How does it work?
Why did it happen?
Why does it work this way?

Category 3 - Short Term Strategic Thinking

At this level of thinking, students demonstrate higher order thinking, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Reasoning to solve problems, explaining and supporting with evidence, generalizing, and creating are skills required by tasks and demonstrated by students at this level.

Understanding of Concept

Short Term Strategic Thinking

Discuss	Assess
Decide	Justify
Examine	Argue

Yes

How can you use it?
Why can you use it?
What is the cause?
What is the effect?
What is the reason?
What is the result?

Category 4 - Extended Strategic Thinking

At this level of thinking, students demonstrate extended use of higher order thinking such as synthesis, reflection, assessment, investigating and adjusting. Students demonstrating learning with these skills are demonstrating highest mastery of what has been taught and learned.

Strong Understanding of Concept

Extended Thinking

Design	Critique
Connect	Analyze
Synthesize	Create
Apply	Prove

Yes, and...

What is the impact?
What is the influence?
What is the relationship?
What if?
What would happen?
What could happen?
What do you think, feel, believe?

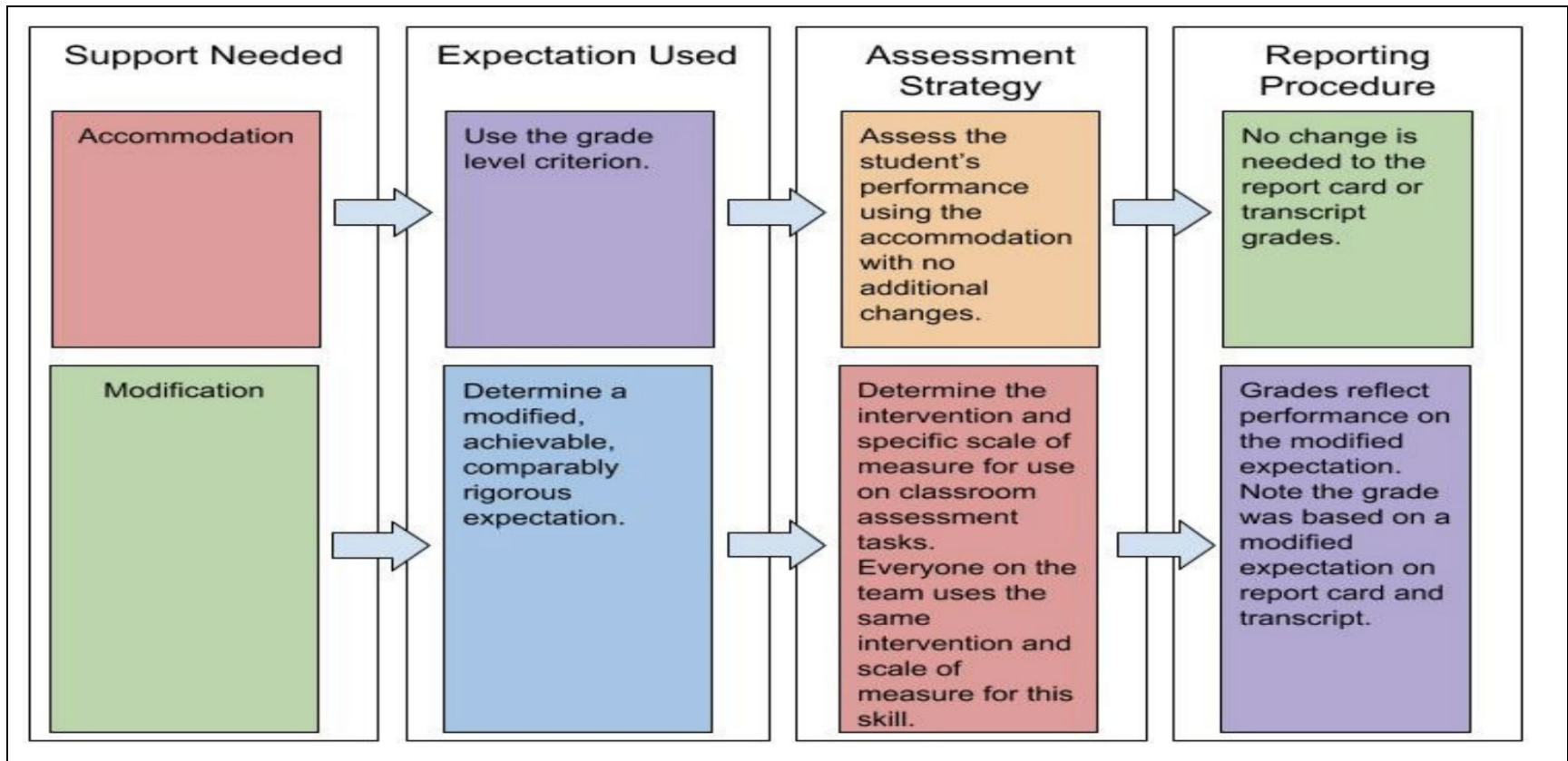
ACCOMMODATIONS OR MODIFICATIONS

Accommodation: Changes to *how* a student learns grade level material. Ex., audio book, extra time taking a test.

Modification: Changes what a student is expected to learn. Ex. Use of Essential Elements rather than WI Standards

Students receiving accommodations per IEP or 504 will have grade level expectations and a report card reflecting the standards for the grade level in which students are placed. Students may receive accommodations to achieve those standards and the report card will, in some way, say that the student was able to achieve the standard with appropriate accommodations in place.

Students receiving a modified curriculum per IEP, will have a reporting system that reflects their growth toward their individual goals set forth on their IEP.



References

Brookhart, S. Moss, C. 2009. Advancing formative assessment in every classroom; A guide for instructional leaders. ASCD. Alexandria, VA.

Guskey, T. 2015. Challenging the conventions of grading and reporting; On your mark. Solution Tree Press. Bloomington, IN.

Lee Ann Jung.

O'Connor, K. 2011. A repair kit for grading; Fifteen fixes for broken grades. Pearson. Boston, MA.

Vatterott, C. 2015. Meaningful assessment for standards-based learning; Rethinking grading. ASCD. Alexandria, VA.