

# Standards- Based Grading

Frequently Asked Questions

&

Helpful Answers

# Questions / Answers

## Standards Based Grading

### Question:

*Why has MMS made the shift to standards based grading?*

### Answer:

*Standards based grading already existed at the elementary level. Standards based grading is a research-based data driven model for grading. Standards based instruction and grading is a national movement in education.*

### Question:

*Where do the standard statements that appear on the report card come from?*

### Answer:

*All standard statements originate from the WI State Standards / Common Core Standards. These standards determine what is necessary to know and do at each grade level.*

# Questions/Answers

## Standards Based Grading

**Question:**

*What does 4,3,2,1 mean?*

**Answer:**

**4= Advanced –**

*Exceeds understanding and application of standard*

**3= Proficient**

*Demonstrates full understanding and application of standard*

**2=Basic**

*Demonstrates partial understanding and application of standard*

**1=Minimal**

*Demonstrates little or no understanding*

*It is important to recognize that a 4 is not equivalent to an A in the traditional grading model. A 4 represents an exceptional understanding and application of the standard. It is not accurate to convert standards based grades (4,3,2,1) into A, B, C, D, F. Standards based grading does not rely on the average or mean score of an accumulation of scores. Rather, it relies upon a specific standards based grading rubric per course, per unit, per project.*

*Hint: A student accustomed to “straight As” in a traditional grading model should expect to receive “straight 3s” with the opportunity to achieve beyond the expectation to receive 4s.*

# Questions/Answers

## Standards Based Grading

### Question:

*What should I expect to see in my child's Family Access Report?*

### Answer:

*All practice events, projects, quizzes, homework assignments, and tests should be accounted for. While some items may not "count" you will still see quantitative and/or qualitative feedback for all work assigned.*

All practice and research worth assigning deserves immediate and critical feedback. Students are assessed on practice, demonstration, and assessment. We grade less and practice more.

Each summative/final grade should include four to five practice events.

Final/summative grades reflect the knowledge and skills learned rather than an average over time.

# Questions/Answers

## Standards Based Grading

### Question:

*How do I know if my child met the standard?*

### Answer:

*Students must show mastery of the standard by completing assigned work at a level of proficiency as outlined by unit rubric(s) or by demonstrating prior knowledge and skill.*

*Missing work or lack of evidence may result in an "I" incomplete.*

*It is our policy to provide relentless learning opportunities for all students. We believe ALL students can learn with proper time and support.*

*Interventions- Students who need additional time and support will be required to participate in various interventions per standard. Students will be required to re-take assessments when significant errors and omissions have occurred (Grades 1,2)*

# Questions/Answers

## Standards Based Grading

Question:

*How do I know if my child has a missing assignment?*

Answer:

*Progress Reports will be issued every three weeks. Family Access is updated every week. Missing assignments are noted in Family Access.*

Not Learning Is Not OK!

Teachers will insist on the completion of all assignments. It is not our practice to enter a zero and move on without learning taking place.

# Questions/Answers

## Standards Based Grading

Question:

*Why do some practice events in Family Access seem to reflect “no count”?*

Answer:

*The purpose of some assignment or project events is practice rather than assessment.*

**Learning is not a race!**

*Traditional grading models could penalize a student for not mastering the standard as fast as another student.*

*Standards Based Grading is about grading students according to their growth and development of learning.*

# Questions/Answers

## Standards Based Grading

### Question:

*How do I know if my child has failed a course?*

### Answer:

*Students receiving a summative/final grade at semester of Incomplete, 1, or 2 are considered to have failed to meet standard.*

*Students receiving an Incomplete, 1, or 2 in two or more core courses (Literacy, Math, Science, Social Studies) are considered to be retention candidates per Board Policy.*

*Progress Reports are issued to students and parents/guardians every three weeks*

*Report Cards are issued to students and parents/guardians every*

*Parent Teacher Conferences are held:*

*Individual Team and/or teacher and student meetings are arranged as necessary*

*Cautionary letters are sent to all parents of students at risk of academic failure by March of academic school year*



# Questions/Answers

## Standards Based Grading

Question:

*How does my child receive a 4?*

*How will my child be challenged?*

Answer:

*It is our practice to provide enrichment material per unit per course. All students will be provided the opportunity for this alternative work per course based on our assessment data and/or student learning contract agreements.*

*Remember a 4 is not an A.*

*Earning a 4 reflects extraordinary skill and knowledge.*

# Questions/Answers

## Standards Based Grading

Question:

*Does standards based grading prepare my child for the “real world”?*

Answer:

*Yes. Our purpose at the middle level is to prepare students for the competition of life that begins in the 9<sup>th</sup> grade as grade point average and class rank counts. It is not our purpose to sort and rank students before they discover their ability and love for learning.*

We do “whatever it takes” to provide relentless learning opportunities for all middle level students.

Becoming college and career ready begins by learning to succeed at the middle level.