

2016-17

Standards Based Grading Handbook



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Introduction

The Hoopeston Area School District Standards Based Grading Handbook is meant to be a resource for teachers. It includes information about our report cards, grading practices, and standards based reporting. Also included is an Expanded Meaning Matrix to provide descriptors of indicators at levels 1-4, as well as expectations for the frequency and amount of support required for demonstrating the skill. This matrix also includes guiding questions to promote consistency of understanding for student performance and may be used by individual teachers, grade level teams, or content departments.

Standards Based Instruction

Report Card Alignment to Standards

Standards Based Instruction

In a standards based classroom, students concentrate on mastery of skills and content. Teachers focus on essential standards that every child must learn. All instruction is aligned to the standards. Teachers present “I can Statements” that are used to inform students of the goals they must meet. *I Can Statements* are clear and students are aware of the targeted outcomes for lessons. Teachers may provide multiple opportunities for students to meet these statement goals.

Students in a standards based classroom know what they need to learn at the start of a lesson through the presentation of learning targets. An *I Can Statement* is the accessible outcome or objective for a lesson as it is based on a standards. For example, “I can ask and answer questions using specific details from the text.

Standards Based Assessment

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

Definition of Terminology

<p>Assessment Any way in which a child’s performance is measured in comparison to a learning target.</p>	<p>Formative Assessment “Assessment for learning.” The assessments are made in order to determine a student’s knowledge and skills, including gaps. These assessments are used to plan for future instruction.</p>	<p>Summative Assessment “Assessment of learning.” These assessments are a comprehensive measure of a student’s ability to independently demonstrate concepts, skills, and knowledge embedded within a standard. These assessments are used to measure student’s mastery of a standard.</p>
<p>Evidence The available body of information that demonstrates understanding of a specified learning target</p>	<p>Feedback Information provided to a learner that is timely and specific and provides direction towards growth and improvement.</p>	<p>I Can Statements Accessible outcomes or objectives for a lesson that are based on the standards and are used to inform students of the goal(s) they must meet.</p>
<p>Mastery Consistent independent demonstration of the knowledge and skills included in the grade level learning targets.</p>	<p>Non-Academic Indicators Indicators of student behaviors and attributes that contribute to a positive school experience.</p>	<p>Proficiency Scales (Rubrics) 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 (1-4) 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.</p>

Standards Based Reporting of Grades

Standards based grading measures the mastery of *I Can Statements*. It is based on a specific set of standards that students need to meet for each grade/content area. Marks are not a comparison of one student to another, but rather a way to measure how well students are performing on grade-level/content area standards. ***A standards based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful.***

A standards based approach...	Guidelines for Standards Based Grading
<ul style="list-style-type: none"> ➤ 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 ➤ Is based on complex tasks, as opposed to rote memory ➤ Emphasizes the more recent evidence of learning 	<ul style="list-style-type: none"> ➤ The New Illinois Learning Standards that describe what a student should know and be able to do at a given grade-level are the basis for grading. ➤ Quality assessments and tasks are aligned to standards. ➤ Clear rubrics are presented in advance of evaluation to ensure that students understand what is expected to perform at a proficient level. ➤ Grading should reflect academic standards. Grades should report what students know and are able to do on a standard. ➤ Standards based instruction, grading, and reporting should be clear and meaningful to all parties involved- including parents and students. ➤ Student progress is reported to both the students and their parents on a regular basis to communicate the child's progress toward meeting the standards. The report card is not the single method of providing feedback to parents and students. ➤ Non-academic indicators are essential to understanding the whole child, but should be reported separately from academic grades. ➤ Grades will be entered into Chalkable.

Effective Grading Practices for Standards Based Reporting
Practices to Be Considered for Grading

<p>Grading Practice #1- Only include scores that relate to the achievement of standards</p>	<ul style="list-style-type: none"> ➤ 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 proficiency scales. ➤ Base grades/scores on individual achievement- not group scores. ➤ Avoid giving points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement. ➤ Ensure that questions/problems are connected to standards to verify that assessments measure what is intended.
<p>Grading Practice #2- Use a variety of assessment methods to collect high quality, organized evidence of achievement.</p>	<ul style="list-style-type: none"> ➤ Use multiple measures to determine student achievement on grade level/ content-area standards. ➤ Provide students with multiple opportunities to demonstrate that they have acquired the knowledge or skill expected with proficiency on a standard. ➤ Organize and report evidence of learning by standards/learning goals. ➤ Provide clear descriptions of achievement expectations and mark each assessment using clear, pre-established criteria.
<p>Grading Practice #3- Use grading and assessment procedures that support learning.</p>	<ul style="list-style-type: none"> ➤ Use only evidence from assessments to determine grades. ➤ Provide the most accurate depiction of students' learning using the most current information. ➤ Include students in the grading process. Student should actively monitor their own progress on identified standards.

Minimum Assignments Evaluated Each Quarter

A teacher should have a sufficient quantity and variety of assessments during the grading period to accurately reflect student achievement on any particular standard. To determine a quarterly grade, teachers collect evidence of student learning through daily work, observation, and assessment. This evidence is used to determine whether the student has mastered the skill or needs additional time.

Measurement experts suggest that to make a judgement about anything, we need at least three pieces of evidence; this is because the first may be luck, chance or measurement error in one direction; the second may be luck, chance, ore measurement error in the other direction, and the third will usually confirm the first or second piece of evidence. Ideally teachers should have more than three pieces of evidence for student’s achievement on each reporting standard for the quarter.

Formative and Summative Assessment

Formative assessments are an **assessment for learning** and can broadly be described as an indicator that captures a student’s progress through the learning process. It explains to what extent a student is learning a concept, skill, or knowledge set. These assessments are used to plan for future instruction.

<p>Formative Assessments that might be used for grading purposes include:</p>	<ul style="list-style-type: none"> ➤ Skill Checks ➤ Running Records ➤ Daily Work ➤ Guided or Independent Practice ➤ Quizzes ➤ Teacher questions during instruction ➤ Homework ➤ Student/Teacher conferences (touchpoints) ➤ Other Class activities not listed above
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Summative Assessments are a comprehensive measure of a student’s ability to demonstrate the concepts, skills, and knowledge embedded within a standard. It is an **assessment of learning** as it occurs after instruction to determine what students know, understand, and can do at one point in time.

<p>Summative Assessments that might be used for grading purposed include:</p>	<ul style="list-style-type: none"> ➤ Enrichment Activities (supplementary activities that support standards) ➤ Written, oral, and performance tasks ➤ Tests ➤ Quizzes (beyond skill checks) ➤ Written Work (essays, stories, etc.) ➤ Projects ➤ Presentations ➤ Problem-based/inquiry learning tasks ➤ Other comprehensive/ cumulative assignments not listed above.
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Academic Key for the Report Card with Details

4- Exceeding Standards

- Student independently and consistently exceeds grade level standards
- Student demonstrates a deeper understanding of grade level standards
- Student independently and consistently extends all work above and beyond the stated grade level standards

3- Meeting Standards

- Student independently and consistently meets grade level standards
- Student demonstrates consistent application of skills
- Student independently applies grade level concepts and skills

2- Approaching Standards

- Student is developing toward independence and consistency in meeting grade level standards
- Student is progressing in understanding, however, the skills are not yet mastered
- Student needs assistance to apply grade level standards

1-Does not Meet Standards

- Student is working below grade level expectations
- Student struggles with assistance
- Student needs continued support and assistance

A student may receive a 3 or 4 at any point in time, provided that current work and performance of that student align with the descriptors at a level 3 or 4. The difference between level 3 and level 4 performance is generally based on student work that involves transfer, depth, and complexity.

In order to assess if a student is achieving at the “Exceeding Standards- Level 4” of performance it is necessary to provide opportunities for students to work at the highest level of performance. To accomplish this goal, teachers will need to include level 4 content on assessments and provide opportunities for level 4 work on projects and other classroom activities. These activities should allow students to extend their understanding of the content.

When a student’s performance falls between two performance level descriptors on a proficiency scale, a teacher can use a 1.5, 2.5, or 3.5.

Hybrid Grading Scale for Science and Social Studies for assessments and projects (for 2016-17)

100-90	89-80	79-70	69-60	59-50	49-0	
4	3.5	3	2.5	2	1.5	1

4- 96-100

3.5-90-95

3-76-89

2.5-70-75

2-56-69

1.5-50-55

1-0-49

Standards Based Grading and Special Education

Accurate information on learning progress is essential for all students. The grading of students with disabilities within a general education classroom requires accurate information as well. In core content areas (English Language Arts, Mathematics, Science and Social Studies), students should be evaluated according to grade-level expectations.

Students who receive accommodations and complete grade-level work should not receive any penalty in grading and should be entitled to a full range of grades. Accommodations do not change the difficulty in the work. Accommodations include such practices as extended time, more white space around text or math problems, enlarged print, changes in testing formatting (i.e., multiple choice rather than matching).

Modifications of the curriculum require changes to content, rigor, and grade-level standards. This type of change in instruction should be considered carefully. If a student has an IEP and work is modified, that should be discussed, but legally cannot be noted on the student's report card. In such cases it is necessary to communicate to parents that curriculum is modified and that the child will be evaluated according to grade level standards as required on that report card.

If the student is in the general education classroom for a subject area, they should be evaluated on the same standards as the rest of the students in that classroom. The only time that standards can be adjusted for a student is if they are in the special education classroom for a subject area and are taught using the Essential Elements. If this is the case, the students reporting standards can be aligned to the Essential Elements and not The New Illinois Learning Standards.

The report card provided to students with disabilities must be as accurate and meaningful as reports cards provided to all other students.