

Standards-Based Grading Essential Information

- Learning expectations, or Standards, align with the Common Core State Standards we use for teaching Math and Language Arts, and standards-based grading is the process we use to assess our students.
- Standards-based grading reflects where a student is performing at that time on a particular standard. As a student learns, he or she may move through the scale one step at a time (0, 1, 2, etc.) before reaching mastery of the skill, he or she may achieve mastery more quickly (earning a 3 or 4 on the first attempt), or a student may move up and down (1, 3, 2) throughout the learning process.
- Standards-based grades are reported using the following scale:

0: Not Evident	1: Beginning	2: Basic	3: Proficient	4: Advanced
Your child is not showing evidence that he/she is progressing toward meeting the standard/skill yet.	Your child is showing some evidence of meeting the standard/skill.	Your child is making progress toward meeting the standard/skill, but is working toward consistency.	Your child consistently meets the standard/skill.	Your child consistently exceeds and extends the standard/skill showing an advanced understanding.

- Standards-based subject or course grades do not reflect participation, behavior, or homework; the grades are focused on learning and academics. Grades show more clearly what a student knows about reading and math. Also, this practice helps inform teachers in which areas students have shown proficiency and in which areas they still need to improve.
- There is a separate section of the report card to show learning behaviors such as participation and homework completion called Work Habits.
- Teachers now have 3 ways to talk about student progress with families:
 - NWEA MAP Test scores
 - Work Habits
 - Data/Scores on classroom assessments that are based on skills from the Common Core Standards