

Understanding Standards-based Grading (SBG)



SBG improves student achievement by focusing instruction on the essential outcomes identified through our adopted standards. Students take ownership of their learning process as they work towards reaching proficiency in learning goals. SBG will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the proficiency scales for each learning goal and separately assess the influence of positive and consistent work habits on student learning.

Students' progress toward proficiency is tracked by performance on tasks that align to the learning goal, which encourages student ownership of the learning and allows the teacher to provide accurate feedback. Students can then revise their work as they move towards proficiency.

Grading & the Gradebook

Each class will have three FACTS/Renweb categories:

1. Success Skills – scored for student feedback and progress; may be required for re-assessment, however, will not affect the student's overall grade.
 2. Evidence of Proficiency – scored using the 4-point scales; will not immediately affect a student's grade but the scores serve as mounting evidence for the Proficiency Scale Scores category.
 3. Proficiency Scale Scores – a percentage score determined by the mounting evidence for each proficiency scale, based upon the conversion chart; scale scores are averaged to determine a term grade.
- 1. Success Skills:** A record of habits and practice that support your learning, tied to experiencing success in becoming proficient in the concepts/skills of the learning goals.
- Teachers may use a scale score or may record points for each assignment.
 - Neither the scale scores nor the points entered here will count towards the overall grade.
 - Success Skills could contain nonacademic factors such as attendance, participation, and preparedness for class.
 - Success Skills could also contain practice work done outside of class.
 - The nonacademic factors and the practice work will give teachers valuable feedback that will help him/her guide student learning.
 - While this category does not directly impact the overall grade it does track the influence of positive and consistent work habits on learning.
 - Completion of Success Skills assignments may be required for re-assessment.

2. Evidence of Proficiency: Assess concepts/skills that are taught in this course with the goal of reaching proficiency and beyond.

- These assessments will be targeted to a specific proficiency scale, which students will reference often to measure progress.
- Teachers enter assessment scores based on the 4-point scale in the proficiency scale.
- Assessments are scored according to the proficiency level of the assessment. For example, on an assessment that only covers level 2 material, the maximum score a student can achieve is a 2.
- While assessments entered in this section do not directly record scores that affect the overall grade, teachers use the scores in this category as “mounting evidence” toward the proficiency scale score for each learning goal.
- Mounting evidence is submitted work, completed assessments, in class observations or other metrics.
- Mounting evidence means that the teacher will examine the pattern of scores from the assessments connected to a particular learning goal and will use those scores to assign a summative score for that learning goal.
- Without sufficient mounting evidence teachers cannot calculate a proficiency scale score.
- Evidence of Proficiency will contain formal and/or informal assessments such as discussions, quizzes, projects, essays and final assessments.
- Each assessment entry will have the learning goal, the assignment title and the level of proficiency attached to it. An example: **GCER1 - Claim #1 (Level 3)**
- In general students should expect at least one weekly posting in the Evidence of Proficiency section of the gradebook or an email highlighting the past week’s activities.

3. Proficiency Scale Scores: Mounting evidence from the Evidence of Proficiency category determines achieved level on each proficiency scale.

- This category does not record any separate assessments.
- Teachers enter points on the 100-point scale for each proficiency scale students have attempted.
- A score is assigned from the assessments that students have attempted in class (Evidence of Proficiency category)
- Teachers use the mounting evidence of students’ work on a particular learning goal to determine students' overall scale score.
- The final scores from the proficiency scales used throughout the semester will be averaged by Renweb/FACTS and will give students a traditional grade.
- A scale score may be labeled as “in progress” before a scale is completed. This is to help students see real grade results and is assessed based on current mounting evidence. “In progress” grades may fluctuate up or down as students progress through the scale. When a scale is completed the “in progress” designation will be changed to “closed [date]”.

Conversion Scale		
Scale score	%	Letter grade
4	100%	A
3.5	95%	
3	90%	A-
2.5	80%	B-
2	70%	C-
1.5	65%	D
1	60%	

Re-assessment

Re-assessment is an opportunity for students to review the work previously submitted & demonstrate a change in knowledge or skill from the first attempt.

Teachers may provide detailed explanations for changes necessary OR may require students to review learning goals or assignment resources and locate areas of improvement independently.

- Students have one week from the time the class receives results of an assessment to reassess.
- The original assessment must achieve a score of at least level 1.5 and/or be 75% completed.
- Students must complete all practice work to reassess. (Success Skills category)
- Reassessment of a final unit will take place during the last week of the semester and will not extend past the last day of school.
- Late work submitted (outside of extenuating circumstances or with prior arrangements) may not be eligible for a reassessment opportunity.

Example of a proficiency scale

Each of the levels in a proficiency scale builds on the others and explains what learning students must demonstrate through mounting evidence as seen in their course work to demonstrate level proficiency.

Scale explanations below are for reference only. Please see individual course scales for specific explanation of expectation.

Score	Description	
L4 100% - A	In addition to a level 3 score, the student demonstrates in-depth inferences & applications such as: <ul style="list-style-type: none"> <i>These are not just harder tasks, but learning that requires deeper or more rigorous thinking.</i> <i>Examples of this type of learning may include: applications for real-world use, teaching another person, using information to solve problems in a different context, explaining connections between ideas, demonstrating a unique insight, and/or creative application of skills.</i> 	
	L3.5 95% - A	<i>In addition to a level 3 score, the student demonstrates in-depth inferences & applications with partial success.</i>
L3 90% - A-	While engaged in grade appropriate tasks, the student demonstrates an ability to: <ul style="list-style-type: none"> <i>This level is the focus for the entire rubric.</i> <i>This is the expected level of performance for all students.</i> <i>This level includes essential outcomes, state standards & related skills & processes.</i> 	
	L2.5 80% - B-	<i>The student demonstrates no major errors or omissions regarding level 2 elements & a partial knowledge of level 3 elements.</i>
L2 70% - C-	The student demonstrates no major errors or omissions regarding the simpler details & processes such as: <ul style="list-style-type: none"> <i>This level is the basic learning necessary & serves as the foundation for the higher levels of learning.</i> <i>Examples of this type of learning may include recall questions, fact-based skills, & basic applications.</i> <i>This level does not represent partial understanding of the level 3 elements.</i> However, there are major errors or omissions with level 3 elements.	
	L1.5 65% - D	The student demonstrates understanding of all level 2 elements with help & independent understanding of some level 2 elements.
L1 60% - D-	With help, the student demonstrates understanding of all level 2 elements or some level 2 & 3 elements.	
	L.5	The student demonstrates understanding of all level 2 elements.
0	Even with help, the student demonstrates no understanding or skill.	