

# Wausaukee Elementary—Standards-based Grading

## Information for Parents *rev. 08\_27\_18 Gr5Team Pintarelli*



For the 2018-19 school year the Wausaukee Elementary will be using Standards-based grading in Mathematics, English/Language Arts (Reading and Writing) and Behavior/Study Skills.

### What is Standards-based Grading?

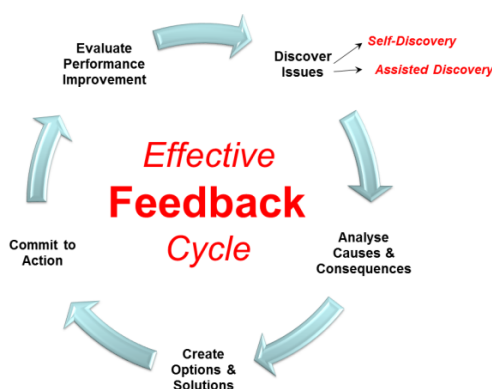
Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to learning targets, as opposed to simply averaging grades/scores over the course of a grading period. Averaging can mask what a student has learned, or not learned, in a specific course. We will not be grading every standard cluster every quarter, and some clusters will be addressed in 2 or more quarters. Our goal is that all students reach proficiency—a score of 3—with grade level standards.

### What scale is being used?

4:	Independently applies, extends and elaborates on concepts
3:	Consistently meets grade level expectations independently
2:	With support is meeting some grade level expectations
1:	With support is meeting few grade level expectations

### How does it work?

- Grades are based on multiple and varied tasks/assessments, over time within a grading period.
- Tasks/assessments vary in format and frequency and may include but are not limited to tests, projects, reports, presentations, discussions and teacher observations that are used to evaluate progress toward a standard.
- Student assignments and learning activities such as homework, etc. are **not graded** and should be viewed as practice and learning tools.
- With standards-based grading there is no “extra credit” as our goal is that students achieve the learning target set by the standards.
- **If students do not achieve a 3 at the first point of assessment, there is opportunity for continued learning and assessing for mastery.**
- Once a student is proficient at a standard the student is no longer assessed on the standard, unless the degree of mastery changes—for example using correct grammar in a 3 sentence paragraph may look different than using correct grammar in a larger piece of writing.
- Rubrics and checklists are often used to align the standard score to the work being evaluated.



Students are given timely feedback (verbal or written), and reteach/relearn/reassessment opportunities are provided to promote proficiency of the standards. Feedback is information that tells students how they are progressing toward a learning target and how they can improve. It can be given in the form of a question to get students to think about what needs to be done to improve, or many times through teachers conferencing with students individually or in small groups.