Standards-Based Grading F.A.Q.

What is standards-Based Grading?

Standards-based grading focuses on a student's performance in relationship to defined course outcomes. In Clark-Pleasant, those are known as Essential Learnings and every course has identified outcomes based on Indiana State Standards. This grading system looks at how well a student has demonstrated proficiency over time in the course and reports out his/her progress toward the defined outcome.

What is the scoring system in a standards-based system?

Students earn a score between 1 and 4 to assess their level of knowledge on each proficiency scale.

1 = Beginning – with help, the student can perform basic components of the skill.

2 = Progressing – student can demonstrate knowledge of basic or simpler concepts connected to the skill.

3 = Proficient – student demonstrates knowledge of the skill at the level required by the standard.

4 = Mastery – student can apply the knowledge to new situations or additional skills.

Why use standards-based grading?

The goal of Clark-Pleasant is to improve student learning by giving students and parents timely feedback that is . . .

Accurate: gives students a clear picture of what they have learned and identifies the next step in their learning.

Consistent: every student in a course has the same expectation and learning outcome to demonstrate proficiency.

Meaningful: the feedback on each skill is specific to that learning outcome. The final letter grade is in direct correlation to expectations of the proficiency scales assessed each nine weeks.
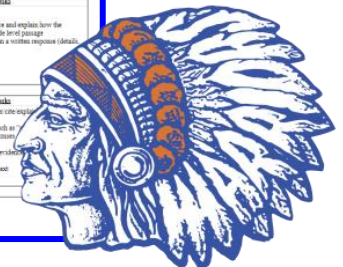
Supportive of Learning: focus is given to the specific material covered in a course rather than on accumulating points to reach a certain total.

What is a proficiency scale?

Each identified Essential Learning (EL) in a course has a proficiency scale that breaks the skill into levels of knowledge. This scale helps students know what is required at each level and assists teachers in giving more specific and timely feedback to students about the next step in their learning. Parents can find all proficiency scales at:

http://www.cpcsc.k12.in.us/o/district/browse/6214

How can students raise their score on a specific or series of Essential Learnings?

The goal of standards-based grading is to give students the opportunity to demonstrate their highest level of understanding for each skill. Sometimes this takes more than one try and additional learning or work to accomplish. Students will have multiple opportunities to demonstrate their level of knowledge during class and FIT. This will require the student and teacher to work together to identify appropriate practice opportunities in order to expand his/her level of understanding. After completing this practice, students can reassess and will then be assigned the highest score demonstrated for the particular skill being assessed.

How do students track their own data?

An essential component of helping students take ownership of their learning and look for opportunities to move towards mastery of a skill is having them track their own data. All CPMS students will have a Google Sheets document in Google Classroom where they will track their progress on every Essential Learning in all their courses. Teachers will work with student to enter this data in a timely manner. Parents will also have access to this information including the proficiency scale associated with each skill.

Do students need to complete homework in a standards-based system?

Many students feel that in a standards-referenced class they don't have to worry about anything except the final test. This is incorrect. It is important for students to understand that their teacher is evaluating their performance on learning tasks, including homework, on a daily basis. Teachers analyze student work to determine growth and improvement towards proficiency of a specific skill or content. When assigning a final score, each teacher has the responsibility to take into account all the work a student completes during a quarter or semester. If a student chooses not to do an assignment, not only is he/she they missing an opportunity to practice a skill or apply a concept, he/she also miss an opportunity to display mastery of an outcome to their teacher.

How do scale scores convert into a letter grade?

At the end of each nine weeks, the Essential Learning skills that have been assessed will be averaged into an overall scale score. This final average will be translated into a letter grade based on the following conversion chart:

Individual Assignment Score	Average of All Scale Scores for a course	Grade
4		A
3.5	3.25–4.00	A
3	3.00–3.24	A–
	2.84–2.99	B+
	2.67–2.83	B
2.5	2.50–2.66	B–
	2.34–2.49	C+
	2.17–2.33	C
2	2.00–2.16	C–
	1.84–1.99	D+
1.5	1.67–1.83	D
	1.50–1.66	D–
1	Below 1.50	F