

NORTH HUSKY

P. R. I. D. E.

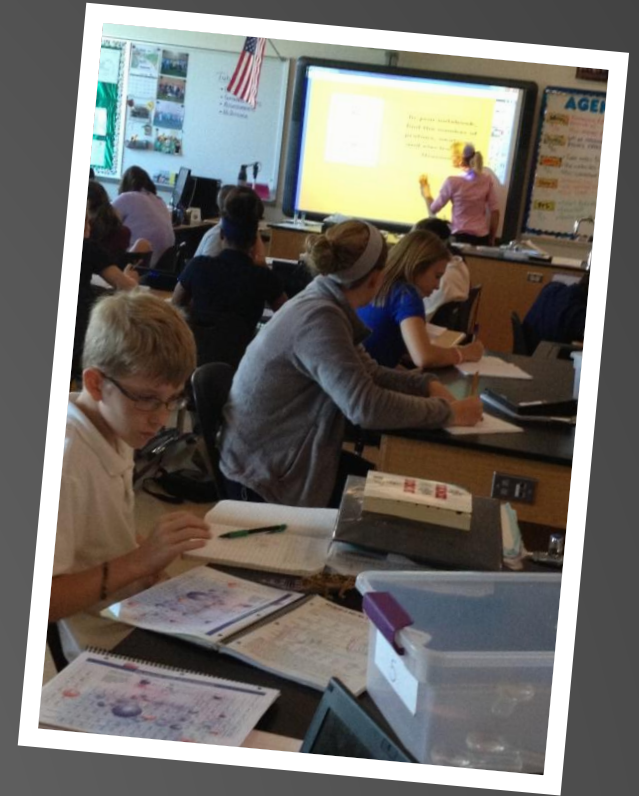


STANDARDS BASED GRADING

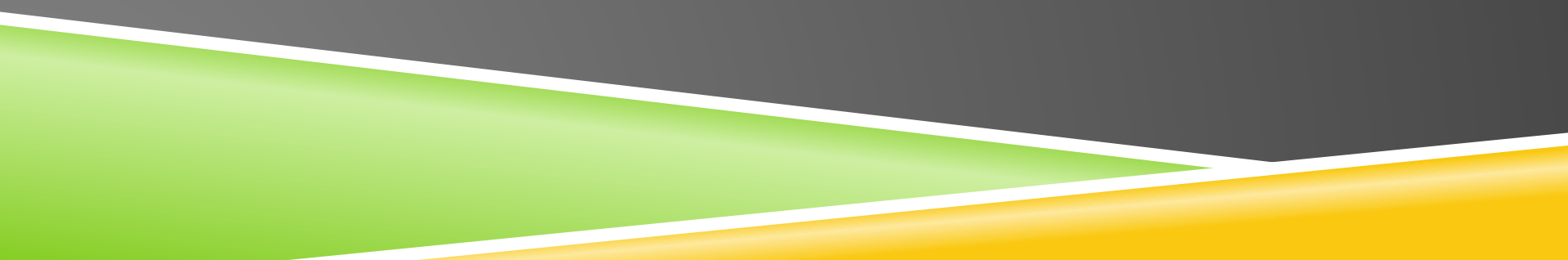
North Jr. High School

Why Standards-Based Grading?

- Grades should communicate learning
- Ensures uniform grading practices – no fluff grades
- Reduces meaningless assignments
- Helps teachers adjust instruction to meet the needs of every student
- Teaches students what quality work looks like
- True measurement of student growth and proficiency



What is 'Proficient'?

- **3+ = Above Grade Level Proficiency**
Student has mastered the standard with no mistakes
 - **3= Grade Level Proficient**
Student mastered the standard with occasional mistakes
 - **2= Approaching Grade Level Proficiency**
Student is starting to understand the standard, but still requires assistance
 - **1= Below Grade Level Proficiency**
Student is still learning standard and does not have a full understanding
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Traditional Assessment Analysis

Your student currently has a score of 81% B in her social studies class on the unit “Road to Revolution.” Please take some time to look over the Traditional Assessment on your table.

- What does this grade communicate to you?

Standards-Based Assessment Analysis

In Social Studies, the latest assessment shows your student has a score of 3+ on standard 8.1.3 , a score of 3+ on standard 8.1.4, a score of 2 on standard 8.1.5, and a score of 1 on standard 8.3.2. Please take time to look over the SBG assessment on your table.

- What does this communicate to you?

Differences in 'B' Students on a Traditional Grading Scale

Student One:

- Lower Assessment Scores
- Completed homework
- Participated in class
- Didn't understand concepts.

Student Two:

- High Assessment Scores
- Did not complete homework
- Didn't participate in class
- Understood concepts

A 'B' can mean very different things. The Traditional Grading System does not efficiently communicate these students' needs to the parents or to the teacher.

Examples of '3' Students on a Standards-Based Grading Scale

Student One:

- Demonstrated proficiency on the standard assessment.



Student Two:

- Did not demonstrate proficiency at first.
- Learned the content in a new way and retested.
- Demonstrated proficiency within the two-week window.

A '3' will always mean the same thing. A student has mastered the material. If a student receives a '1' or a '2', teachers and parents can immediately respond to the child's needs. Behavior is communicated through report card comments and parent contact.

Homework/Formative Assessments?

Molly:

- Made no mistakes on homework but relied on text, peers, parents for help.
- Never worked independently.
- Did not learn material.
- Received a '2' on the test.

Aaliyah:

- Made mistakes on homework.
- During class, student corrects homework.
- Teacher provides additional support and practice.
- Received a '3' on the test.

Homework is meant to be practice for the students so that the teacher can monitor learning. It is not a true assessment of learning. Coded in gradebook as Y or N.

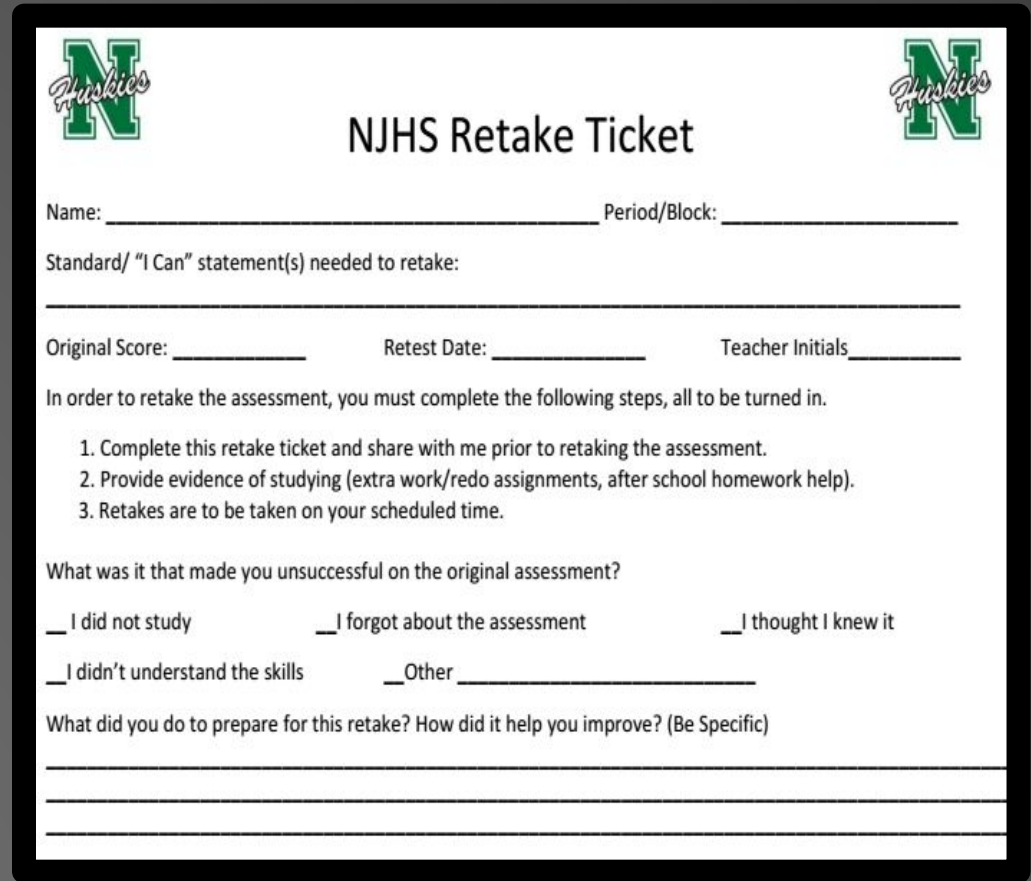
What if my student is not proficient?

Since our goal is growth, all students will be given the opportunity to retake an assessment or redo a project.

All students must have completed ALL homework/classwork and demonstrate new learning before a student is allowed to retest. This must be documented on a retake form

Retake Ticket

- Students will be allowed the opportunity to retake summative assessments to prove mastery
- Retake windows are two weeks from the date of return.
- Form should be turned in at least one day prior to test date
- Retake form encourages student responsibility
- Ultimately the student takes their learning into their own hands



The form is titled "NJHS Retake Ticket" and features the "Huskies N" logo in the top corners. It includes fields for Name, Period/Block, Standard/"I Can" statement(s) needed to retake, Original Score, Retest Date, and Teacher Initials. Below these fields, there are instructions for retaking the assessment and a list of three steps: 1. Complete this retake ticket and share with me prior to retaking the assessment. 2. Provide evidence of studying (extra work/redo assignments, after school homework help). 3. Retakes are to be taken on your scheduled time. The form also asks for reasons for being unsuccessful on the original assessment, with options: I did not study, I forgot about the assessment, I thought I knew it, I didn't understand the skills, and Other. Finally, it asks for specific preparation for the retake and how it helped improve, with three lines for writing.

NJHS Retake Ticket

Name: _____ Period/Block: _____

Standard/ "I Can" statement(s) needed to retake:

Original Score: _____ Retest Date: _____ Teacher Initials _____

In order to retake the assessment, you must complete the following steps, all to be turned in.

1. Complete this retake ticket and share with me prior to retaking the assessment.
2. Provide evidence of studying (extra work/redo assignments, after school homework help).
3. Retakes are to be taken on your scheduled time.

What was it that made you unsuccessful on the original assessment?

I did not study I forgot about the assessment I thought I knew it

I didn't understand the skills Other _____

What did you do to prepare for this retake? How did it help you improve? (Be Specific)

Retesting



Students get credit for the highest score obtained, not an average of their assessment scores.

The Burning Question

- How many threes do I need to get an A for the first grading period?
- The Grading Scale will be based on the *percent of the total number of standards each quarter that students achieve proficiency (Level 3 or 3+)*:
 - 90-100% = A
 - 80-89% = B
 - 70-79% = C
 - 60-69% = D
 - Below 60% = F
-
- *Example: If 20 standards are assessed in Quarter One, students who achieve Proficient (Level 3 or 3+) on at least 18/20 standards receive an A. Students who achieve Proficient (Level 3 or 3+) on 16 or 17/20 standards receive a B.



How to Track Your Student's Progress

Schedule



Messages

Semester 1 Courses

Period	Course	Teacher	GP 1	GP 2	Exam	Sem
01	PE BOYS Teacher Email: Charles.Farmer@evsc.k12.in.us	FARMER C	A			A
02	GATEWAY TO TECH 1 Teacher Email: timothy.nellis@evsc.k12.in.us	NELLIS	A			A
03-04	MATH 8 Teacher Email: Andrea.Esparza@evsc.k12.in.us	ESPARZA	F			NC
05	SOCIAL STUDIES 8H Teacher Email: jennifer.schmidt@evsc.k12.in.us	SCHMIDT	A			A
07	SCIENCE 8 Teacher Email: Katrina.Parrish@evsc.k12.in.us	PARRISH	C			C
08-09	ELA 8 Teacher Email: Arlene.Allen@evsc.k12.in.us	ALLEN	C			C

Email All Teachers: Charles.Farmer@evsc.k12.in.us; timothy.nellis@evsc.k12.in.us; Andrea.Esparza@evsc.k12.in.us; jennifer.schmidt@evsc.k12.in.us; Katrina.Parrish@evsc.k12.in.us; Arlene.Allen@evsc.k12.in.us;

Parent/Student Version of RDS Screenshot

Semester 1 Grade Period 1 (08/10/16 - 10/05/16) return to schedule

Teacher: Parriah, Katrina
 Points / Possible: n / a
 Total Percent: 77.78
 Letter Grade: C
 Teacher Message:

Grade Calculation (Grade Period Total)

Category	Weight
Assessments	100.00%

Grade Summary by Category

Category	Points / Possible	Percent
Assessments	7.00 / 9.00	77.78
Homework	0.00 / 7.00	0.00

Current and Completed Assignments

Date Due	Category	Description	Points/Possible	Percent	Grade
09/27/2016	Assessments	8.PS.3a - atoms	1.00/ 1.00	100	3+
09/27/2016	Assessments	8.PS.3b - Number of	0.00/ 1.00		2
09/27/2016	Assessments	8.PS.1a - drawings	1.00/ 1.00		
09/27/2016	Assessments	8.PS.2a - Bohr model	1.00/ 1.00		
09/27/2016	Assessments	8.PS.2b - Lewis dot	1.00/ 1.00		
09/23/2016	Homework	Lewis dot structures			
09/21/2016	Homework	Bohr models			
09/19/2016	Homework	Drawing atoms	0.00/ 1.00		
09/15/2016	Homework	More Atomic Structur	0.00/ 1.00		
09/14/2016	Homework	Atomic Structure	0.00/ 1.00		
09/08/2016	Assessments	8PS1c - Elements com	1.00/ 1.00		
09/08/2016	Assessments	8PS2c - atoms and el	1.00/ 1.00	100	3+
08/25/2016	Homework	Measurement webquest	0.00/ 1.00		Y
08/25/2016	Homework	Measurement review	0.00/ 1.00		Y
08/25/2016	Assessments	SEP2a - Lab Equipmen	1.00/ 1.00	100	3+
08/25/2016	Assessments	SEP2b - Measurement	0.00/ 1.00		2
08/19/2016	Homework	Returned form	0.00/ 1.00		N



Missing Assignments

Date Assigned	Date Due	Category	Description	Possible Points
No missing assignments				

Description of Standard

Select Language ▼	
Period 07 SCIENCE 8 8PS1c - Elements.com	
Assigned	08/29/2016
Due	09/08/2016
Category	Assessments
Points Possible	1.00
Extra Credit	0
Student Score	1.00 100.00% 3+
Description	understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe.
Notes	
Close Window	