



AUDREY GARRETT ELEMENTARY SCHOOL 2019-2020 STANDARDS-BASED GRADING



ABSS STANDARDS-BASED BELIEF STATEMENT

We believe in the uniqueness of all learners. Therefore, standards-based grading in ABSS focuses on the individual learner with the goal of mastering content standards over a period of time. This practice supports evidence-based differentiated instruction, aligned to the standards, while promoting student ownership of mastery learning.

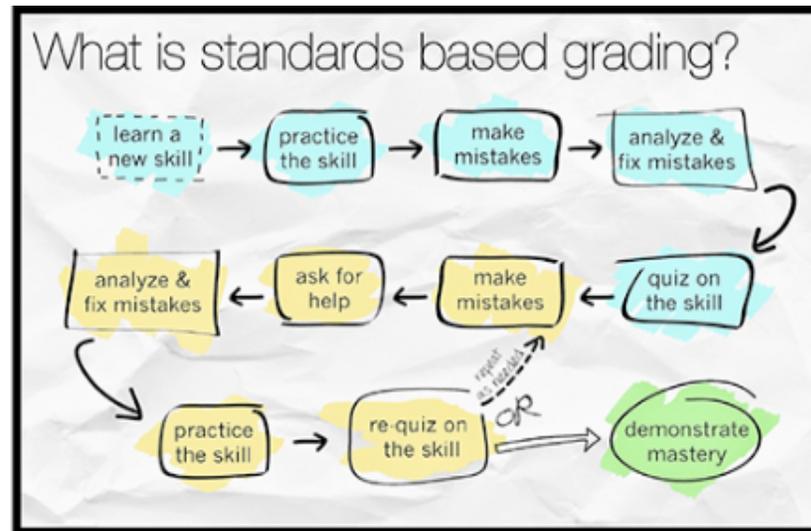
WHAT IS STANDARDS-BASED GRADING?

Standards-Based Grading is a system of reporting your child's progress based on the North Carolina curriculum standards. The reporting shifts away from the traditional letter grades to a rating scale specific to the standards.

Standard Based Grading brings consistency with teachers on how to gauge student learning and respond with differentiated instruction that is specifically designed for your child to have success. With traditional grading practice, "grades" are earned by all students completing the same work with limited opportunity to demonstrate mastery. projects, reports, tests, etc. The difference with Standard Based Grading is teachers will evaluate students on the understanding of the standards and not areas such as responsibility, due dates or other nonstandard areas credit is given for in a traditional grading system.

WHAT IS THE PURPOSE?

Standards-Based grading is a process for providing communication to parents and students about 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, understand, and is able to do in relation to pre-established learning targets. It allows for transparency of student progress that helps parents to be better informed on how you can help in areas of struggle and reinforce areas of strength.



HOW WILL STANDARDS-BASED GRADING LOOK LIKE AT GARRETT?

Over the past couple of years, Garrett Elementary has been preparing for our 2019-2020 transition from traditional grading (percentages equated to A-F letter grades and S, N, and U) to Standards-Based grading. Unlike traditional grading systems, the Standards-Based grading practice will measure student progress based on his/her most recent, consistent level of progress toward mastering a priority standard. Thus a student, who may have struggled when first encountering new standard material, may still be able to demonstrate mastery of key content/concepts over time. Students will be offered additional practice and mastery checkpoints throughout the school year. This practice is ongoing rather than a student receiving a grade/score over the course of a 9-week grading period.

TEACHER CLARITY

As a school, we have been preparing to transition to Standards-Based grading by focusing on Teacher Clarity.

The practice of Teacher Clarity includes three components:

1. Alignment of the North Carolina Common Core Standards. Students and teachers will “unpack” standards with students in order to determine: *What do students need to know?*
2. Alignment of Tasks and/or assignments to the cognitive demand of the standard. Teachers provide students with engaging and challenging tasks designed for students to demonstrate their understanding of the standard. *What do students understand?*
3. Alignment of Assessments to formatively determine student's level of mastery of the standard. These formative assessments will provide an accurate picture of student progress. *What are students able to do?*

At Garrett, this year, we are perfecting the practice of Teacher Clarity with a focus on aligning rigorous tasks and assessments that correlate to the cognitive demand of the standard.

- Students are taught new standards as an entire class using best instructional practices.
- Students are given opportunities to show mastery of this standards through multiple tasks, and assessments.
- Students track their own progress using student data trackers and have conferences with the teacher and talk about what their next steps are.
- If students have not mastered the standard, they are given small group instruction and targeted intervention.
- Students are able to be re-assessed in order to demonstrate mastery.



HOW WILL LEARNING BE ASSESSED?

Teachers will continue with many of the same approaches for student assessment; including opportunities for a practice, homework, tests,

quizzes, and projects, etc. The difference you will see is that the tasks and assignments chosen will be aligned with state standards. Tasks and assignments will be specific to the needs of each individual child with planning based on his/her needs.

Formal evaluations will be included as evidence of student mastery of standards including: direct observation, post-tests, projects, and cumulative assessments.

Informal evaluations will guide the instruction but not necessarily combine with other areas to inform the report card, including: pretests, practice activities, as well as areas of work habits and responsibilities.

FEEDBACK ON LEARNING

Your child will receive feedback on their learning

1. Student/teacher conferences
2. Student data tracking
3. Goal setting conferences

When learning is assessed through Standards-Based grading practice, the assessment of progress is as follows:

A score of (3)	indicates a student has mastered the standard by consistently demonstrating understanding and or/ability to apply their learning independently.
A score of (2)	indicates a student demonstrates partial understanding of the grade level standard with or without support.
A score of (1)	indicates that a student consistently demonstrates minimal/limited or no understanding or mastery of grade level standard with support. .

Academic Progress will be reported in PowerSchool. Student Work and Teacher Communication will be reported through Friday Folders, Seesaw and/or Dojo. We encourage all parents to stay in contact with their child's teacher regularly.

WILL THERE BE NUMERICAL GRADES?

In the normal course of collecting evidence related to student progress, teachers will use a variety of methods to provide feedback to students. This will include the 1-3 Standards-Based grading scale, anecdotal notes, number correct, and rubric scores on projects.

DO THE LEVELS EQUATE TO A LETTER GRADE?

There is no mathematical/numerical formula to equate Levels to any letter grade. All students are evaluated on the same scale with levels.

HOW DOES THIS AFFECT REPORT CARDS?

- Printed Report Cards and progress reports will not be provided.
- Parents will have access to the digital Power School portal 24/7.
- Teachers will be posting Mastery Checkpoints in PowerSchool, not practice tasks.
- Notification will go home at progress report and report card time to remind parents to check Power School.

HOW WILL PARENTS KNOW IF THEIR CHILD IS PERFORMING ON GRADE LEVEL?

Level 3 reports that a student is consistently performing on grade level with mastering the standards being taught during that reporting period. Note: Several standards may span multiple report periods. A student might begin the year performing at a Level 1 or Level 2 on some sub categories of reading, writing, and mathematics; it is our goal that all students will be performing at Level 3 (on level) by the end of the academic year.

HOW WILL I KNOW IF MY CHILD NEEDS HELP?

Receiving a 1 or 2 on an assessment, progress report, or report card can be a sign that a student is in need of extra support in the areas where they are receiving low marks. This is one of many benefits of a standards-based report card; areas in need of support are clearly evident.

IF A STUDENT RECEIVES LEVEL 1 ALL YEAR, DOES THAT MEAN THE STUDENT WILL BE RETAINED?

MTSS plans are in place to support learners who are not demonstrating growth and/or mastery of a standard by providing tiered interventions based on

student response to the interventions being provided. If a student receives 1's or 2's, it means his/her work is not yet meeting grade level standards. A number of academic interventions will be offered to those students who are struggling to meet the established standards. Grade level retention is not a practice that is generally supported by research; however this decision will be made at the conclusion of the school year with multiple pieces of data to inform the plans for the next level of academic need.

WHAT ABOUT AIG, EC OR ESL STUDENT PROGRESS?

Parents will receive specific reports from these teachers on the work taking place in his/her classroom based on his/her differentiated plan. These reports on performance will be in addition to the regular card and progress report. This way you are able to see the work in those settings. If your child is currently served by the Exceptional Children's program, you may see some discrepancies in standard based grading and traditional grading. This discrepancy is caused by the nature of traditional grading and modified assignments. Although these students receive modified assignments, standards-based grading, asks teachers to assess student mastery of the grade level standard.

IS THIS A STATE, LOCAL MANDATE OR SCHOOL DECISION?

North Carolina had intended for all districts to be able to utilize the Standards-Based Report Card when the state transitioned to PowerSchool a few years ago. A Standards-Based Report Card is available through PowerSchool now and many districts in North Carolina have made the change to this format. Currently, the following schools in the ABSS schools are using the Standards-Based report card: South Mebane, B. Everett Jordan, Elon, N. Graham, Eastlawn, Sylvan, EM Yoder and Andrews. In 2019-20, Garrett along with Highland Elementary will transition to Standard Based Grading. Plans exist for other ABSS schools to participate in the years to follow.

RESEARCHERS ASSOCIATED WITH STANDARDS-BASED GRADING

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For Additional Resources and information please visit: <https://www.abss.k12.nc.us/age>