

# Standards Based Grading Parent Input Session

September 16, 2016 – Elon Elementary Cafeteria

## FAQ's

Items are organized by grade level feedback that was collected during the parent engagement activity

### Kindergarten

Q1: Under the “Skills and Behavior” ... how is “appropriately” defined? Is it relative to each child?

***A: Our PBiS REACH Goals will support this area as well as the individual classroom environment. We also acknowledge individual developmental needs of students and this is a variable that informs “appropriateness”.***

### 1<sup>st</sup> Grade

Q1: How will class participation be measured?

***A: Much like it has always been. Teachers will use observation and link to PBiS REACH Expectations to report on student progress in categories of work habits and responsibilities.***

Q2: Is there a standard for organization? If not how will it be measured?

***A: Much like it has always been. Students are guided through these expectations in a developmentally appropriate way. The standard for expectations are established by the teacher in the classroom based on the needs of that specific environment.***

Q3: Is there a way to show above grade level work and achievement?

***A: Currently the report card measures mastery of the grade level standard. Additional assessments such as Benchmarks, mClass and other formal assessments will provide additional information to indicate performance at higher levels.***

Q4: Where does word study/spelling fit in Language Arts?

***A: It is a Language Standard 1.4 and addressed through our Foundations program daily.***

Q5: Can the standards for the next grading period be sent at the end of the report period?

***A: Yes, this is part of the process to provide this as a supporting document for the reports.***

## 2<sup>nd</sup> Grade

Q1: How will this determine if she will pass or fail at the end of the year?

**A: Pass/Fail is determined as it always has been using multiple data points.**

Q2: How will the progress report help me determine what she needs help with if it only gives me a point system in the marks of 2 approaching standards and 1 below standards.

**A: Because those points are for a very specific learning standard, so you can identify exactly where your child needs to focus. The key item is the supporting document indicating the standards students will be working on for mastery during that period of time. Also, at parent teacher conferences parents will be provided specific examples/details of what needs to be done for your child to achieve mastery of the standard.**

Q3: Really Impressed – I like seeing what we can improve versus doing well.

**A: Thank you!**

## 3<sup>rd</sup> Grade

Q1: On a test, for example, how will percentage correct be translated to the 1-2-3 scale?

**A: Percentages will not be used/translated as the rating is not an average of a mixed collection of questions. Students will have multiple ways/opportunities to show mastery. Some instances it is responding to a standards based assessment – a test specific to the standards as opposed to a set of mixed standards/questions. A rating of Level 1, 2, or 3 will be assigned based on set criteria when checking for understanding/mastery.**

Q2: The detail at the standards level seems to be reported differently on the progress report vs the report card. Can we get the same detail on the progress report?

**A: Each Quarter parents will be provided with a supporting document listing the standards students are expected to show mastery of during that quarter. The supporting document will be used to give the detail on areas to work on (attached to progress reports).**

Q3: Integers only or is it possible to get a 2.5?

**A: Only a 1, 2 or 3**

Q4: Are the reading standards the same as mClass? If so, will the pass/fail still be based on mClass? (EOG/dibels)

***A: mClass is only one way to demonstrate proficiency. Pass/Fail is determined as it always has been using multiple data points. In 3<sup>rd</sup> grade the indicator with mClass is a Level P as one of the several pathways for proficiency based on state standards.***

Q5: What is the motivation for students to want to do better? Why wouldn't a student just be content with making a "3" and not put forth more effort?

***A: The student Data Notebook would be a source of motivation as students track progress over time and are able to see their growth. Some motivation for students to do better are included in our REACH expectations and wanting to earn tickets/dojo points and be able to go to the PBIS Assembly at the end of the quarter.***

Q6: What about the high achievers?

***A: The Data Notebook will help gauge progress. High achievers will be able to demonstrate this on formal assessments such as Benchmarks, mClass and common assessments developed by teachers as well as EOG.***

Q7: "Adheres to established routines" How is this measured? (Being on time/staying on task??)

***A: As it always has been with the routines explained and expectations posted and tracked by teachers as appropriate. Our REACH expectations for school wide behavior supports this aspect of the reports.***

Q8: "Is Organized" is there a defined standard? If not how is this measured?

***A: As it always has been with the routines explained and expectations posted and tracked by teachers as appropriate. Our REACH expectations for school wide behavior supports this aspect of the reports.***

Q9: "Accepts Responsibility" Does this allow for the student to challenge or think creatively – how is this measured?

***A: As it always has been with the routines explained and expectations posted and tracked by teachers as appropriate. Our REACH expectations for school wide behavior supports this aspect of the reports.***

# 4<sup>th</sup> Grade

Q1: If students are showing mastery of a subject, then homework should not be given. Do I understand that correctly?

**A: Homework will continue to be assigned to keep students stimulated and keep concepts fresh for continued mastery.**

Q2: Where does word study/spelling fit into Language Arts?

**A: Language Standard RF 4.3**

Q3: Is there a way to show above grade level work and achievement?

**A: Currently we are looking for student mastery of the state standard on the format of the current reports. We will utilize summative assessments such as mClass, benchmarks, common formative assessments and EOG data.**

Q4: Will the quarterly standards come home as a look ahead with each report card?

**A: Yes, the intention is to send these home each quarter and with the progress reports.**

Q5: How will the change be explained to students who are used to the traditional letter grades?

**A: Teachers will build this into the classroom routines and guide students as they go so they can see what is meant. Students are already familiar with this through our work last year with Data Notebooks which focused on the grade level standards. This will be the path used to chart standards based progress with students.**

Q6: National Honor Society?

**A: The Committee will be meeting to refer to our chartering membership and guidelines for setting criteria for extending the opportunity to students to participate.**

Q7: Awards?Honor Roll?

**A: There is no longer going to be an Honor Roll. Students will be recognized by teachers for academic progress in the areas of Reading, Math, Science, and Social Studies. We will still have Terrific Kid, Little Phoenix, Attendance and Behavior with REACH.**

Q8: Is the overall proficiency an average of each category?

**A: No. Once a student shows evidence of mastery at a consistent level they would earn the rating of Level 3. For example, a student could struggle for the first three weeks with a standard, then it clicks and they begin showing mastery at a consistent level for the rest of**

*the report. I would expect to see a "3" on the report card because of showing mastery; the period of struggle was formative and should not negatively influence a grade if the student was able to evidence they are able to do the work at the time of reporting progress. In a traditional grading system those few weeks of struggle would pull a grade down.*

Q9: SBG and Middle and High School??

***A: This is unknown at this time, however there are isolated incidents of teachers exploiting standards based grading at the secondary level.***

Q10: When will it start for their next school (WMS)

***A: This is unknown at this time, however there are isolated incidents of teachers exploiting standards based grading at the secondary level.***

Q11: How do percentage grades on tests/homework translate to the standard?

***A: There are no percentages on tests – just looking for the level of mastery.***

Q12: How do we keep kids motivated when they can't see their grade i.e. 90=work harder; 98=great job. New system is just a flat "3".

***A: Students will see how they are performing on a standard based on direct teacher feedback, Data Notebooks and progress reports – it just won't look like the traditional grades we are used to. The motivator will be to show that they can master a specific standard, not pass a test of mixed items where gaps in learning could be hidden.***

Q13: What other schools have decided to make this change?

***A: In ABSS South Mebane has been implementing this system already. This year, along with Elon Elementary other schools include: Sylvan, N. Graham, and B. Everett Jordan.***

Q14: If my child gets a 90 I know they can work harder. If they get a 3, how do they strive to get better?

***A: The goal is to master the standards under study. They can work harder by demonstrating mastery with all standards as measured on formal assessments.***

Q15: An average grade on paper makes sense. Isn't this using the teachers "best judgement/opinion?"

***A: Actually, this process eliminates much of the "opinion" in grades, such as extra points for non-academic activity that does not relate to a standard. The Level is based on evidences that a student is able to consistently master a standard – show they understand and can do the work. Teachers will be able to show this in a variety of work samples or series of collected scores on standards related work with assignments, projects etc.***

Q16: Is this trickling along? Elementary – Middle & High? Some programs like drivers ed only recognize 8 average – same with companies like insurance – they won't know what to do with the new format.

**A: We are uncertain about the plans/timeline for other schools at this time.**

Q17: This feels like the kids who try hard to get an A (90-100) are being put on the same playing field as the kids who don't try.

**A: This approach places all students on the same playing field more so than before as the targets are clear for everyone. Kids who do not try will not demonstrate mastery; If they are performing below standard they will receive the lower rating. The harder a student tries, the more likely they are to get more Level 3 ratings of mastery performance.**

## 5<sup>th</sup> Grade

Q1: How does this new grading come into play with NEHS?

**A: The Committee will be meeting to refer to our chartering membership and guidelines for setting criteria for extending the opportunity to students to participate.**

Q2: Will this grading system be carried over to Middle School?

**A: This is unknown at this time, however there are isolated incidents of teachers exploring standards based grading at the secondary level.**

Q3: Will I receive assessments on a daily basis, as has been practice in the past? If my child is having problems with a subject. I don't want to wait 4.5 weeks to find out.

**A: Daily assessments are not a common practice. Assessment and feedback are sent home regularly where teachers provide specific information about student progress. The report card is changing, not the communication on learning. Problems with academics will be addressed with instruction lesson planning and communicated with parents.**

Q4: Why Change 5<sup>th</sup> Now? A/B was a big motivator for my child.

**A: The focus is more about meeting the individual standards – not averaging a set of grades. The motivator is to master the standards for the report period.**

Q5: In the progress report there will be 3 numbers showing mastery. In the report card there are four levels of progress – are these equivalent to the progress report?

***A: There was a typo on the report. Progress Reports and report cards will have the same levels.***

Q6: Will tests or classroom assignments be graded 1, 2, or 3 now?

***A: Yes, you will begin to see some feedback in this format. You may also see feedback in written comments and through a scoring rubric.***