



Standards Referenced Grading

Parent Orientation 2017-2018



Definition

Standards Referenced Grading is based on a specific set of standards that students need to meet from each grade level or course. Standards Referenced Grading provides consistency in the way students are graded throughout all sections taught within any subject or grade area and provides validity to grades assigned. SRG helps teachers clearly identify levels of mastery through the use of proficiency scales and helps all learners clearly understand the targets for their learning.

Why?

With Standards Referenced Grading, the focus is on learning and NOT on just a percentage.

Standards Referenced Grading

Then	Now
Students receive a letter grade	Students receive a scale score toward mastery of standards and will be reported as a letter grade
Homework assigned and graded	Homework assigned as practice, with feedback
Multiple ways to show what students know and can do	Multiple ways to show what students know and can do
Individual teachers develop grading practices and policies	Common school-wide grading practices
Academics and behavior mixed together into a grade	Academics and behavior reported separately
Grade books that track assignments	Grade books that track progress toward standards
100 point scale that emphasizes points	4 point scale that defines levels of learning and knowledge

CAN YOU RELY ON THE 100 POINT SCALE?

A. Items 1-10

Ten items that require recall of important but simpler content that was explicitly taught

- Total for section=

B. Items 11-14

Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

- Total for sections=

C. Items 15-16

Two items that ask for application in novel situations that go beyond what was explicitly taught.

- Total for sections=

- Total /100

CAN YOU RELY ON THE 100 POINT SCALE?

A. Items 1-10

Ten items that require recall of important but simpler content that was explicitly taught

- Total for section= 40/40
- All Correct

B. Items 11-14

Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

- Total for sections= 20 /40
- Two Correct

C. Items 15-16

Two items that ask for application in novel situations that go beyond what was explicitly taught.

- Total for sections= 0/20
- None Correct
- Total 60/100

CAN YOU RELY ON THE 100 POINT SCALE?

A. Items 1-10

Ten items that require recall of important but simpler content that was explicitly taught

- Total for section= 70/70
- All Correct

B. Items 11-14

Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

- Total for sections= 10/20
- Two Correct

C. Items 15-16

Two items that ask for application in novel situations that go beyond what was explicitly taught.

- Total for sections= 0/10
- None Correct
- Total 80/100

CAN YOU RELY ON THE 100 POINT SCALE?

A. Items 1-10

Ten items that require recall of important but simpler content that was explicitly taught

- Total for section= 20/20
 - All Correct

B. Items 11-14

Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

- Total for sections= 20/40
 - Two Correct

C. Items 15-16

Two items that ask for application in novel situations that go beyond what was explicitly taught.

- Total for sections= 0/40
 - None Correct
- Total 40/100

What do the numbers mean?

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go beyond what was taught in class
3.5	In addition to exhibiting level 3 performance, partial success at in-depth inferences and applications that go beyond what was taught in class
3	<u>Students have mastered the standard taught</u>
2.5	No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes
2	No major errors or omissions regarding the simpler details and processes of the standard taught BUT major errors or omissions regarding the more complex ideas and processes
1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes
1	With help, a partial knowledge of some of the simpler and complex details and processes of the standard taught
.5	With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes
0	No evidence

Benefits for Students

- Know and understand the learning targets prior to each learning experience.
- Have multiple opportunities and ways to show mastery of the learning targets.
- Students must participate in the re-teaching process during Impact time in order to earn the opportunity to reassess.
- Separate marks for behavior, effort and work habits. . . Distinguishing learning opportunities from non learning criteria.

Benefits for Teachers

- Have the same understanding of what each child should know and be able to do at each grade level.
- Are able to provide instruction that meets the needs of all students, both at their pace and at their instructional level.
- Teachers have the opportunity to extend the learning of students who want and need to be challenged along with supporting students who still need to meet mastery.

Benefits for Parents

- Understand exactly what their child should know and be able to do.
- Understand that their child continually has the opportunity to show mastery.
- Have a more accurate picture of what their student has learned.

Level 1.0



Level 2.0



Level 3.0



Level 4.0



Assessment

Prior to assessments, students will be given a proficiency scale.

7th Grade Science - Standard 7.1.1

Learning Goal - Students will carry out an investigation which provides evidence that a change in an object's motion is dependent on the mass of the object and the sum of the forces acting on it.

4.0	The student will carry out an investigation which provides evidence that a change in an object is dependent on the mass of the object and the sum of the forces acting on it. 1. Using simple materials students will demonstrate and explain Newton's 1st and 2nd Laws. The able to explain: <ul style="list-style-type: none">an object at rest stays at rest until acted upon by an unbalanced force.that the more mass an object has, the greater the force needs to be to accelerate itsthe acceleration of an object can affect the force that is exerted on a mass. 2. Students will create their own investigation to demonstrate their understanding of the 1st or 2
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will carry out an investigation (for example, observing the interaction of a battery p a card that is moved) which provides evidence that a change in an object's motion is depend mass of the object and the sum of the forces acting on it. 1. Using simple materials students will demonstrate and explain Newton's 1st and 2nd Laws. The able to explain: <ul style="list-style-type: none">an object at rest stays at rest until acted upon by an unbalanced force.that the more mass an object has, the greater the force needs to be to accelerate itsthe acceleration of an object can affect the force that is exerted on a mass.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 conte
2.0	The student will recognize or recall specific vocabulary (for example, balance, stability, mass, fo motion, Newton's 1st Law, Newton's 2nd Law, cause, effect). The student will carry out an inve with support , which provides evidence that a change in an object's motion is dependent on th the object and the sum of the forces acting on it. 1. Using simple materials students will demonstrate and explain Newton's 1st and 2nd Laws. The able to explain: <ul style="list-style-type: none">an object at rest stays at rest until acted upon by an unbalanced force.that the more mass an object has, the greater the force needs to be to accelerate itsthe acceleration of an object can affect the force that is exerted on a mass.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will carry out an investigation, with help , which provides evidence that a change in object's motion is dependent on the mass of the object and the sum of the forces acting on it. 1. Using simple materials students will demonstrate and explain Newton's 1st and 2nd Laws. The able to explain: <ul style="list-style-type: none">an object at rest stays at rest until acted upon by an unbalanced force.that the more mass an object has, the greater the force needs to be to accelerate itsthe acceleration of an object can affect the force that is exerted on a mass.
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Assessment Questions Example

Level 2 Question

The place where an organism lives and that provides the things the organism needs is called its

- a) habitat.
- b) population.
- c) community.
- d) species.

Assessment Questions Example

Level 3 Question

- Explain the difference between a population and a community.
- Compare Abraham Lincoln's thoughts and actions in attempting to win the American Civil War and achieve Emancipation. After reading primary sources create a plus/minus chart for each action to show an increase or decrease in Federal Government power.

Assessment Questions Example

Level 4 Question

- Explain how the threat of extinction of some rainforest plant species could also be a threat to humans.
- How do laws that limit the sizes of fish that may be caught help protect fishery resources?

Assessment Guidelines

- Students will be offered multiple attempts to demonstrate mastery of standards within a given time period.
- Students need to show evidence of growth before given the opportunity to reassess.
- All students, regardless of score will be afforded opportunities to reassess.
- Three levels of questions will be used on assessments based upon the proficiency scale.

SRG Guidelines

- Extra credit/bonus points are not used
- Incomplete scores will take place of “0’s”
- Homework is used for practice
- Grading is not done on a “curve” or by comparison to other students
- Grades for a standard are not determined by averaging practice or assignments within a standard. Rather grades are determined by mastery of that standard.
- A course grade will be based on an average across different standards learned during the measurement period.

Averaging Across Standards

<p>6.1.1 Develop and use a model of the Sun-Earth-Moon system to describe the cyclic <u>patterns</u> of lunar phases, eclipses of the Sun and Moon, and seasons. Examples of models could be physical, graphical, or conceptual.</p>	3.0
<p>6.1.3 Use computational thinking to analyze data and determine the <u>scale</u> and properties of objects in the solar system. Examples of scale could include size and distance. Examples of properties could include layers, temperature, surface features, and orbital radius. Data sources could include Earth and space-based instruments such as telescopes and satellites. Types of data could include graphs, data tables, drawings, photographs, and models.</p>	3.5
<p>6.4.2 Construct an explanation that predicts <u>patterns</u> of interactions among organisms across multiple ecosystems. Emphasize consistent interactions in different environments, such as competition, predation, and mutualism.</p>	2.5
<p>6.3.1 Develop a model to describe how the cycling of water through Earth's systems is driven by <u>energy</u> from the Sun, gravitational forces, and density.</p>	3.5
Summative Standards Average	3.12

Report Card and Grading Scale

EHMS

- 3.75 -- 4.00= A+
- 3.00 -- 3.74= A
- 2.50 -- 2.99= B
- 2.00 -- 2.49= C
- 1.50 -- 1.99= D

TMJH

Currently following the same scale as EHMS but in conversations with PCHS to make sure we are consistent moving forward.

Next Steps

EHMS

- 2018-2019- All teachers will be using SRG.
- Create a separate “behavior” scale.
- Create separate honor rolls for learning and “behavior”
- Begin exploring alternative report card to more adequately reflect standards and learning.

TMJH

- 2018-2019- All teachers building proficiency scales and receiving professional development on SRG.
- Create a separate “behavior” scale.
- Begin exploring alternative report card to more adequately reflect standards and learning.

EHMS and TMJH Behavior Grades

Ready

Have class supplies ready.

On time, in class, seated.

Know what is going on
- check CANVAS!

Respectful

Listening attentively.

Respecting other's opportunity to learn.

Responsible

Homework, Classwork & Projects done on time.

Completion of work as a result of absence.

Check grades regularly.
NHI's? Hand work in.

Actively participate in group work.

