

# Standards-Based Grading

**Bolivar R-I School District Pilot  
Parent Orientation**



# What is Standards-Based Grading?

## Definition

Standards-Based Grading is based on a specific set of standards that students need to meet from each grade level or course. Standards-Based 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. SBG helps teachers clearly identify levels of mastery through the use of proficiency scales and helps all learners clearly understand the targets for their learning.



# What is Standards-Based Grading?

**“Feedback is measuring a student’s level of learning at any particular time with the goal of improving learning.”**

-Author Unknown



# Why?

With Standards-Based grading, the focus is on **learning** and NOT on just a percentage.



**The Bolivar R-I School District has made a commitment to students and families to clearly communicate learning to students, parents and teachers regarding student growth and progress toward standards (what students should know and be able to do).**



# Benefits for Students

- Know and understand the learning targets prior to each learning experience.



# Benefits for Students

- 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 re-assess.



# Benefits for Students

- 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.



# Benefits for Teachers

- 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.



# Level One – 1.0



# Level Two – 2.0





# Level Three – 3.0



# Level Four – 4.0



# Assessments

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

Strand: 4 – Changes in Ecosystems and Interactions of Organisms with their Environment		
Topic: Populations and Ecosystems		
Grade: 8		
Score	Expectations	Sample Activities
Score 4.0	<p>In addition to Score 3.0, students can apply the knowledge of populations and ecosystems to predict the affects of environmental changes in an ecosystem in real life situations.</p> <ul style="list-style-type: none"> <li>Predict the impact of an environmental change in an ecosystem.</li> <li>Given an extreme change in an ecosystem, predict the changes that this will have on the species in an ecosystem.</li> </ul>	<ul style="list-style-type: none"> <li>Given a scenario or a graph of changes in a species population, make predictions and draw conclusions about the possible impact that environmental changes might have on the species.</li> <li>Given a change in an environment due to human impact such as deforestation or building a new shopping center in a previously wooded area, predict the effects on the organisms within that ecosystem using specific terminology (i.e., population density, limiting factors, and carrying capacity).</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <p><b>Explain how species in an ecosystem are affected by changes in their environment.</b></p> <ul style="list-style-type: none"> <li>Identify populations within a community that are in competition with one another for resources.</li> <li>Identify the factors that affect the number of types of organisms an ecosystem can support.</li> <li>Describe beneficial and harmful activities of organism including humans and explain how these activities affect organisms within an ecosystem.</li> <li>Predict the impact of environmental change on the organisms in an ecosystem.</li> <li>Describe possible solutions to potentially harmful environmental changes within an ecosystem.</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>Describe the factors that can limit populations in an ecosystem (including having enough food, water, and space, as well as, disease, human activities, and natural events such as flood, drought, fire, volcanic eruption, etc.).</li> <li>Describe how changes in population of a particular species in an ecosystem as an effect on the other populations in the same ecosystem.</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology such as: organism, species, habitat, population, community, ecosystem, population density, limiting factors, carrying capacity, niche, adaptations, competition, predator, prey, symbiosis.</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>Answer multiple choice or basic recall questions about ecology terminology.</li> </ul>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	





# Assessment Questions

Examples:

## 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

Examples:

## Level 3 Question

**Explain the difference between a population and a community.**



# Assessment Questions

Examples:

## Level 4 Question

**Explain how the threat of extinction of some rain forest 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?**



# Bolivar R-1 School District Essentials for Standards Based Grading

## Four Point Scale Terminology

- 1=Below Basic
- 2 =Basic
- 3=Mastery
- 4=Advanced

Below Basic – With help, a partial understanding of some of the simpler details and processes, and some of the more complex ideas and processes.

Basic – There are no major errors or omissions regarding the simpler details and processes as the student. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

Mastery – The student exhibits no major errors or omissions. They demonstrate proficiency with the content and processes embedded within the standard.

Advanced – Make in-depth inferences and applications



# Bolivar R-1 School District Essentials for Standards Based Grading

## Teacher Grading Policies

- No extra credit/bonus points
- Incomplete scores will take place of “0’s”
- Homework/practice/introductory activities count for 15%
- Group scores will not be included in grades
- No grading on a “curve” or by comparison to other students



# Bolivar R-1 School District Essentials for Standards Based Grading

## Assessments

- 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 re-assess through the re-assessment agreement.
- 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:
  - Level 2: demonstrates basic or foundational knowledge
  - Level 3: demonstrates mastery/proficiency
  - Level 4: demonstrates in-depth inferences and application



**Bolivar Middle School Reassessment Agreement: 8<sup>th</sup> Grade ELA**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Hour: \_\_\_\_\_

**Standards to be Reassessed**

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I would like to be reassessed on the following standards.

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**Preparation Information**

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Before my reassessment, I will complete the following activities to prepare:

<u>Date</u>	<u>Activity*</u>	<u>Evidence of Completion</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

\*Use the list of ideas on the back of this page if necessary. Specific activities may be required by your teacher.

### Reassessment Information

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Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

Reassessment Method (to be determined by teacher):

Written Response

Revised form

Performance –event

Verbal assessment

Same form

Other: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

### Reassessment Approval

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I have completed all of the necessary activities and am now ready to be reassessed.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Teacher Signature

### Reassessment Guidelines

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- The student must complete all of the activities required and provide all of the evidence listed above in order to be allowed to complete the reassessment.
- If a student is unable to take the reassessment due to missing evidence or failure to show up, the student will be allowed to reschedule the reassessment ONCE.
- A higher reassessment score will be recorded in the grade book; a lower score will not be recorded and the student will be required to reassess again, completing different activities. Completing a reassessment does not mean that a student's grade will increase.



## Reassessment Study Activities

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First, check with your teacher to see if there are any required or recommended activities to be completed. Select from the activities below to complete the "Preparation Information" section of the reassessment agreement. If you need any additional explanation or information about any of these ideas, please see your teacher. Each activity can only be used once for reassessment.

Sample Activities	Possible Evidence of Completion
Complete missing assignments	Completed assignments
Make Flashcards	Completed flashcards
Create practice assessment	Completed practice assessment with answer key
Tutoring	Signed note documenting tutoring
Design a review game	Completed game
Complete review exercises	Complete with 90% accuracy
Complete another study guide	Complete with 90% accuracy

**Other Activities:**

# Bolivar R-1 School District Essentials for Standards Based Grading

## Report Card

- Teachers will ensure parents receive consistent feedback in regard to student progress prior to receiving grade reports



# Bolivar R-1 School District Essentials for Standards Based Grading

## Honor Roll

- High Honor Roll will be grades 3.0 or higher
- Honor Roll will be grades 2.5 or higher



# **Bolivar R-1 School District Essentials for Standards Based Grading**

## **Eligibility**

Athlete eligibility will be based upon the Academic Score of 1.5 or higher.



# Thank You

