

## INTRODUCTION

### **What is standards-based grading?**

Standards-based grading measures your child's mastery of the essential standards for a class or how well your child understands the material in class. At the beginning of every unit, the teacher will break down the standards for the unit into smaller learning outcomes and criterion using a detailed rubric. During the unit, your child is assessed to see if they truly know the material using a variety of assessments, such as traditional pencil-and-paper tests, projects, observations, discussions, and/or reports. Your child's level will be based on evidence the teacher collects demonstrating mastery of the essential learning outcomes. The goal of this approach is to provide the teacher, student, and parent as accurate a picture as possible of the student's learning and to encourage a dialogue about how the student can master the material for the class. In particular, because learning is a process that takes place over time, each assessment will provide feedback for the student about what to focus on next, and the student will be allowed to retake assessments. If the new assessment shows a higher level of mastery, the teacher must replace the score in the gradebook.

### **How is standards-based grading different from traditional grading?**

In the traditional 100-point grading system, a student's grades are typically based on all of the work assigned in class, including classwork, homework, projects, quizzes, and tests. These scores are often arranged in the grade book based on the type of assignment rather than on the essential standards for the class. The score may also include points for non-academic factors, such as participation, effort, or attitude. Standards-based grading does not separate out tests, homework, or projects. All of the work a student does is used to assess the student's mastery of the essential standards. A student's scores from their work are tracked by the essential learning outcomes, which give the teacher, student, and parent a very detailed picture of which standards a student has mastered.

### **Are non-academic factors, such as effort, attitude, participation, and behavior part of the class proficiency level?**

These factors have always been and will continue to be an important part of the child's success. However, in standards-based grading, these factors will be communicated separately from the student's mastery level. Non-academic factors like behavior, engagement, and preparedness will be reported under personal and social development.

# Crook County School District Standards Based Grading Teacher Handbook Grade K-6

**2022**  
Revised  
August 2022

## What do the scores on the 4.0 scale mean?

<b>4.0</b>	<p><i>Exceeding Standard(s)</i> Score 4.0 provides students the opportunity to go above and beyond expectations by applying their knowledge or demonstrating understanding beyond what is expected.</p> <ul style="list-style-type: none"> <li>• These are not just harder tasks, but learning that requires deeper or more rigorous thinking.</li> <li>• Performance at this level requires the student to demonstrate mastery of the learning targets at 3.0 and to demonstrate in-depth inferencing and/or application of knowledge.</li> <li>• Examples of this type of learning may include: applications for real-world use, teaching another person the material, using information to solve problems in a different context, explaining connections between ideas, demonstrating a unique insight, and/or creative application of skills.</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, partial success at score 4.0 content.
<b>3.0</b>	<p><i>Mastery of Standard(s)</i> Score 3.0 defines the target content that teachers expect all students to know and be able to do. This level engages the learner in grade appropriate tasks.</p> <ul style="list-style-type: none"> <li>• This level communicates the expected learning for all students.</li> <li>• This level includes essential skills and knowledge that align to the priority standard(s).</li> <li>• Performance at this level requires the student to demonstrate mastery of the learning targets at score 2.0 and 3.0.</li> </ul>
<b>2.5</b>	No major errors or omission regarding score 2.0 content, and partial success at score 3.0 content.
<b>2.0</b>	<p><i>Approaching Standard(s)</i> This level presents the basic knowledge and/or skill related to the learning targets at score 3.0.</p> <ul style="list-style-type: none"> <li>• Performance at this level indicates the student has basic understanding and is approaching grade level standard(s), but has not yet reached mastery level.</li> <li>• This level includes academic vocabulary or basic facts related to the priority standard(s).</li> <li>• This level presents the basic learning necessary and serves as the foundation for higher levels of learning.</li> <li>• Examples of this type of learning may include: recall questions, fact-based skills, recognition or identifications tasks.</li> </ul>
<b>1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
<b>1.0</b>	<p><i>Not Meeting Standard(s)</i></p> <ul style="list-style-type: none"> <li>• Score 1.0 indicates the student has partial understanding of some of the simpler details and processes and does not meet grade level standard(s), even with support.</li> </ul>

---

**How will the student be assessed?**

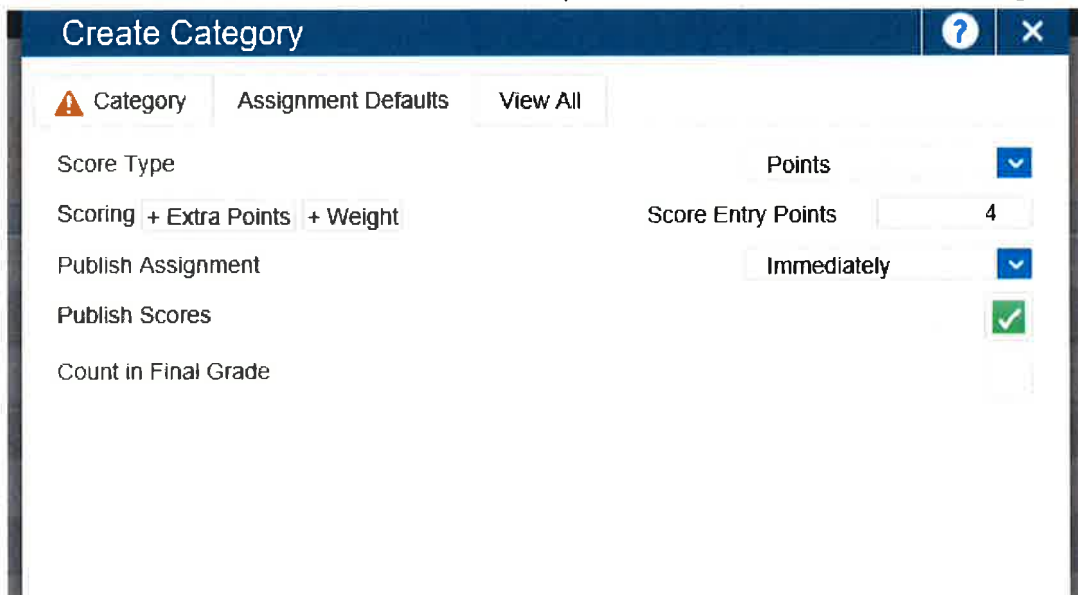
The child's learning will be assessed using a variety of formative and/or summative assessments. These tools will include formal assessments such as traditional paper-and-pencil tests, projects, written papers, lab reports, and/or verbal assessments, but they may also include informal assessments such as classroom discussions or teacher observations. Essentially, everything that a student does in a standards-based class provides the teacher with evidence of the student's learning.

**What can the student do to raise their score in a standards-based class?**

The goal is to ensure that students master the essential standards for the class. Students have the opportunity to be reassessed on a standard. If the child demonstrates a higher level of mastery on the assessment, then the mastery level for that standard will be changed. Again, the focus is on improving the child's mastery of the material, so extra credit points are not used in standards-based grading.

**ACTION STEPS FOR SETTING UP STANDARDS BASED GRADING IN POWERSCHOOL**

- a. **Setting up Categories and Gradebook Preferences** – Two categories required to be utilized for standards-based grading will be set up at the district level and pushed to your gradebooks. This ensures that the correct settings are in place.
  - a. SBG – Practice Activity
  - b. SBG – Mastery Activity
  - c. **Category Settings that will be utilized:**
    - i. Possible points is always set to 4
    - ii. There are no extra credit points.
    - iii. Uncheck the box next to ‘Count in Final Grade’. Count in Final Grade is only utilized in traditional grading. In standards-based grading there is not an overall grade for the course
    - iv. See screen shot below for the example of how this should look for all categories



Crook County School District  
Standards Based Grading Teacher Handbook Grade  
K-6

2022  
Revised  
August 2022

- d. Setting up **Gradebook Preferences** – This will be set at the district level and pushed to your gradebooks. **You may verify settings by navigating to Settings – Standards Grade Calculations**
- i. Launch PowerTeacher Pro Gradebook. Navigate to Settings – Standards Grade Calculations
  - ii. Gradebook will be set to select the **HIGHEST SCORE** for the standard. This is the score that will be displayed on the report card.
- b. **Assigning Tasks, Assignments, Assessments as Practice or Mastery**
- a. **Practice tasks, assignments, assessments** --- Use the screen shot below as your example.
    - i. Teachers will include practice activities to communicate progress on working toward the standard.
      1. Gradebooks must be updated by Thursday of each week.
    - ii. Use the screen shot below as your example.
    - iii. **Required:** Please select appropriate **SBG category** to ensure utilization of correct settings.
    - iv. **Practice Activities may be linked to a standard. Please see additional screenshot and explanation under item b. Mastery Activities – section ix for details about carrying scores to the report card.**
    - v. Complete Description
      1. Include a brief description of the practice activity. Needs to be clear for communication purposes
    - vi. On the STUDENTS tab you may link it to those that need the assignment and uncheck those that do not.

# Crook County School District Standards Based Grading Teacher Handbook Grade K-6

**2022**  
Revised  
August 2022

**Edit: Outcome 8 Counting Coins**

Assignment Students Standards Publish

Classes Select Classes

1 Class: 04(A) 1st Grade Math

Assignment Name\* Outcome 8 Counting Coins

Category\* Classwork

Due Date\* Tuesday 5/3/2022

Traditional Grade Options

Score Type Points

Score + Extra Points + Weight Score Entry Points\* 4

Count in Traditional Final Grade

Description

Students will identify U.S. coins by values (pennies, nickels, dimes, and quarters). Possibility of getting a 4, if all successful.

Characters (with HTML): 144/4000

Duplicate

**Use Descriptive  
Assignment Name**

## b. Mastery Activities

- i. The entire standard will be taught to mastery before it is assessed.
- ii. Use the screen shot below as your example for entering an assignment.
- iii. Assignments assessed for mastery must be tied to a standard. See screen shot.
- iv. Possible points will always be 4
- v. Do not check the "Count in Final Grade" box. Mastery Activities **will be linked to a standard.**
- vi. Complete Description
  1. Include a brief description of the practice activity. Needs to be clear for communication purposes
- vii. Scores entered for mastery will be entered in whole or half numbers 4, 3.5, 3, etc

Crook County School District  
Standards Based Grading Teacher Handbook Grade  
K-6

**2022**  
Revised  
August 2022

- 
- viii. At no time, should any scores show in the “final grade” area of the gradebook. At no time, should any scores show on the “quick look-up screen” that is available to teachers in the “backpack” and to a parent in the parent portal.

# Crook County School District Standards Based Grading Teacher Handbook Grade K-6

**2022**  
Revised  
August 2022

- ix. In order for the scores to show on the report card, the auto-calculate assignment standards scores must be checked as well as the check boxes under the Count in Grade column. See below

Assignment   Students   **Standards**   Publish

Classes  
1 Class: E3(A) 3rd Grade Language Arts

Show Selected Standards   Add/Edit Standards

Auto-Calculate Assignment Standards Scores

STANDARDS	COUNT IN GRADE
CORE.3.LA.L.06 - Acquire and use general academic, and domain-specific words and phrases	<input checked="" type="checkbox"/>

**IMPORTANT:** For practice activities that a teacher wants to track you may tie an assignment to the standard. In order to keep those scores from populating to the report card, you must **ONLY** select the check box at the end of the standard and not the other check boxes.



# Crook County School District Standards Based Grading Teacher Handbook Grade K-6

**2022**  
Revised  
August 2022

## c. Assigning Scores, Comments for communication for Practice or Mastery

- i. A number of tools exist in PowerSchool to assist with tracking assignments and communicating with parents.
- ii. Click in the box where a score would be entered and you will receive a menu to the right with tools – collected, late, exempt, missing, etc. The use of these items is a tool for the teacher to communicate with the parent.



# Crook County School District Standards Based Grading Teacher Handbook Grade K-6

**2022**  
Revised  
August 2022

- iii. Comments may be entered on an individual assignment as a means to communicate with parents. Click on the box where a score would be entered and a box will appear to the right. See screen shot below. Enter the comment in the box. This information is viewable to parents in the PowerSchool parent portal. You are able to see that a comment was entered by the blue indicator that appears in the box.

The screenshot displays a mobile application interface for entering grades and comments. On the left, a dark-themed numeric keypad is shown with buttons for digits 0-9, a 'Codes' button, and an 'Enter' button. Below the keypad are icons for 'Missing', 'Collected', 'Late', 'Fill', 'Incomplete', 'Exempt', 'Absent', and another 'Fill' function. A text box below the keypad contains the instruction: "This is where you enter a comment to appear on an individual assignment." and shows "Approximately 3928 Characters Left". On the right, a portion of a table is visible with a blue header row for "JANELL TEST (8/22/2017)" and a column labeled "GRADE".

GRADE	JANELL TEST (8/22/2017)
--	
--	
--	
--	
--	
--	
--	

# Crook County School District Standards Based Grading Teacher Handbook Grade K-6

**2022**  
Revised  
August 2022

- iv. A final end of quarter comment may be entered. This information will be carried to the report card when the office staff stores grades at the end of the quarter. Only teachers with access to “AM attendance” will enter comments. To enter a general comment, navigate to AM attendance. Click in the final grade area of the gradebook, making sure to be in the current quarter. These comments will not show on the report card until office staff stores grades at the end of the term per date/time established by the building principal.

Class Grade: Q1		
Grade Scale Type: (GRD - 1)		
STUDENTS (7)	GRADE	JANELL TEST (8/22/2017)
1. Dirks, Cameron	-- --	
2. Geib, Johnathan	-- --	
3. Jay, Alice	-- --	
4. Krul, Blayde	-- --	
5. Letellier, Duncan	-- --	
6. Markert, Kohl	-- --	
7. Ulmer, Cynthia	-- --	

# Crook County School District Standards Based Grading Teacher Handbook Grade K-6

**2022**  
Revised  
August 2022

**c. Section on Overriding Scores**

Each of the assignments tied to an individual standard are averaged into a final score. The teacher has the authority to override any score based on assessment data. Only whole or half scores are to be entered. To override the score navigate to A+ Grading-Standards. The information displayed here will automatically be carried to the report card.

Calculation: Total Points					
Gr					
Q1	CORE.3.LA.RL	CORE.3.LA.RL.01	CORE.3.LA.RL.02	CORE.3.LA.RL.03	CORE.3.LA.R
--					
--					
--					
--					
--					
--					
--					

**d. Scoring Personal and Social Development**

- a. Use rubric established for scoring personal and social development for grades K-6. See Appendix C
- b. Only tied to AM attendance
- c. Use comment area to explain and document the score of a 4, 3, 2, or 1.

**e. Accommodations and Modifications**

- a. See Appendix A for standard report card modifications and accommodations.
- b. Modified standards based report cards will be used if stated in the IEP.

**f. Tips for Parent Teacher Conferences**

- a. The report card is a live document that the parents have access to view at any time during the quarter. The report card that is posted in the parent portal only lists standards when there is a score associated with that standard. All unscored standards remain hidden from the report card in the parent portal.
- b. The teacher has the ability to view the report card from the teacher portal. Navigate to the “backpack”. Select a student. Select the report card from the drop down menu on the right. The report card in the teacher portal shows the entire list of standards on the gradebook, regardless of whether there is a score for the standard.
- c. Explain that mastery of standards is the goal and to achieve this goal, students will be working toward mastery through class instruction, practice activities and assessing mastery.
- d. Use the Parent Guide to explain the meaning of a 4,3,2,1. The Parent Guide is attached in Appendix D.

# Crook County School District Standards Based Grading Teacher Handbook Grade K-6

2022  
Revised  
August 2022

## Attachment A – Modification Information

### Assessment Requirements for Students with Special Needs (IEP, 504, At-Risk, ELL, Title I)

“The current Federal Mandate, Improving America’s Schools Act and Individuals with Disabilities Education Act, as well as the State of Wyoming Mandate, Enrolled Act II, requires ALL students participate in all district and statewide assessments with appropriate accommodation as necessary.” (Policies for the Participation of All Students, District, and Statewide Assessment and Accountability systems, WDE)

The following guidelines are provided to assist teachers and administrators in determining what assessment should be administered to special needs students. Any of these options must be documented in the student’s Individualized Educational Plan (IEP), ILP, Title I Plan, or 504 Plan.

### Accommodations

Changes in the manner in which an assessment is administered or how the student responds are allowed if the content and level of difficulty being assessed are unchanged. **Accommodations** may include time/ scheduling, setting, presentation (read to the student), and response process (dictation). **ANY** student may use accommodations on assessments if it has been part of the student’s regular instruction for at least three months prior to testing. Accommodation guidelines adopted by the district are the same as those used for the Wy-TOPP assessment (See checklist).

### Modifications\*

When an assessment is modified, it is no longer assessing the expected content and/or level of thinking. As such, it is assumed the student would not perform at the expected grade or course level. Therefore, a student can receive no score higher than a Basic. Modifications might include omission of difficult questions, revising questions for easier content, and using assessments from lower grades.

### Reporting

The use of any accommodation or modification must be documented in the student’s records. Parents should be aware of any modifications so there is no misunderstanding of the student’s true performance level. Results of assessments given with modifications or accommodations need to be marked on the individual student’s standard reports. All special needs students will take the common assessments with accommodations unless they qualify for the Wy-TOPP Alt. The scores on the standard report will represent the

# Crook County School District Standards Based Grading Teacher Handbook Grade K-6

**2022**  
Revised  
August 2022

child's true progress toward the standard. A report will also be included detailing progress toward IEP goals.

## Requirements of Individual Education Plans\*

The Individual Education Plan includes a page for accommodations. If the IEP team does NOT complete the accommodations sheet, the student will receive NO accommodations. The lack of a response on the accommodation sheet will indicate the student will complete all assignments; all district assessments, WY-TOPP, MAP, and classroom assessments without accommodations. If the team recognizes the need for accommodations and/or modifications for the child's success in general education curriculum, the team will need to indicate the student's requirements on the IEP. Only a very small percentage, generally less than 2%, will be allowed to participate in the WY-TOPP **alternate testing**. Generally, students with high needs-low incident disabilities qualify for this system. (See checklist)

\*Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, Wyoming State Department.

Appendix B – Accommodation Check Sheet



## ACCESS NEEDS THAT MAY REQUIRE ACCOMMODATIONS

*Directions: Use these questions to identify various types of presentation, response, setting, and timing and scheduling accommodations for students with disabilities. The list is not exhaustive—its purpose is to prompt members of IEP teams and 504 planning committees to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know or Not Applicable).*

	Y	N	DK/ NA
<b>PRESENTATION ACCOMMODATIONS</b>			
1. Does the student have a visual impairment that requires large-type or Braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the student follow oral directions from an adult or audiotape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are assistive technology devices indicated on the student's IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has the student been identified as having a reading disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the student have low or poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the student have a hearing impairment that requires an interpreter to sign directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the student have a hearing impairment and need a listening device?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>RESPONSE ACCOMMODATIONS</b>			
10. Does the student have difficulty tracking from one page to another and maintaining that student's place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the student have a disability that affects the ability to record that student's responses in the standard manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can the student use a pencil or writing instrument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the student use a word processor to complete homework assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the student use a tape recorder to complete assignments or tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the student need the services of a scribe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the student have a disability that affects that student's ability to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the student have a visual or motor disability that affects that student's ability to perform math computations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Crook County School District Standards Based Grading Teacher Handbook Grade K-6

**2022**  
Revised  
August 2022

<b>SETTING ACCOMMODATIONS</b>		Y	N	DK/ NA
18.	Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Does the student require any specialized equipment or other accommodations that may be distracting to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Does the student have visual or auditory impairments that require special lighting or acoustics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Can the student focus on the student's own work in a setting with large groups of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Do any physical accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TIMING AND SCHEDULING ACCOMMODATIONS</b>				
24.	Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Does the student use other accommodations or adaptive equipment that require more time to complete test items (e.g., Braille, scribe, use of head pointer to type)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Does the student tire easily due to health impairments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Does the student have a learning disability that affects the rate at which that student processes written information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Does the student have a motor disability that affects the rate at which that student writes responses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Does the student take any type of medication to facilitate optimal performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Does the student's attention span or distractibility require shorter working periods and frequent breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Crook County School District  
Standards Based Grading Teacher Handbook Grade  
K-6

2022  
Revised  
August 2022

Appendix C – Personal and Social Development Rubric

Rubric for Personal & Social Development for Grades K-6

	4	3	2	1
<b>Behaviors that Support Learning</b>	Requires no verbal or physical cues to remain on-task, consistently remains engaged in classroom activities, participates and demonstrates the ability to function without assistance.	Requires occasional verbal or physical cues to remain on-task, frequently engages in classroom activities and participates and demonstrates the ability to function with minimal assistance.	Requires frequent verbal or physical cues to remain on-task, occasionally engages in classroom activities, minimally participates and demonstrates an ability to function with occasional assistance.	Requires constant verbal or physical cues to remain on-task, minimally engaged in classroom activities, rarely participates and demonstrates an ability to function with frequent assistance.
<b>Learning</b>	<ul style="list-style-type: none"> <li>On Task/Classroom</li> <li>Choices</li> <li>Attention in class</li> <li>Participation</li> <li>Functions independently</li> <li>Critical thinking</li> <li>Communication</li> <li>Collaboration</li> </ul>			
<b>Assignments</b>	Assignments are submitted at the appropriate time; they are complete and show evidence of effort beyond expectations	Assignments are submitted at the appropriate time; they show effort that meets expectations	Assignments may be submitted late and/or may be missing some components and show minimal effort.	Assignments are frequently late and show no effort.
<b>Preparedness for Class</b>	Required materials are present at the beginning of class; they are quickly accessible and organized in a manner that does not distract from the learning experience.	Required materials are present at the beginning of class; they are accessible and organized in a manner that may distract from the learning experience.	Required materials are not all present at the beginning of class; they are accessible and organized in a manner that distracts from the learning experience.	Required materials are missing at the beginning of class and are not accessible/organized.

Crook County School District  
Standards Based Grading Teacher Handbook Grade  
K-6

---

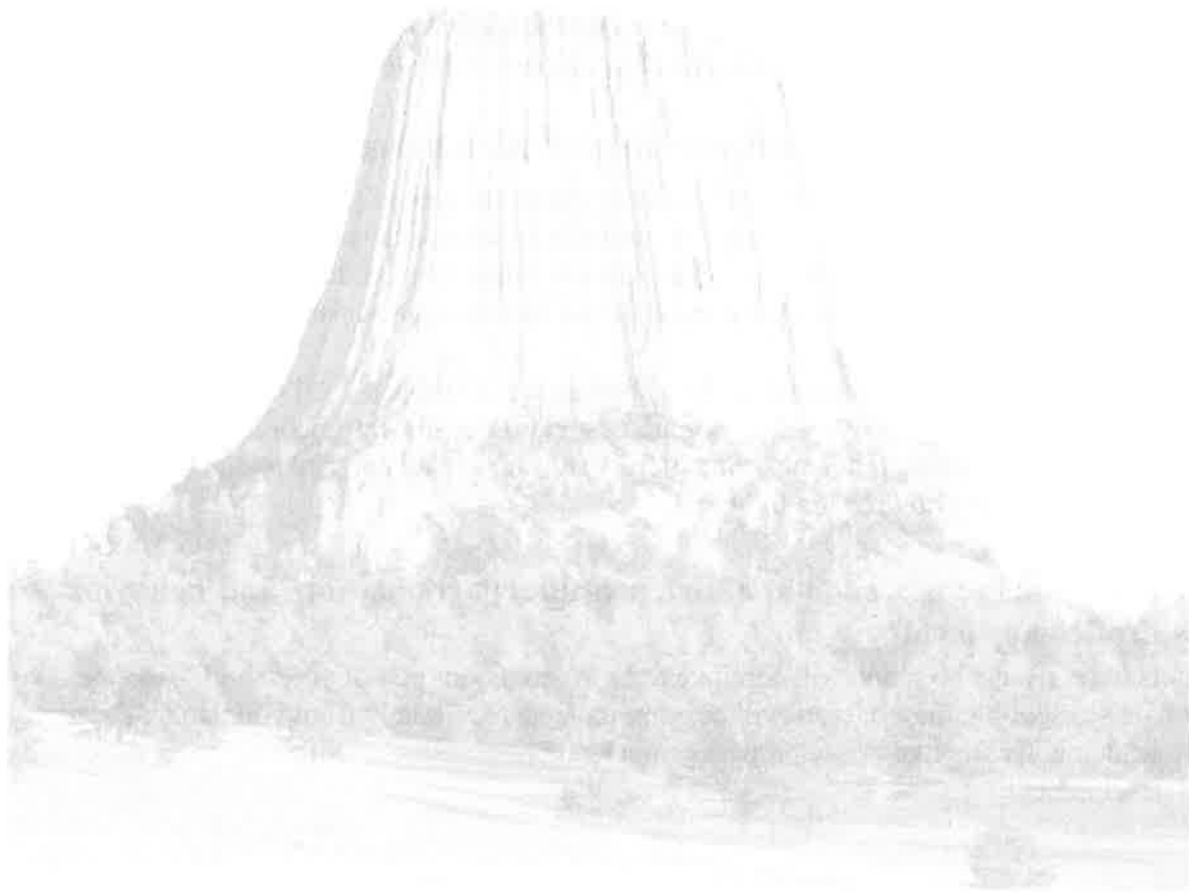
2022  
Revised  
August 2022

Appendix D – Parent Guidebook



# *Crook County School District #1*

## *Parent Guide*



## *Standards-Based Scoring*

Crook County School District #1  
122 State Highway 585  
P.O. Box 830  
Sundance, WY 82729  
(307) 283-2299  
Fax: (307) 283-1810

## **What is standards-based scoring?**

Standards-based scoring measures your child's mastery of the essential standards for a class or how well your child understands the material in class. At the beginning of every unit, the teacher will break down the standards for the unit into smaller learning outcomes and criterion using a detailed rubric. During the unit, your child is assessed to see if they truly know the material using a variety of assessments, such as traditional pencil-and-paper tests, projects, discussions, or reports. Your child's level will be based on evidence the teacher collects demonstrating mastery of the essential learning outcomes.

The goal of this approach is to provide the teacher, student, and parent as accurate a picture as possible of the student's learning and to encourage a dialogue about how the student can master the material for the class. In particular, because learning is a process that takes place over time, each assessment will provide feedback for the student about what to focus on next, and the student will be allowed to retake assessments. If the new assessments show a higher level of mastery, that new score replaces the old one.

## **How is standards-based scoring different from traditional grading?**

In the traditional 100-point grading system, a student's grades are typically based on all of the work assigned in class, including classwork, homework, projects, quizzes, and tests. These scores are often arranged in the grade book based on the type of assignment rather than on the essential standards for the class. The score may also include points for non-academic factors, such as participation, effort, or attitude.

Standards-based scoring does not separate out tests, homework, or projects. All of the work a student does is used to assess the student's mastery of the essential standards. A student's scores from their work are tracked by the essential learning outcomes, which give the teacher, student, and parent a very detailed picture of which standards a student has mastered.

## **Are non-academic factors, such as effort, attitude, participation, and behavior part of the class proficiency level?**

These factors have always been and will continue to be an important part of your child's success. However, in standards-based scoring, these factors will be communicated separately from your student's mastery level. Non-academic factors like behavior, engagement, and preparedness will be reported under personal and social development.

## **Why does Crook County School District use standards-based scoring?**

The goal of Crook County School District #1 is to report scores that are accurate, consistent, meaningful, and supportive of learning. Implementing standards-based scoring is an effort to reach that goal. The following is how standards-based scoring addresses each of those four criteria:

**Accurate:** By basing a student's grade on solely academic factors, the teacher creates a clear picture of what the student has learned without the influence of other factors. These other factors, such as effort and attitude, are still essential, but are not part of the student's academic grade and are communicated separately.

**Consistent:** For each standard, the teacher will provide a rubric that describes exactly what the student will need to master. Using these rubrics establishes clear expectations for mastery up front and applies them consistently throughout the unit and term.



**Meaningful:** A meaningful grade is one that clearly communicates what learning has taken place. In a standards-based classroom, scores are reported by the essential standards, rather than by type, such as tests or homework, making it easier to identify areas of strength and to address areas of concern for each student.

**Supportive of learning:** Standards-based scoring supports learning by focusing on the material that has or has not been learned rather than on accumulating points to reach a certain total. The reassessment procedure also supports student learning by allowing new levels of learning to replace the old levels when a student shows improvement on an assessment.

### **What do the scores on the 4.0 scale mean?**

The scores on the 4.0 scale each have a very specific meaning. They are:

- **4.0 (*Exceeding Standards*):** A “4” indicates the student is exceeding grade level standards. A student receiving a “4” demonstrates academically superior skills in that specific area. This student shows initiative, challenges him/herself, and demonstrates this advanced knowledge at school by going beyond what was taught. A “4” is difficult to obtain and indicates unusually high achievement.
- **3.0 (*Mastery of Standards*):** A “3” indicates the student has mastered grade level standards. We want all of our students to reach a level “3.” A student receiving a “3” is right on track with our high academic expectations. A “3” is something to be celebrated!
- **2.0 (*Approaching Standards*):** A “2” indicates the student has basic understanding and is approaching grade level standards. A student receiving a “2” understands the basic concept or skill, but has not yet reached the mastery level. A “2” should indicate that the student’s performance varies in consistency with regards to accuracy, quality, and level of support.
- **1.0 (*Not Meeting Standards*):** A “1” indicates the student has minimal understanding and does not meet grade level standards, even with support.

### **How will my student be assessed?**

Your child’s learning will be assessed using a variety of formative and summative assessments. These tools will include formal assessments such as traditional paper-and-pencil tests, projects, written papers, lab reports, or verbal assessments, but they may also include informal assessments such as classroom discussions or teacher observations. Essentially, everything that a student does in a standards-based class provides the teacher with evidence of the student’s learning.

### **What can my student do to raise their score in a standards-based classroom?**

The goal in a standards-based class is ensuring that students master the essential standards for the class, so any efforts to raise your child’s mastery level will have the same goal. Students have the opportunity to be reassessed on a standard. If your child demonstrates a higher level of mastery on the assessment, then the mastery level for that standard will be increased. Again, the focus is on improving your child’s mastery of the material, so extra credit points are not used in standards-based scoring.

### **Why should my student do the homework assigned in class if it isn't included in the score?**

Some students feel that in a standards-based class they don't have to worry about anything except their final chapter or unit test. This is incorrect. It is important for students to understand that they are being assessed every day by their teachers and that everything they do in class helps their teacher assess their knowledge and helps prepare the students for the assessments. Just as an NFL team would never expect to win the Super Bowl without hours upon hours of practicing, students need the practice homework provides to help prepare them for success.

Student work is also analyzed by teachers to determine growth and improvement towards mastery of a specific skill or content. Every teacher has the responsibility of taking all the work a student does into account when assigning a score to a student's work for a term. So, if a student chooses not to do an assignment, or is frequently absent, not only are they missing an opportunity to practice a skill, they may also miss an opportunity to display mastery of a standard to their teacher.

### **Why doesn't my student have a mastery level yet?**

Because standards-based scoring focuses on mastery, your child's overall score may not be updated as frequently as it was when every assignment impacted the grade. Standards-based scoring is especially noticeable at the beginning of the term when it may take a few weeks for the teacher to compile enough evidence for your child to be given a mastery score. However, while the overall score may not change as frequently, the teachers are still recording other assignments, such as homework and in-class assignments, that provide important feedback to you and the teacher about what work is being done. Please contact your child's teacher at any time if you have questions about your child's score.

### **How can I get more information about my student's mastery or about standards-based scoring?**

If you have questions or concerns about your child's score on a standard, or if you would like more information on standards-based scoring, please contact your child's teacher for more information.