

# Sahuarita Unified School District

## Elementary Standards-Based Grading Scale

### Informational Guide for Kindergarten – 5<sup>th</sup> Grade Staff



#### ➤ **Purpose of Standards-Based Grading:**

The purpose of standards-based grading is to improve student achievement by focusing instruction and alignment of curriculum with Essential Standards. The standards-based report card supports best practices in our classrooms and reflects the link between standards, instruction, and curriculum/assessment in the elementary grade level span.

The new report card supports the following:

- Clearly shows the student and parent whether the student is achieving grade level standards.
- Is based on the student's progress toward becoming *proficient* in a continuum of knowledge and skills.
- An assurance that the student's academic grade reflects his/her academic performance.
- Behavioral performance is reported separately.

#### ➤ **Standards-Based Grading Best Practices:**




1. Only include scores that relate to the achievement of the standards:
  - Ensure that questions are tied to Essential Standards to verify that assessments measure what is intended.
  - Data collected on non-academic factors (effort, participation, attendance, attitude, late work, etc.) should be reported separately.
  - Base grades/scores on individual achievement not group scores.
2. Use a variety of assessment methods to collect high quality, organized evidence of achievement:
  - Provide students with multiple opportunities to demonstrate they have acquired the knowledge or skill expected with proficiency on a standard.
3. Use grading and assessment procedures that support learning:
  - Gather evidence using quality assessments.
  - Communicate with students and parents using a standards-based grading/reporting system.

➤ What do the report card Performance Indicators mean?

**Standard and Expectation Performance Indicators Key**

<b>4</b>	<b>Exceeds</b>	<p>Student consistently grasps, applies, and <i>extends</i> key concepts, processes, and skills. Works <i>beyond</i> standards and expectations.</p> <ul style="list-style-type: none"> <li>Evidence of a Depth of Knowledge (DOK) that demonstrates mastery and that the student has exceeded the grade level standard.</li> <li>Extended thinking: In addition to exhibiting level 3 performance, student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class.</li> <li>Works consistently and accurately at higher grade level standards.</li> </ul>
<b>3</b>	<b>Meets</b>	<p>Student grasps and applies key concepts, processes, and skills. <i>Meets</i> standards and expectations.</p> <ul style="list-style-type: none"> <li>Student's responses demonstrate no major errors or omissions regarding any of the information and/or processes at the appropriate level of expectations.</li> <li>Depth of Knowledge (DOK) includes: Recall, Basic Application, and Limited Strategic Thinking.</li> </ul>
<b>2</b>	<b>Approaches</b>	<p>Student is beginning to grasp and apply key concepts, processes, and skills. <i>Approaches</i> standards and expectations.</p> <ul style="list-style-type: none"> <li>Evidence of a Depth of Knowledge (DOK) that demonstrates the student has not yet achieved the standard or is approaching the standard.</li> </ul>
<b>1</b>	<b>Does Not Meet</b>	<p>Student is not grasping key concepts, processes, and essential skills. <i>Area of concern</i>.</p> <ul style="list-style-type: none"> <li>Student produces limited evidence of meeting grade level standards. More time and practice are needed to help improve understanding of concepts and skills.</li> </ul>
<b>NA</b>	<b>Not assessed at this time.</b>	

➤ Simplified Version of a 4 Point Grading Rubric:

<p style="text-align: center;"><b>Score: 4</b></p> <p>The Da Vinci Code is <b>ELEMENTARY</b> compared to what I know!</p> <div style="text-align: center;">  </div> <p>I am confident and understand this information! I know all of this information and more, so much so that I could teach it to others!</p>	<p style="text-align: center;"><b>Score: 3</b></p> <p>I'm an Einstein...I got this!</p> <div style="text-align: center;">  </div> <p>I am confident that I understand the information and can discuss or apply it with accuracy.</p>
<p style="text-align: center;"><b>Score: 2</b></p> <p style="text-align: center;"><b>Historian in Training</b></p> <div style="text-align: center;">  </div> <p>I know most of the information taught. I can discuss the information, but with minor errors. However, if I could use my notes, I am confident I would do well. I am almost there.</p>	<p style="text-align: center;"><b>Score: 1</b></p> <p style="text-align: center;"><b>It's all GREEK to me!</b></p> <div style="text-align: center;">  </div> <p>Even with help, I don't understand or cannot discuss the information taught.</p>

- <http://www.marzanoresearch.com/resources/proficiency-scale-bank>
- <http://www.azed.gov/azccrs/>