



Triggs Elementary

Guide to Standards-Based Grading

What is standards-based grading?

Our Standards-Based Grading System provides meaningful feedback so both students and parents can track progress toward mastery of academic standards and reflect upon strengths and areas for improvement. Standards-based grading systems communicate how students are performing on a set of clearly defined learning targets. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period.

How is standards-based grading different from traditional grading?

A standards-based grading system measures a student's mastery of grade-level standards by placing greater emphasis on the most recent performance data. In a traditional grading system, a student's performance for an entire grading period is averaged together. Early scores that were low are averaged together with more proficient performance later in the grading period, resulting in a lower overall grade than what is reflected in the most recent performance data. In a standards-based system, a student who may have struggled at the beginning of a unit, when first learning new concepts, may still be able to demonstrate mastery of key content/concepts by the end of a grading period. In addition, standards-based report cards separate academic performance from work habits and behavior in order to provide parents a more accurate view of a student's progress in both academic and [behavioral](#) areas. Homework is used for practice or as an extension of learning. Completion of homework is reported in the Learner Behavior section of the report card, not as an academic grade.

How are my child's grades determined?

A student's overall grade in a subject is determined by multiple assessments. You will see scores categorized as formative or summative. Practice assignments such as homework and classwork serve as a source of feedback and instructional support. Scores on practice assignments are reported as formative assessments but are not factored into the student's academic grade. Formative assessments also include quick-checks, reviews, and teacher observations in the classroom. They are used by teachers to monitor progress from frequent checks for understanding and to modify instruction based upon student need. Because formative assessments are part of student practice of new skills, they represent 0% of the overall grade in the gradebook. Summative assessments are used to determine if students have mastered specific standards and to identify areas of student need that require attention. Summative assessments are administered less frequently than formative assessments. They include end-of-unit tests, common assessments, and projects. These represent 100% of the final grade in the gradebook and students have an opportunity to reassess their learning so that grades reflect their most current performance. Students with a 1 or 2 are reassessed within 2-3 weeks of the summative on standard(s) after participating in reteaching either during teacher-led small group instruction, independent online reteaching/practice, and/or Walk to Content Area whole group opportunities. Students with a 3 are reassessed when they request either verbally or in writing or the parent requests in writing a reassessment opportunity within 2 weeks of the original summative assessment. The most recent scores on summative assessments carry more weight when the overall grade is determined at the end of the semester. Please note: only individual grades will be reported on the progress report. The overall grade will be reported on the report card issued each semester. Late work (identified as **L** in the gradebook) will be accepted no later than two weeks prior to the end of the term with no penalty. You can check for late work in Campus Portal. Once work is submitted, the **L** will be replaced with a score. **What will each of the numbers in the 4 point scale represent?**

Exceeds Standard (4)		Your child consistently and independently demonstrates understanding of grade-level standards and can regularly apply and/or extend this understanding to new situations. Exceeding Standards may or may not involve standards from the next grade level.
Meets Standard (3)		Your child consistently and independently demonstrates understanding of grade-level standards.
Approaches Standard (2)		Your child occasionally requires assistance with and/or inconsistently demonstrates understanding of grade-level standards.
Emergent (1)		Your child frequently requires assistance and demonstrates limited understanding of grade-level standards.

What does a grade of 4 mean?

A score of 4 indicates performance that is consistently above what is expected for mastery at a particular point in the school year. Level 4 work indicates a much deeper understanding of a standard, the ability to apply that knowledge, make connections and extend learning beyond the targeted goal. Level 4 work requires higher order thinking, application, connection and extension of targeted goals. While being instructed above grade level is not required in order to achieve a 4, students who are taught above grade level have consistently shown mastery of a subject at their current grade level. Teachers may still suggest areas for improvement when a student earns a 4 and earning a 4 does not guarantee that a student's performance will remain at that level across all reporting periods, or for all standards.

How can I keep track of my student's grades?

You can log in to the CCSD Parent Portal to view your child's grades in real time: <https://campus.ccsd.net/campus/portal/clark.jsp>