

Thomas Jefferson Talking Points:

❖ What is the purpose of standards based grading?

- The purpose of standards-based grading is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards.
- Standards based grading is based on the principle that grades are about what learners know. The grade compares each learner's performance to clearly stated performance descriptors that differentiate levels of quality.

○ THE CORE ELEMENTS OF STANDARDS BASED GRADING:

1. Include Academic Content Only
2. Identify Specific Standards
3. Essential Standards Become Grade Book Entries
4. Assess Each Standards Separately
5. Provide Multiple Opportunities to Master

❖ What is a standard?

- A standard is what we want students to be able to know and do at the end of a given time. They are typically provided by the State Department of Education and are typically derived from National Standards. Standards tend to be broad and cover a great deal of content.

❖ How is my student's progress calculated and reported?

- Assignments are aligned to standards
 - This means you may see an assignment listed multiple times. The assignment will be listed under each standard addressed in the assignment. A score will be given on each standard rather, than one overall score for the assignment.
- Assignments are graded using a rubric
 - A rubric is a scoring tool that teachers use to assess student learning after instruction. Using a set of criteria and standards, teachers can assess each student's work and clearly describe the quality of that work. When a rubric is agreed-upon and communicated prior to the student's work being completed, the grading process is very clear and transparent to all involved. JCPS is using the following rubric to define the different levels of student work.

4	Advanced	In addition to the performance score of 3.0, the student demonstrates in-depth inferences and applications that extend beyond what was taught.	100%
3.5	Approaching Advanced	In addition to the performance score of 3.0, the student demonstrates partial success at inferences and applications that go beyond what was taught.	95%
3	Proficient	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.	90%
2.5	Approaching Proficiency	There are no major errors or omissions regarding the simpler details and processes, and partial knowledge of the more complex ideas and processes is evident	80%
2	Basic	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.	70%
1.5	Approaching Basic	The student demonstrates partial knowledge of the simpler details and process, but there are major errors or omissions regarding the more complex ideas and processes.	65%
1	Below Basic	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	60%
.5	Approaching Below Basic	With help, the student demonstrates a partial understanding of some of the simpler details and processes, but not of the more complex ideas and processes.	50%
0	Far Below Basic	Even with help, the student does not demonstrate understanding or skill.	0%

Source: Marzano, R. and Kendall, J. (2008). Designing and assessing educational objectives:

- Level 3 is proficiency or mastery, and a level of 4 will always describe work that is 'above and beyond.'
- An overall letter grade will not be given for the class.
- An overall rubric score will be calculated on each standard. Standards are taught and assessed multiple times to ensure student mastery of the standard. The more frequently a standard is taught, the more likely student understanding increases. The overall standard score is determined by using a formula that evaluates the student's pattern of scores, with an emphasis on the student's most recent scores. This formula was developed by Dr. Robert Marzano, a leading researcher in education, and is called Power Law. The purpose of the Power Law is to not penalize student learning early in the learning process. It is used to determine mastery of concepts towards the end of instruction.
- Your student's progress can be monitored by viewing the rubric score for each standard. Standards are listed in the Parent Portal under the Grades tab and by clicking on the course number in the Schedule tab.
- Your feedback on this pilot is essential. Please direct any comments, questions, and concerns to your child's teacher.