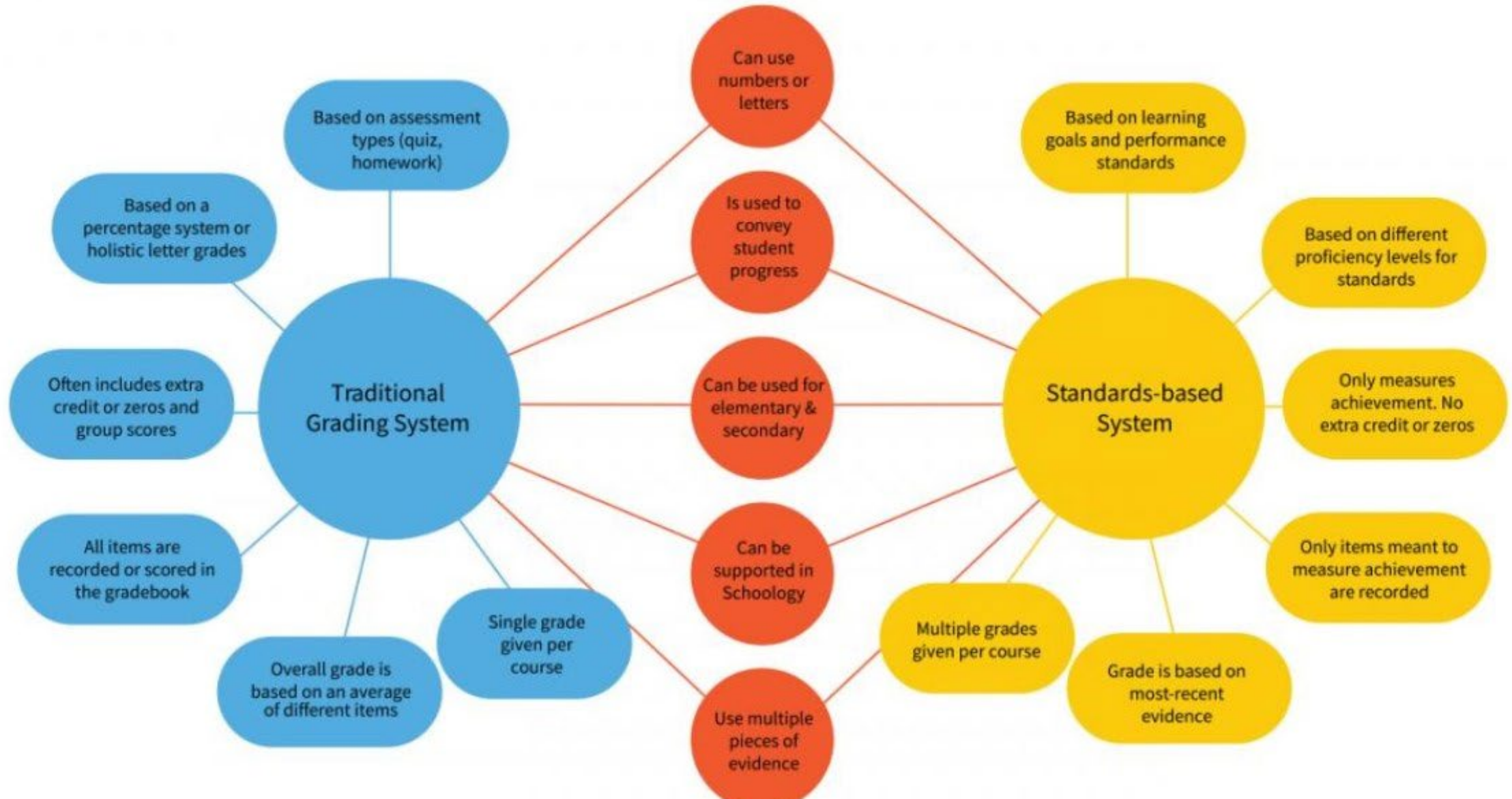


# Traditional Grading System vs. Standards-based Grading System



## How does the standards-based grading system work?

Each report card has an area that defines the skills area and special subjects indicators.

4 Exceeds the Standard	3 Meets the Standard	2 Approaches the Standard	1 Below the Standard
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The following is an explanation of each category:

4=Student's independent achievement meets and goes beyond grade level expectations. Achievement that earns a "4" is exemplary.

3=Student's independent achievement consistently meets grade level expectations. Achievement that earns a "3" is proficient.

2=Student's independent achievement shows inconsistent application of skills but is progressing towards meeting grade level expectations.

1=Student's achievement needs continual support on grade-level expectations.

## How will I know if my child is "on target" with what he/she should know and be able to do?

A "3" shows that a student has demonstrated competency on a specific skill up to the point it was taught. In a standards-based grading system, a three is where we want students to be. A "3" indicates that a student is achieving at the appropriate level of expectations for that grade at the time of this reporting period.

For each skill on the report card, there is a designated quarterly benchmark that we want each child to attain as they progress toward the end-of-the year skill. Below is a grade 4 math example:

<b>Math</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter3</b>	<b>Quarter 4</b>
Operations and Algebraic Thinking				
Number and Operations in Base Ten				
Number and Operations—Fractions				
Measurement and Data				
Geometry				

<b>Language Arts</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarte r3</b>	<b>Quarter 4</b>
Key Ideas and Details				
Craft and Structure				
Integration of Knowledge and Ideas				
Range of Reading and Level of Text Complexity				
Print Concepts				
Phonological Awareness				
Phonics and Word Recognition				
Fluency				
Conventions of Standard English				
Knowledge of Language				
Vocabulary Acquisition and Use				

<b>Social Studies</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarte r3</b>	<b>Quarter 4</b>
History				
Geography				
Economics				
Civics and Government				
Global Perspectives				

<b>Writing</b>	<b>Quarter 1</b>	<b>Qua 2</b>
Text Types and Purposes		
Production and Distribution of Writing		
Research to Build and Present Knowledge		
Range of Writing		

<b>Science</b>	<b>Quarter 1</b>	<b>Qua 2</b>
Physical Science		
Life Science		
Earth and Space Science		

<b>Speaking and Listening</b>	<b>Quarter 1</b>	<b>Qua 2</b>
Comprehension and Collaboration		
Presentation of Knowledge and Ideas		

# What about Work Habits?

- Can measure these important qualities separately.
  - Work habits
    - Persistent
    - Organized
    - Reflective
    - Engaged/Attentive Learner
    - Work Ethic
  - Behaviors
    - Respectful
    - Responsible
    - Safe
    - Cooperative

# Steps

- Identify and implement standards using curriculum and resources.
- Create curriculum maps to provide pacing of instruction that addresses standards.
- Identify/create reporting format for the standards.
- Identify/develop rubrics that will be used to identify proficiency.  
(Horizontal and Vertical Alignment)
- Identify common grade level measures that can be used to demonstrate student progress and proficiency.

