

STANDARDS-BASED GRADING

direct correlation
between
specific vocabulary
and a numeric value

Most Standards-Based Grading scales utilize a 4 tiered system. Each numeric value is connected to a vocabulary term describing the student's level of understanding :

- 1 = Beginning**
- 2 = Progressing**
- 3 = Mastery (Proficient)**
- 4 = Above and Beyond**
Grade Level Expectation

The numeric values do not directly correlate to a percentage as a traditional score of an A, B, C, D, or F would. Rather, it is a shift in understanding what a grade means all together and the effectiveness of your feedback. What does the student know?

targeted
instruction built
from mandated
standards

All learning within a Standards-Based Grading model should be linked to a learning standard. Standards may be required on a national level or state by state.



This process constructs instructional strong practices with purpose. As graded assignments or assessments are linked directly to required content, valuable learning can occur daily.

multiple
attempts to
prove mastery

Standards-Based Grading requires both the teachers and students to recognize learning does not have a hard end date. Rather, students may need multiple attempts to understand a specific topic until a mastery understanding is found.



Therefore, the idea of "retakes" or providing students multiple attempts to prove their understanding is a necessity in the Standards-Based Grading Philosophy.

focus on
understanding
rather than task
completion

Standards-Based Grading classrooms utilize language and dialogue with the student around knowledge, rather than completing tasks.

Learning is not a checklist!



Therefore, assessments must assess a student's level of understanding rather than nitpicking point values. Focus on the question : Has the student proven mastery on this topic? If not, what is missing?