

Socrates Academy
Standards Based Grading K-5
Parent & Student Handbook

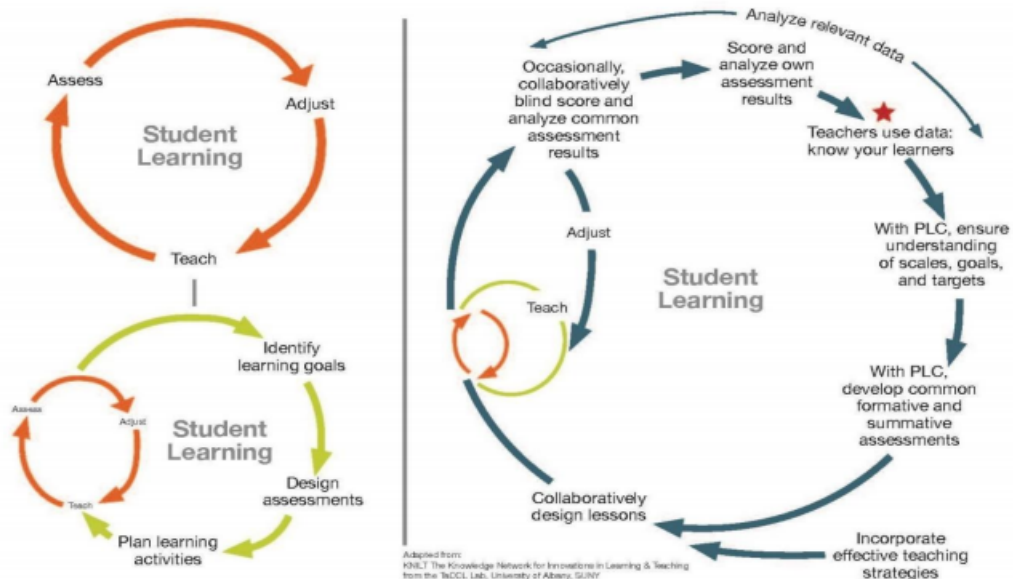
Introduction

Standards-Based Grading focuses on what students are learning instead of what they are doing. Traditionally, grades have been focused on what students do, how well they behave, their attendance, their effort, and how well they conform; only some focus is on what they learn. Extensive research supports Standards-Based Grading as a best practice in support of student learning.

Learn more about SBG at this [link](#):

<https://youtu.be/2kRHC2WF8JI>

The Cycle of Student Learning in Standards-Based Grading (SBG)



Socrates Academy Grading Core Beliefs

1. Grades must communicate what students know and are able to do.
2. Grades are based on clearly established criteria determined by content teams.

3. Achievement achievement is reported separately from behaviors.
4. Grades are equitable.

Feedback is fair, accurate, specific, and timely regarding student progress towards common essential standards as well as feedback for next steps and growth areas. Grades communicate what students know and are able to do.

Fair: The same work by the same student should receive the same grade, even if the teacher is different.

Accurate: Grades are based solely on achievement, which means other factors like behavior and attendance are not used to calculate a grade.

Specific: Grading policies are clear so that students know how they will be assessed and how their grade will be determined.

Timely: Feedback to students is timely so that students can apply that feedback right away and improve their performance on assessments.

(Based on: Elements of Effective Grading: A Guide to Effective Practice, Dr. Douglas Reeves)

Why separate behaviors from academic grades?

If we incorporate behavior, attendance, and effort into the grade, we no longer consider grades accurate indicators of mastery of standards. The grade should reflect what the student knows and is able to do (Wormeli, 2006).

Measuring behavior does not reflect what the student knows and is able to do academically. We can provide anecdotal evidence of behavior performance, such as the amount of time and resources students spend on tasks; however, we do not have a common accepted, legally justifiable, non-subjective method for measuring how hard or sincerely someone is working. The inclusion of positive behaviors can

artificially inflate grades while the inclusion of negative behaviors can decrease academic motivation.

While curriculum guides suggest a standard pacing for instruction, penalizing a student for requiring more time, support, or resources to master a standard is contrary to differentiated and best practice in teaching and learning. Please note, there may be standards where participation or quality of work may be assessed. This is appropriate only if it is reflected within the actual standard/learning target being assessed.

There will be a separate section for work habits and behaviors on the report card. This section will provide feedback on effort, work habits, responsibility, etc.

How is standards based grading different from traditional grading?

Traditional Report Card	Standards-Based Report Card
One mark for all standards within a subject area	One mark for each standard within a subject area
Based on averages	Based on consistency of grade-level standards
Based on percent system	Based on end-of-year expectations for grade-level standards
Provides general indicators of student performance	Provides specific indicators of student performance

How will academic performance be reported?

Students' progress will be reported in relation to the end-of-year expectation for the standard. The following key will be used to determine progress:





4	Exceeds grade level standard
3	Meets grade level standard

2	Progressing toward grade level standard
1	Limited progress toward grade level standard
0	No progress toward grade level standard
N/A	Not assessed

Please note:

Scores given represent the student's quarterly progress toward the end of year goal. While a student may have previously received a level 3 for a specific standard, if he or she does not continue to consistently show mastery, it is possible to receive a lower score.

Number grades should not be interpreted as a letter grade. For instance, a 4 would not be considered an A. Please remember that a level 3 shows achievement of grade-level mastery.

Student Goal: To Ride the Bike Themselves!		
	4	Exceeding the Standard The student can not only ride the bike independently, but also perform stunts!
	3	Meeting the Standard The student is successfully riding the bike themselves!
	2	Progressing Toward the Standard The student is pedaling well and staying upright as long as someone is assisting.
	1	Not Meeting the Standard The student is riding the bike, but only with the use of training wheels.

"Standards-based grading is an assessment and feedback method that helps teachers stay focused on the goals of the class, align all parts of the curriculum to the course goals, and give students specific actionable feedback about their strengths and weaknesses."

In Other Words...

How Proficient Am I?	
4	I can do this! I can teach this! I can apply what I learned! (Application)
3	I can do this by myself! I mastered this! (Target)
2	I can do the easy stuff! The hard stuff is still too hard for me! (Prerequisite and vocabulary)
1	When I have help I can do some of the easy and hard stuff. (With help)
0	Even when someone helps me, I can't do it yet. (Not yet)

Source: Marzano, 2010.