

Standards Based Grading & Reporting

Timeline of Implementation

Grades should accurately reflect student achievement and areas for growth

2016–2018:

- A district committee reviewed & revised the elementary report card

2018–2019:

- Select teachers piloted Standards Based Grading & Reporting for Math, Social Studies, Science, & Work Habits

2019–2020:

- All teachers K–5 will implement Standards Based Grading & Reporting for Math, Social Studies, Science, & Work Habits
- Select teachers will pilot Standards Based Grading & Reporting for ELA

2020–2021:

- All teachers K–5 will implement Standards Based Grading & Reporting for all subjects

Grades should accurately reflect student achievement and areas for growth

Bloomington School District Standards Based Grading



Grades should accurately reflect student achievement and areas for growth.

Grading Principles

1. Student behaviors (effort, participation, adherence to class rules, etc...) are not included in student grades.
2. Students will not receive a lower grade for assignments turned in late.
3. Students are not provided extra credit or bonus points to increase a grade. Seek only evidence that more work has resulted in a higher level of achievement.
4. Academic Dishonesty does not result in a grade reduction.
5. A student is graded on his or her academic performance and not as a group.
6. Timed Assessments & Pop Quizzes should not be included in a student's grade.
7. Every activity or assignment that is assigned to students are not graded and recorded in the gradebook.
8. Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.
9. Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards.
10. Don't rely on the mean; consider other measures of central tendency and use professional judgment.
11. Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient evidence.
12. Don't use information from formative assessments and practice to determine grades; use only summative evidence.
13. Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances emphasize more recent achievement.
14. Don't leave students out of the grading process. Involve students - they can - and should - play key roles in assessment and grading that promote achievement.
15. Homework is for practice of skills and are not factored into a student's grade.

Why Standards Based Grading

1. Grades should accurately reflect student achievement and areas for growth.
2. There are over 20 standards in math & 40 standards in Reading/Language Arts. Standards Based Grading allows educators and parents to know exactly which standards students have mastered and which standards students still need support.
3. Averaging penalizes a student who does not know the content at the start of a unit, but fully understands the content at the conclusion of the unit. Educators should look at a student's most recent attempt & mode to determine a grade.
4. A student with an 88% average is not very different from a student with a 91% average, although the two students will most likely receive a different grade on the report card. Under Standards Based Grading, these two students will receive the same grade.
5. Teachers are working collaboratively and have a common understanding of what students need to know in order to master a standard. This will bring uniformity across grade levels & buildings in the Bloomington School District.
6. Students will only be assessed on their achievement and not on behaviors such as effort, participation or homework completion. The 15 grading principles will bring consistency to grading practices.
7. We want students to take ownership of their learning. With Standard Based Grading, students will focus more on mastering standards and less on getting a score on an assignment.
8. Effort & work completion will continue to be expectations of teachers in a Standards Based Grading system. This information will be contained in the Work Habit portion of the report card.

Standards Based Grading & Reporting



Video from 2018-2019 Curriculum Night

Sample Report Card

Bloomington School District 13 - Student Progress Report for Standards Based Grading - 3rd Grade

Student Name:

School: Erickson Elementary

Year: 2018-2019

Math Report Card Statements	T1	T2	T3
If the box is checked, the student received modified work:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Represent and solve problems involving multiplication and division.			
Understand properties of multiplication and the relationship between multiplication and division.			
Multiply and divide within 100.			
Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
Use place value understanding and properties of operations to perform multi-digit arithmetic. ¹			
Develop understanding of fractions as numbers.			
Solve problems involving measurement and estimation.			
Represent and interpret data.			
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.			
Geometric measurement: recognize perimeter.			
Reason with shapes and their attributes.			

SBG Grading Indicators	
M	"Mastered" indicates the student has met all grade level expectations for the report card statement. A student performing at the mastery level is right on track with our high academic expectations.
A	"Approaching" indicates the student has met some of the grade level expectations for the report card statement. A student performing at the approaching level needs support, reinforcement, or more time to reach the mastery level.
B	"Below" indicates the student has minimal understanding and has not met many grade-level expectations for the report card statement. A student performing at the below level needs additional support and/or interventions to reach the mastery level.
*	Some report card statements may not have been fully taught or fully assessed during the trimester. An asterisk will be placed next to the grade to indicate a student's progress towards meeting standard, based on what has been taught and assessed. (Example: M* A* B*)
	Some report card statements may not have been taught during the trimester. Report Card Statements that have not been taught will not receive a grade.

Science Report Card Statements	T1	T2	T3
If the box is checked, the student received modified work:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and conduct an investigation that provides evidence or patterns used to predict outcomes related to force and motion.			
Develop models to describe that organisms have unique and diverse life cycles.			
Construct an argument that some animals form groups that help members survive.			
Analyze and interpret data to provide evidence that plants and animals have traits and can be influenced by the environment.			
Analyze and interpret data to support an argument with evidence that merits a solution about the survival of specific species in specific habitats.			
Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season in different regions of the world.			
Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.			

COMMENTS
First Trimester:

Social Studies Report Card Statements	T1	T2	T3
If the box is checked, the student received modified work:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain and how groups of people can benefit communities by comparing changes in rules and procedures in classrooms, schools, and communities.	N/A		
Locate major geographical features, and compare environmental changes that impact production.	N/A		
Determines the rules of economic systems and how they effect trade, consumption, and production among varied cultures.	N/A		
Prioritize sources of information, and describe how people/events have shaped their own communities and regions.	N/A		

COMMENTS
Second Trimester:

Work Habits/Social Emotional Report Card Statements	T1	T2	T3
If the box is checked, the student received modified work:			
Works independently and collaboratively to maximize time while taking ownership in one's learning.			
Models pillars of character that demonstrate positive life skills throughout structured and unstructured times.			
Collaborates with peers and when necessary is able to resolve peer conflict.			
Describes emotions and situations that cause impulsive behaviors. Demonstrates and models socially acceptable behaviors.			

COMMENTS
Third Trimester: