

SBG Parent Questions

What is Standards-Based Grading?

In a standards-based system, teachers report what students know and are able to do relative to the Standards. The system includes:

- **The mastery of defined learning targets instead of the accumulation of points,**
- **The reporting of student achievement toward meeting learning targets at a given time by reflecting on mounting evidence based on various forms of assessments,**
- **A record keeping system that provides teachers with information that allows them to adjust learning practices to meet the needs of students, and**
- **A system that encourages student reflection and responsibility.**

What is the purpose of Standards-Based Grading?

To accurately represent students' abilities rather than the assignments or extra credit they complete.

How does Standards-Based Grading work?

Units are divided into standards or targets, and students will earn a grade for each target.

What are the advantages of Standards-Based Grading?

- 1. Intentional instruction**
- 2. Students and Teachers can gauge students' progress per standard**
- 3. Accurate representation of Knowledge**
- 4. No busy work, or inflated grades**
- 5. Promotes intrinsic motivation**
- 6. Doesn't penalize students for mistakes made during the learning process,**
- 7. Efficient grading and use of time**

What are the disadvantages of Standards-Based Grading?

1. fewer grades
2. adjustments to new grading scale

Does the new scale (E, M, AM, PM, NM, and I) convert to the old scale (A, B, C, D, F)?

**Almost, no Ds.
Grading Scale:**

E	Exceptional	98-100 A
M	Mastery	90-97 A
A	Approaching Mastery	80-89 B
P	Partial Mastery	70-79 C
N	No Mastery	1-69 F
I	Incomplete	0 F

What scores are passing?

70% and up (E, M, A, P)

Is Standards-Based Grading in place for all courses?

Yes, except Morehead Dual Credit Courses.

How does Standards-Based Grading improve teaching and learning?

It makes teaching more deliberate and purposeful. It aligns the learning to the standards and expectations of the course. It enables teachers to plan instruction that meets the needs of their students

What will the report card look like? How will it help to improve my understanding of my child's learning? What will Infinite Campus look like?

Through the parent portal, parents will be able to see the standards and learning targets addressed each grading period. Clearly articulated standards and learning targets enable students, parents, and teachers to work together to improve achievement.

How does Standards-Based Grading prepare students for College and Careers?
By giving students ownership of their learning, Standards-Based grading gives students a more meaningful, realistic learning experience. Standards-Based grading teaches students self-advocacy skills necessary to achieve in college and/or career settings.

Have schools that use Standards-Based Grading experienced significant increases in achievement?

Based upon work done by Marzano, Guskey, Pickering, Reeves, Popham, Wiggins, Stiggins, O'Connor, Brookhart, and the High Schools That Work Breaking Ranks program, SBG has increased achievement. Research on standards-based grading has shown that students learn the content on a deeper level and perform better in college when exposed to effective standards-based instruction and grading.

Does Standards-Based Grading lead to grade inflation?

The grade received for a course should only reflect the level of mastery of standards, therefore it should not be inflated or deflated.

Why did EJHS change to Standards-Based Grading?

The change was made so that grades earned by students more accurately reflect what they know and can do.

Who established the Standards-Based Grading policies and procedures?

A committee comprised of teachers and principals.

How do standards-based grades differ from a traditional grading system?

The main difference is that the new system is more focused on representing what students truly know and can do. With the traditional grading system, grades could be affected by non-academic behaviors such as attendance or effort.

Are Standards-Based grades any more or less subjective than a traditional grading system?

Any grading system is going to be subjective, however the EJHS staff has developed a standards based grading system with the intent of reducing the amount of subjectivity included in grades. Included in the grading scale is a list of descriptors developed with the purpose of providing specific criteria for each grade.

What will happen when an EJHS student transfers to another district/school that does not use a Standards-Based Grading system? How will their GPA be factored?

All grades entered into the gradebook are assigned a GPA value and those grades and values would travel with a student to another school.

What will happen when a student transfers in to EJHS from another district/school that does not use a Standards-Based Grading system? How will their GPA be factored?

EJHS is not moving away from using GPA's. The GPA scale at EJHS is the same as any other high school and grades from other schools will also transfer to our system.

Why is only EJHS going to Standards-Based Grading?

The staff at EJHS feels this is the most accurate and fair method of determining, and reporting, what students know and can do.

If I prefer my child use a traditional grading system, can I transfer them to another high school?

A parent may request a transfer to another high school. Any request would have to be approved by both high school principals.

When does/did Standards-Based Grading go into effect at EJHS?

With the 2012-13 school year, all courses at EJHS are standards based.

What is next in the process?

The EJHS staff is currently researching and reading about competency based graduation models and how this model can be used to qualify students for graduation based on what they know and can do and not just based on the amount of credits they have earned.

What are the standards?

State and nationally mandated, skills based guidelines for what should be learned and mastered in each content area.

Is there a list of standards for each unit in each course?

Yes. Teachers collaborate within content departments to organize the common core standards into separate teaching units; these are the only standards to be assessed during that instructional unit.

Are all state standards being assessed for each course?

Yes. The state standards are divided by content curriculum, and by specific grade level area; these are the specific standards that students will be assessed on throughout the school year in each course.

How does a teacher determine an E, M, AM, PM, NM or I?

Teachers will assess students based on their level of mastery for each specific standard; they will reference the common standards-based grading scale, available on the school webpage and in teachers' syllabi, in order to determine these levels of achievement.

Does a student have to be "perfect" to get an E?

A score of "E" designates exceptional performance of mastery on a particular standard, which would be considered an A+ on the traditional grading scale.

Does each assessment explain how the student met or missed the standard(s) being addressed?

Yes. Each assessment is pre-designed according to the common core standards, with each question on an assessment being labeled and reflecting a specific standard. Following each assessment (both formative and summative), both teachers and students reflect on their performance in order to plan to achieve higher mastery on the next assessment.

What is the difference between formative and summative assessment?

Formative assessments are “practice” assessments, while summative assessments are the “real game.” The formatives are designed to help students keep track of their understanding of the individual standards (and continuously improve) prior to the final summative. Formatives are not weighted; summatives carry full weight.

If formative assessments (homework, quizzes, etc.) are not figured into the grade, won't the students not take them seriously (won't do them, won't try, etc.)?

All students must complete all formative assessments before they are able to sit for the final summative assessment. These formatives are designed to enhance student learning prior to the summative, so students will still be held accountable for completing them.

Will the teachers encourage each student to redo an assessment if they are below mastery or will it be up to the student?

Any student not achieving mastery on a standard *must* retake the assessment for that standard.

What does my child need to do before he/she can reassess? When will reassessment take place?

Your child will need to meet with their teacher to establish a remediation plan before they can reassess. These reassessments will take place after school during ESS on Tuesday, Wednesday and Thursday afternoons.

How many times can a student reassess on a specific standard?

A student may only reassess one time for each standard.

What will teachers do if multiple students need more time on certain standards?

Teachers will make professional decisions of when to extend instruction on a standard for a large group or to give additional attention to small groups or individuals.

What will teachers do to ensure that the learning of those students who learn quickly is not compromised when teachers take extra time so everyone learns it?

Instruction should be differentiated within a class to allow students that have mastered content to work to a greater depth of understanding of a standard.

How will EJHS address test anxiety?

Students are provided with opportunities to master content before being assessed. If a student does not do well on a test, she is then provided an opportunity to complete remediation and retake the test at a later date.

What are Life Skills and how do they affect mastery of the standards?

Life skills will give parents and students feedback regarding work ethic, effort and other skills that we still consider to be vital but do not demonstrate mastery of a standard. This feedback will not affect a student's grade.

What is the difference between Content Standards and Life skills? What is the connection?

Content standards address the expectations for student knowledge and skills within each subject. Life Skills address the expectations for student behavior. The two sets of expectations, content standards and life skills, are directly related in that the scored life skills are essential for quality student learning. A student who is consistently punctual and prepared, for example, will have greater opportunity for mastering content than one who is not.

How are Life Skills scores determined? How often are they entered into Infinite Campus?

Life skills scores are evaluated by the students and teachers and entered into Infinite Campus weekly. The life skill scores, covering responsibility, work habits, and cooperation, are rated on a scale using the words consistent, frequent, occasional, and rare. Students self evaluate regularly and any changes will be made to Infinite Campus to reflect changes in documented behavior.

How are grades determined in Infinite Campus – average? Trend? Last score?

Individual grades in Infinite Campus show only the level of mastery for each standard. The final grade is determined by averaging the success of all content standards. At this point, a student will receive a letter grade, A, B, C, or F.

If my child does everything that is asked of her, why doesn't she get an E or an M?

Grades determined in our standards based grading system more accurately show what student know and can do. If a student completes all assigned work, but is unable to master the content knowledge, she will not receive an E or an M. It's not doing or, Completing every assignment, but showing mastery of the targets.

How does Standards-Based Grading effect student motivation?

Students have the opportunity to get a second chance on their summative exams to review missed concepts. The learning logs, target checks, and formative assessments indicate to a student what they know and don't. They can then focus on what they are having trouble with.

How does Standards-Based Grading effect transcripts, GPA, graduation honors, etc.?

Standards based grading letters (E, M, AM, PM, N, I) easily translate to the traditional grading scale.

How are students with disabilities or English language learning needs affected by Standards-Based Grading?

It actually gives them a clear understanding of what they are doing and why. It guides them to mastery of the standards.

Does Standards-Based Grading benefit one "type" of student?

No, it benefits all students because the standards are very clear, students restate the standards in their own words, students can chart progress. It actually levels the playing field; some students may not be able to afford canned food or tissue or the other non-academic items students are asked to bring in for extra points.

Let's say my child receives the following scores for a single standard: A, E, E, N, N, M, A. Will she receive an A since that is the last score?

How a grade is determined will depend on the course, its standards, and recent student progress. Please contact the teacher of a particular course for more information.

What is the effect on GPA?

There is no effect; except that student grades now reflect student learning.

Does extra credit have a place in Standards-Based Grading?

No.

Because Standards-Based Grading is aligned with state standards that students should meet for the year, how can my child meet those standards at the beginning of the year?

All summative assessments will reflect student progress towards mastery of standards of specific content at that particular time.

What does my child need to do to achieve an E?

“E” represents exceptional work. EJHS has defined exceptional work as demonstrating analysis and applications that exceed expectations.

Is a Standards-Based Grading system used to avoid comparing students to one another?

No; it measures a student’s progress toward mastery of the standards.

How will incompletes be handled?

Formatives - All formative assessments must be completed before a student retakes a summative exam.

Summatives - A student who is absent for a summative exam has two weeks from the time they return to take the exam. An “I” will be entered into Infinite Campus until the exam is made-up.

What interventions are available for students who are struggling to achieve mastery?

Pre-mediation during advisory (math & reading), ESS (after school T-Th), appointments with teachers

Will there be concerns about KHSAA concerns for athletes?

No.

Are other schools across the state/nation moving towards Standards-Based Grading?

Yes.