

PARENT WORKSHOP SERIES STANDARDS-BASED GRADING

December 5, 2015

Jessica Turner

Wappingers Central School District Mission

The mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.

Our Core Values

We Believe That:

- ▣ Active and continuous learning is essential for individuals and communities to flourish.
- ▣ Embracing diversity in all its forms enriches the human experience.
- ▣ Everyone can realize their potential and when they do, both they and the community thrive.
- ▣ The health and quality of a community are dependent on the responsible contributions of all its members.
- ▣ The collaboration needed for meaningful change is built on honesty, trust and respect.

Standards-based Grading Supports Core Values 1 & 3

- ▣ Active and continuous learning is essential for individuals and communities to flourish.
- ▣ Embracing diversity in all its forms enriches the human experience.
- ▣ Everyone can realize their potential and when they do, both they and the community thrive.
- ▣ The health and quality of a community are dependent on the responsible contributions of all its members.
- ▣ The collaboration needed for meaningful change is built on honesty, trust and respect.

Traditional Grading Systems

- ▣ Use percentages
- ▣ Teachers “collect” grades through the quarter
- ▣ Collected grades are averaged to give a final grade (this average can be affected by missing grades, absent work, test anxiety)
- ▣ All grades are based on summative work
 - Work that is assessed after student learning occurs
- ▣ Students are given a “grade” and there is no process to learn from mistakes and improve their skills

Standards-based Grading

- ▣ Uses the same standard for all students
- ▣ Standards are shared with students throughout the learning process
- ▣ Teacher provides multiple assessments to guide students through their learning
 - Formative and Summative
- ▣ Students are provided with feedback to improve their understanding and are able to set goals for themselves, or with their teachers, to extend their learning
- ▣ Grades reflect the student's mastery level of a specific standard and not an average of grades

How Standards-based Grading Supports You and Your Child

- ▣ Gives an accurate picture of what your child understands
- ▣ Provides you with information regarding what your child may be struggling within their learning
- ▣ Works toward preventing gaps in learning that can affect your child in future grade levels
- ▣ Supports your child in gaining mastery of the material required for their current grade level
- ▣ Helps to support their continued success

Traditional Grading Gap

Grade Level	End of Year Grade	Gap In Learning
Kindergarten	80%	20%
First Grade	80%	$20\%+20\%=40\%$
Second Grade	80%	$20\%+20\%+20\%=60\%$
Third Grade	80%	$20\%+20\%+20\%+20\%=80\%$
Total Gap Over 4 Years		80%

Traditional Grading Says This Is OK!

Standards-based Grading

5th Grade Reading				
<i>Anchor Standard</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
RL and RI 1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.