

# Standards-Based Grading and Reporting

## WHAT IS STANDARDS-BASED GRADING AND REPORTING?

The goal is to provide more information to students and parents. Grades become a measure of what students understand and are able to do related to curricular objectives. This type of grading separates the academic (what students learn) from the non-academic (their interpersonal skills, behavior and ability to function in a classroom).

In Rockwood, we understand that both academic and non-academic achievement are important. In standards-based grading and reporting, teachers will provide parents with information about both the academic indicators (what their child knows and can do) and non-academic indicators (their child's work habits that support learning). This new level of reporting grades will provide high quality 1) feedback to students, 2) communication with parents and 3) support to teachers as they modify instruction to help students learn.

## FORMATIVE ASSESSMENTS

Formative assessments are a way for teachers to "check in" with students. It is done while students are still learning.

For example, a teacher may give a brief quiz as a checking device to find out which students have learned the concept, and which students need additional time and study. The quiz is then followed by corrective instruction for those who needed that additional time, as well as enrichment activities to extend the learning of students who have demonstrated their mastery of the concept.

Formative assessments help teachers to diagnose their students' progress and to modify the instruction accordingly. It also helps students to monitor their own progress as they get feedback from their peers and the teacher.

Students find the opportunity to revise/refine their thinking by means of formative assessment. Formative assessments may or may not be graded, depending on the curricular objective.



## SUMMATIVE ASSESSMENTS

Summative assessments are a way for teachers to evaluate/describe students' performance at a specific time. It is done at the end of a unit or instructional period.

For example, a teacher will give an exam to determine how well students have learned the curricular concepts. The teacher calculates the grade in order to summarize the development of the learner at a particular time. Summative assessments are administered after sufficient formative assessment and instruction have occurred.

## NON-ACADEMIC INDICATORS

Non-academic indicators describe the actions and behaviors of students that support academic achievement. Work habits and social development are an important component of communicating to parents their child's progress.

Factors, such as work habits, task completion, and responsibility in the classroom are the building blocks of character. Teachers will report on these indicators that contribute to the success of students.

## WHAT ARE THE "STANDARDS" IN STANDARD-BASED GRADING AND REPORTING?

In Rockwood, education is tied to standards designed to prepare students for college, career and citizenship. The district is focused on a standards-based approach so the teaching/learning models are aligned.

- **Standards-based curriculum:** Standards-based means that curriculum provides a strong framework for classroom instruction. No matter what school or classroom students attend, they will be taught the same curriculum to learn the grade-level expectations. Rockwood's curriculum is aligned to and exceeds state and national standards.
- **Standards-based assessment:** Standards-based means that students are evaluated to determine if they have met the learning targets established in the curriculum. The criteria is set based on standards so all students will be held to the same rigorous standards for learning
- **Standards-based grading:** Standards-based means that grades support effective teaching and learning. The grades reflect what a student knows and can do related to curricular objective, and the results are explained clearly to students and parents.