

# Centennial School District

## Standards-Based Grading in Elementary

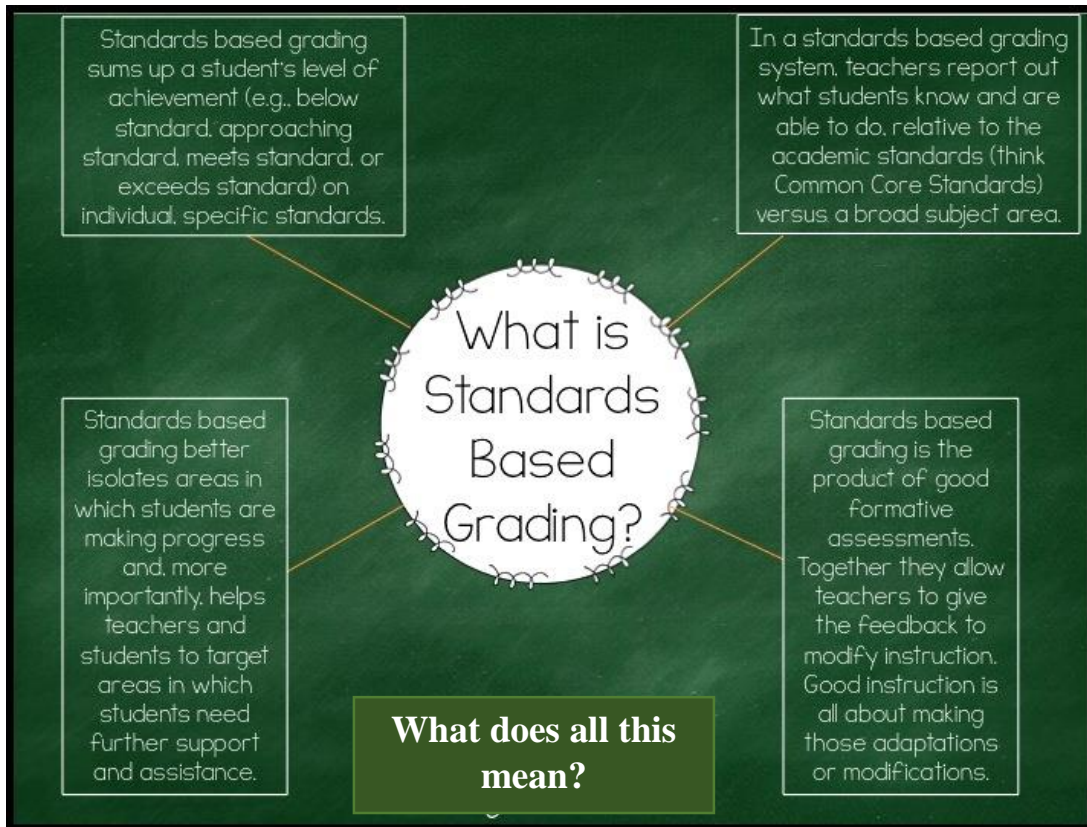


**What is Standards-Based Grading?**

**How is this different from the traditional grading system?**

**Why are we using this?**

Please review the Curriculum Guide and Scoring Handbook for more detailed information.

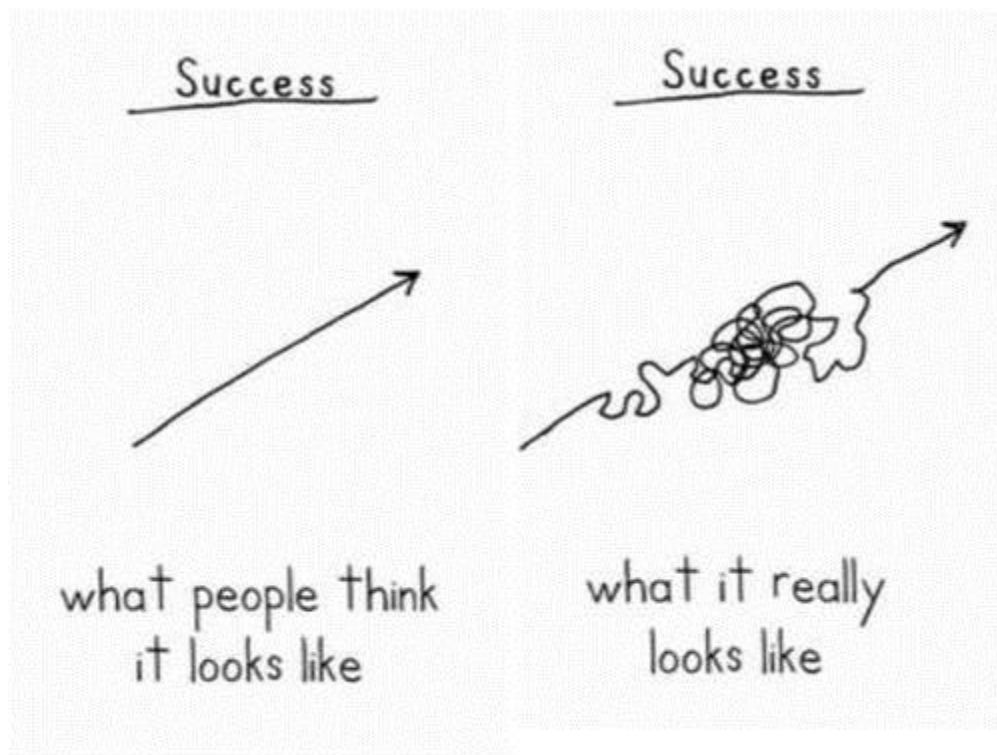


- **Standards-based grading** – A student receives multiple scores to clearly see the level of progress a student makes in each skill set within a subject. The score is based upon how a student is performing consistently at the end of the marking period because it is based upon skill acquisition rather than process; effort and timeliness are excluded. Scores are based on student products such as tests/quizzes, classwork, verbal explanations, and any other proof of knowledge and understanding. The indicators are skills and standards, set by the state, students should learn by the end of a school year.
- **Traditional grading** - Scores are based on quizzes, tests, classwork, participation, effort, timeliness, and any extra credit. All of this information is averaged together for a percent or letter grade.

### Why are we using standards-based grading?

With any grading system, the score is a culmination of the skills acquired as shown through formal and informal assessments. These can be done on paper, through projects, debates, formal discussion, and/or observation.

Please review the Curriculum Guide and Scoring Handbook for more detailed information.







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### **Why are we using standards-based grading?**

Learning is sometimes straight forward and other times, goes in many directions to achieve a goal. The work teachers do with students help them to work through the difficulties with support and then allow students to show what they have learned.

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	<p><b>4 Exceeding:</b>  In addition to being able to meet the standard, the student demonstrated in-depth knowledge and applications that go beyond what was taught. Higher order thinking was evident and student may be skilled to apply the standard in other ways through in depth thinking, creating new explanations, and/or teaching the new knowledge to others.</p>
	<p><b>3 Meeting:</b>  Student demonstrated learning through completed tasks without major errors or omissions in the evidence regarding information and/or processes that were explicitly taught. Student completed the task independently without teacher support.</p>
	<p><b>2 Approaching:</b>  Learning evidence was partially completed and/or multiple errors were made during the learning process. Student needed guidance or support in order to complete the task or solve the problem with assistance. Student asked for teacher assistance, or the teacher reviewed the practice individually, and with guidance the student was able to apply the information to the task.</p>
	<p><b>1 Below:</b>  Student required step-by-step assistance, from beginning to end, when working towards mastery. The student was not able to take small portions and complete the task or find the answer without assistance. Student made minimal effort or little learning evident. Student was unable to complete tasks independently.</p>

In accordance with CSD policy, “numeric grades will be calculated for students in grades 3-12. The following tables demonstrate the letter grade associated with the number grade.”

Letter Grade	Number Grade	Score
A	90-100	4 – Above Grade Level Expectations
B	80-89	3 – Meets Grade Level Expectations
C	70-79	2 – Approaching Grade Level Expectations
D	60-69	1 – Below Grade Level Expectations
F	50-59	

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