

Standards Based SLC's FAQ

- What is the goal of a standards based report card?

Seven Hills adopted a standards based report card to increase clarity and understanding (parent, student, teacher) around grade level expectations and student strengths, weaknesses and learning needs. By using the information gathered through the standards based lesson design and grading processes, teachers can design instruction with a clear sense of purpose and parents can see specific areas where attention is needed.

- How do you define 4,3,2,1?

	Effort	Conduct
4	Consistently demonstrates effort in work.	Consistently kind, safe and responsible.
3	Usually demonstrates effort in work.	Usually kind, safe and responsible.
2	Sometimes demonstrates effort in work.	Sometimes kind, safe and responsible.
1	Rarely demonstrates effort in work.	Rarely kind, safe and responsible.

	Standards Mastery Level	Description
4	Advanced	Demonstrates a comprehensive understanding of the subject matter and applies it to solve complex problems.
3	Mastered	Demonstrates a solid understanding of the subject matter and applies it to solve a variety of problems.
2	Partially Mastered	Demonstrates a partial understanding of the subject matter and sometimes applies it to solve simple problems.
1	Not Mastered	Demonstrates a minimal understanding of the subject matter and does not apply it to solve problems.

- How do you grade work samples?

The above scales do not equate with percentages, therefore you should not grade work on a percentage type scale and then translate it into a 4-3-2-1 (i.e. 4 does not equal 100%, 3 does not equal 70%-90%, etc.). Instead, you are determining the level of proficiency with a concept. For example, if a student completes a math test and gets only a few problems wrong but the errors are of a careless nature and do not interfere with a level of understanding, then they may still have mastered the concept (3). You would require them to fix their errors and then move on. However, you may have another student who makes the same number of errors but the nature of those errors clearly demonstrates a misunderstanding. That student would receive a (2) and would require some intervention or reteaching.

- Do I need to grade everything that the students do?

Not every work product needs a grade, but it does need a conversation. Feedback can come in many forms and formalized assessments are not the only ways to determine levels of proficiency. You can

check for understanding through student interviews, observations, anecdotal notes, etc. Anything that gives you insight into a student’s strengths and needs is considered valuable information to inform planning, and grades.

- How do you determine the final grade for a standard at the end of the term?

The biggest change in mindset around standards based grading is that, instead of taking an average of each assessment, you are looking at a continuum of growth. In your gradebook, your record should be kept according to standards. At any time, you can sort your entries by standard and date to get a history of progress on any specific standard. Your final grade should look not only at level of attainment but also sustainability. See example below. Teachers need to revisit previously instructed concepts to ensure that students retain what they learn. Likewise, teachers need to use their growth continuums to inform lesson planning, pacing, interventions, etc.

Standard: Identifies common synonyms and antonyms.

8/22: matching	9/1: thesaurus activity	9/5: cloze	9/18: revision activity	10/12: mad libs	10:15: matching	Final Grade
1	1	2	3	3	4	3
3	3	1	1	2	3	2
1	2	3	1	2	3	2
1	1	1	1	1	1	1
4	4	3	3	1	2	Interview needed
4	4	4	1	1	1	What would you do?

- How many grades do I need to have in my gradebook?

There is not a numerical answer to this question. You need enough grades to paint a clear picture of learning needs for each of the standards. Some standards are quite straightforward and, once mastered, only need to be assessed through a few isolated measures over the course of the term (i.e. name simple 3D shapes) while others are more developmental by nature and should be monitored regularly (i.e. identifying main idea). If you feel like you have enough information to make an informed decision about a final grade on a specific standard, then you have done your job.

- What would a 4 look like?

A 4 signifies a high level of understanding and ability to apply concepts. We need to ensure that we provide opportunities for students to demonstrate this. Using the sample standard above, an example of a 4 may be a student who is able to generate several synonyms or antonyms for a single word or to successfully complete a complex word sort rather than a simple match.

- What do you do when there are multiple subskills encompassed by a single standard?

Mastery of a standard (3) refers to mastery of each of the skills encompassed by that standard. For example, a grade seven math standard says that students can “compare, order, estimate and translate integers, fractions, mixed numbers, decimals and percents.” If a student is proficient in this area with fractions but not decimals, s/he would receive credit for partial mastery (2). The teacher can provide specific feedback to the student and parent then about which area needs continued focus in order to move to that next level of achievement.

- Do I need to grade effort and conduct every day?

No, keep anecdotal notes of things that stand out (positively or negatively) so that you can justify the final grade you put on the SLC.

- What are the criteria for promotion?

It is our philosophy that students must master certain concepts in order to be successful in the subsequent grade level. As a school that practices Response to Intervention, it is our job to provide appropriate instruction and monitor student progress toward mastering these standards.

In order to be promoted to the next grade, students must demonstrate a 3 or 4 in all **bold** “power standards” in ELA and math by the end of the year. (These are the foundational skills that are the cornerstone for success in subsequent grades.) Students must have 2 or better on all other standards.

Progress should be monitored throughout the year toward mastery of these standards and interventions should be provided as necessary.

If a student is struggling to make progress toward meeting the standards at the end of the first term, a box should be checked stating “Additional Intervention Required.” A mandatory parent conference will be held, outlining a plan of action.

At the end of the second term, if the student is still struggling to make progress, a box should be checked on the SLC stating “Additional intervention needed to avoid retention” and a mandatory parent conference or FASST meeting will be held, outlining a plan of action.

Approximately one month prior to the end of the school year, teachers should work with administration to create a list of students “at risk” of retention and a “promotion determination meeting” must be held for each of these students. At the promotion determination meeting, the teacher and related service providers, parent and a school administrator will discuss the areas of weakness and decide whether gaps can be closed through mandatory summer tutoring or if there are too many gaps to remediate through summer programming and the student must repeat the grade.

There would also be notations for students displaying special needs or circumstances that would be taken into consideration during a promotion determination meeting.

The attendance policy regarding promotion determination will remain in tact.

At the end of the year, the teacher must check one of the following boxes:

*promoted

*promoted, skills practice recommended

*promotion contingent upon successful completion of summer program

*retained

Copies of the “promotion determination form” must be sent home with the SLC and placed in the students’ cum file.