

STANDARDS-BASED GRADING IN MATH

Porier and Hoag 8th grade Math Teachers

CALCULATION

- Each summative assessment will be divided into each standard assessed.
- Students will receive a standards-based score (1-4) reflecting their proficiency.
- Their scores will be reassessed throughout the year and the newest learning will replace previous scores.
- Previous scores will still appear in the gradebook to track progress, but will not have any weight towards final grades.

RATIONALE

Our goal as your student's math teachers is to provide an in-depth look of their math learning. With our philosophy that learning develops over time, we believe that standards-based grading along with traditional grading practices is an effective tool to track the growth of students over the course of the year. We understand that these methods of assessments may be new or different from what students and families are accustomed to. Please refer to the following information provided in order to understand and support us in this 21st century assessment methodology.

FAQ

Q: How do I know my child's score on their tests?

A: Each standard being assessed is scored individually. Therefore, a unit test may have multiple grades determining their proficiency on each standard.

Q: How do these grading practices impact the letter grade my student earns?

A: A score of 3 represents proficiency on a standard. A student receives a score of 4 if they are able to demonstrate more in depth and complex knowledge at a distinguished level. Students earning a 2 are partially proficient and moving towards proficiency. (Note: A 2/4 does not represent a 50%, but rather the level of proficiency towards the standard). A student earning a 1 on a standard is still developing understanding about the concept and has a few gaps in knowledge.

"The expert in anything was once a beginner." – Anonymous

Summary

- Summative assessments are standards-based rather than percentage-based.
- Learning develops over time and progress will be tracked by standard.
- Standards are continuously reassessed, which avoids the need for test retakes.

Q: So is a 4 an A and a 3 is a B?

A: Think of traditional grading and standards-based grading as different languages. Whereas traditional grading reports points earned, standards-based grading reports student learning and growth towards each standard. There is not a clear crossover between letter grades and standards-based grades and should be thought of in separate ways.

Q: My student used to have a 4 in the "solving equations" standard, but now they have a 2. Why did their grade drop?

A: The level of proficiency each student demonstrates throughout the year will fluctuate as we increase the depth of knowledge for each standard. Within each standard, students will be required to develop their thinking from a level of recall and computation to a level of analysis and creation. Students will continue to be reassessed throughout the year and their grades will fluctuate to reflect their growth.