

MS SBG Guidelines Snapshot

What is SBG: Standards-Based Grading (SBG) involves measuring students on well-defined standards (Tomlinson & McTighe, 2006). An SBG system includes:

- *Clearly defining Power Standards*
- *Clearly describing the different levels of mastery on each standard through proficiency scales*
- *Intentionally providing multiple opportunities to practice knowledge and skills (classwork/ homework)*
- *Intentionally designing assessments that accurately measure each Power Standard*
- *Frequently communicating student progress via online gradebooks.*
- *Formally reporting student overall achievement on standards via semester/end of the year report cards.*

The purpose of grades is to communicate what the student knows and is able to do. (O'Connor, 2007)

Standards:

- Power Standards are ones in the gradebook and the students are assessed at the rigor of the standard. These will be communicated explicitly with students as part of instruction.
- Skills4Success-may be put in the gradebook. These must be explicitly taught and assessed based on a proficiency scale.
- Work Standard-may be used to record practice completion (show timeliness and work skills)

Proficiency Scales

- Each Standard in the grade book will have a coinciding proficiency scale.
- Communicate expectations to students.
- Assist students in understanding and describing their ability in relation to the standard.

PowerSchool/Gradebook

- Scores given for each standard must reflect the students performance on each individual standard, (not an average score for multiple standards combined).
- Score is individually given for each standard
- Students may have the opportunity to be assessed multiple times for each standard.
- Scores for each standard will be calculated according to the table to the right.

5th/6th Each standard will have a singular averaged score.	7th/8th Standards are averaged for a final score per course.
4-Advanced (above Grade Level) 3.5	4-100%
3-Proficient (at Grade Level) 2.5	3.5-92%
2.0-Developing (below Grade Level) 1.5	3-84%
1.0-Emerging (well below Grade Level) 0.5-44%	2.5-78%
0-Did not show any ability	2.0-68%
	1.5-60%
	1.0-52%
	0.5-44%
	0-0%

Work Standard

- Courses may include a “work standard”.
- Designed to provide communication about if a student is completing work in a timely manner.
- The “Work” standard may not count for more than 10% of a student's grade.
- Examples include: homework, practice work, non-assessment work that does not meet the level of rigor within the standard.

Incompletes(I) & Zeros

- Students who do not complete an assessment will be given a zero after the due date.
 - The student will be provided additional opportunities to complete the assessment for a minimum of three weeks.
 - The assessment score completed within the appropriate window will be replaced with the earned score without penalty.

Assessments:

- There are MULTIPLE methods the district considers ‘acceptable’ practices of final assessments (ex. Test, paper, project, presentation etc.)
- Scores are entered into the gradebook IF:
 - The content of the assessment has been taught and students have had time to learn/practice the content or skill.
 - The assessment meets the level of rigor described by the Proficiency Scale.