

Standard Based Reporting Questions and Answers

Q: What is Standards-Based Grading (SBG)?

A: Standards-Based Grading (SBG) is a refined way of reporting what students know and how they demonstrate their learning of state content standards. Students are assessed on the content standards in a variety of ways (verbal, written, standardized, hands on, activity-based, etc.) and have multiple opportunities to demonstrate their level of mastery. This allows for a holistic appraisal of the level of learning and application. This total assessment picture will reflect what the student does at home to prepare, what the student can do in class, and how the student can explain their learning.

Q: What is the purpose of Standards-Based Grading (SBG)?

A: The purpose of Standards-Based Grading is to align what kids do and the grades they receive with the state content standards as measured by consistent and accurate student achievement data and common criteria for grading. When the measurement tool (the performance indicators) is uniform, the product doesn't have to be. Teachers are very skilled at being able to assess levels of understanding based upon what a student says, does, and submits.

Q: What is the goal of Standards-Based Grading (SBG)?

A: The primary goal of SBG is to better communicate to students, parents, teachers and administrators what each student knows and is able to do according to state content standards and separately assess the influence of positive and consistent work habits on student learning.

Q: Who benefits from SBG?

A: This model has something to offer for all types of students. It benefits the student who learns something quickly and swiftly and allows him to achieve higher levels on new concepts without completing work on skills already mastered, and also the average student who has typically done well on some parts of a unit, but not others. It also benefits the struggling student by allowing the student/parent/teacher to see specifically which learning goal is difficult for the student to achieve. It is no longer about the assignment, but now about the learning. In the Standard based model it easily shows the student/teacher/parent which concepts are causing trouble and allows us to look for patterns, trends, possible misconceptions, etc. Students can focus where they need to focus.

Q: How does the Standards-Based Report Card compare to the Letter Grade System?

A: Letter grades measure how well children do in comparison to their classmates. The standards-based report card measures how well an individual child is doing in relation to the grade level standards, not the work of other children. This gives parents/guardians a better understanding of their child's strengths and weaknesses and encourages all children to do their best.

Q: Can a student perform at a level 3 and then move to a level 2 in the next marking period?

A: The expectations change from one marking period to the next as students move toward the end of grade-level expectations. This means: a student may be progressing toward the grade-level expectation during the second marking period, but as expectations increase, the student may not demonstrate the same level of proficiency during the next marking period.

Q: Can a student perform at a level 2 for multiple marking periods?

A: You may see a "2" for a concept or skill multiple report cards in a row. This does NOT indicate a lack of progress. A level 2 indicator means your child is making the necessary progress on that skill, as there are many components to that skill which may be introduced sequentially.