



Standards-based Grading Information 2016-2017



The mission of the WCSD is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.

K - 6 Standards-Based Grading Practices

The Wappingers Central School District will continue to use a K-6 standards-based grading system. Kindergarten through 6th grade teachers and administrators have received, and will continue to receive, the tools necessary to ensure consistent grading practices across the District. Through the use of standards-based grading, teachers will be able to engage parents and students in meaningful conversations and provide effective feedback regarding the level of mastery of identified standards.

“Grading is the primary means of reporting feedback about a student’s level of learning.”

-Robert Marzano

“By comparing one child’s performance to a clear standard, parents, children, and teachers all know what is expected. Every time a student attempts a task, the performance is compared to the standard.”

-Doug Reeves

FREQUENTLY ASKED QUESTIONS ABOUT STANDARDS-BASED GRADING:

1. What is standards-based grading?

Standards-based grading is the vehicle for which teachers gather information about what students have learned and what they still need to know. Teachers can then use this information to design instruction that helps their students continue to grow as learners.

2. What is the difference between standards-based grading and traditional grading?

Standards-based grading provides an opportunity for teachers to monitor student’s proficiency in identified standards. Standards-based grading tells a parent how a child is performing in relation to the standard and helps to identify areas for improvement in their learning. A traditional grading systems tells a parent how their child performed on tests or quizzes after learning has occurred.

3. What do the scores on the 4.0 scale mean?

- 4 - Student is Excelling in Grade Level Standards
 - 3.5 - In addition to score 3.0, partial success at 4.0 content
- 3 - Student is Proficient in Grade Level Standards
 - 2.5 - In addition to score 2.0, partial success at 3.0 content
- 2 - Student is Partially Proficient in Grade Level Standards
 - 1.5 - Partial success at 2.0 content
- 1 - Student is Performing Far Below Proficient in Grade Level

4. What is the difference between a Level 3 and a Level 4?

A student who is proficient and able to understand standards and apply skills and knowledge at their grade level is performing at a Level 3. A student who receives a Level 3 is meeting all of the expectations of their grade level and should be celebrated.

A student who is performing at a Level 4 is not only proficient in grade level standards but excels by demonstrating a deeper understanding and is able to extend skills and knowledge beyond what was taught. Specific differences between a level 3 and a level 4 are described on the math proficiency scales, reading progressions, and writing rubrics. These documents are available for discussion through your child’s teacher.

5. How is my child's grade determined?

Below is an example of a math rubric, Proficiency Scale. **A student who is successful at level 3 work has mastered this standard.** Teachers use rubrics that show the varying levels of understanding within a specific standard or learning outcome. This allows a teacher to learn what the student does well and what he/she needs to work on.

In standards-based grading, a student's current understanding is recorded on the report card. For example, at the beginning of the quarter, a student demonstrates full understanding of all level 2 work and success with 3 out of 4 components in level 3 work. Using the rubric below, this would result in a current grade of 2.5. Throughout the quarter, the teacher designs specific instruction for the student to master the last component of level 3 work. At the end of the quarter, if the student successfully masters all level 3 work, the student's reported grade would be a level 3. However, if the student did not successfully complete all level 3 work, his/her grade would remain a level 2.5.

Sample Proficiency Scale for Second Grade Mathematics: Place Value

4.0	Student is able to express a given value using multiple place value representations (Ex: 418 is 4 hundreds + 1 ten + 8 ones or 41 tens + 8 ones or 4 hundreds + 18 ones). Student can continue skip counting beyond 1000.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	1• Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones 2• Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 3• Count within 1000; skip-count by 5s, 10s, and 100s. 4• Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	1• Understand vocabulary: expanded form, written form, standard form, pictorial form, ones cubes, ten rods, hundred flats, hundreds, tens, ones, digit. 1• Does not correctly represent amounts of hundreds, tens, and ones, (ex does not recognize 0 as a place holder; ex hundreds 6 ones = 76) 1 • Struggles when place value/digits/units are presented out of order (ex 8 tens, 3 hundreds, 1 one = 831) 1• Can create concrete/pictorial models, but not abstract models. 2• Can read and write numbers to 1000 in some, but not all, forms (expanded 100+70+3, standard 173, written one hundred seventy-three, unit 1 hundred 7 tens 3 ones) 3• Can count by ones within 1000 but inconsistently skip counts by 5s, 10s, &/or 100s 4• Given a starting value that is not a multiple of 10, struggles to mentally add 10 or 100 (example: can start at 400 and add ten 410, 420, 430, but struggle to start at 487 and count 497, 507, 517)
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content

6. What if I have additional questions?

If you have any additional questions, please visit with your child's classroom teacher about learning targets and standards-based grading, as well as with the building principal. You may also contact the District Office:

Dr. Michelle Cardwell, Assistant Superintendent for Curriculum & Instruction at 298-5000 x 40142

Jessica Turner, Director of Elementary Education at 298-5000 x 40128