



# Standards Based Grading at ROMS & ROHS

A brief guide to understanding SBG and how it  
is communicated on Mistar

# What is Standards-Based Grading?

Standards-based grading is an approach to reporting student skill development and understanding. It focuses on assessing students in these areas at the end of a period of learning against standards to determine their proficiency with them.

In order to support a growth mindset, students will have multiple opportunities to practice new learning prior to assessment, but their practice scores will not count toward the final grade. Formative assessments will be used to provide feedback to students and identify areas in which they can improve their learning. Final grades will include only summative assessments; if a student demonstrates increased proficiency, he or she will earn that increased grade without being penalized for previous performance. ROMS and ROHS assessments will be aligned to one of the four MYP assessment rubrics, and students will spend time in class becoming familiar with the success criteria.

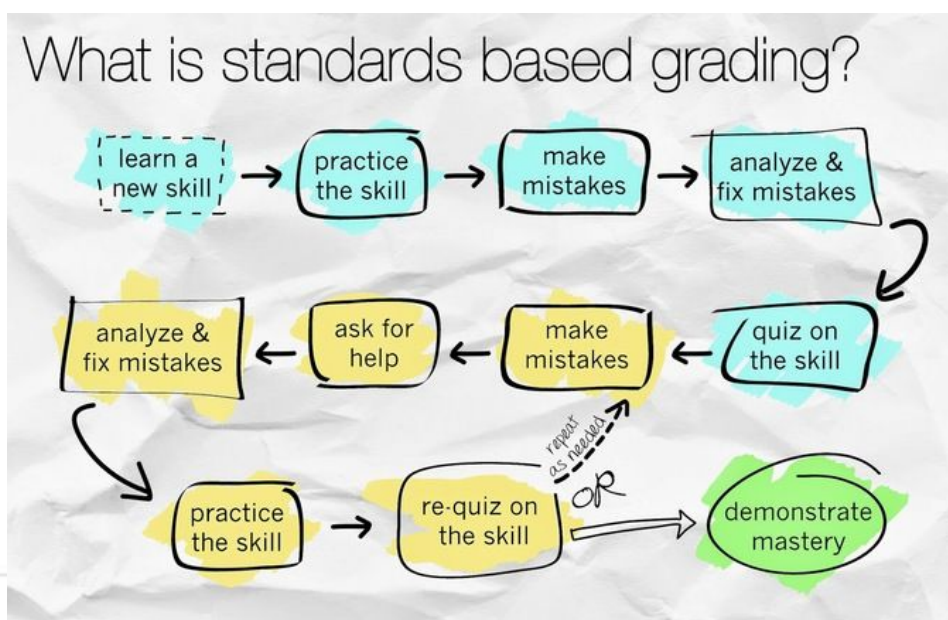
Teachers who practice standards-based instruction and assessment believe that:

- students should understand the standard they are trying to reach and should have multiple opportunities to practice it before receiving a summative grade;
- all scored assessments should be aligned to at least one MYP assessment rubric;
- reports of student achievement should emphasize performance and growth, not non-academic factors; and
- whenever possible, summative grades should reflect a student's most recent learning and performance trend

# Standards-Based Practices

In practice, teachers who use standards-based grading will:

- ensure that students are familiar with the assessment criteria used to measure their performance and, whenever possible, see samples of student work in order to understand proficiency targets;
- provide students adequate practice opportunities and formative assessment feedback in order to identify areas of misunderstanding and give students the time and information they need to improve;
- regularly communicate with students about their progress toward learning targets;
- document formative assessments in MISTAR so students and parents can monitor progress; and
- use patterns in student performance data rather than averages to determine overall criterion scores and grades.



# Understanding Achievement Levels

Each subject area has four assessment criteria that it evaluates students development with. Each is listed below:

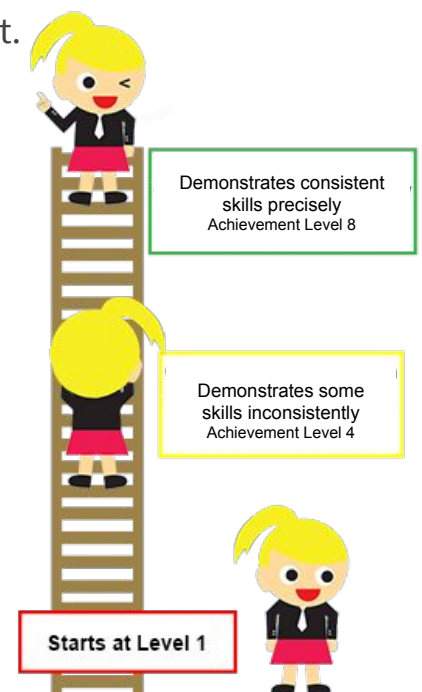
	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analyzing	Organizing	Producing Texts	Using Language
Language Acquisition	Comprehending Spoken & Visual Text	Comprehending Written & Visual Text	Communicating	Using Language
Individuals & Societies	Knowledge & Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowledge & Understanding	Investigating & Designing	Processing & Evaluating	Reflecting on the Impact of Science
Mathematics	Knowing & Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Arts	Knowing & Understanding	Developing Skills	Thinking Creatively	Responding
Physical & Health Education	Knowing & Understanding	Planning for Performance	Applying & Performing	Reflecting & Improving Performance
Design	Inquiring & Analyzing	Developing Ideas	Creating the Solution	Evaluating

MYP subjects are aligned so each of the criterion categories is assessing a similar skill, just specifying the language for what it looks like in that content area. In this way, we can think of the criterion categories as:

- Criterion A = Thinking and Knowledge Skills
- Criterion B = Organizing skills
- Criterion C = Application and Communication skills
- Criterion D = Evaluating skills

Each criterion evaluates students' achievement level on a 1-8 scale. This scale is not meant to be a percentage grade, but rather demonstrate the student's development of that skill or mastery of content knowledge.

- **1-2 = learning** - students are learning about the content or skill and limited in their ability to use it independently
- **3-4 = practicing** - students are practicing the content or skill and can demonstrate the skill when they have support
- **5-6 = using** - students are using the content or skill adequately and can demonstrate the skill independently
- **8-7 = teaching** - students are able to teach others the content or skill and evaluate how effective themselves and others are using it.



# How Marks are Reported

In the MISTAR Parent and Student Portals, students' marks will be reported under the Assignments tab. When looking at the assignments, practice (any formative assessments students have received feedback on) will be marked as "Not Graded." This is because it will not be counted in their final grade, as it is the time for them to try, make mistakes, and learn from them.

Additionally, there will not be "Points Possible" and "Scores" reported for assignments or assessments. Rather, the standard mark that students achieved will be listed underneath the task, specifying which standard(s) was assessed and the achievement level earned.

In the example below, the student practiced his investigating skills with a practice investigation plan and earned a mark of 4, meaning he is still in the learning phase. There is a check mark next to that task because it was a formative assessment, so it is "Not Graded," meaning it will not be part of the students' final grade. If you look at his marks on the Sample Investigation Project, this student earned a 5 for his investigating skills and a 7 for his communicating skills. In other words he is proficient at his investigating and has mastery in his communication.

Per: 2 Individuals and Societies 7 (MSS741-2)									
Current Quarter 4 Grade: Not Available									
Detail	Date Due	Assigned	Assignment	Pts Possible	Score	Scored As	Extra Credit	Not Graded	T
	05/10/2018	05/10/2018	Sample Unit Test						
			Standard: Knowing and Understanding	Score: 5					
			Standard: Communicating	Score: 7					
	05/10/2018	05/10/2018	Sample Investigation Project						
			Standard: Investigating	Score: 5					
			Standard: Communicating	Score: 7					
	04/25/2018	04/25/2018	Practice - Investigation Plan						
			Standard: Investigating	Score: 4					✓





## How Final Grades are Awarded

At the end of the term, students are awarded final marks in each of the four criteria. Teachers and MISTAR look for patterns in students' performance levels on assessments to determine a final overall mark for each criterion.

For example, the student's marks below for Communicating reveal that he is at the 5 achievement level overall.

Unit Test: Long Response	3
Migration Infographic	5
Population Commercial	5

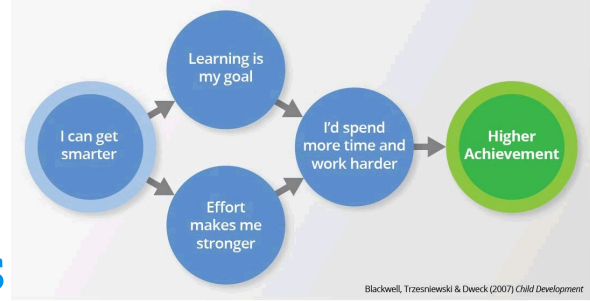
However, if this same student had the marks for Communicating listed below, it would reveal that he is really at a 4 achievement level, since he has not consistently shown achievement at that level.

Unit Test: Long Response	3
Migration Infographic	5
Population Commercial	4

The scores from all four criteria are then added together to give an overall raw score for the term. The Grade Boundaries set by IB are then used to determine an overall grade. Since IB is a world-wide educational organization, it reports scores on a 1-7 scale. These scores correspond directly to the letter grade that students will see on their report cards.

Grade	Boundary Guidelines	Descriptor	Local Equivalent
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	D (66%)
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	C (76%)
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations	C+ (79%)
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations	B (86%)
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	B+ (89%)
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.	A (96%)
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	A+ (100%)





# Benefits of SBG for Students

## Improved Feedback

Assessing students against specific skill and knowledge standards gives them specific feedback to use to improve and develop as learners. It also helps to pinpoint exactly what they need to do to move to the next achievement level, making the steps manageable and understandable. More focused feedback accelerates student learning.

## Student Ownership of Learning

Learning targets, noted in their assessment rubrics and a variety of ways throughout class, give students a roadmap of the steps they need to take to get to the highest achievement level, or mastery of a skill. This enables them to understand the path to this end goal and engage in the learning on a different level by teaching them how to self-assess on the same standards as their teacher. Doing so puts the student in charge of making decisions that are best for his or her learning.

## Emotional Safety

Students are used to starting the year with 100% and then seeing their grade fall when it averages in their mistakes. Depending on the size of that mistake, it can have a huge impact. This makes grades “high stakes” and can cause a fear of test-taking or anxiety. With standards-based grading, the student’s grade goes up as he or she learns and practice mistakes on formative assessments does not impact the final grade.

## Promotes Growth Mindsets

Because students have the opportunity to make mistakes without it impacting their final grade, they are more apt to take risks and try new strategies, learning from their failures. Doing so helps them learn that making mistakes is a valuable part of learning and prepares them for the process in their daily lives.

# SBG Frequently Asked Questions

## **Why doesn't my child have any homework?**

*Students practice concepts in a variety of ways. Sometimes that practice is conducted at home, but more often it is done in class under supervision of the teacher and in collaboration with classmates.*

## **Why is my student's grade so low? They've always done well before.**

*Our focus in class is learning and concept mastery. Students will always have multiple opportunities to demonstrate their highest level of understanding.*

## **Why are you grading this way? / Why are you the only one?**

*Many teachers are making the transition to a standards-based classroom because it allows us to communicate student performance in way that is more accurate, consistent, meaningful, and supportive of learning.*

## **What can my child do to raise their grade?**

*Students always have the opportunity to show new learning and growth.*

## **Is there extra credit?**

*Standards-based classes offer multiple opportunities for students to show what they know in order to show improved mastery of the standards. If a student can demonstrate increased understanding of content/concepts, then teachers will report that new level of mastery.*

## **Why do you only grade tests? What if my kid isn't a good test-taker?**

*While paper-pencil tests are used, there are many other assessments in a standards-based classroom. By using a blend of traditional tests, quizzes, projects, papers, reports, presentations, etc., teachers can get an accurate measure not only of what students know, but also what they can do with what they know.*

## **How is this getting them ready for high school/college?**

*Our focus continues to be on student learning now. We teach our students to think critically, communicate well, handle complex tasks, and work collaboratively with others.*

## **Isn't it important for kids to do homework and/or be penalized (zeros, late points, etc.)?**

*Our communication of student progress toward learning targets will not include non-academic factors.*

## **What happens if my student has missing summative assessments?**

*Students will have multiple opportunities to complete their missing assignments by teacher-established deadlines that will be communicated far in advance. If students do not complete their work by the deadline, the score will be a zero, as the student did not show any documented proficiency with that standard.*