

Ellsworth Middle School

Grading for Learning: Standards-Based Reporting and Grading Handbook

“Where am I going?”

“Where am I now?”

“How can I close the gap?”



Table of Contents

<u>Introduction</u>	<u>How and Why of EMS Assessments and Grading</u>
<u>Section One</u>	<u>Purpose of Grading and Reporting</u>
<u>Section Two</u>	<u>Defining Standards-Based Grading and Reporting</u>
<u>Section Three</u>	<u>SBG Fundamental Core Belief</u>
<u>Section Four</u>	<u>Grades Defined</u>
<u>Section Five</u>	<u>The Panther Way: The 3Rs to Character</u>
<u>Section Six</u>	<u>Homework: How and Why is it different now?</u>
<u>Section Seven</u>	<u>Retake/Redo Policy</u>
<u>Section Eight:</u>	<u>Recognizing Student Achievement</u>
<u>Section Nine:</u>	<u>Intervention Support</u>
<u>Section Ten:</u>	<u>Co-Curricular Eligibility</u>
<u>Section Eleven:</u>	<u>SBG FAQs</u>
<u>Section Twelve:</u>	<u>Report Card Example Comparisons</u>

Introduction: How and Why of EMS Assessments and Grading

There are truly amazing things happening in EMS classrooms every day! The teachers who work with your child have spent a lot of time revising their curriculum and questioning strategies to create a building-wide focus on growing our students' critical thinking skills. Instruction is all aligned with national and state standards. Every teacher has identified what we call Power Standards for their content teaching.

Power Standards meet the R.E.A.L. criteria.

Readiness: provides knowledge and skills needed to succeed in the next grade or unit.

Endurance: reflects learning that students should retain for a long time to come.

Assessment: teaches knowledge and skills that will be assessed on the Forward Exam.

Leverage: learning in one subject can also be used in other subjects.

This has been a long, hard process for teachers and students. We are also aware that it has been a lot of unlearning of parent behaviors as well. We are excited because now we are all blurring the lines between subject areas, focusing on growth for all students, and getting kids to really think deeply about their high school, career, and college futures.

Most of our students attend seven or eight classes during each day at EMS!! That is a lot of time learning various content and skills. Just think if, at your job, you had to switch from one skill to another every 44 minutes. One block of time you are crunching numbers and being expected to find the answer perfectly. A few short minutes later maybe you have to stand in front of a large group of colleagues and present some research on a completely different topic from the numbers you were just working on. Oh, and remember, you are also shooting for perfection on that one, too! From there you get to catch your breath and then do it all over again and again until, mercifully, the 2:55 end of the work day whistle blows. However, don't think your day is really done, because after you run around with some friends playing ball or practicing for a play for a couple hours, you still have work to do in the evening so you can get back to those seven or eight different activities that you will try to be perfect at the next morning. Talk about stressful.

We are trying to make our educational processes clearer and more focused for all of our students and parents. We call this new presentation of our processes Grading for Learning. It is a way of evaluating student learning that is aligned with research-based best practices in education. It will hopefully prove to be very successful in moving student learning forward in a way that encourages collaborative relationships among students, teachers, and parents in a way that most of us are certainly not accustomed to.

Rest assured that although some of our systems and processes may be changing from when you were in school, you will continue to see high quality education being very intentionally planned and provided to your child by caring and committed adults. **We are redoubling our**

commitment to communicating student performance to parents in an honest, clear, and timely manner. With all of the changes coming, there are some things that have not and will not change. First, the work you do at home to support your child's learning is as important as it has always been. A child's first teacher is the parent: and Grading for Learning does not change that. Second, the teachers at EMS have your child's best interest and growth as the utmost priority. Third, we will always recognize that middle schoolers are a unique group of people with varying strengths, interests, and needs. Our school culture is built around this belief. Finally, we will continue to celebrate and recognize our students for their efforts in all areas of their growth as learners through our reporting system and events that will recognize outstanding performance and academic achievement.

The research and experts in the field of education have overwhelming evidence that standards-based grading and reporting allows us to align our grading and reporting practices to our standards-centered instructional practices. Well implemented standards-based grading and reporting allows us to more accurately and consistently report student achievement to students and parents as student performance relates to standards.

Grades are the ultimate form of feedback to a student about their progress toward mastery of standards. Grades need to be accurate and meaningful. Research shows that students and parents need a precise picture of what has been learned and what still needs to be learned. Accurate grading and reporting around specific Power Standards, while accompanying it with formative assessments and lots of feedback, has been shown to greatly boost achievement and motivation in students. As students progress in their level of mastery of standards, they feel motivated by feedback that moves them forward. They feel successful as they perceive, and are told, that they are becoming competent, and that alone is motivating! Students think about grades and assessments as feedback to support their success. They don't see grades and assessments as events to fear. Dr. Doug Reeves sums it up "...students need to be able to accept feedback, learn from it, make mistakes, learn from those mistakes, be resilient, and know when to ask for help." Learning is and should be hard work. But they should embrace the challenge, not be afraid to fail at it.

Section One

Purpose of Grading and Reporting

Grades used to be treated like compensation. A student would do a series of tasks in exchange for points. Points were granted in different ways, based on the teacher. It could be for everything from taking a test to being quiet during reading time or even extra credit for bringing in a box of tissues. Points accumulated and equaled a grade at the end of the quarter. Because of the varied ways students earn points, it was confusing to know what grades really meant. All most people knew was that an A was good and an F was bad. However, because parents need communication about their child's progress, first and foremost, we should make sure your child's grades represent what he/she actually knows and is able to do.

The Purpose of Grading

According to education expert Doug Reeves, "The fundamental purpose of grading is to provide feedback to students and teachers so that students will learn better and teachers will refine their strategies to help students improve." Parents, Grading for Learning communicates your child's achievement toward specific Power Standards at a certain point in time to inspire his/her future achievement and impact change for students and teachers.

The Purpose of the Report Card

The purpose of a report card is to communicate with parents and students their progress toward district identified learning standards and Panther Way character traits. The report card indicates the student's learning strengths and where additional practice is needed. It should not be used to compare students to one another or to punish students who may have difficulty understanding content in a particular class. Our EMS report card provides students and parents with information about progress toward identified content power standards and lifelong learner characteristics (Panther Way). It indicates your child's learning strengths and areas where additional practice is needed for improved performance.

Section Two

Defining Standards-Based Grading and Reporting

What is standards-based grading (SBG)?

Standards-based grading measures your child's mastery of the Power Standards for a class. In simple terms, SBG measures how well your child understands the material taught in the class.

To start each unit and lesson, teachers will identify and discuss **Clearly Understood Learning Targets** for every unit. Teachers focus each unit on one, two or maybe three Power Standards that students will work to master by the end of the unit. Daily lesson learning targets lead students toward the mastery of the Power Standards and are generally written as "I can" statements. For example, a learning target for 7th grade Civics might say "I can analyze and discuss the origin of our US Constitution and its impact on other nations." This learning target becomes a main focus for the unit and is directly connected to one of our Social Studies department Power Standards.

Teachers begin each unit with a **Pre-Assessment** to determine the starting point of the learning. Pre-Assessments can take many shapes. They may be a pre-test, survey, small or large group discussion, or a pre-write. Teachers will be looking for pre-existing knowledge or skills as they relate to the learning target. The pre-assessment gives teachers information to help guide their instruction and planning. Teachers return pre-assessments to students with feedback, which is helpful since they help students know when they start the unit what they already know and what they need to learn to master the standard.

The teacher then plans for **Instruction and Practice**. These are activities like group work, class discussion, short lecture, and, yes, even homework. The purpose of instruction is **practice**. Students should be allowed to practice the skills they are trying to learn in a non-judgmental environment. Students get feedback on their practice through formative assessments. Formative assessments can take the shape of self-reflections, peer reviews, classroom checks for understanding, or teacher critiques. Because students are learning and are not expected to have mastered the standard yet, the practice activities are not graded, but are given **feedback**. As educational researcher John Hattie says, "Grading is not essential for learning; feedback is. Feedback informs the grade."

Formative Assessments were mentioned above. Let's discuss formative assessments more in depth. While students are learning and practicing, teachers will be formatively assessing how they are progressing toward mastery of the standards. A formative assessment is a way to "check in." They can be informal, like a thumbs up, responses during discussions, or an observation by the teacher of students practicing a skill. They can also be more formal, like a short quiz or a written activity. The purpose of the formative assessments are to provide the teacher and the student with **feedback** on how the student's skills are developing. As mentioned earlier, because students are not expected to be at the mastery level yet, formative assessments are not graded, but they are corrected. They may be entered into Infinite Campus for recording purposes, but they do not receive any weight in the final grade. The teacher uses the feedback he or she gets from the formative assessments to make adjustments to instruction. Students use the feedback to help them guide their learning and find where they need additional help.

When the formative assessments show that student is ready, the teacher gives a **Summative Assessment**. The purpose of the summative assessment is to document that the student has mastered the Power Standard. A summative assessment can be any activity that shows the students' skills: project, lab report, demonstration, speech, essay, paper, or a test. The summative assessment grade is recorded in the gradebook. If a student has not mastered the standard when he or she does the summative assessment, he or she may retake or redo that assessment and the new grade will replace the existing grade. We feel strongly that it is our job as a school to teach our Power Standards. If students have not learned them, we have not taught them.

The educational goal of this approach to learning and teaching is to provide the teacher, student and parent an accurate picture of the student's learning and to encourage conversations about how students can master the material for all of their classes.

How is standards-based grading different from traditional grading?

In the traditional 100 point scale grading system, a student's grades are typically based on a combination of work assigned in class including: homework, classwork, projects, quizzes, and tests. These scores are often arranged in the gradebook based on the type of assignment rather than the standards taught in the class. Sometimes, grades also include non-academic factors, such as; effort, participation, preparedness, or attitude. Additionally, often each class has a unique way to scale the 100 points in that teacher's classroom. All of this can paint a very confusing picture of what students are actually learning in class.

All schools in all states teach standards that have been determined to be important by educators and legislators alike. In the standards-based grading system, a student's scores from his/her work are tracked by the Power Standard, which gives the teacher, student and parent a very detailed picture of which standards your child has mastered. In our courses, standards may be repeated and reassessed throughout the year. In these situations, quarter grades are really just progress grades. Learning is fluid, and all students learn at different rates. The SBG gradebook reflects that. If standards are not repeated and revisited throughout the year the grade posted will be the final grade and will show up during that quarter and again at the end of the year, when all standards are listed with their individual mastery level.

Non-academic factors such as preparedness, effort, participation, punctuality, etc... are still very, very important to student learning. Because of this, they will be evaluated separately with a **Panther Way** grade.

Section Three

SBG Fundamental Core Belief

A grade should clearly represent what a student knows and is able to do.

Central to Standards Based Grading working is having shared understandings and practices. All students and staff at EMS accept that the following are **non-negotiable expectations** for all.

Shared Understandings:

- Academic grades should not be used to punish noncompliance behaviors.
- Students should not be graded on the path they took toward learning. We shouldn't score practice. Ever.
- Homework is practice. Assigning a grade to homework distorts grades.
- Extra credit points and working toward proficiency are two very different systems. Extra credit distorts grades.
- Planning for any assessment begins with a focus on the desired results.
- Retaking assessments allows students to learn at different rates.
- New evidence of learning should always replace old evidence.

Shared Practices:

- Lateness and noncompliance are behaviors and will be addressed through discipline procedures and assessed in Panther Way grade.
- We will no longer use extra credit or late penalties.
- Formative assessments, homework, practice, and other learning activities may receive **feedback** but will not have weight in a student's final grade. It is still expected that it is done. Teachers cannot give feedback if there is nothing to critique
- Only summative assessments will have weight in final grades.
- Summative assessments will be designed to measure the mastery of power standards.
- If a student has not reached proficiency on a summative assessment, a retake or redo may occur after additional practice has occurred.
- The retake or redo score will replace the original score.

Section Four

Grades Defined

Academic Grades

Marking Code	Translation: In general terms, the explanation below describes the attributes of a learner at each proficiency level. However, these general descriptions are not specific to a curricular area.
AD	Advanced (AD): Student creates new understanding. Sophisticated application in new or different contexts. Complex level of application. No inaccuracies or gaps in knowledge, processes, applications, solutions, conclusions, or inferences.
PR	Proficient (PR): The target for all students! Student analyzes content and makes informed judgments supported by set standards and principles. Student applies abstract ideas to concrete problems. No inaccuracies or gaps in knowledge, process, applications, and solutions, with inconsequential gaps in drawing conclusions and making inferences.
DE	Developing (DE): Student comprehends and summarizes concepts and ideas. Student makes connections within and between content, but has gaps in understanding, drawing conclusions, and making inferences. May struggle with complex or critical thinking and application.
BE	Beginning (BE): Student recalls, recognizes, retrieves, or understands information, ideas, principles, and concepts within the context of what they have learned. Inaccuracies or gaps in knowledge, processes, applications, and solutions occur with gaps in attempts to draw conclusions or make inferences. Additional learning support may be required.
IE	Insufficient Evidence (IE): Not enough evidence to determine level of understanding. Student has not generated adequate data to determine an accurate achievement level. Evidence does not meet minimal standards. Additional learning support will be required. This appears in the gradebook if a student has not completed a summative assessment for a Power Standard. <u>IE grades may lead to Summer School</u>

Section 5 The Panther Way:

The 3Rs to Character

(Not calculated into the academic grade)

	Exemplary Role Model (AD)	Proficient Self-Control (PR)	Developing Needs Occasional Reminders (DE)	Beginning (BE)
Respect	Consistently listens to and cooperates with staff and peers. Has a positive attitude and manners. This student is seen as a role model of respect by all.	Listens to and cooperates with staff and peers, displays a positive attitude, and uses good manners.	Sometimes needs reminders for the following behaviors: listening to and cooperating with others, showing a positive attitude and using manners.	Rarely listens to or cooperates with others. Rarely shows a positive attitude and does not use good manners.
Responsibility	Consistently accepts responsibility for own behavior, incorporates feedback to improve personal learning, is conscientious. This student is a role model for these behaviors and assists peers in learning them as well.	Accepts responsibility for behavior, incorporates feedback to improve learning, and is conscientious.	Sometimes needs reminders for one or more of these behaviors: accepting responsibility for own behavior, incorporating feedback into learning, and being conscientious.	Rarely accepts responsibility for own behavior. Rarely incorporates feedback into learning and is rarely conscientious.
Ready to Learn	Consistently on task, uses time wisely, turns in high quality work on time. This student is a role model for these behaviors and assists peers in them as well.	On task, uses time wisely, turns in work complete and on time.	Sometimes needs reminders for one or more of the following behaviors: staying on task, using time wisely, turning in completed work on time.	Rarely on task or using time wisely. Rarely turns completed work in on time.

Section Six

Homework: How and Why is it different now?

The purpose of homework is to provide meaningful independent practice opportunities, background information, or to enrich classroom experiences. In an SBG environment homework is used to practice a skill, to prepare students for upcoming learning, and to reinforce and extend learning, but **never to learn material for the first time.**

Homework - although a useful tool for learning - should not have an impact on a student's academic grade within a standards-based grading and reporting system because it is practice aimed at increasing the student's capacity to meet a standard. Additionally, it is not possible to verify that the student who is assigned the homework completed the homework on his/her own. As a result, homework will be used for formative feedback only and will not be included in the formation of the academic grade.

Think of standards-based grading using a sports analogy. A young player starts playing softball as a middle school student with very little understanding of the game. She attends practice day after day, working on improving all aspects of her game. When she began, ground balls rolled through legs, swinging and missing was the norm, and fly balls almost always found the grass. This youngster had a lot to learn. But with feedback and support from coaches and teammates and extra practice at home in the evenings and weekends, she got better and better. Mistakes were still made in practice and even sometimes in games. But by the end of the season she was not the same player as at the start of the season. She had gone from beginning to proficient. During games, there were times when she hit the ball well and drove in runs, she made outs in the field and generally played well and helped her team win ball games. If she made a mistake in practice, the umpire did not keep track of it and take a run away from the team in the games. That does not make any sense. The purpose of all the work in practice is to help this softball player score runs in the games. In a standards-based educational environment the same is true in the classroom. Practice (homework) should never be graded, but should always get feedback. That is when we learn how to do things relatively stress-free. It is not a time for judgment.

Keep in mind that even though homework is ungraded, it is still essential for learning and growth. In a SBG school there is still regular homework. Teachers want students to practice after school and they want to give students feedback on that practice when they come back to class the next day. Learning is the result of sound practice and constructive feedback given by caring professionals with expertise in methods and content. Our goal is not to make things easy for kids, it is to get all of our students prepared to move onto the next level of their education as college and career ready as possible. The connection among teacher, student and parent is vital to that goal.

Section Seven

Retake/Redo Policy

Retake or Redo

Providing students with opportunities to retake assessments and redo activities is sound educational practice that is in the best interest of our students. We recognize that all students learn at different rates and should be granted opportunities to correct mistakes.

- Minimally, all students are afforded one reteach and reassess opportunity for each Power Standard summative assessment. Students who consistently require multiple attempts should be considered for a more intense intervention (called tier two).
- Any plan to reassess through extended learning (reteach) in order to have the opportunity to retake/redo is determined by the teacher and his/her professional expertise. This will be clearly communicated to students and parents.

Retake/Redo Guidelines
If a power standard will only be assessed once throughout the class, or if it is the last time that a student is assessed on the power standard, students who do not reach proficiency (PR) will be required to participate in the reteach/redo process once. If the power standard is assessed multiple times throughout the class then the redo might not be initiated.
Assessments are all broken into sections around the power standards being assessed. Students may not have to retake an entire assessment. Generally, students will complete the sections they did not achieve proficiency in.
Redos should always assess the same skills as on the original assessment. They may take a different format.
The teacher will replace the original assessment score with the new score in the gradebook if the new score is greater than the original. Teachers always have the flexibility to change a score if a student does a retake and the score improves. No grade is final until the end of the year.
First retakes/redos are initiated by the teacher, who partners with the student and parent(s). Subsequent retake attempts must be initiated by the student.
All students attempting a redo must complete the Redo Plan . This includes a student reflection and plan.
The recommended school-wide window for first redo/retake is two weeks from the assessment return date. Teachers have discretion to extend this for projects or individual student situations. Teachers will not shorten the window less than two weeks.
Teachers have the discretion to limit the number of times a student may initiate the redo/retake process. As mentioned above, multiple attempts may lead to tier two interventions.
The purpose of retakes is not to simply keep trying the same strategies and relying on hope for improvement. The purpose is to have students reflect on their learning strategies and develop more efficient methods that will benefit them in the future.
It is understood that although the goal for all students is Proficient (PR), at any point in time, some students may reach their fullest potential at Developing (DE) or Beginning (BE). The only unacceptable level is Inadequate Evidence (IE). IE indicates a student did not attempt to show any proficiency.

Example of Redo/Retake Form:

Teachers create their own form, but all teachers will provide students with something like this specific to their course and content.

Redo Plan

Name _____ Date _____

Assessment Name _____

Part One: Reflection

I earned a _____ on this assessment.

The things I did that I think helped me for this assessment were:

The things that I needed to do more of to prepare for this assessment are:

Part Two: Plan

This is what I am going to do to prepare to redo this assessment are:

I will reassess on this date: _____

I will reassess at this time: Circle one- During class, Panther Time, Study Hall, Study Club, Before School, After School, Other: _____

Student Signature _____

Parent Signature _____

Section Eight:

Recognizing Student Achievement

The traditional concept of an Honor Roll does not match up with the intent of Standards-Based Grading. However, that does not mean EMS does not believe in recognizing students for their academic and character accomplishments and growth. The staff at EMS will be developing programs to recognize students in 6th, 7th, and 8th grade who reach proficiency or above and/or show positive growth on Academic Power Standards and The Panther Way traits. It is important that everyone understands that since learning the important standards is an ongoing process throughout the year and students are encouraged to stretch themselves, fall down and get back up again, we will only be recognizing achievement at the end of the school year.

Section Nine:

Intervention Support

EMS has a strong system of intervention in place to support learners who are performing below expectations. The STAR assessments for reading and math are administered multiple times each year, starting right away in the fall. The STAR provides important diagnostic information to determine students who may need extra individual and small group support. Additionally, if a student consistently earns Beginning (BE) on Power Standard assessments in any academic class, academic interventions may be put into place to help them make growth and improve performance on standardized assessments.

Section Ten:

Co-Curricular Eligibility

In the absence of a GPA (which will not be generated with a standards-based report card) co-curricular advisors, in partnership with the student's teachers and administration, will be able to determine co-curricular eligibility based on grade reports from teachers indicating which students are not performing up to expectations in their academic classes and/or those who consistently struggle to meet established behavioral expectations.

Students must earn academic grades of BE, DE, PR, or AD (no IE grades) and must not have any Panther Way grades of BE in all classes, in order to be eligible to participate in co-curricular activities at EMS. Ineligible students will be permitted to continue to practice but will not be permitted to participate in events until IE grades have been brought up and/or two weeks of growth is demonstrated on the Panther Way criteria.

These expectations address WIAA compliance and help identify students who may need additional support. These are minimal requirements to meet eligibility expectations. Individual organizations reserve the right to determine additional requirements and must inform students and parents of these additional expectations.

Section Eleven:

SBG FAQs

What are the advantages of this change to standards-based grading?

The power standards and daily learning targets are clearly and consistently communicated to students throughout instruction. Through assessment and reporting parents and students are able to clearly see which targets have been mastered and which still need practice. With SBG, conversations between students and their teachers become focused on what really needs to be learned versus “How do I get an A?” It is not that we were doing things wrong previously. All of us adults turned out okay in a traditional system. However, SBG has been shown through research to help students learn even more at a deeper level. Who would not want that for their child?

Is this some new educational “fad”?

Actually standards-based grading has been around as long as schools have existed in America. In the 20th century age of the bell-shaped curve of comparing students to each other many states switched to what would come to be called the traditional grading system (A-F and % curved grades). Over the past twenty years, many states have adopted SBG statewide (Oregon, Kansas, Kentucky, Hawaii for example). In Wisconsin the movement has been local. With our Wisconsin statewide standards being adopted over 20 years ago, we all shifted to “standards based instruction” and statewide assessments to measure the learning of those standards. Schools across the state have begun to see using standards-based grading and reporting as a logical connection to what we are expected to teach students. Several area middle schools have made the move EMS is making this year. Examples in Western Wisconsin are Osceola, Somerset, and Chippewa Falls.

How does standards-based grading differ from traditional grading?

Unlike with traditional grading systems, a standards-based grading system measures a student’s mastery of grade-level standards by prioritizing the most recent, consistent level of performance. Thus a student who may have struggled at the beginning of a course, when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period.

In a traditional grading system, a student’s performance for an entire quarter is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than a student’s current performance indicates.

Standards-based report cards separate academic performance from work habits and behaviors in order to provide parents a more accurate view of a student’s progress in both academic and behavioral areas.

Variables such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student’s academic performance.

How are my child’s marks determined?

A student’s performance on a series of assessments (both formative and summative) will be used to determine a student’s overall grade in a course. Practice assignments (homework) are just that, practice, and thus should serve primarily as a source of feedback and instructional support for both students and

teachers. Scores on practice assignments should not be used as a major component of a student's academic grade. Practice assignments are not to be taken lightly. Teachers certainly assign them with purpose. Practice helps students achieve proficiency, no doubt about it. Teachers may require students to complete all of their practice work prior to allowing them to take, or retake, an assessment.

Isn't basing grades on standards and rubrics really subjective?

In all honesty, all grading has an element of subjectivity. Reporting progress on standards is less so than traditional grading because there is clear criteria, divided into distinct levels of understanding. A student's work is measured against this criteria. This criteria is the backbone of the rubrics used to determine levels of proficiency. With specific criteria it is much easier to control other factors that may impact a grade. Many of these other factors are still reported, but do not impact that specific standard grade.

Will my student still receive teacher comments on their report card?

Yes. Individualized feedback is an essential component of standards-based grading. Effective feedback is a more useful source of information than simply assigning a numeric value or letter grade to student work.

What is considered to be equal to an A in a standards-based grading system?

You cannot really compare a traditional grading system to standards-based grading. It is like comparing "apples to oranges". Standards-based grading identifies a standard and indicates whether or not a student is meeting the standard at a given point in the school year. A score of (PR) is defined as meeting grade level standards and indicates that a student has demonstrated mastery of the skills that were expected to be learned by that point in the grading period.

How can my child achieve the highest grade (AD)?

A score of (AD) indicates performance that is consistently above what is expected for mastery at that point in the school year. Advanced (AD) work would indicate a much deeper understanding of a standard, the ability to apply that knowledge, make connections and extend learning beyond the targeted goal. This is described in the rubric in Section Four. All course rubrics are on the school webpage.

How will SBG prepare students for the high school where letter grades are still used?

Middle school students and families will have a clear understanding of the areas in which the students' learning is at, above, or below grade level proficiency. This allows students to enter high school with realistic expectations and goals. Additionally, it allows educators to best prepare students to leave school college and career ready.

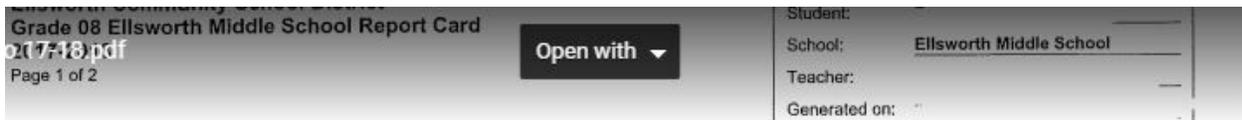
Section Twelve:

Report Card Example Comparisons

Example of what our 2017-2018 report card in SBG format.

Students progress toward proficiency on Power Standards will reported on four times and conferences will take place twice each year. Adjustments to proficiency levels will always be possible.

Note- This is an example. The report card may look slightly different when finalized.



Academic Performance Level for EMS Standards Based Grading																	
Name	Advanced			Proficient			Developing			Beginning			Insufficient Evidence				
Score	AD			PR			DE			BE			IE				
ALGEBRA 8																	
	Term																
	T1	T2	T3	T4	T5	T6	T7	T8									
Algebraically solves, graphs, interprets & creates models of linear relations.																	
Graphs, solves, interprets & creates models of quadratic functions.																	
Analyzes and applies polynomial, rational, and radical functions.																	
Analyzes and applies exponential properties to functions.																	
Uses and applies appropriate numbers to analyze and solve problems.																	
Uses and applies geometric concepts to solve problems.																	
SCIENCE 8																	
	Term																
	T1	T2	T3	T4	T5	T6	T7	T8									
The student will demonstrate an understanding and apply Scientific Inquiry by using Claim, Evidence, Reasoning (CER) to write a scientific explanation.																	
The student will demonstrate understanding and application of Engineering Design principles.																	
The student will demonstrate understanding and application of Life Science targets for 8th grade.																	
The student will demonstrate understanding and application of Chemistry targets for 8th grade.																	
The student will demonstrate understanding and application of Physics targets for 8th grade.																	
HISTORY 8																	
	Term																
	T1	T2	T3	T4	T5	T6	T7	T8									
environment.																	
Classifies series of historical events and developments as examples of change and/or continuity.																	
Explains how and why perspectives of people have changed over time.																	
Evaluates the relevancy and utility of historical source documents and use them to make cogent arguments.																	
PHYSICAL EDUCATION																	
	Term																
	T1	T2	T3	T4	T5	T6	T7	T8									
Demonstrates competency in motor skills and movement patterns.																	
Participates regularly in physical activity.																	
Achieves and maintains a health-enhancing level of physical activity monitored through fitness goals.																	
Exhibits responsible personal and social behaviors that respects self and others in physical activity setting.																	
BAND																	
	Term																
	T1	T2	T3	T4	T5	T6	T7	T8									
Performs music with technical accuracy and expression.																	
Demonstrates the ability to read, understand, and apply music terminology and symbols.																	
Responds to music through performance, analysis, evaluation, and application.																	

Example of 2016-2017 report card in the traditional format.

Letter grades were issued four times each year with no detailed information on student progress toward proficiency on any standards.

Ellsworth Middle School 312 W. Panther Drive Ellsworth, WI 54011 (715)273-3908	Open with	2016 - 2017 Report Card Grade: 08
--	-----------	--------------------------------------

Grade Report:

Course	Task	Q1a-P1	Q1b-P2a	Q2a - P2b	Q2b-P3a	Q3a-P3b	Q3b-P4a	Q4a-P4b	Q4b-P5
i61-22 English / Language Arts 8 Ms. Nimmo]	Quarter Grade							A-	A-
	Semester Grade								A-
i62F-4 Language Arts 8 [Mrs. Biel]	Quarter Grade		B		B				
	Semester Grade				B				
i62S-4 Language Arts 8 [Mrs. Biel]	Quarter Grade						B		
	Semester Grade								B
i64F-5 Science 8 [Mrs. Helgeson]	Quarter Grade		B		B-				
	Semester Grade				B-				
i64S-5 Science 8 [Mrs. Helgeson]	Quarter Grade						C		B-
	Semester Grade								C+
i65F-2 US History 8 [Mr. Sheley]	Quarter Grade		A-		A-				
	Semester Grade				A-				
i65S-7 US History 8 [Mr. Sheley]	Quarter Grade						A-		B+
	Semester Grade								A-
i66-3 Physical Education 8 [Mr. Fisk]	Quarter Grade		C+		B		C		B-
	Semester Grade								C+
i68-1 Communications 8 [Johnson, Dawn M]	Pent Grade		A						
i69-2 Art 8 [Mrs. Lewion]	Pent Grade				A				
i71-5 Intro to Mechanical Tech 8 [Mr. Keller]	Pent Grade								A+
i72-3 Spanish 8 [Mrs. Bench]	Pent Grade						A+		
i73-17 Health 8 [Ms. Hutcheson]	Quarter Grade		A		A				
	Semester Grade				P				
i74-4 Family & Consumer Science 8 Mrs. Matzek]	Pent Grade						AD	AD	
i78-6 Honors Algebra 8 [Mr. Matzek]	Quarter Grade		B		B-		B		C
	Semester Grade				B				B-