

## 4 Levels of Academic Performance

### Distinguished

Student has an ability to independently use and apply knowledge by demonstrating an in-depth understand of content and skills. Student could teach others.

### Proficient

Student demonstrates grade level expectations of concepts and skills independently. This is the goal and should be celebrated.

### Developing

Student demonstrates a developing growth of grade level expectations, independently or with moderate support, but needs improvement on the application of concepts and skills.

### Beginning

Student demonstrates a limited understanding of knowledge or an inconsistent application of skills.

## Benefits of Standards-Based Learning

- By reporting on specific learning standards, students receive more feedback about how they are progressing toward standards.
- This will allow teachers to report student learning more accurately.
- It is essential for students to have ample opportunities to practice the skill/concept that is tied closely to the learning objective.

# Standards-Based Learning Parent Guide

Grades 7-12



## Windom Area Schools

## Standards-Based Grading Overview

Standards-Based grading measures student proficiency on course academic content standards. Standards-Based grading:

- Is learning focused
- Utilizes academic standards to establish the criteria by which student learning is measured (i.e. criterion-referenced)
- Encourages a growth mindset and ongoing guided self assessment
- Separates behavior from academic performance
- Defines & measures students levels of proficiency toward academic standards

\*Students who have an IEP, 504 Plan or ELL Services will be assessed and receive a report on grade level standards, but may have accommodations or modifications as identified by their individual needs.

## Standards-Based (SBG) vs. Traditional Grading

SBG	Traditional
Learning is reported on each standard	Learning is reported on each subject
Performance-based with 4 clearly defined levels of criteria	Based on an averaged points system
Eagle Pride Characteristics and academic performance are reported separately	Grades include behavior (attendance, effort, & participation) and averaged academic points
Only reports individual performance	Grades include group work
Utilizes formative and summative assessments for reporting	Homework, quizzes, and all assignments are averaged for the grade
Reports the most recent evidence of learning	Averages all scores, regardless of when it is completed within the grading period
Learning is continually discussed with the students, and a plan for progress is created together	Grades are given to the students
Multiple opportunities are given for learning and showing mastery.	Redoing assignments and assessments are not an option

## Eagle Pride Characteristics Grade

For the 2016-2017 school year, student behaviors are not tied to the academic and will be reported separately.

Level of Performance	Score	Explanation
Consistently	3.0	Student consistently demonstrates positive behavior qualities as explained on the PBIS Matrix.
Sometimes	2.0	Student sometimes demonstrates positive behavior qualities as explained on the PBIS Matrix.
Seldom	1.0	Student rarely demonstrates positive behavior qualities as explained on the PBIS Matrix.