



Standards Based Grading: An Overview

Four yellow pencils are shown vertically on the left side of the slide. From left to right, they have green, red, green, and green erasers. The pencils are sharpened and have silver-colored ferrules.

Welcome!

Our Discussion this Evening...

- Reasons for adopting standards based grading, assessment, and reporting
- How student achievement is measured
- A glimpse of the district standards based progress report



Standards Based Progress Reports

- Based on CT Common Core State Standards
- Measure what a student should know and be able to do at each grade in each learning area
- Identify the concepts and skills in each learning area based on these standards
- Indicate what skills students have learned, as well as their strengths and areas for growth.
- Measure how well your child is doing in relation to the grade level standards, not the work of other students.



Standards Based Progress Reports

Why are they important?

- They align the national and state standards with the Torrington Public Schools curriculum.
- They indicate clearly what the standards of success are.
- Students, parents, and teachers work together toward shared goals to ensure that students make progress each year.

Traditional Grading

Scores are averaged together

Early low scores are averaged with later proficient scores

Effort, participation, homework, and timeliness may all factor into a student's grade

Standards-Based Grading

Measures student's progress toward mastery of standards

Students who might have struggled when encountering new material, may demonstrate mastery of key concepts by the end of the term





Academic progress and personal success habits are reported separately

What Does Our Standards-Based Progress Report Look Like?

English Language Arts			
Reading and Comprehending Literature and Informational Texts			
Key Ideas and Details	T1	T2	T3
Asks and answers questions to understand key details of texts	2	3	4
Retells texts and identifies central message, moral, lesson or main topic	3		
Describes how characters respond to major events and problems	2		
Craft and Structure			
Determines meaning of words and phrases used in a text	3		
Describes the structure of a story, or uses text features to locate facts	2		
Acknowledges point of view of characters, or identifies author's main purpose of a text	3		
Integration of Knowledge and Ideas			
Compares and contrasts two or more versions of the same story	3		
Compares and contrasts the most important points presented by two texts on the same topic	4		
Foundational Skills			
Knows and applies grade-level phonics and word analysis skills in decoding words	2		
Reads with sufficient accuracy and fluency to support comprehension	3		
Writing Opinion, Informational and Narrative Texts			
Writes developed texts with elaboration or supporting reasons/details	2		
With guidance and support, focuses on a topic and strengthens writing by revising and editing	2		
Gathers information to produce a report on a single topic	3		
Demonstrates command of grade-level grammar, capitalization, punctuation, and spelling	3		
Uses linking words to connect ideas	3		
Speaking & Listening During Collaborative Conversations			
Expresses ideas clearly	2		
Builds upon ideas of others	2		
Asks and answers questions to clarify and deepen understanding	3		
Social Studies			
Demonstrates an understanding of grade-level civic, historic, economic, and geographic concepts and content	4		
Science			
Develops and uses models	3		
Analyzes and interprets data	2		
Engages in argument from evidence	2		

Mathematics			
Mathematical Practices	T1	T2	T3
Makes sense of problems and perseveres in solving them	3	3	4
Solves problems strategically and precisely	2	3	4
Communicates thinking and evaluates the reasoning of others	3		
Operations and Algebraic Thinking			
Represents and solves problems involving addition and subtraction	2		
Adds fluently within 20	2		
Subtracts fluently within 20	3		
Works with equal groups of objects to gain foundations for multiplication	3		
Number and Operations in Base Ten			
Understands place value	4		
Uses place value and properties of operations to add and subtract	3		
Measurement and Data			
Measures and estimates lengths in standard units	2		
Relates addition and subtraction to length	3		
Tells and writes time to nearest five minutes using a.m. and p.m.	4		
Solves money problems using \$ and ¢ symbols appropriately	3		
Represents and interprets data	3		
Geometry			
Reasons with shapes and attributes	2		
Art - Mrs. Fayer			
Meets content criteria	4		
Displays effort and appropriate behavior	4		
Music - Tuttle			
Demonstrates performance skills and concepts	3		
Follows directions, demonstrates effort, and exhibits self-control	3		
Physical Education - Miss McMurdy			
Preparedness	3		
Meets content criteria	3		

Student Goal: To Ride the Bike Themselves

	4	Exceeding Trimester Goal The student can ride the bike independently, and also performs stunts!
	3	Meeting Trimester Goal The student is successfully riding the bike independently!
	2	Progressing Toward Trimester Goal The student is pedaling well and staying upright as long as someone is assisting.
	1	Minimal Progress Toward Trimester Goal The student is riding the bike, using training wheels.

Personal Success Habits Key



Personal Success Habits	T1	T2	T3
Demonstrates a positive attitude for learning	2 		
Prepares and organizes self, work, and materials	3 		
Produces quality work	3 		
Accepts and applies feedback to improve work	3 		
Completes quality homework on time	3 		
Works with stamina, engagement, and independence	3 		
Works cooperatively with peers	3 		
Perseveres through challenges using a variety of strategies	3 		
Exhibits self-control	3 		
Listens actively and participates meaningfully	3 		
Demonstrates respect and responsibility	3 		
Acts safely	3 		

3	Consistently
2	Sometimes
1	Rarely



Q&A