

Standards Based Grading: An Overview



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.

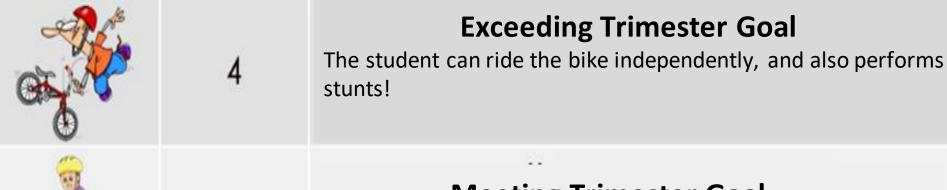
Traditional Grading	Standards-Based Grading
Scores are averaged together	Measures student's progress toward mastery of standards
Early low scores are averaged with later proficient scores	Students who might have struggled when encountering new material, may demonstrate mastery of key concepts by the end of the term
Effort, participation, homework, and timeliness may all factor into a student's grade	Academic progress and personal success habits are reported separately

What Does Our Standards-Based Progress Report Look Like?

English L	anguage Art	5				
Reading and Comprehending Lit			mations	l Ter	cts	
Key Ideas and Details	Tl	1	Γ2	7	13	
Asks and answers questions to	2		3 4			
understand key details of texts						
Retells texts and identifies central	3					
message, moral, lesson or main topic						—
Describes how characters respond to major events and problems	2		- 1			- II
			TI		Tal	T-2
Craft and Structure			3		12	13
Determines meaning of words and phrases used in a text						
Describes the structure of a story, or uses text features to locate facts			2			
Acknowledges point of view of charac	ters, or identif	ies	3			
author's main purpose of a text						
Integration of Knowledge and Idea	is		T1		T2	T3
Compares and contrasts two or more v	ersions of the	same	3			
story						
Compares and contrasts the most impo			4			
presented by two texts on the same top Foundational Skills	pac .		Tl		T2	Ta
Knows and applies grade-level phonic	s and word on	alacric.	2		12	T3
skills in decoding words	s and word an	Mysis				
Reads with sufficient accuracy and fluency to support			3			
comprehension						
Writing Opinion, Informational : Texts	and Narrativ	re	Tl		T2	Т3
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,			3			\exists
Capitalization, punctuation, and spelling Uses linking words to connect ideas			3		\dashv	\dashv
Speaking & Listening During Co Conversations	llaborative		TI		T2	Т3
Expresses ideas clearly			2			
Builds upon ideas of others		2				
Asks and answers questions to clarify and deepen understanding			3		\Box	\exists
Social Studies		_	Tl		T2	T3
Demonstrates an understanding of grade-level civic,		4				
historic, economic, and geographic co		tent				
Science			Tl		T2	Т3
Develops and uses models		3				
Analyzes and interprets data		2		\neg	\dashv	
Engages in argument from evidence			\exists			
L					_	_

Matl	hematics					
Mathematical Practices	T1	7	T2		T3	
Makes sense of problems and	3		3 4			
perseveres in solving them						
Solves problems strategically and	2		3		4	
precisely						_
Communicates thinking and	3			l		- 1
evaluates the reasoning of others				Щ,	_	_
Operations and Algebraic Thinking	E .		T	1	T2	T3
Represents and solves problems involving addition and subtraction						
Adds fluently within 20			2			
Subtracts fluently within 20						
Works with equal groups of objects to	gain foundation	ns.	3			
for multiplication						
Number and Operations in Base Te	ena.		T	1	T2	T3
Understands place value			4			
Uses place value and properties of ope	rations to add	and	3	-		\Box
subtract						
Measurement and Data			T	1	T2	Т3
Measures and estimates lengths in star	dard units		2			
recession and estimates reagins as star	rum a time is					ш
Relates addition and subtraction to len	gth		3			
Tells and writes time to nearest five m and p.m.	4					
Solves money problems using \$ and ¢	3	_	_	-		
appropriately	symoots					
Represents and interprets data						П
Geometry			T	1	T2	Т3
Reasons with shapes and attributes			2		_	_
Art - Mrs. Fayer		T		T2	T 3	
			4		_	-
Meets content criteria						
Displays effort and appropriate behavior			4			
Music - Tuttle		T	1	T2	T3	
Demonstrates performance skills and concepts			3			
Follows directions, demonstrates effort, and exhibits self- control			3			
Physical Education - Miss McMurdy			T	1	T2	T3
Preparedness			3			
Meets content criteria 3						
					_	

Student Goal: To Ride the Bike Themselves



Meeting Trimester Goal

The student is successfully riding the bike independently!



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

