What is Standards-Based Grading?
A: Standards-Based Grading is a refined way of reporting what students know and how they demonstrate their learning of state content standards.

Q: What is the purpose of Standards-Based Grading?
A: The purpose of Standards-Based Grading is to align grading with the Common Core standards as measured by consistent and accurate student achievement data and common criteria for grading.

Q: What is the goal of Standards-Based Grading?
A: The primary goal of SBG is to better communicate what each student knows and is able to do according to content standards and separately assess the influence of positive and consistent work habits on student learning.

Q: How does Standards-Based Grading work?
A: Traditional grading averages all of the work and other subjective factors that a student has done over time. SBG removes extraneous factors and solely focuses on proficiency. Standards-Based Grading assesses a student’s overall work and their most recent work so it really tells us what a student has learned and what they now know rather than what they knew walking into the class.

Q: How does this differ from traditional letter grades?
A: Standards-based grading reports tell us what students have actually learned and know. Standards-based grading measures students’ knowledge of grade-level content over time by reporting the most recent, consistent level of performance. So, a student might struggle in the beginning of a course with new content, but then learn and demonstrate proficient performance by the end of the course.

For example: In traditional grading, the student’s performance for the whole quarter would be averaged and early quiz scores that were low would be averaged together with proficient performance later in the course resulting in a lower grade. In standards based grading, a student who reaches proficiency would be reported proficient and the grade would reflect current performance level.

In addition, traditional grading often includes other subjective factors like attendance, effort, and attitude, which might influence the grade positively or negatively. In standards based grading, we will report proficiency and work habits separately in order to give a more accurate report of student progress.
Q: Who has been involved in the process?
A: Teachers and administrators did the following:

- Researched a standards-based reporting system to align grading and standards as measured by consistent and accurate student achievement data and common criteria for grading.
- Ensured the alignment on the end result with Common Core
- Met with a group of parents to look over the standards
- Met with the Board of Education Curriculum Committee
- Made a final recommendation to the superintendent and the Board of Education which was approved in August 2013.