

## Glossary of Terms

**Gradebook Reporting Criteria (GRC)** - For each course or subject area, students will be evaluated on these established criteria. These are derived from the Colorado Academic Standards and provide more detail than a single overall grade. For example, Mathematics will be broken down into more specific GRCs, including Number Sense, Patterns, Data Analysis and Geometric Relationships.

**Rubrics** - A rubric is a coherent set of criteria for measuring student work. Students use rubrics as a guide for assignment or course expectations as well as to reflect on learning outcomes and achievement.

**Practice** - This work is key to the instructional process because it helps teachers determine the next steps for instruction. This work allows for mistakes and encourages students to try new skills, it is generally not used in the overall evaluation of a student's achievement.

**Assessments** - These can take multiple forms, including a written test, final paper, final project, daily quiz, or performance assessment to help determine a student's level of proficiency toward one or more criterion.

**Trend Data Analysis** - Since most students need a period of time to learn a new concept, student work completed at the early stages of an instruction period should weigh less than assessments completed near the end of a grading period when a student has had time to develop a level of proficiency.

### Proficiency Scale

Score	Description
4	Advanced Understanding of the Standard
3	Meets the Standard
2	Approaches the Standard
1	Does not Meet the Standard
INS	Insufficient Evidence
/	Not Assessed

## What Students Are Saying About SBG

"Grading is different this year because we are giving lots of feedback to each other. We get to see rubrics before we start a project, and we are graded with 1, 2, 3 or 4s. I think this way of grading is better because it makes more sense to kids because it is more simple."

"I think grading is different because it is more high-level feedback. I really like it so I can be the best third-grader I can be."

"I like the feedback because you know how to fix it instead of just knowing it's wrong."

## What Teachers Are Saying About SBG

"Grading is not a letter or number. It's the consistent, fair, timely feedback that greatly impacts our students learning."

"Students used to talk about a grade I gave them. Now they talk a lot more about what score they earned and where they need to improve. Grades are no longer marks that happen to them, they are scores that help them understand what they have learned and what they still need to learn."

"I can't imagine going back to averaging grades or using points for a student's learning, and I am excited I can assign a grade to a student that most accurately reflects their learning."

## Standards-Based Grading

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# What is Standards-Based Grading?



At its core, standards-based grading is a system where teachers report scores based on a student's

academic achievement in relation to the state standards. The purpose is to increase student achievement by clearly communicating a student's progress toward learning outcomes in a timely, accurate, fair and specific manner.

Standards-based grading is different from traditional grading in many ways...

<u>Traditional Grading</u>	<u>Standards-Based</u>
<ul style="list-style-type: none"> <li>• Takes an accumulation of all of the points earned throughout a grading period, including practice work.</li> <li>• Allows teachers to include subjective factors such as effort, attitude and attendance into a final grade.</li> <li>• A student's score may be negatively impacted by a zero for missing work, from which it can be almost impossible to recover.</li> <li>• "How many points do I need to get an A?"</li> </ul>	<ul style="list-style-type: none"> <li>• Provides time for students to practice concepts and make mistakes by grading on recent scores after a student has had time to master a concept.</li> <li>• Values effort and attitude, but reports a student's achievement toward standards only.</li> <li>• A student is given multiple opportunities to demonstrate proficiency toward a standard in any given grading period.</li> <li>• "What skills do I still need to learn?"</li> </ul>

## Frequently Asked Questions

### What is the purpose of standards-based grading?

The purpose of standards-based grading is to raise student achievement by clearly communicating a student's progress toward learning outcomes.

### What are the advantages of standards-based grading?

Learning outcomes are clearly communicated to students throughout instruction. Parents and students will be able to clearly see which learning outcomes have been mastered and which ones may require additional instruction. Conversations about grading should change from "Did you complete your assignment?" to "Tell me your understanding of this standard."



### What are the disadvantages of standards-based grading?

Of all aspects of our education system, none seem more impervious to change than grading and reporting. Changing long held traditions can be a difficult and lengthy process.

### How will this change affect high schools?

At the high school level, it is more accurate to refer to this system as "standards-referenced grading" since high schools will continue to report out letter grades and calculate GPAs on report cards and transcripts.

### How will this system affect my child's ability to be accepted to college?

There will be no change in college acceptance consideration. Colleges continue to use grades as one factor in a student's admittance requirements. Colleges rely on an entire body of evidence, including grade-point average, ACT scores, SAT scores, AP and IB courses along with the rigor of the classes on a transcript.

### Where can I get more information?

Our district website, [www.adams12.org](http://www.adams12.org), has information and resources about standards-based grading. Just click on the Parents tab and select Standards-Based Grading in the Student Learning section to find out more.

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