

Osceola Middle School: A Parent's Guide To Standards Based Grading

At OMS, we envision a student/parent-friendly report card with clearly defined learning targets aligned to high quality, balanced assessments that will bridge our elementary and high school grading formats. Our standards-based report card seeks to provide meaningful feedback so students and parents can track academic progress toward the mastery of essential learning targets, reflect upon strengths and areas in need of improvement.

What is standards-based grading and how does it differ from traditional grading?

Standards-based grading (SBG), also known as Grading for Learning, communicates how students are performing on essential learning targets that are created from the Wisconsin Academic Standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.

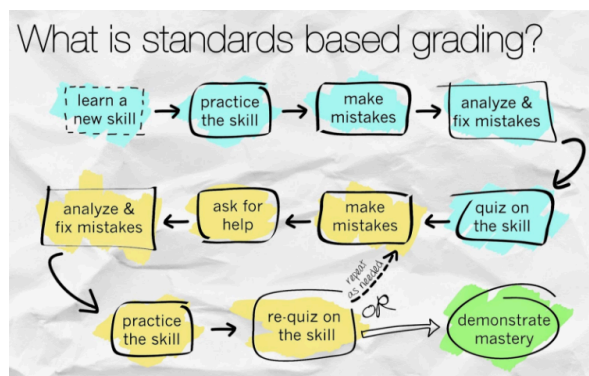
Unlike traditional grading systems, a standards-based grading system measures a student's mastery of grade-level learning targets by prioritizing the most recent, consistent level of performance. Thus a student who may have struggled at the beginning of a course, when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period. A student who is at grade level at the start of the course can then work to apply the knowledge and background they already have to push themselves further.

In a traditional grading system, a student's performance for an entire grading period is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.

Standards-based report cards **separate** academic performance from work habits and behavior in order to provide parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation and attitude are reported separately, not as an indicator of a student's academic performance.

How are my child's marks determined?

A student's performance on a series of assessments (both formative (practice along the way) and summative (end of unit/chapter/topic test or project that summarizes the learning)) will be used to determine a student's overall grade in a course. Practice assignments (i.e. homework) are just that, practice, and thus serve primarily as a source of feedback and instructional support for both students and teachers. Scores on practice assignments will not be used as a major component of a student's report card score. However, teachers may require students to complete all of their practice work prior to allowing them to take, or retake, an assessment.



What will each of the numbers in the 3.5 point scale represent?

English Language Arts, Science, Social Studies and Math

Scoring	Short Descriptor		
1	Developing	Significantly below grade-level learning target	Developing means that a student demonstrates limited understanding of the grade-level learning target.
1.5	Developing plus	Making progress toward approaching	
2	Approaching	Below grade-level learning target	Approaching means that a student requires teacher assistance and support in order to demonstrate grade-level understanding of the learning target.
2.5	Approaching plus	Making progress toward meeting	
3 	Meeting	Meeting grade-level learning target	Meeting means that a student consistently and independently demonstrates grade-level understanding of the learning target.
3.5	Advanced	Exceeds grade level learning targets	

Academic Performance Levels for Encore Courses

Art, Band, Careers, Communications, Explore, Health, Music, Physical Education, STEM, and Technology.

Scoring	Short Descriptor		
1	Developing	Significantly below grade-level learning target	Developing means that a student demonstrates limited understanding of the grade-level learning target.
2	Approaching	Below grade-level learning target	Approaching means that a student requires teacher assistance and support in order to demonstrate grade-level understanding of the learning target.
3 	Meeting	Meeting grade-level learning target (Goal for all Students)	Meeting means that a student consistently and independently demonstrates grade-level understanding of the learning target.

How will I know if my child needs help?

Receiving a 1, 1.5, 2 or 2.5 on a grade report/report card can be a sign that a student is in need of academic support in that specific area. This is one benefit of a standards-based report card; specific areas in need of support

are clearly identified.

A number of academic interventions will be offered to those students who are struggling to meet the established learning targets. Students may be pulled in during WYN time for re-teaching or to participate in a specific intervention. These supports are not a punishment; they are the way that we support the learning process. Grade level retention is not a practice that is generally supported by educational research.

How can my child earn a 3.5?

A score of (3.5) indicates performance that is consistently above what is expected for mastery at that point in the school year. Level 3.5 work would indicate a much deeper understanding of a standard, the ability to apply that knowledge, make connections, and extend learning beyond the targeted goal. Students who are accelerated must demonstrate and apply learning above grade level proficiency on a consistent and independent basis on the learning target in order to receive a 3.5.

How do Standards-Based report cards improve teaching and learning?

Knowing where the students are in their progress toward meeting standards-based learning targets is crucial for planning and carrying out classroom instruction. Teachers teach to the needs of their students. Standards-based grading is designed to give teachers more information about the student's progress in meeting the level of proficiency required by each standard. In addition, teachers share the standards with students and parents, helping them to better understand the learning that needs to take place and how we can help our students succeed.

What is a BSL grade?

Behaviors that support learning grades indicate a student's ability to meet three pre-established behavioral guidelines in alignment with our OMS PRIDE expectations: demonstrating **Perseverance** and **Excellence** through following classroom expectations, demonstrating **Dependability** through meeting deadlines, and demonstrating **Integrity** and **Respect** through displaying honesty and respectful behavior towards others. All students will receive a BSL grade of 1, 2 or 3 using the scale below in their core classes.

BSL - Behaviors that Support Learning

English Language Arts, Science, Social Studies and Math

BSL:		3 Meeting	2 Approaching	1 Developing
Demonstrates Perseverance and Excellence	Follows classroom expectations	Engages in required tasks without reminders and is able to work independently when time is provided.	Needs occasional reminders to begin work and remain on task.	Needs many reminders to begin work and stay on task.
Demonstrates Dependability	Meets Deadlines	Consistently meets assignment deadlines.	Needs improvement in meeting assignment deadlines.	Frequently encounters challenges in meeting assignment deadlines.
Demonstrates Integrity and Respect	Displays honesty and respectful behavior towards others	Supports others in the learning process in a respectful and kind way.	Occasionally demonstrates actions or comments that are not supportive of learning.	Often demonstrates inappropriate actions or comments toward others.

How will athletic eligibility be determined using SBG?

Below is the language directly from our athletic code.

- A. All student athletes are expected to work hard in classes and complete all of their work.
- B. Any students receiving a 1 in the areas of *following classroom expectations, meeting deadlines, and displaying honesty and respectful behavior towards others* will be ineligible for 10% of contests. The ineligibility will continue past the 10% if the score is not a minimum of 2 after the 10% of time has been completed.
- C. Incompletes: A student who receives an incomplete is ineligible until he/she provides a note from the instructor that says he or she has completed missing work.
- D. Students will not practice or travel while academically ineligible.
- E. Academic Eligibility is reviewed every six weeks based on report cards. If a student is ineligible the Athletic Director will contact the coaches, parent(s) and the athlete.