

Brown Deer Elementary School Standards Based Grading Frequently Asked Questions (FAQ)

What is Standards Based Grading?

Standards Based Grading (SBG) is a system that communicates students' progress towards mastering specific learning targets and/or standards.

Why Standards Based Grading?

Standards-based grades are calculated based on activities and assessments completed by students to demonstrate their mastery level in each of their grade-level standards. Activities and assessments are directly aligned to one or more of the grade-level standards. This gives insight into a student's progress and potential need for additional support or enrichment.

How will Standards Based Grading work?

1. Students have clearer expectations and guidance from teachers regarding their progress towards meeting their grade-level standards.
2. Students will have multiple opportunities to demonstrate their understanding.
3. Students will engage in continuous feedback to support academic success.

How will my student know what the expectations are?

(One or more of these will be provided depending on the grade level, content area or standard)

1. Rubrics: *Teachers will provide a set of criteria created by each grade level used to assess student mastery towards each standard.*
2. Examples: *Teachers will provide student work samples at various levels of mastery.*
3. Modeling: *Teachers will demonstrate the process needed in order to reach mastery.*
4. Conferencing: *Teachers will meet with students to discuss their progress towards mastery of the standard(s).*

How will the Standards Based Report card look different compared to previous report cards?

1. You will see specific "I can..." statements that show what parts of a standard have been assessed throughout each quarter, and your child's level of mastery.
2. Due to the specificity of each "I can..." statement, additional comments may be minimal and may not be necessary.

How will Standards Based Grading be reported out quarterly?

Progress of student learning will be communicated using a scale of four different levels of learning - Emerging, Approaching, Meeting, and Exceeding.

4	Exceeding	• Evidence of learning meets the next grade level's expectations. • Student provides evidence of understanding and/or skill by regularly applying and transferring learning goals with depth and complexity.
3	Meeting	• Evidence of learning meets grade level expectations. • Student provides evidence of understanding and/or skill by applying and transferring learning goals.
2	Approaching	• Evidence of learning demonstrates approaching grade level expectations. • Student provides evidence of a working understanding and/or application of skills by intermittently applying learning goals.
1	Emerging	• Evidence of learning demonstrates an emergence of grade level expectations. • Student provides evidence of a beginning level of understanding or possession of some skills; application is occasional.

What does the grading scale mean to students?

Student View

4	Exceeding	"I can do this consistently without help and take it further."
3	Meeting	"I can do this consistently without help."
2	Approaching	"I can do this with some help."
1	Emerging	"I can do this with lots of help or I cannot do this yet."

******Please be aware that not all standards allow for students to 'exceed' expectations, as defined above. Therefore, a student may only be able to achieve 'meeting' expectations.***