

Standards-Based Grading Information and Frequently Asked Questions

Lakeside Junior High uses a Standards-Based approach to classroom grading. This looks a little bit differently from the traditional grading practices most experienced in school, but it is a research-based approach to improving teaching and learning. Here are some answers to questions you might have:

How is Standards-Based Grading different from traditional grading?

- In a SBG classroom, teachers have identified the key learnings (standards) that students need to succeed in that course.
- Students work toward proficiency in those standards, and the grade given indicates a level of progress toward proficiency toward those standards.
- All assignments are not averaged for an overall grade like in traditional grading practices. Assignments are given to provide opportunities for students to demonstrate improved progress/ proficiency on the standard. The grade indicates where the student is at that given time on that given standard.
- Grades on each standard for the semester are then averaged together to provide a final course grade.
- You may see fewer grades for your student in the gradebook. That is because SBG is about quality over quantity, depth over breadth. As teachers prioritize standards that are essential for success, teaching and learning becomes more focused and meaningful.

What does my child's grade that I see on a report card mean?

- SBG acknowledges that learning is a process that takes place over time. Grades can and will improve as students learn more and demonstrate higher levels of proficiency on reassessments and redos.
- As the focus shifts away from grades reflecting completion, participation, and effort, some students who traditionally made higher grades might at first experience lower grades until they demonstrate proficiency. SBG is less about "doing the work" and more about grade level skills and growth. The equivalency scaled score protects students from failing as long as they can show some level of proficiency. A student will only fail if they do not provide adequate evidence.
- Teachers will communicate to students what evidence they can provide to increase their grade on any given standard.

Why SBG over traditional grades?

- Gives students full credit for what they know and can do.
- Fosters a growth mindset.
- Reports proficiency levels instead of behavior.
- Allows teachers to more effectively individualize and differentiate instruction.
- Supports struggling learners and challenges advanced learners.
- Aligns instruction and assessments with grade-level state standards.
- Gives students ownership in the learning and grading process. What students are learning and why they are learning it is transparent. Students understand their proficiency level and work to show evidence of progress.

Will this look the same in every classroom?

Not exactly. Our teachers have agreed on the principles of standards-based grading and all teachers implement that. However, as with any classroom, teachers have the freedom to personalize the SBG system to their own classroom.

How do the Standard grades translate into transcript grades for high school graduation and scholarship applications?

Each standard proficiency level is converted into a percentage grade. That is the grade that you see for the standard. The conversion chart is:

4.0 -- 100%

3.0 -- 90%

2.0 -- 70%

1.0 -- 60%

Incomplete or no evidence -- 50%