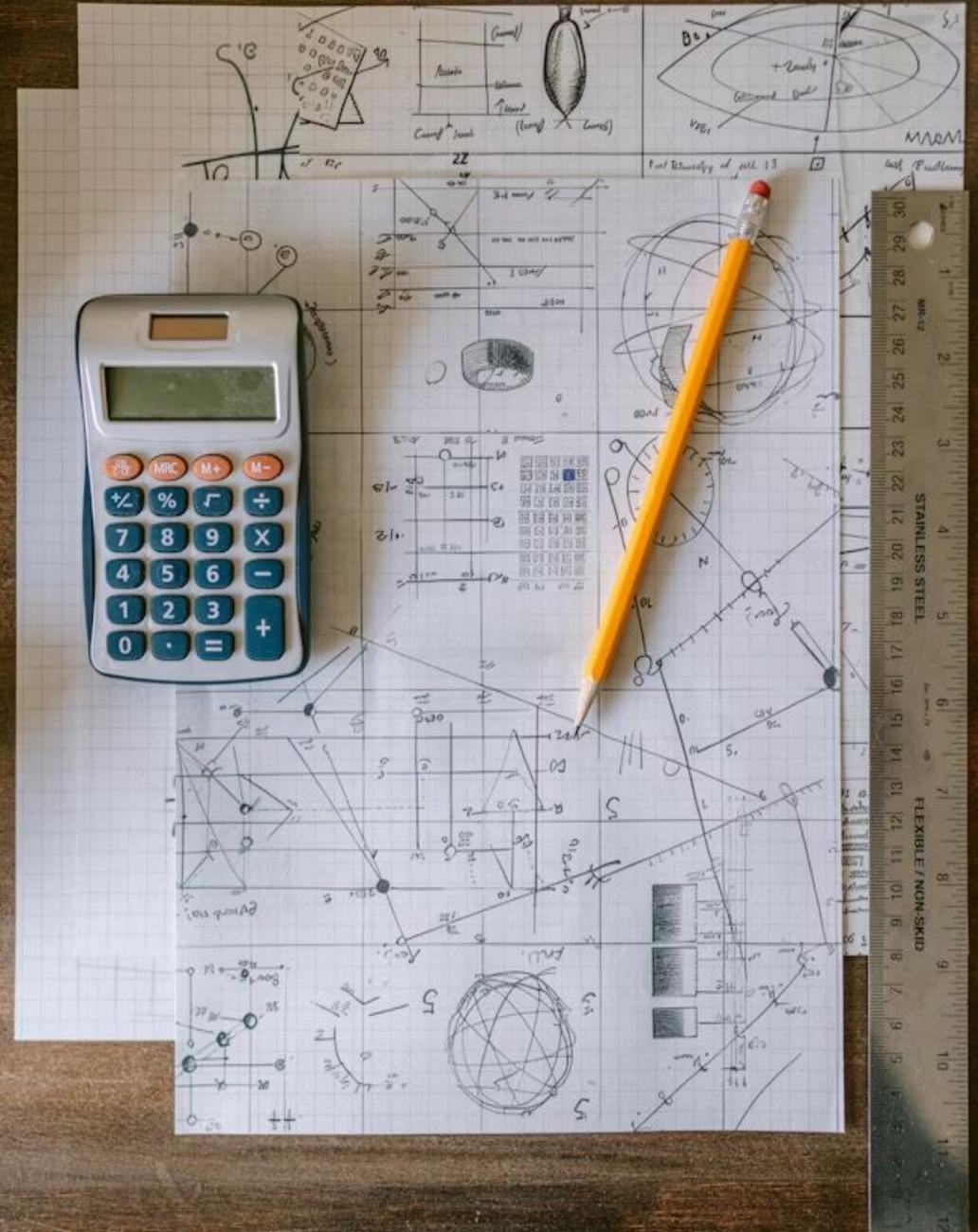


Standards-based Grading & Reassessment for Full Credit



What is Standards-based Grading (SBG)?

- Standards-based grading (SBG) is a way of showing what you've learned and what you still need to practice.
- Instead of giving just one big letter grade, it tells you how well you understand each standard.
- It helps you see your strengths and what you should keep working on.



Old vs New Way of Grading

What is Graded

<i>Old Way of Grading</i>	<i>Standards-based Grading (SBG)</i>
<p>Your grade can be a mix of lots of things—like test scores, homework, behavior, participation, and even extra credit or effort. You usually get one big grade that puts all of that together.</p>	<p>Your grade shows how well you understand specific skills or learning goals. Instead of one overall grade, each standard is shown separately so you can see what you're really good at and what you still need to practice.</p>

Old vs New Way of Grading

How Grades are Measured

<i>Old Way of Grading</i>	<i>Standards-based Grading (SBG)</i>
<p>Uses numbers, percentages, and letter grades (like 85% = B). Your grade is usually an average of all your work, even if you did poorly at the start.</p>	<p>Uses words or levels, like <i>Highly Proficient, Proficient, or Not Yet Proficient</i>. Shows what you understand <i>right now</i>, focusing on your most recent or strongest work.</p>

Old vs New Way of Grading

Purpose of Grades

<i>Old Way of Grading</i>	<i>Standards-based Grading (SBG)</i>
<p>Grades can show teachers what you know, but they're often used to compare students or give a score for everything over time. Focus is on following rules, like turning work in on time.</p>	<p>Grades help teachers know what you understand and help <i>you</i> see what you still need to practice. Focus is on your learning, growth, and showing what you know.</p>

Old vs New Way of Grading

Feedback & Communication

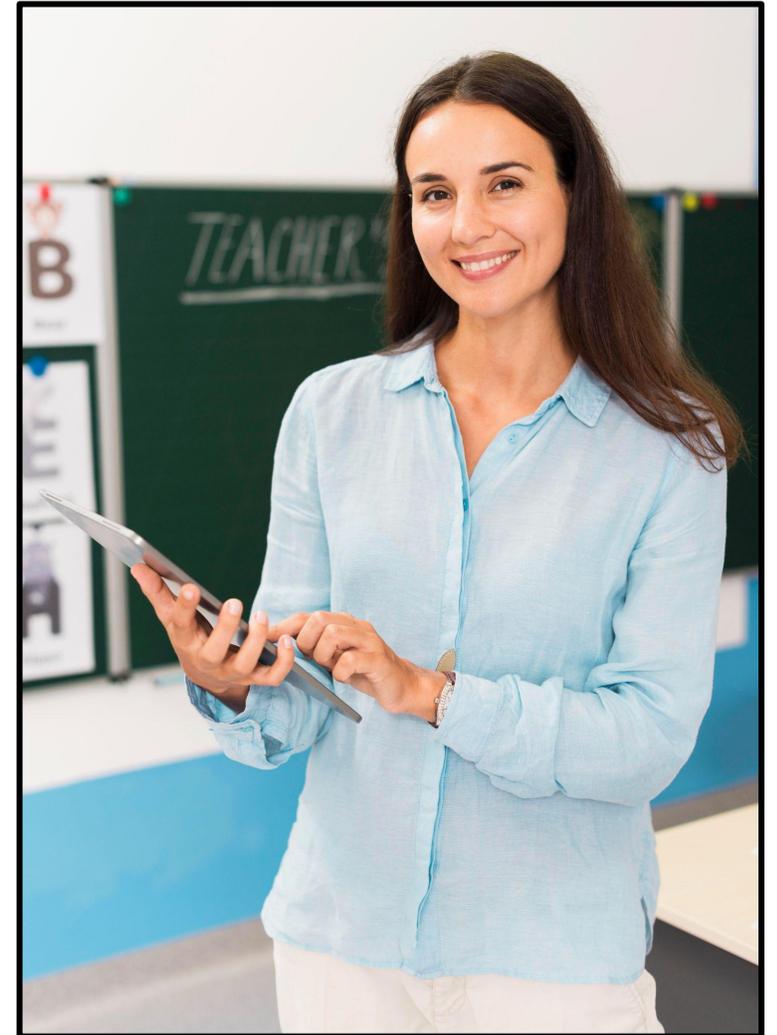
<i>Old Way of Grading</i>	<i>Standards-based Grading (SBG)</i>
<p>Feedback is usually just a letter or number, like a B or 85%. It doesn't always tell you what you did well or what you need to practice. Parents and students may not know exactly which parts need work.</p>	<p>Feedback explains what you can do well and what you still need to work on. Students and families can see which specific skills or concepts are strong and which ones are <i>not yet</i>.</p>

Why am I Doing This?

- I believe grades should show what you've actually learned—not how fast you learned it or how you behave in class.
- Standards-based grading (SBG) gives you a fair and clear picture of how you're doing on each skill, so you can see what you already know and what you still need to practice.
- With SBG, mistakes aren't the end—they're part of learning. You can keep working and improving until you master each skill.

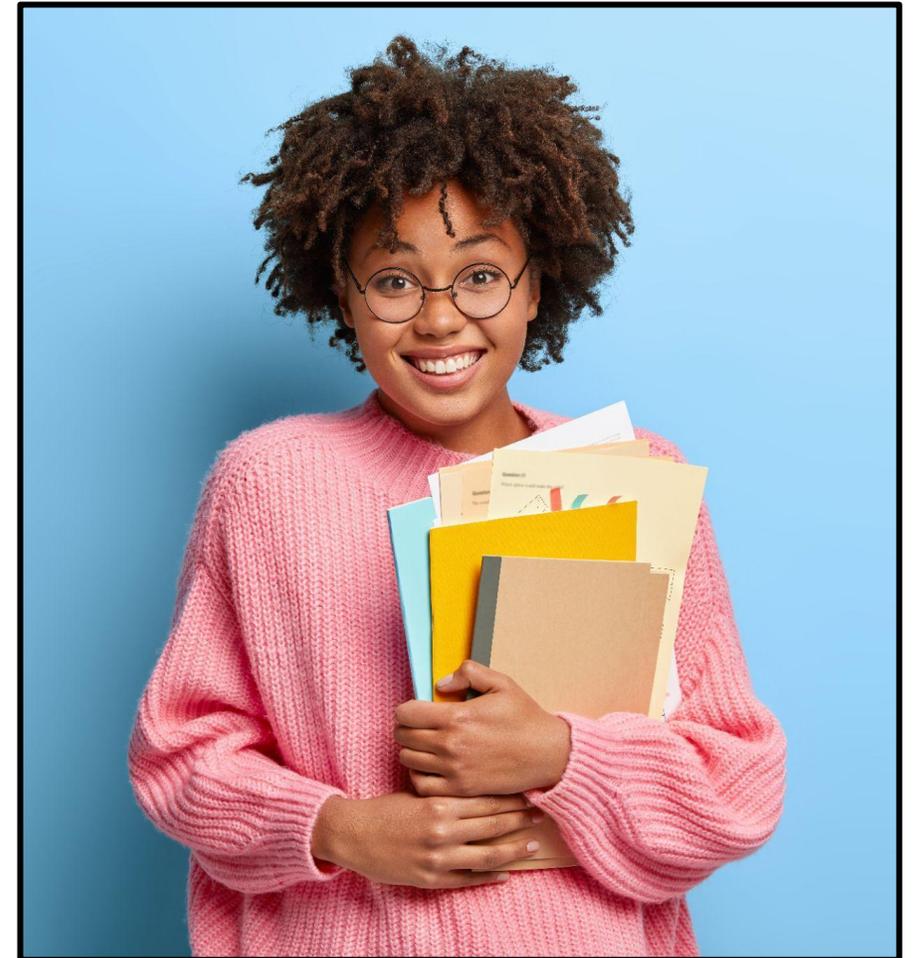
What Your Teacher Will do This Year

- I will help you take charge of your learning.
- I will help you succeed!
- I will help you to become an active learner.
- I will give you resources and time to re-study.
- I will give you multiple opportunities to demonstrate what you know.



What You Will do This Year

- A. You have to know your learning goals (standards that I will be teaching).
- B. You have to study hard & learn the material I give you.
- C. You have to put your best foot forward when taking an assessment.



What You Will do This Year

- D. You have to analyze your test results.
 - a. To see your results you need to either go onto your learning management system, or I will give you back your assessment.
 - b. This year I will be using a color system to grade your work.

Help! I'm lost.	I'm starting to get it.	I have it.	I understand it at a deep level. I could teach this.

What You Will do This Year

- E. If you're not happy with your results on a standard you need to submit a re-assessment contract for that standard. *You will reassess the standard not the quiz or test.

Retake Ticket

This form must be completed by the student and attached to your reassessment.

Student Name: _____ Hour: _____ Original Score: _____
Title of Summative: _____ Learning Target Number: _____
Learning Target: _____

_____ I have completed my assessment reflection.
_____ I have completed my assessment corrections.
_____ I have had my assessment corrections checked by a teacher.
_____ I have all my work and practice for this learning target completed.
_____ I have completed my flip book/notebook/notes for this unit.
_____ I have prepared to be reassessed on this learning target by:

I understand that it is my responsibility to prepare for the reassessment.

Student Signature: _____ Date: _____ Teacher Approval: _____

What You Will do This Year

- F. After you reassess, your proficiency rating may change depending on how well you perform.
 - a. If you want to see your new rating, you can look at the LMS or talk to me.



What You Will do This Year

G. At the end of the marking period, I will look at multiple pieces of evidence to determine your proficiency level for each standard.

Proficient	High Performance
<ul style="list-style-type: none">• I can explain that a/b means $a \div b$, and I can write division problems like $9 \div 6$ as a fraction in simplest form or mixed number.• I can solve real-world division problems—sharing equally, finding how many groups, or reversing multiplication—and write the answer as a whole number, fraction, or mixed number.	<p>I am proficient AND</p> <ul style="list-style-type: none">• I can solve challenging problems, make connections, and explain my reasoning <p>OR</p> <ul style="list-style-type: none">• I can teach a classmate and help them reach proficiency