Standards-Based Grading

PARENT COMMUNICATION

Tips, Tricks, & Tools!
The Standards-Based Grading transition can be tough!

What is found to be one of the most challenging struggles throughout the Standards-Based Grading transition?

Communicating the change to Parents!

Within this guide, you will find ready-to-print tools for stakeholders. Additionally, each page has a “Teacher Chat!” section explaining the purpose behind each section and how to adapt it to best fit your parents and other stakeholders.

Still have questions? Reach out!

Remember ... it takes a village!
Dear Parents,

What may look different?

What will look the same?
WHY
STANDARDS-BASED GRADING?

Consider this scenario...
Two students sit in the same 4th grade reading class. Throughout one week, homework is assigned and taken for a completion grade daily, and an end of the week quiz is given to students on Friday at the end of the class hour.

<table>
<thead>
<tr>
<th>Student 1</th>
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<tr>
<td>Does not complete any assigned homework, resulting in a 0/5 homework score.</td>
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<td>Earns a 10/10 on the end of the week quiz – showing Mastery of the reading content.</td>
<td>Earns a 7/10 on the end of the week quiz – missing key elements of the content.</td>
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<tr>
<td>Therefore, Student One earns a 10/15 in the class.</td>
<td>Therefore, Student Two earns a 12/15 in the class.</td>
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<td>10/15 = 66% which is a D for their overall score in that class.</td>
<td>12/15= 80% which is a B for their overall score in that class.</td>
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Student One was able to prove Mastery of the content, but didn’t complete the tasks. Student Two ends the unit actually understanding less of the content, but with a higher grade than Student One. Two grade letters higher, for that matter.

Do you see a disconnect between the two students’ understanding and their grades?
WHY
STANDARDS-BASED GRADING?

Standards-Based Grading mandates a score (or grade) to represent a student’s level of understanding. This process requires additional factors, such as behavior, to be evaluated separately – producing more authentic data on the student’s knowledge base.

This is done utilizing four key elements:

1. connection of specific vocabulary to a numeric value
2. focused discussion around understanding rather than task completion
3. opportunities for multiple attempts to prove mastery
4. purposeful learning toward required content

Through this practice, students and stakeholders are able to evaluate success in a specific area without additional fluff skewing data of the student’s level of understanding.
WHAT IS A SCORE
IN STANDARDS-BASED GRADING?

Most Standards-Based Grading scales utilize a 4 tiered system. Each numeric value is connected to a vocabulary term describing the student’s level of understanding:

1 = Beginning
2 = Progressing
3 = Mastery! - Grade Level Expectation
4 = Above and Beyond Grade Level Expectation

The numeric values do not directly correlate to a percentage as a traditional score of an A, B, C, D, or F would. Rather, it is a shift in understanding what a grade means all together and the effectiveness of your feedback. What does the student know?
You know… Practice makes perfect! Utilize practice worksheets on the next few pages to practice the new standards-based grading scale.

The best part? These are easy targets to meet!

When focusing on a target you can easily meet, I challenge you to focus on the imitation of the score, rather than a challenging standard.

After you feel confident with modeling each score, create your own and work toward a more difficult target.

Remember, it’s a family activity! Within each target, ask a family member to describe their work and foster discussion around what a score means.
Grading Scale

1. Student is beginning to understand, but I still needs development; makes frequent mistakes
2. Student is starting to understand, proving a basic understanding, but I still needs some help
3. Student shows a strong understanding of standard! Rock Star Status!
4. Student shows a deeper understanding of the standard; going above and beyond

Standard/Goal: Student can draw a circle

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<table>
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Example of a 1

Example of a 2

Example of a 3

Example of a 4
Greet your parents with classroom updates, celebrations, and warm fuzzies! Any change from the “traditional way” is tough. Meet them in the middle with a friendly welcome message!

## Standards-Based Grading

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Share what is changing in your classroom. What may look different to your families? This section can also help stakeholders process and develop questions.

Share what is changing staying the same in your classroom. What will stay consistent? This section will remind stakeholders of the values you hold in your classroom.
TEACHER CHAT!

Provide your stakeholders with an opportunity to reflect. Allow them to see into your world of Teacher Reflection that allowed you to make this large transition!

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Paint a picture of a student to help your parents gain insight on what inspired your step in this direction!

Ask the tough questions. Allow reflection opportunities for your stakeholders to question, consider, and process!
Standards-Based Grading Pillars look like? What can your stakeholders expect?

Begin setting up the pillars of the system. Explain how it is done and how it is implemented. Set a strong, concrete base for your stakeholders to build their knowledge.

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TEACHER CHAT!

Explain the research in general terms. Manageable bitesize pieces!

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What does a grade mean?
What are the levels of understanding?

Explain the differences between traditional and progressive.

Is this a different process with the same outcome? OR is this truly different?
Provide them FUN ways to practice!
To start? Explain the directions.

After the directions... explain the WHY.

What's the Goal?

How do I do it?

Where do I look first?

What results should I see?

Who should I do it with?

LET'S PRACTICE
STANDARDS-BASED GRADING!

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Score Rubric
Learning Target
Coloring Sections

Teacher Chat!

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Provide a variety of opportunities for stakeholders to celebrate the FUN found while learning the new system.

Create Family Time opportunities and discussion leading learning tasks.