STANDARD-BASED GRADING MEASURES STUDENT PROGRESS RELATIVE TO SPECIFIC LEARNING STANDARDS—THE WPSD PRIORITY STANDARDS. THIS SYSTEM OF EVALUATION ISOLATES THE LEARNING OF CONTENT AND MASTERY OF SKILLS FROM OTHER FACTORS, SUCH AS BEHAVIOR.
LEARNING STANDARDS ARE CONCISE, WRITTEN DESCRIPTIONS OF WHAT STUDENTS ARE EXPECTED TO KNOW AND BE ABLE TO DO AT A SPECIFIC STAGE OF THEIR EDUCATION.
ACCURATE:

EXCLUDE BEHAVIORS, LATE WORK, EXCLUDE EXTRA CREDIT...
ISOLATE THE STANDARD TO THE STUDENTS’
PERFORMANCE—EXCLUDE OTHERS

CONSISTENT:

USE A CONSISTENT, PRACTICE RUBRIC WITH CLEAR
ACHIEVEMENT EXPECTATIONS.
UNDERSTAND WHAT PROFICIENCY IS; COACH TO PROFICIENCY,
GIVE FEEDBACK TO PROFICIENCY.

THE REASON TO CHANGE

(Ken O’Conner- The Grade Doctor-Power
School Consultant/Author)
Homework/Classwork is treated like PRACTICE and will not be graded in the traditional sense.

Is homework accounted for? YES

It's about the student being able to demonstrate their understanding of the standard...

Feedback provided? YES

Homework is evidence!

Failure to turn in this type of homework may negatively impact a learning target grade because a key piece of evidence needed to verify a certain level of student understanding is missing.
GRADING WITH THE 4-POINT SYSTEM

1. Does not Meet the Standard
   - You are confused and probably frustrated. You need some help to get started.
   - You miss opportunities to demonstrate what you can do because you are often distracted, not participating, or absent.

2. Approaches the Standard
   - You know what the target proficiency level is, but you are confused and probably frustrated. You need some help to get started.

3. Meets the Standard
   - You can meet the target proficiency level in familiar tasks and situations.
   - You know what to do to meet the target proficiency level, but you need extra help.

4. Advanced Understanding of the Standard
   - You add your own ideas, perspective, and style into what you do. You are confident and are reaching for the next level of proficiency.
Assessments can be anything, as long as they assess the mastery of the learning goal. Assessments could be a traditional test, project, a teacher-student conversation, blog - whatever the teacher sets up as a way for the student to demonstrate their learning.
Students are not graded as they are learning the information, but after the learning has occurred. Therefore, you will not see a gradebook full of assignments.

Grading should reflect student performance as of the end of the grading period, rather than across the grading period.