



Standards Based Grading

Q: What is standards-based grading?

A: Standards-based grading is a refined way of reporting what students know and how they demonstrate their understanding of the Colorado Academic Standards. Standards-based grading uses a 4-point scale where 3 is proficient on end-of-year standards. Because student understanding is compared to the end of year expectations, student reports generally show growth in the level of proficiency obtained over the course of the year, thus indicating increased understanding of standards over time. It is typical that most students do not achieve a proficient score on end of year standards before the end of the year. However, teachers monitor student progress on a monthly basis, providing intervention for students who are not making appropriate progress and enrichment for students who demonstrate proficiency earlier than expected. In addition to the proficiency level reporting, teachers will indicate if a student is or is not on track to meet end of year standards at each reporting cycle.



<http://www.activegarage.com>

Q: What is the purpose of standards-based grading?

A: The purpose of standards-based grading is to align grading with the Colorado Academic Standards as measured by consistent and accurate student achievement data and common criteria for grading.

Q: How does standards-based grading work?

A: Standards-based grading assesses a student's overall work and their most recent work so that it really tells us what a student has learned and what they now know rather than averaging all of the learning experiences. Standards-based grading measures students' knowledge of grade-level content over time by reporting the most recent, consistent level of performance. So a student might struggle in the beginning of a course with new content, but then learn and demonstrate proficient performance by the end of the course.

Colorado's Description of 21st Century Skills



<http://www.artofdharma.org>

Critical Thinking and Reasoning: A student's ability to successfully argue a point, justify reasoning, evaluate for a purpose, infer to predict and draw conclusions, problem-solve, and understand and use logic to inform critical thinking.

Information Literacy: A student's ability to evaluate information critically and competently access appropriate tools to synthesize information; recognize relevant primary and secondary information; and distinguish among fact, point of view, and opinion.

Collaboration: A student's ability to participate in a peer review, foster a safe environment for discourse, mediate opposing perspectives, contribute ideas, speak with a purpose, understand and apply knowledge of culture, and seek others' ideas.

Self-Direction: A student's ability to using metacognition skills such as a learner's automatic awareness of the knowledge and ability to understand, control, and manipulate cognitive processes.

Invention: A student's ability to think creatively, construct knowledge, and create innovative products, and processes.