

Standards Based Grading



Why Standards Based Grading?

- ✿ **Standards-Based Grading (SBG) is based on current research of best practices in grading**
- ✿ **SBG is designed to clearly communicate students' progress toward learning standards**
- ✿ **Grading is aligned with the Florida Standards**

Why Standards Based Grading?

- ✿ Measures a student's progress toward proficiency
- ✿ Clearly communicates expectations ahead of time
- ✿ Separates achievement from effort/behaviors
- ✿ Is authentic to the learning experiences of students based on complex tasks

What is the goal of Standards Based Grading?

- ✿ The goal of SBG is to clearly communicate what each student knows and is able to do according to the Florida Standards.

**What is the purpose of a
Standards Based Grading Report
Card and what will it look like?**

Purpose Statement

The purpose of this report is to communicate with students and parents about the achievement of specific learning goals. Levels of progress reflect how well students have currently met the established learning goals in the class or areas where additional effort is required.

*The purpose statement will be on the interim and report card

What is a SBG Report Card?

- ✿ A standards-based report card tells specifically how a child is doing in regards to the grade level standards and helps to identify areas for improvement.
- ✿ All teachers in a grade level measure student learning against set criteria that is the grade level standard.
- ✿ A standards-based report card gives concrete information that the student, teacher, and parent can use to assist the student.
- ✿ A standards-based report card separates academic performance from work habits and behaviors that support learning.

What marking system is used on the Standards Based Report Card?

Students will be graded with a level of progress for the over all cluster and each standard.

Example for Language Arts Florida Standard (LAFS)-

Strand:

Reading Standards for Literature (RL)

Cluster: Key Ideas and Details

Standard:

LAFS.1.RL.1.1 The student will ask and answer questions about key details in a text.

LAFS.1.RL.1.2 The student can retell stories, including details, and demonstrate understanding of their central message or lesson.

LAFS.1.RL.1.3 The student can describe characters, settings, and major events in a story, using key details.

Levels of Progress

- 4: Proficient**
- 3: Developing Progress**
- 2: Beginning Progress**
- 1: Of Concern**

What Does Each Level of Progress Mean?

4: Proficient

The student demonstrates the skill or understands concepts at the level expected for the reporting period.

What Does Each Level of Progress Mean?

3: Developing Progress

The student is moving toward being able to demonstrate the skill or understand concepts and meets most expectations for the reporting period.

What Does Each Level of Progress Mean?

2: Beginning Progress

The student is only beginning to develop the skill or understand concepts and needs to improve in order to meet expectations for the reporting period.

What Does Each Level of Progress Mean?

1: Of Concern

The student demonstrates limited evidence of understanding, even with help, for the reporting period.

Who Decides That a Student Has Mastered Standards and How?

Student learning is measured by formative checkpoints throughout instruction. There are a variety of opportunities for students to practice skills and concepts. All formative assignments build toward the summative assessments that measure student progress.

What is a Formative Assessment?

A formative assessment is the formal and informal processes teachers and students use to gather evidence for the purpose of informing next steps in learning.

Jan Chappis, Seven Strategies Of Assessment for Learning

What is a Summative Assessment?

A summative assessment is an assessment that provides evidence of student achievement for the purpose of making a judgement about students level of understanding.

Jan Chappis, Seven Strategies Of Assessment for Learning

What if My Child Doesn't Score Proficient on the First Summative Assessment?

For students who do not master the standard on the first summative assessment, teachers will present material differently, provide more practice and give additional opportunities to master with a different summative assessment.

How Will Behavior Be Reported on the Standards Based Report Card?

Behavior will be reported by the Employability Skills located in the front of your child's agenda with a rating. The Employability Skills are:

1. Follow instructions
2. Get along with others
3. Do assigned classwork or homework as directed by teacher
4. Be prepared with correct materials
5. Be on time
6. Be dressed in appropriate uniform clothes with belt, shirt tucked in, etc.

What Are the Ratings for the Employability Skills?

- 3: Consistently**
- 2: Sometimes**
- 1: Of Concern**

How Will I Know as a Parent if my Child is on the Proper Continuum to Reach a Standard?

You will have communication of your child's progress through weekly portfolios that will be sent home every Tuesday, the list of standards that will be located in the front of the portfolio, interim reports, report cards, conferences, and regular communication from the teacher.

What is a Portfolio?

A portfolio is a collection of artifacts to show how a student is progressing towards the Florida Standards.

What Should I Be Looking For in the Portfolio and What Do I Do with it?

- The portfolio will have a parent signature page that needs to be signed every Tuesday after looking through the portfolio.
- A list of all the standards for Language Arts and Math will be placed after the parent signature page. Students will track their level of progress for each standard. Two levels of progress mean the summative was given again.

2ND 9 WEEKS PORTFOLIO PARENT CONTRACT



Date	Parent Signature
November 5, 2025	
November 10, 2025	
November 17, 2025	
December 1, 2025	
December 8, 2025	
December 15, 2025	
January 12, 2026	
January 19, 2026	
January 26, 2026	

Name:	4.3.2.1	4.3.2.1
Literature Reading		
1. RI.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
2. RI.1.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		
3. RI.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		
4. RI.1.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		
5. RI.1.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		
6. RI.1.6: Distinguish their own point of view from that of the narrator or those of the characters.		
7. RI.1.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		

What Should I Be Looking For in the Portfolio and What Do I Do with it? cont.

- The portfolio will be divided by an orange neon piece of paper. The papers on top of the orange paper are Language Arts summative pieces. The papers below the orange piece of paper are Math summative pieces.
- The most recent summative pieces will be placed on top of the existing summative pieces each week.
- The pieces/artifacts placed in the 3 ring are summative assessments that **MUST** stay in the portfolio.
- The pieces/artifacts placed in the front pocket are formative assessments, classwork, or other items for you to review. Please take those pieces out before returning the portfolio on Wednesday.

When Should I Expect an Interim and Report Card?

Interims and Report Cards will be emailed on the dates located on our school calendar located in the front of your child's agenda. The interim and report card will show a level of progress for each cluster and standard assessed during that grading period. The report card will include a class narrative that will share what topics were covered during that grading period.

Want to Learn More about the Portfolios and How to Read/ Understand an Interim and Report Card?

**Come to an optional meeting on
Monday, September 19th at 6:00pm
in the cafeteria. We will walk you
through the process.**

Questions?

