Introductory Terms

**Standards-Based Instruction (SBI)** - Instruction and feedback that is aligned to standards/competencies. 9-12

**Standards-Based Scoring (SBS)** - The proficiency levels used to provide feedback on progress towards competencies. The teacher scores the work using rubrics. The implementation started with 9th grade (2017-2018); 10th grade (2018-2019); 11th/12th (TBD)

**Standards-Based Reporting (SBR)** - Students see their body of evidence on how they are performing on standards/competencies individually and overall in the teacher’s gradebook in Infinite Campus (IC). Parents and students view this in parent portal. 9th grade (2017-2018); 10th grade (2018-2019); 11th/12th (TBD)

Q. Are we doing SBS scoring at any level next year? And if so what are those grade levels?

A. SBS will be delivered to 9th and 10th grade students at all High Schools.

Q. How does SBS work?

A. SBS will be scored in Infinite Campus (IC) calculated by using a 100 point scale or calculated by using a rubric score (1 – 4) with evidence aligned to the competencies /performance indicators (standards).

*SBS includes, but is not limited to:*

✓ aligning evidence to competencies/performance indicators,
✓ scoring towards competencies (normed & calibrated at all levels),
✓ an average will be calculated and shared for each competency and by overall course in IC

✓ Planning and Design is intentional using Depth of Knowledge (DOK) levels. For example, an “A score 90-100” must demonstrate the transfer and application of grade level understanding.

Q. What is the expectation of mixed grade level classes? SBS or traditional scoring?

A. All elective classes with 9th and/or 10th grade students will engage in SBS. There may be unique situations for 9th and 10th grade students who are in high-level courses. For example, accelerated 9th or 10th grade students in advanced courses may or may not be in a standards-based scored course. There is an ability for other students in 11th and 12th grade to receive standards-based scoring, if a teacher chooses to do so. The teacher’s choice will be communicated to the principal first and then to parents.

Q. How will SBS look in IC?

A. Student performance will be reflected in the grade book (IC) through the standards and not the activity.

Example below:

**Instead of naming the activity in Infinite Campus like this:**

   Activity: worksheet #1- This only names the activity students engaged in and not the standard/ competency/skill students engaged in.

**DO THIS:** Name the standard/competency/skill in Infinite Campus like this:

   Comparing and Contrasting Types of Government Systems: Civics 1a- This names the skill and standard to inform students, families, and teachers.
This informs:

**Students:** Will have specific information on how they have demonstrated understanding towards the standard through their evidence.

**Families:** Will have specific information about their student(s) progress towards understanding of the standards. This information will allow families the opportunity to engage with their student(s). This can help in conversations with teachers since questions will be specifically aligned to standards and skills. Instead of asking, “What can my student do to get their grade up?” OR “Why is my student failing?” families can ask “What can I do to support my student in a specific standard/skill?”

**Teachers:** Will have specific evidence in regards to what their students know and can do. They will be able to provide more individual and targeted information for students because the evidence will be aligned to standards and skills.

Q. Using SBS what will the grading scale look like?

A.

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>What the Level Means</th>
<th>Course Grade</th>
<th>Letter Grade</th>
<th>GPA Score</th>
<th>Weighted GPA Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary (4)</td>
<td>✓ Ability to transfer and apply learning to new situations ✓ Demonstrates excellence in mastering grade level expectations or standards ✓ Continuous and thorough understanding of content, observations, and insights ✓ Shows creativity, critical thinking, or makes unique connections</td>
<td>90-100%</td>
<td>A</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Meets (3)</td>
<td>✓ Shows thought and understanding of grade level content and expectations with little help or prompting ✓ Accurate insights, observations, and logical conclusions. ✓ Develop the ability to transfer and apply grade level concepts</td>
<td>80-89%</td>
<td>B</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Progressing(2)</td>
<td>✓ Developing an understanding of grade level content and expectations and may require assistance to deepen ✓ Beginning to make connections, conclusions and observations however, inconsistent across days/activities ✓ Ability is somewhat limited to transfer and apply grade level concepts</td>
<td>70-79%</td>
<td>C</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Emerging(1)</td>
<td>✓ Understanding of grade level content and expectations is limited ✓ Connections to conclusions and observations are beginning to emerge yet are limited or not existent at this time</td>
<td>&lt; 60%</td>
<td>IE</td>
<td>No Credit</td>
<td>No Credit</td>
</tr>
<tr>
<td>Insufficient Evidence</td>
<td>✓ Student has not demonstrated evidence to determine proficiency level</td>
<td>No Credit</td>
<td>No Credit</td>
<td>No Credit</td>
<td>No Credit</td>
</tr>
</tbody>
</table>
**Q. At the end of the course are the grades going to be reported as a G.P.A, %, or both?**

**A.** Yes, to all. Students will receive a percent, a letter grade and a GPA value at the end of the course.

**Q. Will we still use Infinite Campus (IC) or some other software?**

**A.** Yes, we will be using IC this year.

**Q. Can different high schools report out different grading?**

**A.** No

**Q. Do the Work Habits (Collaboration, Communication, Creative Problem Solver and Self-Agency) need to be included?**

**A.** Yes, the work habits need to be included. They will be weighted as 10% of the overall grade. The overall academic average will represent 90% of the overall grade and work habits overall average will contribute to 10% of the overall grade.

**Q. What evidence is put in the gradebook?**

**A.** It is still a teacher’s choice/decision as to what evidence will be collected and placed in the gradebook. All evidence collected is from assignments/work that included opportunities for all levels of proficiency towards the standards/skills within the assignments/work. A ticket out the door can be a 4 (exemplary) if the ticket provides the opportunity for students to **transfer and apply** the standard(s)/skill(s).

**Q. How are grades calculated?**

**A.** Academic = average of all academic evidence in the course regardless of the performance indicator or competency to which it is aligned.

Work Habits = average of all work habits evidence in the course regardless of the performance indicator or competency to which it is aligned.

✓ Course Grade = 90% of the academic overall average + 10% of the work habit overall average