

2017-18

# Standards-Based Grading Handbook



## **Introduction**

To comply with the expectations of the Archdiocese of Milwaukee, St. Anthony on the Lake School has implemented a standards-based model of instruction and grading. This handbook is meant to be a resource for families, as it includes information about standards based instruction, assessments, standards based grading, and SAL's quarterly report cards. Our goal is to promote a consistent and transparent understanding of SAL's instructional, assessment, and grading practices.

## **Standards Based Instruction**

In a standards-based classroom, specific standards drive instruction. Teachers focus on means in which to deliver instruction to promote student mastery of concepts, skills, and knowledge. Learning Targets, or "I Can Statements," inform students of targeted outcomes. Students work toward achieving mastery of such and are given multiple opportunities to do so.

## **Standards Based Assessment**

*Formative work* is used throughout the learning process to as a means for student practice and to capture student progress toward learning a targeted standard. A rubric score (4, 3, 2, 1) indicates the extent to which a student is learning, but has no effect on grading. Teachers solely assess this work to gain insight into individual and class needs, and to plan for future instruction.

*Summative Assessments* are used, once learning has taken place, to measure student comprehensive ability to demonstrate the concepts, skills, and knowledge embedded within a standard. A rubric score (4, 3, 2, 1) indicates the extent to which the student has learned the concepts, skills, and knowledge. Summative Assessment outcomes are the basis of student grades.

## Standards Based Grading

### **K3, K4**

The Wisconsin Model Early Learning Standards are used to guide instruction and assess student performance. On SAL's Quarterly Report Cards, you will receive a **narrative description** indicating your child's performance, as it relates to each standard.

### **K5**

The Wisconsin Model Early Learning Standards and standards designated by the Archdioceses of Milwaukee are used to guide instruction and assess student performance. On SAL's Quarterly Report Cards, you will receive a **narrative description** indicating your child's performance on Wisconsin's early learning standards, as well as achievement indicators of **Secure (S), Developing (D), Emerging (E)** for each Archdiocesan standard.

### **1<sup>st</sup> - 5<sup>th</sup>**

Standards designated by the Archdioceses of Milwaukee are used to guide instruction and assess student performance. On SAL's Quarterly Report Cards, a score of **4 (Mastery), 3 (Secure), 2 (Developing), 1 (Beginning), 0 (Not Yet Meeting)** will indicate your child's level of achievement with each standard.

Rubric Score	Descriptor	Description
<b>4</b>	Mastery	The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills.
<b>3</b>	Secure	The student consistently and independently demonstrates the ability to apply and transfer essential content knowledge and skills.
<b>2</b>	Developing	The student demonstrates the emerging ability to apply and transfer essential content knowledge and skills.
<b>1</b>	Beginning	The student demonstrates a minimal understanding of essential content knowledge and skills.
<b>0</b>	Not Yet Meeting	The student is not yet demonstrating understanding of essential content knowledge and skills.

**6<sup>th</sup> - 8<sup>th</sup>**

Standards designated by the Archdioceses of Milwaukee are used to guide instruction and assess student performance. In StandardScore and on SAL's Quarterly Report Cards, a score of **4 (Mastery)**, **3 (Secure)**, **2 (Developing)**, **1 (Beginning)**, **0 (Not Yet Meeting)** will indicate your child's level of achievement with each standard.

Rubric Score	Descriptor	Description
<b>4</b>	Mastery	The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills.
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<b>0</b>	Not Yet Meeting	The student is not yet demonstrating understanding of essential content knowledge and skills.

In addition to the above, students will receive an **Achievement Grade (A/B/C/D/U)** that indicates cumulative achievement. This will be calculated using an average of the rubric scores.

<b>A</b>	<b>3.75-4.00</b>
<b>A-</b>	<b>3.50-3.74</b>
<b>B+</b>	<b>3.25-3.49</b>
<b>B</b>	<b>3.00-3.24</b>
<b>B-</b>	<b>2.75-2.99</b>
<b>C+</b>	<b>2.50-2.74</b>
<b>C</b>	<b>2.00-2.49</b>
<b>C-</b>	<b>1.75-1.99</b>
<b>D+</b>	<b>1.50-1.74</b>
<b>D</b>	<b>1.25-1.49</b>
<b>D-</b>	<b>1.00-1.24</b>