

Hello Parents and Families,

You are receiving this letter because your student is taking a class with a teacher participating in a district-wide grading pilot. In a continuing effort to see and serve each student, our district is developing Standards Based Learning and Grading practices at the secondary level. If your child attends or has attended elementary school in CSD, then you may already be familiar with standards based grades.

What does “Standards-Based” mean?

Standards-based refers to a system of instruction and grade reporting. It is intended to provide more specific information about what a student has or has not yet mastered related to a particular learning standard. Final markings are a summary of mastery for the term.

Why standards-based learning and grading?

Our standards-based approach is based on the belief statements below:

- We believe that all students are curious and capable individuals who deserve meaningful, authentic, engaging, and challenging curriculum and instruction.
- We believe that scores and rubrics must clearly communicate a student’s skills and understandings in a given area of study to all stakeholders, including students, teachers, parents and guardians.
- We believe that students enter learning at different levels, learn in different ways at different times, and should have various opportunities to demonstrate their ongoing learning.

What are the major components of a standards-based approach?

	What are they?	Examples
Learning Opportunities	These are when students collaborate with classmates or get help from a teacher or family member. These are meant as practice and do not factor into any overall score for the standard	<ul style="list-style-type: none">• Class discussion• Group work• Partner work• Khan Academy• Cool Downs• Practice Problems• Collaborative labs• Rough Drafts• Novel studies
Assessed Events	These are when students demonstrate understanding on their own. The score on these, factor into the overall score for the standard.	<ul style="list-style-type: none">• 3-4 problems on a particular standard• An essay• Interim Assessments• Reading Responses

What will grading in this new model look like?

Assessed Event Scores:

- Each Assessed Event will be scored on a 1-4 rubric. (See below for details)
- Every standard will have at least three Assessed Events factored in to arrive at the overall standard score.

1=Emerging	The student has only recently been introduced to concept/skill or shows a distinct lack of understanding of the concept/skill. The student can show partial understanding with support.
2=Developing	The student shows some understanding of the concept/skill. The student is able to do some things independently with minor error but still needs support to execute the concept/skill fully and accurately. There is progress and growth toward mastery.
3= Proficient	The student has met the standard and is able to demonstrate the concept/skill accurately and independently. The student shows proficiency with no major errors or omissions.
4= Above Standard	The student meets the criteria for proficiency (see 3 above), AND applies concept/skill in new, innovative ways that were not explicitly taught. Shows mastery with no errors.

Your child's school will provide additional information including website resources and practices specific to their class. We are excited to move toward a reporting system that is a more accurate reflection of your student's learning. Do not hesitate to reach out with questions and feedback as we apply and practice together.

Sincerely,

Lisa Greseth
Assistant Superintendent

Dr. Charlene Williams
Assistant Superintendent