

Risley International Academy

Standards-Based Grading & Reporting Rationale

Overview:

What is standards-based grading and reporting?

Academic Meaning

In a standards-based grading and reporting system, grades reflect what a student knows and can do. This idea is often referred to as “academic meaning” of the grade. Teachers report information about effort and behavior (non-academic indicators) separately.

Grading to Standard

In a standards-based grading and reporting system, grades also reflect what students know and can do in relation to grade level or course expectations. This is often referred to as “grading to standard”.

Clearly Defined Procedures

In a standards-based grading and reporting system, grading practices are fair and they support effective teaching and learning. Required procedures for grading are defined, used consistently, and explained clearly to parents and students.

Why is Risley International Academy implementing standards based grading and reporting?

Standards-based grading and reporting helps to improve student achievement by focusing on four critical questions:

- What do students need to know and be able to do?
- How will we know that they have learned it?
- What will we do when they haven't learned it?
- What will we do when they already know it?

Standards-based grades help teachers plan their instruction so that they can support all students. They help parents know the academic areas in which a student meets or exceeds academic expectations or needs additional support.

What non-academic indicators are reported on at Risley International?

- Organizational skills
- Task completion
- Effort
- Works cooperatively with others

These non-academic indicators are marked using P for “Proficient” and IP for “In Progress”.

Risley International Academy's Standards Based Grading and Reporting Policy

Risley International developed a site based policy for a standards-based grading and reporting policy to align with the expectations for an authorized Middle Years Program with the International Baccalaureate Organization (MYP-IB). Below are the specific excerpts from the school's Assessment Policy as it relates to standards-based grading and reporting. Included is the entire policy for your review.

Evaluating criterion-related assessment: (IB Assessment Policy – 2013)

Teachers are responsible for designing and providing criterion-related assessments. This method of assessment should judge students' work in relation to identified levels of attainment, rather than in relation to the work of other students. Subject group guides include information on assessment according to the subject group objectives and the use of the corresponding assessment criteria. Rubrics for scoring students' work should include descriptors to guide students toward a higher level of understanding. Evaluating students' demonstration of understanding should be identified by the highest level where the majority of rubric descriptors correspond to the level of students' work. Examining student understanding at the end of the course should be based on the whole course, not just aspects of it, and valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period. (Looking for the highest level attained at a consistent level-usually near the end of a unit.)

Homework:

Homework is defined as school assignments/tasks assigned to students, by their teachers, to be completed outside of the class. (You can also find this document along with other declarations regarding grading and assessment practices on our website i.e.; **Extra Credit; Late Work; Retesting**)

Teachers: Teachers will exclude homework from the course grade. Homework may be recorded as a non-academic indicator in the area of effort. Teachers should always provide specific, timely, and constructive feedback on homework to advance student learning. Homework should be standards based and closely tied to learning objectives. Homework can be intended for practice, preparation, and integration.

School: Risley International Academy of Innovation will clearly communicate the homework philosophy in the student handbook, planner, and on the school website.

Students: Students will recognize that the practice of completing homework will contribute to their learning and will allow them to provide enough evidence of practice with understanding prior to completing an assessment or when requesting re-assessment.

Report Card Grading:

Teachers have the responsibility to ensure grading accuracy in order to provide as accurate a picture of student learning as possible. Teachers will follow three grading principles:

- the purpose of grades is to communicate
- grades communicate about achievement
- grades reflect **current** level of achievement

School administrators, guidance counselors, college admissions offices, prospective employers, and others use grades to make decisions including: planning academic and career pathways; placing students in classes; selecting students for special programs; determining eligibility for a team or school; evaluating school programs; and for instructional planning and improvement. Grades will be sent home to parents four times a year. Progress reports will also be sent home at the middle of each quarter. Parent portal grades are also made available to parents any time through Infinite Campus (IC).

Pueblo City Schools' Student Information system titled Infinite Campus (IC) automatically converts and reports a letter grade for courses. IC is set up to provide teachers with a system of reporting calculated grades for students. Using this system, teachers report letter grades to parents and students in order to meet district requirements.

Risley International Academy of Innovation	
MYP Performance Levels	Letter Grade
7-8	A
5-6	B
3-4	C
1-2	D
0	F

Within the student information system, Risley International can also assess student progress in each subject area's MYP assessment criteria using the performance levels 0-8. In addition to the required reporting of grades, teachers will set up their IC grade books to include "task groups" for each subject area's criteria. Quarterly, teachers will assess students on specific MYP criteria for their subject area. These proficiency scores for each criterion will be assessed based on MYP-leveled rubrics and entered into specific task groups within their grade books on IC. These scores will not be averaged or added together but will serve as a running record of progress. Parents and students will access these scored tasks through the portal, which gives them the ability to check progress at any time. The IC system has been set up to determine a quarterly grade using those performance scores most recently recorded. The teacher will have the option to make a professional judgment to accept or change the converted grade according to the evidence collected from each student.