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STANDARDS REFERENCED GRADING HANDBOOK FOR STUDENTS AND PARENTS

Standards-referenced grading will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the identified outcomes. Positive and consistent work habits on student learning will be assessed and reported separately.

Why is the district using standards-referenced grading?

The goal of Fremont County School District 1 is to improve student learning by reporting grades that are accurate, consistent, meaningful, and supportive of learning, and the shift to standards-referenced grading is an effort to reach that goal.

Accurate: By basing a student's grade solely on academic factors, the teacher creates a clear picture of what the student has learned without the influence of other factors. These other factors, such as effort and attitude, are still essential, but are not part of the student's academic grade and are communicated separately.

Consistent: For each unit, the teacher will provide a proficiency scale that describes exactly what the student needs to know and do. Proficiency scales establish clear expectations for learning at the beginning of a unit and are referenced consistently throughout the unit and semester.

Meaningful: A meaningful grade is one that clearly communicates what learning has taken place. In a standards-referenced classroom, scores are recorded by the unit outcome rather than by type, such as tests or homework.

Supportive of Learning: This approach supports learning by focusing on the outcome and components that have or have not been learned rather than on accumulating points to reach a certain total. The reassessment policy also supports student learning by allowing new levels of learning to replace old when a student shows improvement on an outcome.

Grading Philosophy

- All students are consistently held to high academic expectations, which include development of work ethic and social skills.
- Grading practices are fair and manageable, and support effective teaching and learning.
- Grading practices yield grades that are understandable and meaningful, and accurately reflect student learning.
- Teachers exercise professional judgment in their grading practices, using a preponderance of evidence.
- Procedures for grading are supported, monitored, and supervised by the school district.

What is a Proficiency Scale?

Proficiency scales are the heart of a standards-referenced grading system because they guide instruction and learning.

- Proficiency scales display a progression of learning aligned to grade level outcomes and components
- Proficiency scale scores are associated with a level of performance
- Students may use the proficiency scale to track their learning
- Teachers use the proficiency scale to guide their instruction and provide feedback to students

Third Grade Math Proficiency Scale Example

Outcome: M.A.3.1 - Students will apply place value and use properties to solve addition and subtraction problems. Students will identify arithmetic patterns in addition and subtraction tables.

Score	Description	
4	In addition to a level 3 score, the student demonstrates in-depth inferences and application such as: <ul style="list-style-type: none"> ● Solve multi-step word problems ● Prove and defend answer with multiple strategies 	
3.5	In addition to a level 3 score, the student demonstrates in-depth inferences and application with partial success.	
3	While engaged in grade appropriate tasks, the student demonstrates an ability to: <ul style="list-style-type: none"> ● Determine operation and solve addition and subtraction word problems ● Apply and use patterns to identify errors ● Identify patterns to complete arithmetic tables No major errors or omissions with level 2 or 3 elements.	
2.5	The student demonstrates no major errors or omissions regarding level 2 elements and partial knowledge of level 3 elements.	
2	The student demonstrates no major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> ● Solve basic 3 digit addition and subtraction problems ● Identify missing numbers in patterns ● Round whole numbers to tens and hundreds place However, there are major errors and omissions with level 3 elements.	
1.5	The student demonstrates understanding of all level 2 elements with help and independent understanding of some level 2 elements.	
1	With help, the student demonstrates understanding of all level 2 elements or some level 2 elements.	
.5	The student demonstrates understanding of some level 2 elements.	
0	Even with help, the student demonstrates no understanding or skill.	

What do grades look like in a standards-referenced system?

Since learning is a process that takes place over time and at different speeds for different students, grading in a standards-referenced system looks different.

Common Assessments - Standards-referenced grading focuses on measuring student’s proficiency of an outcome on a common district assessment. Scores used to indicate student performance for an outcome align to the proficiency scale for each outcome and are reported in the following way.

- 4** - Student demonstrates an in-depth understanding by completing advanced applications
- 3** - Student demonstrates proficiency on the complex, targeted knowledge and skills
- 2** - Student demonstrates foundational knowledge, and is still working to apply concepts and skills
- 1** - With help, student demonstrates basic knowledge and skills
- 0** - Even with help, no understanding or skill demonstrated

The intermediate scores of 0.5, 1.5, 2.5, and 3.5 are used to show that a student has shown partial mastery of the next level of learning.

Grades K - 8 Reporting - Scores will be reported using 4, 3, 2, 1, or 0 for each subject area assignment and common assessments. Assignment and assessment scores will be taken for each standard. Recents scores will be weighted more than older scores. Scores for each standard within a subject will be averaged to produce an overall score for that subject.

High School Reporting - Assessment and assignment scores will be taken for each standard. The more recents scores will be weighted more than older scores. Scores for each standard in a subject will be averaged to produce a final grade. The scores will be converted to a corresponding A, B, C, D or F grade in the grade book. Standards-referenced grading will not change how a student’s GPA is calculated. At the high school level, the 4.0 scale will be converted to a letter grade which is used to determine GPA. The table below shows the conversion from a 4, 3, 2, 1, 0 score into an A, B, C, D, F score.

Grade Conversion			
Name	Indicates the level of proficiency. Teachers enter this score in the grade book.	Final score as calculated by the program	Passing (Proficient)
Exceeding	4.0	A	X
Exceeding	3.5	A	X
Meeting	3.0	B	X
Meeting	2.5	C	X
Approaching	2.0	D	
Approaching	1.5	D	
Beginning	1.0	F	
Beginning	.5	F	
No evidence	0	F	

District Practices

Teaching and Learning Practices

- Students will receive a proficiency scale at the beginning of each unit.
- Students will receive clear descriptions of achievement expectations at the beginning of each unit of instruction.
- Proficiency scales and learning targets will be posted in the classroom.
- Feedback on student work will be given to students in a meaningful and timely manner.
- Learning is based on complex tasks that involve critical thinking and problem solving.
- All students will have an opportunity to learn the higher order thinking required in Level 4 components.
- Teachers will involve students in tracking their own progress.
- Students needing to retake a test should provide evidence they are ready through intervention or practice.
- Data collected on non-academic factors (prepared for class, polite, positive attitude, productive, participation, persistence) will be reported separately.

Checking for Understanding

- Teachers will use a variety of methods to measure individual progress and help students track their learning during a unit of instruction.
- Checking for understanding may include, but are not limited to, teacher observation, paper and pencil tasks, performance on digital exercises, quizzes, performance tasks, individual conversations, or teacher observations.
- Additional instruction and reassessment will be provided to those students not demonstrating proficiency.
- Checks for understanding may be used to provide evidence of learning that with help the teacher arrive at a final grade.

Student work - Student work is designed to provide practice and application of new concepts and skills essential to developing proficiency on unit outcomes. Student work can include, but is not limited to, written work, digital exercises, hands-on activities, direct instruction, group work, and homework.

- The purpose of scoring student work is to provide feedback to students and parents about student progress.
- Student performance on student work or formative assessments can be considered as evidence of proficiency for determining a final grade.
- Students will be given multiple opportunities to learn the essential skills and to demonstrate proficiency.

Homework

- Students are expected to complete homework as assigned in order to practice essential skills.
- If a student is not proficient on student work, including homework, they will have the following opportunities to learn:
 - Designated intervention times during the school day
 - Immersion
 - Before, after or during the school day

Missing Assignments

- Students with missing assignments will receive an Incomplete (I) until the assignment is done.
- Students will have opportunities before and after school or during other designated intervention times provided to make up missing assignments.
- If students fail to complete missing work by the end of the school year they will be required to attend summer school to complete work and recover standards.

What grades and courses use standards referenced grading?

All grade levels K-8 and content areas will be standards referenced grading beginning 2018-19 school year.

Standards-referenced courses 9-12

- **Language Arts:** LA 9, EL 10, ELA 11, ELA 12, AP Language & Composition
- **Math:** Math 1, Math 2, Math 3,
- **Science:** Physical Science Biology, Chemistry 1
- **Social Studies:** World History/Geography Eastern Civilization, World History/Geography Western Civilization, American History, Economics
- **Fine & Performing Arts:** Choral, Concert Choir, Valley Singers, Select Choir, Marching Band, Varsity Concert Band, Percussion, Jazz Band, Digital Art, Drawing 1, Pottery 1
- **Foreign Language:** Spanish 1, Spanish 2
- **Career Voc Ed.:** Ag-1, Nutrition & Wellness, Creative Foods, Advanced Culinary A-B, Child & Family, Early Childhood Professions 1-2, Woods 1, Basic Car Care, Intro to Finance
- **PE/Health:** PE 1-2, Lifetime Sports & Activities, Weight Training & Conditioning, Personal Health