

Standards-Based Grading – Expected Results

We grade students on achievement; students' behaviors or work habits (attendance, effort, engagement, homework, and responsibility) are reported separately.

We provide support for the learner; grades are not reduced for work that is submitted late or missing as long as that work meets the standards and benchmarks.

We seek evidence that more work has resulted in a higher level of achievement. Bonus or extra-credit points do not reflect achievement and are not given.

We do not reduce grades for academic dishonesty; other consequences are applied and reassessment of actual level of achievement is determined

We compare individual student performance to achievement towards standards or benchmarks. We only rely on evidence that is gathered from quality assessments that meet standards and benchmarks.

We use professional judgment and do not average grades.

We emphasize more recent achievement and do not summarize evidence accumulated over time. Learning is developmental and will grow with time and repeated opportunities.

We involve students in the grading process by providing clear indicators of each level of proficiency to promote the highest achievement possible.