

## Monticello High School FAQs on Standards Referenced Reporting

**Q: What are the major differences between Standards Referenced Reporting and Traditional Grading?**

<b>Traditional Grading System Versus Standards Referenced Grading System</b>	
<b>Traditional</b>	<b>Standards-Referenced</b>
<b>Based on Assessment methods. One Grade per subject</b>	Based on learning targets with a proficiency score for each
<b>Based on % system, often norm-referenced (someone can set the curve so it depends on other students) not criteria-referenced (depends upon set standards)</b>	Criterion-referenced and proficiency-based using a limited number of levels with criteria and targets known to each student
<b>Use an uncertain mix of achievement, attitude, effort, and behavior. Use penalties (deducting points) and extra credit (points earned that may not be related to content)</b>	Measures only achievement, behaviors reported separately. No penalties or bonuses given
<b>Includes group scores</b>	Includes individual evidence only that is produced in group work
<b>May score and include everything in a course regardless of purpose</b>	Emphasize the more recent evidence of learning
<b>Assessments are often not clearly aligned to standards</b>	Uses only quality assessment and carefully recorded data that aligns to standards
<b>The teacher makes decisions about grading and announces these decisions to students</b>	Discusses various aspects of performance with individual students
<b>Assessment grades are final</b>	Allow students opportunities to continue to learn and demonstrate mastery of content

**Q: What is the difference between Standards Referenced Reporting at Monticello CSD and Standards Based Grading in other districts?**

*Standards Referenced Reporting differs from Standards Based Grading in a couple of very important ways. They are as follows:*

<b>Standards Based Grading</b>	<b>Standards Referenced Reporting</b>
A system of grading based on defined number of learning levels	System based on traditional grade levels
Students advance through the system based on achievement of each level	Students advance through the system at the same pace as other students of the same age
Standards are used to guide curriculum and student progress is measured and used to determine advancement	Students will advance with varying levels of knowledge and skills
Students advance through system at their own pace	Standards are used to guide curriculum and measure student progress
Learning is the constant; time is the variable	Some promotion decisions may be made based on standards
	Time is the constant learning is variable – meaning students are still promoted on to the next grade level and are provided intervention if they are no mastering a grade level priority standard

\*\*\* Distinctions Between Standards-Based and Standards-Referenced Educational Systems, Developed by Dr. Robert J. Marzano

**Q: Why has Monticello Community School District transitioned to Standards Referenced Reporting?**

In this system learning goals are clearly defined and communicated to all stakeholders. Over time, students receive specific and targeted feedback regarding learning goals. As students progress in their learning, they are better suited to reflect, self-assess, set goals, and develop action plans. Students conclude learning cycles knowing precisely their academic strengths and growth areas due to the implementation of standards referenced grading practices.

**Q: What about homework? Does it count?**

Practice (formerly known as homework) is vital to the development of concepts and skills. Lack of practice makes it more difficult for students to achieve learning goals. Because of this, the completion of practice (daily work, homework, practice problems, etc.) can be required, but not included in a student’s academic grade. Practice completion or lack of completion, is shown in the Employability Skills Rubric. All practice work must be completed prior to a student’s request to reassess a standard.

Here is a comparison to learning to drive. If a student is learning to drive on a learner’s permit, they are practicing the skill of driving. After practicing for a length of time, the student would then need to pass the driver’s exam in order to get an Iowa Driver’s License. Only the driver’s exam

counts for whether they pass. The practice is not considered. When the student finally earns the driver's license (similar to reaching a learning outcome), their license does not reflect all of the mistakes they made during practice. It only reflects that they have attained the standard of driving skills that our state expects.

## **Q: What are the non-negotiables for Standards Referenced Reporting at Monticello Schools?**

At Monticello High School eight non-negotiables guide the implementation of standards-referenced grading practice. Each teacher implementing standards referenced grading within their classrooms will adhere to the following:

1. Grading is based upon a student evidence of learning.
2. Academic achievement is scored separately from employability skills so students, parents, and teachers are able to clearly distinguish between behavior and knowledge.
3. Extra credit is not offered. Additional practice to develop skills is provided upon request.
4. Homework, referred to as practice, is not be included in a student's final grade.
5. Learning targets are clear and communicated to students and parents using a variety of methods.
6. Final letter grades represent academic achievement only.
7. Students may demonstrate proficiency over time. Course grades are finalized at the end of each semester.
8. There are requirements for students to be able to reassess

## **Q: How does my child reassess?**

***If a student scores below proficient on a summative assessment and has missing and/or late work, reassessment is highly suggested by MHS Teaching Staff.***

Students may reassess prior to the final two weeks of a semester. A teacher may use their own discretion for allowing a student to reassess in the last two weeks of the semester.

- A student needs to contact/conference their teacher within two weeks to determine the expectations for reteaching and reassessment. Dates and expectations will be set so students understand exactly what needs to be done and when in order to demonstrate learning of specific content.
  - That contact/conference would decide what the time frame would work (a plan needs to be created within two weeks but due dates can be as flexible as the teacher deems necessary)
  - The teacher determines what student needs to do (teachers have the right to assign additional work to ensure learning)
- A student must demonstrate readiness to the teacher prior to reassessment.
- The teacher and student will determine relearning activities to bolster readiness.
- Teachers may accept relearning activities as evidence of reassessment.
- Students may be asked complete a reassessment request form at the teacher's discretion.
- **ALL HOMEWORK/PRACTICE MUST BE COMPLETED PRIOR TO REASSESSMENT.**

## Q: Will my child still get a letter grade at the High School?

How it works: Let's say a grade level content area has 8 standards that are being reported on for the Semester. There may be several marks (1-4) that are put in over the course of a Semester for each standard. For each individual standard the teachers calculate the mode (number that occurs most often) mark for the standard.

So if a student scores 1, 2,2,2,1,4,3,4 on a standard the mode would be a "2" for that standard even though the student is moving toward proficiency on that standard close to the end of the Semester. This student has demonstrated learning over time and is moving towards standards mastery at the end of the semester. The teacher would take into consideration the demonstration of learning over time and report a higher level of proficiency than the mode in on that specific standard. This means of marking and reporting gives students, teachers, and parents the ability to see learning over time and give students credit for their learning rather than an average score that does not provide consideration for learning.

In cases where PowerSchool does not calculate a grade that accurately reflects student's skills or ability, the teacher can override the calculated score. It is suggested that teachers seek out another professional opinion on the override from a trusted colleague or school administrator.

## Q: What is a Proficiency Scale and how is it used?

### Guiding Practices for Grading

1. The proficiency scale used at Monticello High School is a consistent 4 point interval grading scale
2. Letter grades, derived from the 4 point scale, will be based solely on achievement of course/grade level standards. Student participation, work completion, and ability to work with others will be reported separately using the Employability Skills Rubric
3. Scores will be based on a body of evidence.
4. Achievement will be organized by standard/learning topic and reported as a scale score.
5. Standard will be given a "mode" score and all standard "mode" scores will be averaged together for an overall course grade.
6. Students will have multiple opportunities to demonstrate proficiency.
7. Accommodations and modifications will be provided to students that demonstrate academic need.

*Monticello High School's 4 Point Scale*

Scale	Grade	How Deep (required knowledge and skills)
4	Mastery (M)	Understand it at a deeper level
3	Proficient (P)	Know it
2	Making Progress (MP)	Kind of know it
1	Needs Support (NS)	Barely know it
0	Failure due to Insufficient Evidence	Not Assessed

## Q: What are Employability Skills?

In addition to academic achievement, teachers implementing standards-based grading practices also assess students' 21st Century and Employability Skills. We believe that these behaviors are so important that they need to be assessed and recorded separately from the academic grade in the gradebook. The following Iowa Core employability areas are assessed using the [MHS Employability Skills Rubric](#), Participation, Work Completion, Behavior, Working with Peers, and Working with Adults.

Along with the teacher's Employability Skills Rubric assessment, students will reflect on their progress in regards to employability skills. This will be shared with parents in PowerSchool and at parent-teacher conferences as a communication tool with parents regarding learner behaviors in the classroom. It will be recorded in PowerSchool as "exempt" and will not calculate into the student's overall course academic grade.