

PTCNET SURVEY RESULTS - 2018

Topic: Standards Based Grading & Reporting in the Middle School	Date conducted: 9-16-18
Number of responses: 17	Submitted by: Alexa Schmid

Does your school use Standards Based Reporting?

- Yes – 15
- No – 2

If yes, what does your grading scale look like?

- Mix of words and numbers
- Words (meeting, approaching, etc)
- letters (A, B, C, D...)
- Words (meeting, approaching, etc)
- Numbers (1, 2, 3, 4)
- Words (meeting, approaching, etc)
- Words (meeting, approaching, etc)
- Mixture of the above
- Numbers (1, 2, 3, 4)
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- Words (meeting, approaching, etc)
- Use a 0-4 proficiency scale for grading but report with letter grades. We use the Marzano conversion scale where a score of 3 = a 90% A-.
- Numbers (1, 2, 3, 4)
- Words (meeting, approaching, etc)

Please provide other specifics about your proficiency/grading scale?

- 1-beginning, 2-approaching, 3-meeting, 4-extending
- 4 points, exemplary, meets expectations, approaching expectations, below expectations
- 4 point GPA as well.
- 5 point scale that shows progression towards conceptual understanding and complexity of learning. Not Yet, Approaching, Consolidating, Mastery, Exemplary
- 7 point scale linked to beginning, developing and mastering
- We try to avoid any mention of "point scales" but have 4 categories: Does Not Yet Meet (rarely used), Approaching, Meeting, Extending. See explanation in subsequent question.
- We use a 5 point scale - beginning, developing, partly proficient, proficient and highly proficient.
- ATLs and attainment are measured.
- MYP 1-8 for each criteria and 1-7 for final grade
- We use Beginning, Approaching and Achieving with parent pressure to add Extending.
- 7-Point IB Scale
 - 4
 - Accomplished - The student demonstrates a consistent and thorough understanding and mastery of the relevant knowledge, concepts and/or competencies. They are able to apply their understanding in a wide range of familiar, closely-related and completely unfamiliar situations.
 - 3
 - Competent - The student demonstrates mastery of the relevant knowledge, concepts and/or competencies. They are able to apply their understanding independently in a range of closely-related situations.
 - 2
 - Developing - The student demonstrates some mastery of the relevant knowledge, concepts and/or competencies. The student is able to apply their understanding in controlled situations with support.
 - 1
 - Beginning - The student demonstrates limited mastery of the relevant knowledge, concepts and/or competencies. They may be able to make some connections between the concepts.
- 4-Beyond Meeting (changed from Exemplary) 3- Meeting, 2 Approaching, 1 Not Meeting and Insufficient Evidence
- Based on the Marzano model. 0-4 Where the score of 1.0 is "with help" 2.0 is vocabulary and basic processes and 3.0 is the standard itself
- MS four point scale. HS (not standards based) seven point scale
- 5 point scale, I will email a copy of our complete pol. to Alexa

Do you rank your middle school students or use a bell curve to compare students?

- No
- No
- Both Ranging and Bell curve
- No
- Actually only for the top in year at the end of the year. No ranking appears on reports
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- We make professional judgements on the competency a student has demonstrated with in standards based on evidence.

What is your message to students/parents about 'exceeding' or 'advanced'?

- We try to communicate that 3-Meeting is the goal for students. We communicate that 4-Extending is when students deepen within and beyond the grade level expectation.
- We choose the term "exemplary" -- it's not an "a" - it's above that.
- Above the grade level and where appropriate extension work/classes
- Not expected. Expectation is mixture of consolidating and mastery
- Students that consistently exceed receive extension where possible. Opportunities are always shared with the parents / community
- Extending is NOT extra work, or the next level or the equivalent of "A." It is showing a deeper level of understanding with more connections to prior knowledge. The best explanation is to see the rubrics for specific assessments. The vast majority of students who earned "A's" in other schools achieve "Meeting" as a result of our high expectations for all students.
- Our target for students is proficient - highly proficient is above and beyond.
- We don't discuss it.
- We label "Extending" in the comments session.
- Beyond Grade-Level expectations regarding performance around that particular skill.
- We stay away from that wording and are clear that the goal is growth and grade level expectation is a 3
- The target is meeting and it is based on rigorous standards but sometimes students go beyond expectations. There isn't always the opportunity but when there is we like to honor that.
- The score of 4.0- highest levels of Blooms- knowledge utilization
- Just the term
- "Exceeding = A consistently exemplary command of all the standards. Exceeding is not a norm; "a consistently exemplary command of the standards" is extremely demanding. Our benchmarks express our expectations of what most students can achieve during a reporting period. This is considered "a sound command of all the standards" and a student demonstrating this should be judged as Proficient. By evaluating a learner's performance as Exceeding, we are saying that the student's proficiency in regard to the standards is exceeding our benchmark expectations. That is to say the student is demonstrating achievement of all of the benchmarks for all of the standards within the Learning Competency or Behaviour at the time that judgment is made for the reporting period."

What other practices are common in your middle school?

- No penalty for late work, Ability to reassess, No 'zeros' in the gradebook, No averaging, No penalty for early learning (ie: formative assessments with misunderstandings), No deducting points for formatting or details unrelated to the standards, etc
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- No penalty for late work, Ability to reassess, No penalty for early learning (ie: formative assessments with misunderstandings), No deducting points for formatting or details unrelated to the standards, etc, We accept the work late at no grade consequence. Students then have three days to complete. After that parents contacted and consequence (after school to complete)
- No penalty for late work, Ability to reassess, No 'zeros' in the gradebook, No averaging, No penalty for early learning (ie: formative assessments with misunderstandings), No deducting points for formatting or details unrelated to the standards, etc, Learning Habits are separated from academic standards. Attributes that come from our School-wide Learning Results include sub-categories like Preparation, Perseverance, Diligence, Collaboration, etc are taught, students receive feedback about, and reported on in all classes.
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