

# **Student and Parent Guide to Standards-Based Education and the 80/20 Grading Model**

Westlake Middle School is a standards-based school. Standards-based education is teaching with the end in mind and ensuring that the district standards are the focal point of learning in every classroom.

## **1. State Standards and Adams 12:**

Standards-based education identifies what students should know and be able to do in each content area at every grade level. Adams 12 Five Star School District standards are based on those developed by the state of Colorado.

## **2. End in Mind:**

- a. Using identified district standards, teachers design units and lessons with the “End in Mind.” This means that teachers develop standards-based summative assessments before instruction begins.
- b. After the summative assessment is developed and prior to instruction, students are informed about what they will learn. Standards-based education ensures that students, parents, and teachers know what the student must do to attain proficiency. Summative assessments can take many forms such as tests, projects, papers, and speeches. In some circumstances, a rubric is developed in tandem with the assessment. A rubric is a scoring guide that measures levels of student progress against the standard. In traditional educational settings, students are often measured against each other, such as the bell curve model. In a standards-based model, the focus is on what each student can do in relation to the standard.
- c. Teachers will then plan daily instruction, which includes daily formative assessments, to track student progress on the standards. Formative assessments ensure that all students are progressing toward the summative assessment.

## **3. Standards-Based Grading:**

Grading in a standards-based system is different than a traditional model. Standards-based instruction is focused on whether or not a student can attain proficiency in a given standard. A student’s performance is measured through summative assessments; therefore, assessments in a standards-based model tend to impact a student’s grade to a greater degree than the traditional classroom. Often times a letter grade can include a variety of both academic and non-academic factors, standards-based education provides a level of consistency for grading within a school. Westlake will use an 80/20 ratio model for grading purposes: 80% of a student’s grade will be derived from summative assessments and 20% will be derived from formative assessments.

### **Guiding Principles:**

1. Grades are intended to convey a student's level of achievement in a course.
2. Effort, participation, attitude, and other behaviors will not be included in grades unless they are a stated part of the standards.
3. All grading practices must be related to achievement of district and state standards.
4. A minimum of 80% of a student's grade must be derived from Summative Assessments.
5. A maximum of 20% of a student's grade may be derived from Formative Assessments.
6. Extra credit should NOT be given. If a student struggles, with an assignment or does not grasp the concept, the student and teacher will work together to determine if more time is needed or a different instructional method is appropriate in order for the student to gain the learning from their formative work. Extra credit becomes point chasing.

### **Formative Assessments:**

1. Formative assessments are assessments **for learning**. They are intended to measure student achievement and provide evidence of student understanding during instruction to inform students, teachers, and parents about the progress a student is making. Formative assessments should be focused and reflective of the summative assessment, and must clearly indicate the student's progress toward the determined proficiency level.
  - a. Evidence of student understanding is gathered through a variety of formal and informal assessments during a unit or course of study. Research states that a teacher should have between 15-20 formatives (or pieces of collected evidence) prior to a summative assessment to ensure accurate measurement of student learning/ understanding. Collected evidence may include observations, discussions, quizzes, performance tasks and projects, Socratic seminars, exit slips and even student self assessment. These are gathered over a period of time and are not the end of teaching tests or culminating performance tasks.
  - b. Formative assessments will vary in structure depending on the content covered, but must be aligned to the standards being taught. Formative assessments are practices that prepare students for the summative assessment.
  - c. Not all 20-25 formative assessments need to be included in a student's grade; however, students and parents must have sufficient indicators (grades) on the progress report to indicate if the student is making adequate progress toward the standards.
  - d. Parents will be notified by email progress reports of their student's proficiency level each week.

### **Summative Assessments:**

1. Summative assessments are assessments **OF learning**. They are intended to measure student achievement at the end of a unit or period of instruction.

- a. Every department will administer a minimum of **3** common summative assessments per trimester per school year. These common assessments will be developed collaboratively by each grade level department. One of the assessments may come from the district if that district department has developed one assessment for each trimester. Individual teachers may also give additional summative assessments if they choose too, but these must meet the same requirements as the common summative assessments. **All summative assessments must be tied directly to the standards covered.** Summative Assessments may take the form of and/or be a combination of the following: short answer, fill in the blank, multiple choice, essays, constructed response, chapter tests, debates, oral presentations, projects created at school, or labs.
- b. Summative assessments must be constructed to adequately measure each standard covered. An appropriate number of questions must measure each standard (generally from 5-8 questions minimum per standard).
- c. For constructed response questions or performance tasks, well constructed rubrics that are consistent with the questions and can be used reliably in scoring must be created to assess student responses. Some examples of constructed response questions and performance tasks include interpretation of maps, charts, essays, debates, presentations, or projects.
- d. All students will be given the opportunity to **re-take** a summative assessment provided they have completed and turned in all formative assignments prior to each initial summative assessment. Students must participate in an extended learning opportunity to be eligible for a re-assessment. After the reassessment, the student will receive the most recent assessment grade.
- e. Extended Learning Opportunities (ELOs) will be assigned by each teacher. ELOs can occur during class time, lunch time, before and after school, or through other means determined by the teacher.

The reported grade represents a picture of where the student is currently performing based on weighted format.

**Formative** = 20% of the grade

**Summative Assessments** = 80% of the grade

**Advanced** 90-100% **A**

Student work represents an advanced level of sophistication and understanding of the standards covered at this point in time.

**Proficient** 80-89% **B**

Student work represents a proficient level of understanding of the standards covered at this point in time.

**Partially Proficient** 70-79% **C**

Student work represents movement towards proficiency of the standards covered at this point in time.

**Low** 60-69 **D**

Student work represents minimal understanding of the standards covered at this point in time.

**Incomplete/Unsatisfactory** 50-59% **I or F**

Student work is incomplete and represents lack of mastery of course proficiencies. Students could benefit from extended learning opportunities such as after-school, tutoring, summer school, etc.