PRE-K THROUGH 8TH GRADE
TAKE PRIDE SCHOLARS FIRST COLLABORATE WITH INTEGRITY
EXPERIENCE JOY ONE FOR ALL EXPECT EXCELLENCE
STANDARDS BASED GRADING
PARENT HANDBOOK
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MUST KNOWS:

Standards-based grading and reporting provides scholars, parents, and teachers with more detailed information about scholar learning than the traditional system of grading. Scores directly reflect scholar growth and proficiency according to academic standards (content and/or skills) and separate non-academic factors such as effort, participation, punctuality, preparation, and work completion, which are still assessed, but through more appropriate methods.

| Learning Scales | Scholar growth will be reported and assessed using common learning scales from 1-5 – rather than the traditional point-average method. Grade books may report scores for each content standard, rather than a traditional letter-grade which incorporates many un-relatable factors. |
| Grade Reporting | Scholars will receive guided feedback in three aspects of their role as scholars: short cycle assessment scores, core values scores, and effort scores. Assessment and feedback are the most important tasks a classroom teacher performs; appropriate reporting is essential for communicating growth to scholars and parents, providing an accurate depiction of where scholars began, how they have grown, and what they have learned (proficiency of standards) after instruction and practice. |
| Extra Credit | Extra credit no longer exists, but is replaced with retakes and redos. Students will have an opportunity to replace poor scores by participating in more practice and retaking tests or redoing assignments. |

How Is Standards-Based Grading Different From Traditional Grading?

Standards-based grading focuses solely on progress toward mastery of the essential standards.

<table>
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<th>Traditional Grading</th>
<th>Standards Based Grading</th>
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<tr>
<td>1. Based on assessment methods (quizzes, tests, homework, projects, etc.). One grade is given per assessment.</td>
<td>1. Based upon learning goals and performance standards. Once grade is given per learning goal.</td>
</tr>
<tr>
<td>2. Assessments are based on a percentage system. Criteria for success may be unclear.</td>
<td>2. Standards are criterion or proficiency-based. Criteria and targets are made available to scholars ahead of time.</td>
</tr>
<tr>
<td>3. Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra-credit.</td>
<td>3. Measure achievement only OR separates achievement from effort/behavior. No penalties or extra credit given.</td>
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Include every score, regardless of when it was collected. Assessments record the average - not the best - work.

4. Selected assessments (tests, quizzes, projects, etc.) are used for grading purposes.

5. Emphasize the most recent evidence of learning when grading.


5 Point Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>5.0</td>
<td>A scholar performing at the <strong>Advanced Level</strong> demonstrates a distinguished command of Ohio’s Learning Standards for the grade level through <strong>Advanced mastery</strong> of the content knowledge and skills.</td>
</tr>
<tr>
<td>4.0</td>
<td>A scholar performing at the <strong>Accelerated Level</strong> demonstrates a strong command of Ohio’s Learning Standards for the grade level &amp; demonstrates in-depth inferences and applications with success.</td>
</tr>
<tr>
<td>3.0</td>
<td>A scholar performing at the <strong>Proficient Level</strong> demonstrates an appropriate command of Ohio’s Learning Standards for the grade level.</td>
</tr>
<tr>
<td>2.0</td>
<td>A scholar performing at the <strong>Basic Level</strong> demonstrates partial command of Ohio’s Learning Standards for the grade level. The scholar understands the <strong>foundational material</strong>, but is still working to master application of the concepts and skills without assistance.</td>
</tr>
<tr>
<td>1.0</td>
<td>A scholar performing at the <strong>Limited Level</strong> demonstrates a minimal command of Ohio’s Learning Standards for the grade level &amp; is only able to demonstrate an understanding of all of the foundational material <strong>with support</strong>.</td>
</tr>
</tbody>
</table>

- Levels 4 & 5 are not intended to be an overly exhaustive or impossible process; it is any opportunity for a scholar to demonstrate advanced mastery.
- Scholars *may* participate in alternate tasks to demonstrate levels 4 & 5, so long as they are sufficiently rigorous and assess scholar levels appropriately in accordance with the performance level descriptors.
- The items at each level should build upon one another, rather than overlap one another.
- The scale should focus on quality of work, not measurements of quantity.

**Homework Policy:**

Homework is never given to scholars so they can learn the material the first time around. Solid learning should be achieved before the first homework assignment is uttered. **Homework is given in order for scholars to practice, reinforce, and extend what they already know.**
• If scholars receive feedback from themselves, their classmates, their teachers, or someone else, they learn dramatically more from the homework experience.
• Homework is what we do reinforce content, practice the skills, and meet the standards; it is not a final decree of proficiency for any objective or assessment.
• The routes we take to mastery will vary from person to person, but the important and honest determination comes at the end of the learning because we can then gauge what the scholar has learned as a result of his/her participation in this class.

Re-Take Policy:

It is the right of every scholar to retake assignments, provided scholars have adequately prepared for retakes, per confirmation of teacher. Therefore, the following policies are in place to outline the process for scholars to participate in assessment/activity retakes:
• Teacher coordinates either formal or informal retake with scholars individually to determine changes in proficiency level
  or
• Scholar/parent makes formal request to teacher for re-take assessment
• Teacher approves request if evidence supports scholar has made effort to prepare for assessment (School Site Specific opportunities).
  • Examples of evidence - peer or adult tutoring, revised assignments/tasks with reworked problems & parent signature, scheduled teacher assistance, etc.
• No retakes will occur during the final week of the grading period

Late Work Policy:

A scholar who does not turn in all daily assignments but who has mastered the material can still receive a high grade in the academic component if he or she demonstrates strong learning through in-class assessments. Conversely, a scholar who turns in all of his or her homework but is not learning will receive high marks for the non-academic portion, but not on academic components.

Major assignments, such as projects or research papers, should be handled differently. Because they are important learning opportunities, they should be accepted even when they are late. The teacher can record a low Core Values and Effort Grade to reflect that the scholar missed the deadline while giving the paper a grade on the academic component that accurately reflects what the scholar has learned.
Extracurricular Activity Eligibility:

Lorain City Schools abides by all policies outlined in the OHSAA bylaws pertaining to athletic eligibility. This includes, but is not limited to, academic eligibility. Scholars that are eligible to participate, but have not met certain academic or behavioral standards set by the coaching staff, building principal and/or athletic department may be required to participate in an academic and/or behavioral intervention plan. Each plan will be tailored to the needs of that specific scholar.
Special Education

1. Scholars who receive Special Education services and are NOT Alternately Assessed will be taught to master the grade level standards and to show evidence of mastery on the Ohio State Assessment of their assigned grade.
   • Scholars with Individualized Education Plans will receive the services that are prescribed within their IEP in order to help them master grade level standards.
   • The 1-5 scale will be utilized on assignments and assessments for scholars who are serviced by Individualized Educational Plans.
   • Special Education Progress reports will indicate the scholar’s progress toward their IEP goals, while quarterly report cards will reflect the scholar’s standard mastery on a 1-5 scale. This means that a scholar could meet their IEP goal, while not yet showing proficiency on the grade level standard.

2. Scholars who are Alternately Assessed will follow the Extended Standards.

Pre-K Through 2 Guidance

The pre-K report card uses a 3-point scale (B=beginning mastery, P=progressing mastery, M=mastery), similar to the scale used in K-2. Teachers will use ongoing observational assessment to complete the report cards. Because the report card and the ELA are both aligned to the Ohio Early Learning Standards, teachers can use the same data to inform their ELA and report card grades.

Pre-K report cards will go home to parents at the end of the 2nd, 3rd, and 4th grading periods. At the November parent-teacher conference, teachers will review the blank report card with families to set expectations for what students will be assessed on.
Report Card Parent Summary Page

The first page of the report provides a summary for parents to view the overall performance on each subject. The Core content areas (Reading, Mathematics, Science, & Social Studies) include Domain Specific Grades as well as an Overall Grade. The Overall grade is the average of the Domain Grades. This Overall Grade tells a parent if the scholar has attained grade level proficiency in the course based upon the 5 point scale (attaining a 3 or more). The Domain Specific grades provide an average of the scholar’s achievement on the standards that make up that domain. Each Subject includes A Core Values Grade, and an Effort Grade. The Performance Descriptors section provides a summary of the grading scale.

Grade Calculation:

Achievement:
Accurate grades are based upon the most consistent evidence. We look for a pattern of achievement including trends, not the average of the data. This means we focus on the median and the mode with the most recent scores being weighed heavier than earlier scores.
• The Mode is the score that is most frequently occurring in a series of observations or assessment data.
• The most recent three assessments will be utilized to calculate mode within Power School.

Core Values/Effort:
Teachers will assign Core Values/Effort points using Kick-board. These grades will be based upon the 5 point scale and involve observing homework completion as well as involvement in the learning process. Scholars who consistently demonstrate the the Core Values will earn privileges at the classroom and school level (school site specific).

• Scholars can earn Core Value points from any teacher they work with (including Special Education, Itinerate, Classroom teachers, Administrators, etc.).
• Our educators will consistently seek out authentic opportunities to acknowledge scholars by awarding Core Values points through Kick-board.

Considerations for Retention

The promotion of each scholar is determined individually. The decision to promote or retain a scholar is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the scholar's cumulative scholar case history records. Administration guidelines must be developed and reviewed and may include the following elements.

A scholar receiving passing grades (score of 2 or above) in the core courses is promoted.

• A scholar having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
• A scholar having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
• No scholar having passing grades, “2” or above, throughout the year is failed.
• No scholar should be retained more than twice in elementary grades, kindergarten through eighth grade.
• Documentary and anecdotal evidence should be available to justify retention.

Any scholar who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student’s principal and the teachers of the failed subject areas agree that the scholar is academically prepared to be promoted to the next grade level.
STANDARDS BASED GRADING

1. ASSESSMENT
- Each standard should be assessed 2-3 times per quarter
- Bi-weekly short cycle
- Formative interim assessments

2. HOMEWORK
- Given daily in core content
- Descriptive feedback
- Practice of learned content
- Reflected in effort grade

3. SPECIAL EDUCATION
- Expose to grade level standards
- Provide support as written
- Provide testing accommodations as written
- Extended standards followed as written into EP

4. RE-TAKES
- Require evidence of re-learning prior to re-take
- No re-takes during final week of quarter
- Family and teacher notified

GUIDANCE PLACE MAT

LORAIN CITY SCHOOLS