

Standards-based Grading

Aligning Grades to Learning for
Clarity, Equity, and Growth

Purpose of This Proposal

- Expand **standards-based** grading from K–1 to K–2
- **Align** grading and reporting with Essential Learnings
- **Improve clarity** for students, families, and teachers
- Separate **academic** achievement from **behaviors and work habits**

Our Current Reality at MV

- K–1 uses standards-based grading
- Grades 2–4 use traditional grading
- Essential Learnings (academic standards) are already identified, assessed to proficiency, and recorded for ELA and Math
- **Misalignment between learning and report cards**
- “Double work” for teachers in grading/reporting

What Is Standards-Based Grading?



Focus on Mastery

Reports what students know and can do



Timely & Consistent

Based on most recent and consistent evidence



Academic-Only

Excludes behavior, effort, and completion factors to focus more on skills

Elements of Grading

Equitable

- Based truly on performance and its context rather than student traits/behaviors or any other factor

Accurate

- Reflect performance while being mathematically sound and based on evidence and reason

EAST

Specific


- What information does a “C” or “81%” give for improved learning?

Timely

- Performance cannot be improved if grades are not provided in a timely manner (not just post-mortems)

Mindset Shift

 We need to focus on specific, accurate, and timely feedback

 We don't want to get stuck in the A-F 100 pt. scale just because we are used to it

“If a school has an excellent system of feedback but ineffective grading practices, that school undermines many of its own efforts.” -- Douglas Reeves in *Elements of Grading*”

Key MV Design Features

- **Academic** reporting based on Essential Learnings in ELA and Math
- Separate out “**Habits of Success**” with some consistency across grade levels (K-2)
- Simple Related Arts standards included

Academic Standards (ELA & Math)

- Use the already existing district ELs and proficiency scales at each grade level
- Families are already familiar with this from current K-1

Habits of Success (K–2 Draft)

- NO HURTS: Demonstrates kindness and respect for self, others, and property
- STICK TOGETHER: Follows classroom and school expectations consistently
- ENGAGEMENT: Stays focused and engaged in learning
- SELF-CONTROL: Demonstrates self-control and safe behavior
- RESPONSIBILITY: Takes responsibility for actions and belongings
- PERSEVERANCE: Works independently and demonstrates perseverance when learning is challenging
- WORK COMPLETION: Completes work neatly and in a timely manner

Related Arts (Draft)

- Consistent for K-2
- **One common statement from each subject:**
“Sticks together with class (follows directions and participates cooperatively).”
- One subject-specific statement for each (drafts on next slide)

Related Arts (cont.)

- **One subject-specific statement for each**
 - STEM: Uses critical thinking and problem-solving skills during tasks.
 - Art: Identifies a variety of lines, shapes, colors, and forms.
 - PE: Moves the body with different directions, speeds, and pathways.
 - Music: Performs rhythms and identifies tempo.

Benefits for Stakeholders

- Students: clarity and ownership
- Teachers: alignment and focus (with the majority of the heavy lifting on this transition already done through CC work)
- Families: clearer communication to take action and no transition from current K-1 experience

Implementation Considerations

- Professional learning
 - Scoring assignments/assessments
 - Using Skyward gradebook
- Update report cards (including Adv. Math)
- Family communication plan

Proposed Timeline

- Spring 2026: feedback and finalization
 - Tweak structure/wording
- Summer 2026: Skyward setup and plan for training and teacher support
- Fall 2026: Implementation for K-2

Anticipated Challenges & Supports

- Challenges: mindset shift (focus on feedback), parent understanding
- Supports: PD, common expectations, resources

Conclusion

- Aligned with Essential Learnings
- Clarity and specificity of feedback reflecting learning
- Supports every student's growth by better allowing time to learn and grow