

Standards-Based Grading Informational Sheet

What is a standards-based grade?

1. This is a grade based on how well a student understands the skills and knowledge they are learning in class. These skills are written into standards.

2. Student behavior is separate from their standards-based grade. It is included in a work habits grade so that your parents know how you behave in class.

Standards-Based Grade Marks: Below is the rubric that explain the meaning of each grade.

E= Exceeding	The student consistently and independently demonstrates proficient and advanced understandings of the course concepts and skills in a variety of assessments. The knowledge is transferable into different contexts.
C= Consistently Meeting	The student independently demonstrates proficiency in the majority of the expectations for his/her grade. The student, with few errors, grasps and applies key concepts, processes, and essential skills for his/her grade level.
M= Meeting	The student is beginning to meet expectations for his/her grade with teacher and peer support. The student is beginning to grasp key concepts, processes, and essential skills for his/her grade level.
A= Approaching	The student is not meeting expectations for his/her grade. The student is not yet grasping the key concepts, processes, and essential skills for his/her grade level.
Y= Yet to Meet	No evidence on which to grade

Work Habit Grade Marks: Below is a rubric that identifies each work habit and what each grade means.

Work Habits Rubric

Indicators	Excellent	Good	Satisfactory	Needs Improvement
Responsibility	Consistently on time for class. Consistently prepared. Always uses time in class effectively and appropriately. Always accepts	Frequently on time for class. Frequently prepared Frequently uses time in class effectively and appropriately. Frequently accepts	Infrequently on time for class. Infrequently prepared Infrequently uses time in class effectively and appropriately. Infrequently	Frequently absent, late and/or unprepared. Rarely uses time in class effectively and appropriately. Rarely accepts

	responsibility and completes tasks. Consistently demonstrates academic honesty.	responsibility and completes tasks. Frequently demonstrates academic honesty.	accepts responsibility and completes tasks. Infrequently demonstrates academic honesty.	responsibility and completes tasks. Rarely or never demonstrates academic honesty.
Engagement	Always interacts respectfully and appropriately (independently, in groups, and listens attentively). Consistently challenges him/herself.	Frequently interacts respectfully and appropriately (independently, in groups, and listens attentively). Frequently challenges him/herself.	Infrequently interacts respectfully and appropriately (independently, in groups, and listens attentively). Infrequently challenges him/herself.	Rarely interacts respectfully and appropriately (independently, in groups, and listens attentively). Rarely challenges him/herself.
Effort	Consistently demonstrates an interest in learning.	Frequently demonstrates an interest in learning.	Infrequently demonstrates an interest in learning.	Rarely demonstrates an interest in learning.
Inquiry & Thinking Skills	Always asks relevant questions. Plans effectively. Draws conclusions. Reflects on learning.	Frequently asks relevant questions. Plans effectively. Draws conclusions. Reflects on learning.	Infrequently asks relevant questions. Plans effectively. Draws conclusions. Reflects on learning.	Rarely asks relevant questions. Plans effectively. Draws conclusions. Reflects on learning.