

Earning “Credit” In an Alt Setting

Standards Based Grading for Varied Educational Settings

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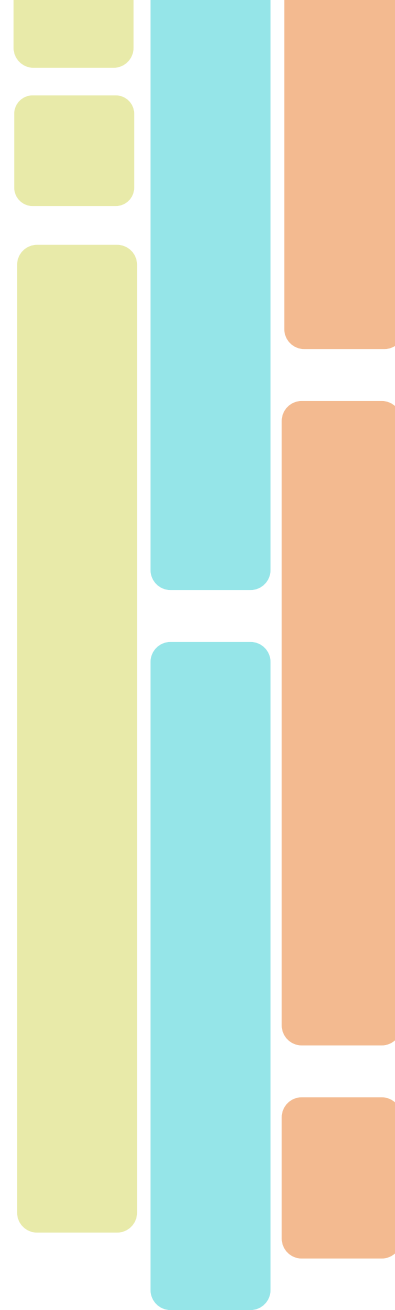
Introductions

- Presenter- Luemma McWilliams
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- Presenter- Shawn Waddell
 - Special Education Teacher Virtual Academy of Maury County and Middle Tennessee Juvenile Detention Center

Session Objectives

Participants will ...

- learn the difference between a traditional grading system and Standards Based Grading (SBG).
- have an understanding of what is Standards-Based Grading and why we are doing it.
- have a better understanding of Student Success Skills.



- Standards-based grading is **an intentional way for teachers to track their students' progress and achievements while focusing on helping students learn and reach their highest potential.** It is based on students showing signs of mastery or understanding of various lessons and skills.
- How does it work?
- Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards.
- The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets called standards.
- This will replace simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or has not learned, in a specific subject.
- Let's practice.

STANDARDS-BASED LEARNING PROGRESSION

1

Developing Proficiency:

Student demonstrates progress toward initial foundational skills of the topic.



2

Approaching Grade Level Standards:

Student demonstrates proficiency on foundational skills of the topic.



3 (Target)

Meets Grade Level Standards:

Student demonstrates proficiency on all grade level skills of the topic.



4

Exceeds Grade Level Standards:

Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.



Purpose of Standards Based Grading?



Explanation to Adults/Parents

- The purpose of standards-based grading is **to identify what a student knows, or is able to do, in relation to those learning targets** - as opposed to simply averaging grades/scores over the course of the grading period, which can mask what a student has learned or not learned.

Explanation to Students

- A standards-based education helps students understand the goals behind homework, quizzes, and tests. Since standards are often written in student-friendly language, they become more engaged in the learning process.

What does it do?

- First, it **promotes high expectations for all students**. Second, standards-based curriculum benefits learning through the practice of building on a student's prior knowledge to teach new concepts. The new information becomes more meaningful and easier to understand because of the personal connection to the past.
- Standards-based assessment **lets students know against which criteria you will judge their work, and the standards attached to each of these criteria**. It tells students what performance is required and allows you to gain a sense of how your students are doing overall, based on their achievement of the standards.



Traditional Grading

- Uses a scale of A – F based on percentages
 - A = 90 – 100
 - B = 80 – 89
 - C = 70 – 79
 - D = 60 – 69
 - F = 59 and below
- Points and extra credit are given for academic and non-academic reasons
- Averaging is used
- Task completion is important
- It is cumulative

Standards Based Grading

- 4- Exceeds grade level standard
- 3- Meets grade level standard
- 2- Partially meets grade level standard
- 1- Does not meet grade level standard





Standards Based Conversion to Uniform Grading

0520-01-03-.02 Uniform Grading System

- (2) Beginning with grades issued in the 2022-2023 school year and thereafter, LEAs shall use the following uniform grading system for students enrolled in grades nine through twelve (9-12) for purposes of application for postsecondary financial assistance administered by the Tennessee Student Assistance Corporation:

Uniform Grading System					
Grade	Percentage Range		Honors Courses	Local and Statewide Dual Credit Courses, Industry Certification-Aligned Courses, and Dual Enrollment Courses	Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses
A	90	100	Shall include the addition of 3 percentage points to the grades used to calculate the semester average.	Shall include the addition of 4 percentage points to the grades used to calculate the semester average.	Shall include the addition of 5 percentage points to the grades used to calculate the semester average.
B	80	89			
C	70	79			
D	60	69			
F	0	59			



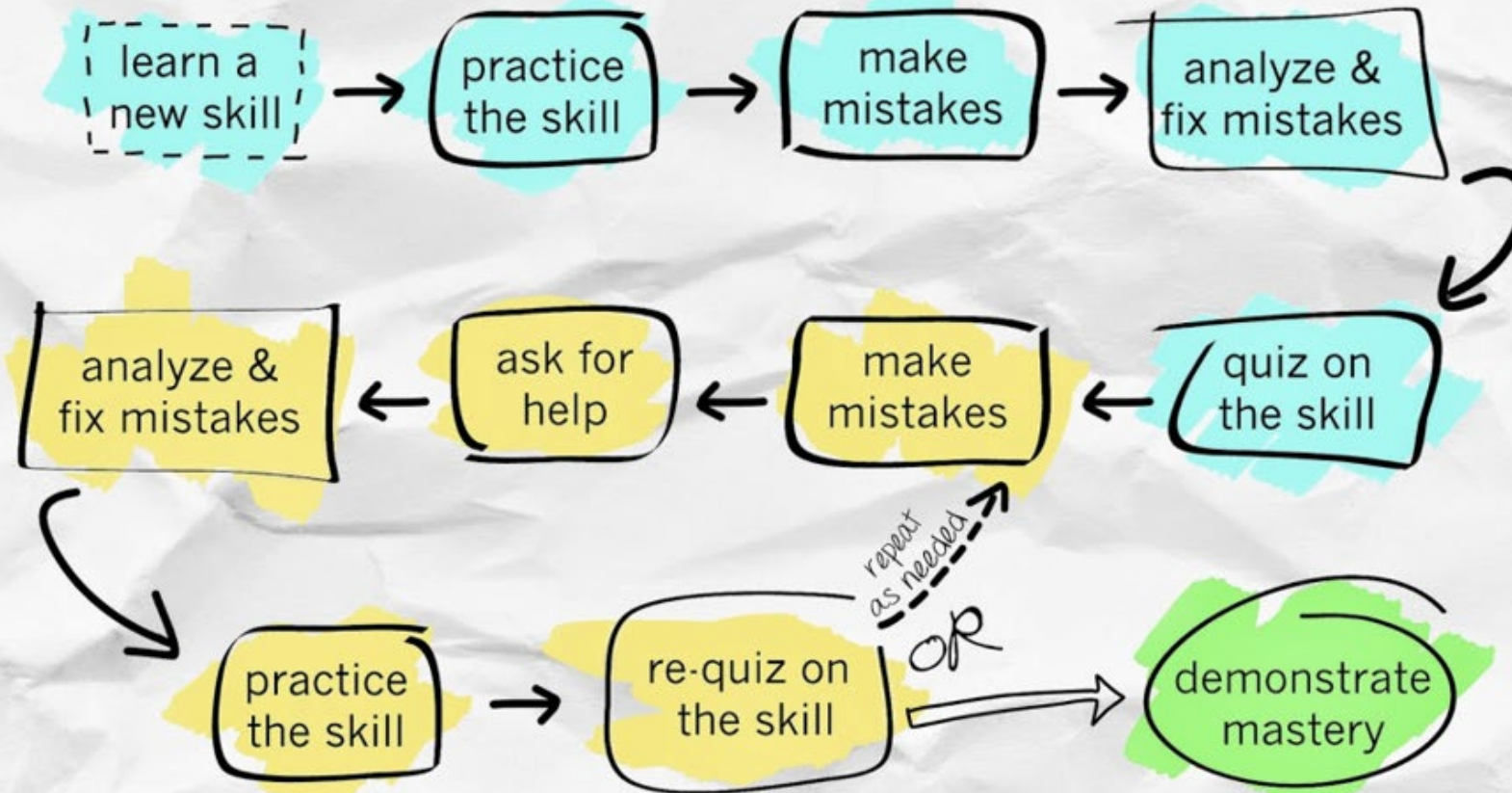
Teaching to Standards

Planning Questions:

- What do students need to know, understand, and be able to do?
- How will we teach effectively to ensure students learn?
- How will we know that students have learned?
- What do we do when students don't learn or reach proficiency?

What it could look like

What is standards based grading?



Traditional Grading

B+



Standards-Based Grading

Engine	Great!
Battery	Great!
Transmission	Great!
Breaks	Needs Attention
Tires	Okay





Graduation Requirements

- Please note that ***all*** graduation requirements contained in SBE 0520-01-03-.06 must be met regardless of what grading system is used.

Our Process Explained

- A student plan is developed based on current educational records. “What do they need?”
- We focus on English, Math, and Personal Finance.
- We have a variety of platforms that we use from old-fashioned “book work” to Edgenuity.
- Students pretest to see what prior knowledge they have in a particular course.
- Students then begin a course working on prescriptive lessons to reach target goals in the standards not met.
- Once target goals are met a student earns credit and progresses to the next course in the series.

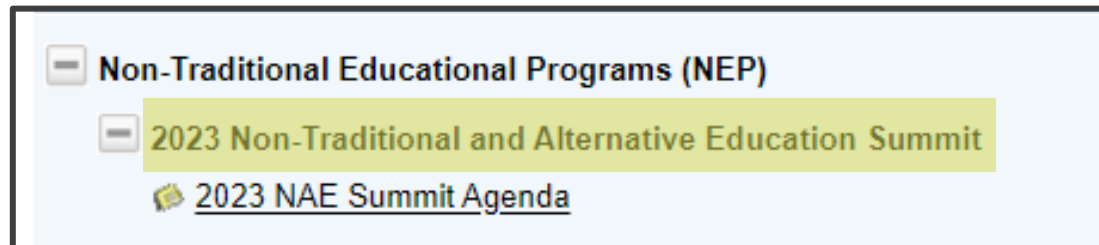


Thank You!

- Questions?

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