

Standards Based Grading

What is standards-based grading?

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, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.

How are my child's marks determined?

A student's performance on a series of assessments (both formative and summative) will be used to determine a student's overall grade in a course. Practice assignments (homework) are just that, practice, and thus should serve primarily as a source of feedback and instructional support for both students and teachers. Teachers may require students to complete all of their practice work prior to allowing them to take, or retake, an assessment.

What will each of the numbers in the 4 point scale represent?

A score of (4) would indicate that a student exceeds a standard by consistently demonstrating an advanced level of understanding and/or the ability to apply their knowledge at a higher level.

A score of (3) would indicate that a student has consistently met a standard.

A score of (2) would indicate that a student has sometimes or partially met a standard, but still may be in need of additional instruction and/or support.

A score of (1) would indicate that a student has not met a standard. The student shows limited evidence of understanding the standard.

A score of (0) would indicate inadequate evidence of meeting a standard.

How should a student/parent view student grades now that the system of A-F has been replaced by a 4 point scale? What is considered to be an A in the new grading system?

You cannot really compare a traditional grading system to standards-based grading. It is like comparing "apples to oranges". Standards-based grading identifies a standard and indicates whether or not a student is meeting the standard at a given point in the school year. A score of (3) is defined as meeting grade level standards and indicates that a student has demonstrated mastery of the skills that were expected to be learned by that point in the grading period.

Is it possible to achieve a grade of 4?

Yes it is. However, a score of (4) indicates performance that is consistently above what is expected for mastery at that point in the school year. Level 4 work would indicate a much deeper understanding of a standard, the ability to apply that knowledge, make connections and extend learning beyond the targeted goal.

Behavior

This year, Hawthorn Academy is implementing a schoolwide behavior initiative for students called Positive Behavior Intervention and Support (PBIS). PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students.

As part of the PBIS system, Hawthorn staff will recognize students who exemplify positive conduct in accordance with the school rules. Recognition will include reward systems in the classroom, IB shout-outs and awards during assemblies and morning announcements.

Hawthorn staff members will also proactively identify students who may need additional support to follow school rules and implement appropriate interventions in an effort to encourage student compliance to school rules before minor infractions

As part of our behavior policy, students who choose not to follow school rules will be subject to the school's discipline policy which is as follows:

1st minor infraction (level 1 in parent handbook) may include verbal warnings, time out, or alternative assignments

2nd and 3rd minor infractions (level 2 in parent handbook) may include interventions found in level one as well as behavior reflection sheets, time-out in alternative locations, and parent contact.

4th minor infraction or major infractions (level 3-4 in parent handbook) will be referred to administration for corrective action. Interventions may include behavior plans, detention, suspension and expulsion depending on the severity of the action.

In an effort to encourage all students to follow Hawthorn school rules, minor infractions reset to zero on a monthly basis. Major infractions are recorded by administration, and students are closely monitored by teachers and administration to ensure future compliance with school rules. For an extensive list of major and minor infractions, please consult the parent handbook and school website.

Citizenship

Citizenship will be measured on a 10 point sliding scale. Students start with 7 points (satisfactory) in citizenship. Points may be added or subtracted as behaviors demonstrate their understanding of the IB Learner Profile (being balanced, principled, courageous, thinker, communicator, open-minded, knowledgeable, inquirer, caring, and reflective).

Honorable (H) = 9, 10 citizenship points

Satisfactory (S) = 6, 7, 8 citizenship points

Needs Improvement (N) = 3, 4, 5 citizenship points

Unsatisfactory (U) = 0, 1, 2 citizenship points.

***Teachers will define for their class or grade level how to earn and how to lose citizenship points in their particular class.

Middle School Citizenship Addendum

H= Student shows maximum cooperation in school rules and contributes to the qualities of the IB Learner Profile – (e.g., inquirers, thinkers, knowledgeable, reflective, risk-takers, principled, communicators balanced, caring, and open minded). Students turn their work in on time 80% of the time and have no missing assignments at term's end, enthusiastically participate in class activities on a daily basis, have their planners filled out regularly, and has been tardy to class no more than 3 times.

S=Student follows school and classroom rules. Student shows signs of contributing to the IB Learner Profile. Students turn in their work on time between 60 and 80% of the time or have less than 3 missing assignments at term's end, participate in class activities on most days, have their planners filled out most of the time, and/or student has no more than 4 tardies.

N=Student makes little effort to observe rules or to contribute to the IB Learner Profile. Students turn their work in on time between 40 and 60% of the time or have less than 6 missing assignments at term's end, sometimes participate in class activities, sometimes have their planners filled out, and/or student has 5 tardies.

U=Student ignores responsibilities and class rules. Students turn in their work less than 40% of the time or have more than 6 missing assignments at the end of the term, rarely (if ever) participate in class activities or disrupt class activities for other students, rarely have their planners filled out, and/or student has 6 or more tardies.