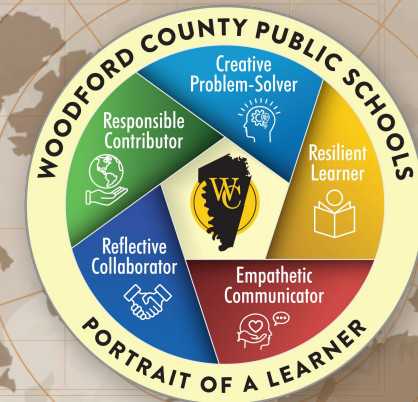


Standards Based Grading



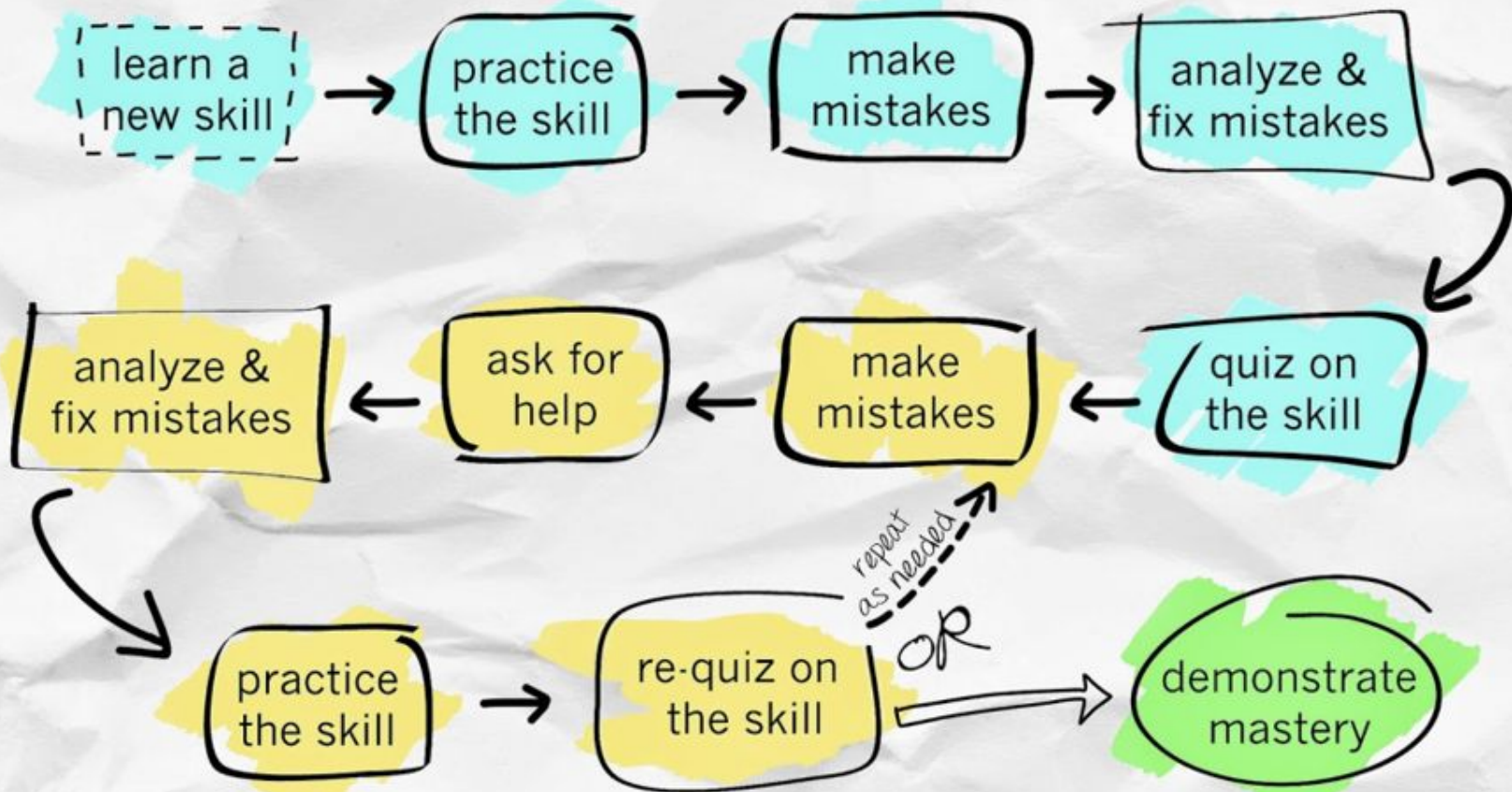
Mapping out the road to success for grading and feedback in Woodford County Elementary Schools.



What is Standards Based Grading?

Standards Based Grading is a student-centered approach that is focused on measuring students' mastery of specific standards which targets learning, feedback and growth.

What is standards based grading?



Traditional Grading

- Uses a scale of A – F based on percentages (A= 90-100, B= 80-90, etc.)
- All points and scores are averaged together
- Class assignments are averaged together to get one single grade

Standards Based Grading

- Uses a scale of Area of concern, Progressing, Meets or Exceeds
- Grade is based on most recent evidence
- Assignments are assessed by mastery and competence of each standard

Traditional Report Card

Class	Q1
Mathematics	95% = A

Standards-based Report Card

Class/Standards	Q1
Mathematics	3
I can define a number sentence	2
I can solve number sentences that have brackets	2
I can solve number sentences that have braces	3
I can create number patterns using two rules	3
I can estimate the answers of number sentences	2
I can find the sum of two 2-digit numbers	3
I can find the difference of two 2-digit numbers	2
I can find the product of two 2-digit numbers	2
I can find the quotient of two 2-digit numbers	3

Traditional Grading

B+



Standards-Based Grading

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

Why?

Standards Based Grading provides teachers, students, and parents with a more accurate picture of what a child knows and is able to do.

Categories

Area of Concern

Your student needs lots of assistance with the skill.

Progressing

Your student is progressing but still needs a little help with this skill/concept.

Meets

Your student is able to show mastery consistently.



This is the target for all students.

Exceeds

Your student is able to go above and beyond and take the learning to a deeper level.

Interpret



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

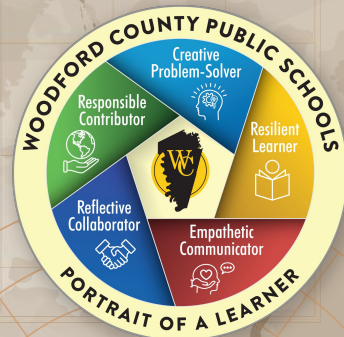
Exceeds Grade Level Standards:

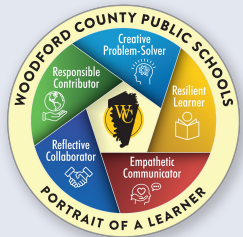
Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.



Join us in the Journey!

While Standards Based Grading has been utilized for quite some time, this is a new process for Woodford County. We are looking forward to shifting the focus to enhance our student growth.





Phase 1 of Portrait of a Learner in WCPS

LEARN the competencies and the characteristics of each one.

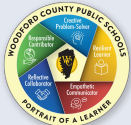
LAUNCH the language in schools and classrooms.



LOOK through the PoL lens to find ways to incorporate these competencies.



“Clarity Precedes Competence”



Deeper Learning Team



Asher - CO Tracy - CO Boss- WCHS Gabehart - WCHS Brown - WCHS Elmore - WCHS
Carr- WCMS Kerns - WCMS Norton - WCMS Rankin - HT Hunter - NS Hundley - NS
Doolin - SE Correll - SS Durr - SS

DL Team Focus
23-24:
- Support PoL
Phase 1 (L,L,L)

- Develop 3-5
year PoL plan

- Complete
individual DL
plan

Next Gen Leadership Academy

Asher - CO
Tracy - CO
Rayburn - CO
Reed - WCHS
Preston- WCMS
Kaiser- HT
Nugent - HT
Hundley - NS
Albert - SE
Reynolds - SS

Next Gen Creating Performance Outcomes

Asher - CO
Tracy - CO
Boss- WCHS
Brown - WCHS
Kerns - WCMS
Rankin - HT

“Mindspark” KY Education Accelerator

Asher - CO
Tracy - CO
Rayburn - CO
E. Wells- WCHS/CO
Grigsby - CO
Adams - CO
Wilkins- WCMS
Wallace - HT
Caldwell - NS
Williams - SE
Bargo- SS

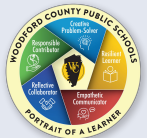
Thinking Maps Cohort

Lewis - WCHS
LaRue - WCHS
Kinder- WCMS
Lyle - WCMS
Wallace- HT
Stakelin - HT
Mulhall - NS
Taylor - NS
Sanchez - SE
Vance - SE
Drennan - SS
Wells - SS

Benefits Based Accountability

Asher - CO
Tracy - CO
Adkins - CO
Norton- WCMS
Hundley - NS

In the meantime,
several other
teams are
participating in
professional
learning that
supports PoL.





Portrait of a Learner *In Action*



PORTRAIT *of a* LEARNER

Portrait of a Learner *In Action*

How are the educators in your school building implementing the Portrait of a Learner? We want to know!

elaine.bailey@woodford.kyschools.us [Switch account](#)



The name, email, and photo associated with your Google account will be recorded when you upload files and submit this form

* Indicates required question

Email *

Record elaine.bailey@woodford.kyschools.us as the email to be included with my response



The Impact Kentucky Working Conditions Survey is administered to certified educators across the state of Kentucky:

- All public schools in Kentucky are eligible and invited to participate.
- The survey window is 6 weeks in length.
- All schools identify a survey coordinator from among their faculty. This representative is responsible for the distribution of anonymous survey access codes to colleagues.
- Schools with at least 10 responses and a 50% response rate have a report available to them.

Frequently Asked Questions

When will the survey be administered?

- The working conditions survey is administered every other year. The next administration of the Impact Kentucky survey will take place November 1 - December 15, 2023, with results available in February 2024.

Who can take the survey?

- All certified educators who work in your school at least half time.

Is the survey really anonymous?

- Codes cannot be traced back to an individual educator in the school. The codes and therefore the data can only be aggregated to a school and district level.