**Standard-Based Grading/Competency Based Grading**

**What are grades for?**  
Grades are designed to assess where students are performing individually as compared to the learning targets and success criteria.  
  
**Who has learned the math concepts?**  
                Student A Student B  
Quiz 1:            B+    C  
Quiz 2:            A-    B  
Quiz 3:            A-    B+  
Test:               A-    A  
  
**Why have we decided to change how students are graded?**  
We feel that we can improve our practices of reporting grades. After much study as a staff we feel that our students and families are entitled to a more clear and consistent system to grade and assess our students. We feel that we need to create a system that is a more accurate reflection of what the students are learning. Reporting assessment scores will now be broken down into individual learning targets. This replaces the past practice of reporting one general test score. The students will receive a copy of the learning targets for each chapter.  
  
**What type of scale is used?**  
The math department will use a scale between A-0. A general description is as follows: (The detailed scale is found at the end of the document.)   
A Exceptional I get it!  
B Strong I am almost there!  
C Capable I am starting to get it but I need a little bit of help  
F Developing I am starting to get it but need lots of help!  
0 Beginning I tried but had no clue!  
  
  
**After an assessment are the students allowed to improve on their assessment score?**  
After a student is assessed they are allowed to work with the teacher or another student to improve their learning and understanding of the assessed learning goal/success criteria. They then have the opportunity to be assessed again to improve their grade. Note: students will not be able to “redo” projects.  
  
Grades will reflect what the student knows at that time. Grades will be dynamic (continue to change) throughout the quarter/semester/year. For example, if a student scores a 4 on graphing lines in September, but a 2 on the same concept in October, then the student’s current score would reflect that. However, they would have the opportunity to get help and reassess to ensure they have a firm grasp on the material.   
  
**Will we still have letter grades?**  
Yes. Our school will continue to report letter grades (A, B, C, etc) to the student and parents.   
  
**Will students still have homework?**  
Yes. The students will continue to have work assigned to them as “practice work.” This work will be aligned with the subjects learning goals and success criteria. The “practice work” may look different for different students based on where the individual student is at within the learning process.

Van Meter Math Standards Rubric

Exceptional (4) – **You have totally mastered the skill**, meaning you have demonstrated a full understanding of the concepts involved, have clearly showed all steps of your reasoning, have used notation correctly, wrote exemplary and clear prose, and have made no algebraic errors.

Strong (3.5) – **You have totally mastered the skill**, but you might have made a small notational error, or a *very small* (non-fatal) algebraic error.

Capable (3) – **You have a firm grasp of the skill**, meaning you have demonstrated a full or almost understanding of the concepts involved, but you possibly didn’t show steps of your reasoning, didn’t use notation totally consistently, could have written clearer prose, and/or made a slight (but non-fatal) algebraic error.

Developing (2) – **You have demonstrated some conceptual understanding of the skill**.  You possibly have some confused reasoning, did not completely answer the question, did not use consistent notation, wrote muddled prose, and/or made more than one algebraic error.

Beginning (0) – **You have demonstrated a weak or no conceptual understanding**.  You possibly have confused reasoning, poor prose, and/or made one or more serious (fatal) algebraic errors.

Reassessment Policy

Student Form to Reassess  
If you choose to reassess a specific learning target you need to complete the following:  
  
I would like to reassess this learning target:  
I missed these questions on the test:  
The reasons I think I didn’t do well on that learning target are (list reasons here):  
Since the assessment, I have done the following specific things to make sure I understand the learning target (list the different things you did to work on the skill):  
Would it be possible to reassess the learning target during this time (Tues am from 8-8:20 or Thurs pm from 3:15-3:40)\*. If you reassess Tuesday, this form + work MUST be turned in on Monday. If you reassess Thursday, this form + work MUST be turned in by seminar on Wednesday.  
General Information  
·      \*Times could change based on teacher availability  
·      Students will notify parents of their scores and intent to reassess and will cc the teacher on the email (middle school)  
·      Students will not be required to reassess  
·      Any student can reassess despite their initial score  
·      Reassessing will only be allowed up to the week before the end of a grading period