

Standards-Based Grading at Dearborn High School

Dearborn Public Schools will eventually be moving to standards-based grading like many other schools across the country. Some teachers at DHS are switching to this new way of thinking about grading.



- Students will continue to receive letter grades on report cards and transcripts.
- Grade point averages will continue to be calculated the same way.

Why do we need a new way of grading?

We want to ensure that all students have a deep understanding of course content and we want to have a clear understanding of what mastery of the course content means.

Standards-based grading reinforces the idea that learning is a process and that academic perseverance is necessary to the process.

What is standards-based grading?



The goal of standards-based grading is to achieve mastery of the standards over time. The Common Core State Standards are a list of what students should know and be able to do.

In both traditional grading and in standards-based grading, students learn and practice skills.

In traditional grading, everything is graded and averaged together for the student's grade.

In standards-based grading, students practice those skills, get help and feedback from the teacher, and practice again, before getting assessed for a grade.

What about report cards?



Students may see a grade on their report cards that is not a grade they are used to seeing. That is normal, especially for the first marking period, when standards have only been assessed once or twice.

Mastery may not be achieved at the beginning of the semester but as students progress towards mastery, earlier scores are dropped or replaced with new scores.

Students work towards mastery throughout the semester. Marking period grades only indicate student progress toward mastery at that point in the semester.

Please see the Dearborn High School website for more information on standards-based grading.



Learning anything is a process. Athletes and coaches know that practice is important and practices are evaluated but practices are not counted as part of the score during the game.

Benefits of Standards-Based Grading

- Students practice without risking their grade in the class.
- Students will know if they know the skills before an assessment.
- Students will have multiple opportunities to show proficiency or mastery.
- Teachers can identify students who need additional support or those who need extended learning, and they can provide individualized instruction.
- Feedback is based on a clear 4 point scale.

Standards-Based Grading

Scoring Guide

Instead of a letter grade that doesn't give students feedback on their progress, teachers use this type of scoring guide to show students exactly where they are in their learning process. These levels essentially equal the letter grades A, B, C, and D.



Advanced Proficient

- Exceeds expectations
- Shows thorough understanding
- Able to transfer learning with depth and complexity
- Can effectively and accurately analyze and critique the work of others
- Nearly full independence; no assistance required except continued feedback
- Shows pattern of advanced proficiency with only occasional lapses to proficiency

Next Steps: Feedback will be provided to maintain advanced level and extend learning.



Proficient

- Meets expectations.
- Shows adequate understanding.
- Able to transfer learning.
- Can analyze and critique the work of others
- Minimal assistance/scaffolding required
- Shows pattern of proficiency with occasional evidence of advanced proficiency

Next Steps: Feedback and support will be provided to reach the next level.



Partially Proficient

- Meets some expectations
- Shows partial understanding
- Frequent or inconsistent assistance/scaffolding required

Next Steps: Feedback and support will be provided to reach the next level.



Not Proficient

- Does not meet expectations
- Shows minimal understanding
- Substantial assistance/scaffolding required

Next Steps: Feedback and support will be provided to reach the next level.