

Target Based Grading for Learning

Why?

We are a great school district. We continually strive to find ways to be a better school district. Finding ways to raise the bar for all of our students to be better prepared for life after high school in college or career is the challenge. No matter where our graduates go after high school, in the military, in the workplace, an apprenticeship or to a two or four year college, the needs are greater now than they ever have been. We believe that **Target Based Grading for Learning** provides the clear expectations, opportunity and rigor to achieve that goal.

PWSSD believes the purpose of grading is to provide students and parents with a snapshot view of a student's level of understanding of standards and learning targets. The foundational beliefs of this system include:

- **Academic grades** reflect our student's measure of learning against the identified learning target and standards. Academic grades will reflect the student's level of proficiency as measured by specific assessments. The opportunity for reassessment for students is a very important component of this system.
- **Behavioral/life skills grades** will also be assessed and in the report card/transcript. Students will receive a separate grade for current academic scores and behavioral/life skills scores.
- To ensure accuracy in reporting what students know and can do in regards to the learning target/standard, **extra credit** will not be offered as a way to increase a student's academic grade.
- **Homework/Formative Assessments** are a tool that helps learning, but will not be used to determine a student's summative score for academics.

Behavior/Life Skills Grade

The PWSSD believes that Homework/Classroom work, Attendance and Behavior are important for success in school and life. These important behaviors are not a part of the Academic grade. Each student will receive a separate grade for current academic scores and behavioral/life skills scores.

Academic Behaviors	Classroom		
	3- Proficient	2- Approaching	1- Needs Improvement
	<i>Student Is Consistently...</i>	<i>Student Is Generally...</i>	<i>Student Is Rarely/Inconsistently..</i>
Be READY <i>(Before class)</i>	<ul style="list-style-type: none"> • On time • Ready to learn and participate in class • Bringing completed materials to class 		
Be RESPONSIBLE <i>(During class/school day)</i>	<ul style="list-style-type: none"> • Self-advocating • Actively participating and collaborating 		
Be RESPECTFUL <i>(Before/during/after class)</i>	<ul style="list-style-type: none"> • Respectful of physical space and learning environment • Respectful to peers and staff • Following school policies 		

Homework/Classroom Work

The PWSSD defines Homework and Classroom work as practice in the learning progression toward proficiency on identified learning targets. Similar to Athletics, this practice prepares athletes for the competition (summative assessments). Homework and Classroom work should be looked at as a “tool” in the learning process and not an instrument to measure and report a student’s understanding of academic learning targets. When viewed as a tool to help with learning, homework is then not an assessment of the student’s understanding of learning targets/content, but rather a step toward learning it.

Reassessment

The PWSSD's purpose of ensuring ALL students learn at high levels is not predicated upon the notion that all students learn at high levels at the same time. Therefore, we must offer students multiple opportunities to demonstrate they have mastered identified content at various times in a school year. In relationship to our position on Retesting, we commit to the following statements:

- Reassessment is allowed on all summative assessments that are reflected in what is reporting out to parents on our report cards.
- In order for a student to qualify for a reassessment, students must meet the criteria determined by the department. This includes the completion of homework and classroom work.
- If a student scores lower on the reassessment than on the original test, the test that will be reflected for grading and reporting purposes will be the most recent evidence.
- Reassessment can occur in multiple forms, such as another assessment similar to the first, oral discussion with the teacher, or another method that is mutually agreeable between the teacher and student

Frequently Asked Questions

1. Does a score of 3 mean perfection?

No. A score of 3 means your child has demonstrated content proficiency and skill application of the outcomes for the particular target at this point in the school year. Please see the descriptions below.

3: Proficient You Got it!	2: Approaching Almost Got It!	1: Needs Support Not Quite Yet...
Student has fully demonstrated content proficiency and skill application of the outcomes for the particular target at this point in the school year.	Student has demonstrated partial proficiency of the expected content/skills in the assessment. Partial development indicates progress with gaps in understanding or perhaps certain misconceptions.	Student has demonstrated little or no evidence of content proficiency or outcomes. The student has large gaps in understanding and/or application and is able to show success only with significant adult assistance.

2. Can a student only earn a 3 at the end of the year?

A student may demonstrate proficiency on a target through assessments. The complexity of the target may change over time, but the score students are receiving is based on the desired expectation at that point in time.

3. How will the success of Target Based Grading be measured?

GPA

State Testing at all levels

Feedback from Colleges and Workforce

Feedback from Parents and Students

4. Do colleges/universities accept this grading system?

Yes. Many universities use a similar grading scale. The high school transcript will still look like it did in previous years in terms of course grades.

5. Is there a certain amount of targets required in each curriculum area?

No. This is up to the teacher(s).

6. How does this system raise the rigor for students?

- Clear targets
- Assessments aligned to the targets
- Expectations for learning higher for all students (greater opportunity and motivation to demonstrate learning)
- Greater opportunity for personalized learning

7. How does target based grading make better students/prepare students better for college?

Our number one goal for our students is to ensure they learn. This process gives students opportunities to clearly understand what they know and what their struggles may be. By ensuring kids learn, we are confident that will lead to less gaps in their learning as they move onto college or career after high school.

8. Can you retake a summative assessment?

Yes. A student may reassess on target(s) after they have demonstrated new evidence of learning on that target and/or met criteria for that content area re-assessment.

9. What made us identify this a needed change?

Five years ago, we started looking at our grading practices. As we learned, it became more and more apparent that students' grades should be based on how well they comprehend a specific target at a point in time and not a percentage of work completed or an average of scores from one point in time to the next.

Target-based proficiency grading empowers students to understand their own learning strengths and areas that need improvement. Students get direct and timely feedback on the areas/skills that they need to focus on.

10. Why isn't homework included in the academic grade?

Homework is practice. Homework is important and important in all of our classrooms. Homework completion will be a part of the overall report card and tied to reassessment opportunities.

