

## **Overview**

Taft Middle School will be transitioning to a Standards Based Grading system in the 2021-2022 school year. Currently, Taft is the only middle school in the Cedar Rapids School District who does not fully use standards based grading as their grading system. To understand what this transition means, please use the following information.

## **Definition**

Standards-based grading is a grading system in which teachers can intentionally track their students' progress and achievements and focus on helping their students' progress toward their learning goals and reach their highest potential. Standards-based grading allows students, teachers, and parents the ability to view student progress based on identified proficiency levels on identified standards.

## **Cedar Rapids School District Implementation-Learner Centered Assessment (LCA)**

### Performance Levels

E – Exemplary - Attainment of a standard has been demonstrated to a level of extensive, consistent and profound understanding. Students who are Exemplary will need to continue to demonstrate a level of excellence in their skill and knowledge in a standard as it is reassessed.

P – Proficient - Attainment of a standard has been demonstrated. Students that have demonstrated Proficiency will need to continue to demonstrate Proficiency as standards are reassessed and/or should work to demonstrate a level of excellence in their skill and knowledge in a standard as it is reassessed.

D – Developing - Some demonstration of knowledge and skill toward attaining a Standard. Students who have obtained this performance level are making progress and demonstrating skills building toward the overall standard.

I – Insufficient - Has not shown adequate knowledge and skill/not enough substantial evidence toward attaining a standard. Students scoring this indicator equates a lack of attainment and should elicit more questions about a student's overall skill and knowledge of a standard.

N – No Evidence - Unique circumstance that has not allowed the instructor to collect any information on student's attainment of a standard. This may be due to extended absences, illness, transfers, etc.

# Learner Centered Assessment (LCA) Performance Levels

<b>DIMENSION</b> → <b>PERFORMANCE LEVEL=</b> ↓	<b>RANGE</b>	<b>FREQUENCY</b>	<b>FACILITY</b>	<b>DEPTH</b>	<b>CREATIVITY</b>	<b>QUALITY</b>
	the extent or limit to which a standard is demonstrated	the rate or how often a standard is demonstrated	the readiness or ease to which a standard is demonstrated due to skill, aptitude, or practice	the complexity of knowledge about a subject when a standard is demonstrated	the use of divergent and convergent thinking when a standard is demonstrated	the degree of excellence in the product or process to which a standard is demonstrated
<b>E</b> <i>Exemplary</i>	Attainment of a standard has been demonstrated to a level of excellence:					
	Extensively	Consistently	Automatically	Profoundly	Inventively	Excellently
<b>P</b> <i>Proficient</i>	Attainment of a standard has been demonstrated:					
	Fully	Usually	Quickly	Deeply	Imaginatively	Sufficiently
<b>D</b> <i>Developing</i>	Some demonstration of knowledge and skill toward attaining a standard:					
	Partially	Occasionally	Haltingly	Shallowly	Commonly	Marginally
<b>I</b> <i>Insufficient</i>	Has not shown adequate knowledge and skill/not enough substantial evidence toward attaining a standard:					
	Narrowly	Rarely	Slowly	Superficially	Imitatively	Poorly
<b>N</b> <i>No Evidence</i>	Unique circumstance that has not allowed the instructor to collect any information on student's attainment of a standard (extended absences, illness, transfers, etc.).					