

Characteristics of True Standards-Based Reporting	Characteristics of Oskaloosa GLB-Based Reporting
<p>Grading is only based on standards - no overall letter grade is received. A code replaces the overall grade given to a student.</p>	<p>Oskaloosa's report card will still have letter grades to communicate the overall grade in the class.</p>
<p>The report card uses a code and criteria to communicate how well a student performs on each standard.</p> <p>The grade book reflects a code based on a 4-point scale for all assessments determining mastery of the standard.</p> <p>Students who do not master the standards are not moved on to the next grade or course.</p>	<p>The report card will use a code and criteria to communicate how well a student has performed on each Grade Level Benchmark.</p> <p>The grade book will allow us to add the code to the report card. This may change the overall organization of the grade book as well as the way we finalize grades.</p> <p>Students who do not master the Grade Level Benchmarks, but receive a passing grade will move on to the next grade/course.</p>
<p>Homework is not used to determine how well a student performs on the standard. In most cases, homework is not graded, but only given specific feedback for improvement. Students are allowed to re-do all assessments.</p> <p>The summative assessment and only a few chosen formative assessments determine academic performance.</p>	<p>Practice Work will count no more than 25% of the overall grade. Specific feedback is encouraged so students know how to improve.</p> <p>Teachers will determine collaboratively what assessments will be used to determine academic performance.</p>
<p>Work Habits such as participation, turning in work on time, etc. are not used to determine how well a student performs on the standard.</p>	<p>Work Habits such as participation, turning in work on time, etc. will be reported out separately, but teachers will collaboratively determine their policy on turning in work so at least there is consistency in how grades are figured in all classrooms that teach the same course.</p>
<p>All assessments - formative or summative - are allowed to be re-taken to improve their overall performance on the standard or the indicators and they are grades based on growth. Students must demonstrate they have taken steps to improve their performance before being allowed to re-take assessments.</p>	<p>Assessment re-takes are based on a policy collaboratively agreed upon by a grade level team or those who share a common course.</p> <p>Policies on late work, partial work, or make-up will be collaboratively agreed upon by a grade level team or those who share a common course.</p>