

FAQ - AHS Standards Based Assessing

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Q1: What is AHS Standards Based Assessing?

AHS Standards Based Assessing (SBA) is an approach to assessment and grading that focuses on students' mastery of specific standards or learning objectives rather than the assignment of traditional letter grades. It allows students to demonstrate their understanding and growth in real time. Articles and videos that offer greater detail can be found [here](#).

Q2: How can I access the class rubrics and end-of-semester grade conversions?

You can access the class rubrics and grade conversions through your child's Google Classroom or by requesting them from their teacher.

Q3: What can I expect from the gradebook?

The gradebook will include multiple weekly assessments entered in PowerSchool, with regular updates. Each specific standard will have 8-10 assessments over the course of the semester to establish patterns and offer growth opportunities for students. Each Standard will have its own score based on the pattern of evidence from the assignments through the year. We will continue to update what the gradebook will show as we move through the year in the new platform.

Q4: How are the assessments graded?

Assessments are graded on a 4-point scale:

0 - No Evidence/Absent

1-Engaging (have evidence, but is lacking clarity and depth in regards to end goal and student needs to be walked through the process)

2- Developing (evidence is in line with the end goal, but student needs prompting through the process)

3- Understanding (evidence is in line with the end goal, student is able to show understanding by themselves when provided a clear initial prompt regarding the skill)

4-Ownership (evidence is in line with the end goal, student is able to appropriately utilize the skill when presented with an authentic open-ended situation that does not provide direction)

Q5: What do the progress report codes G and H mean?

Progress reports will use the codes G and H. G indicates that the student is on track to meet expectations to pass, while H suggests that the student is not on track to meet expectations to pass and you should contact the teacher for further support.

Q6: Will there be student conferences?

Yes, there will be student conferences approximately twice per marking period to discuss current progress with the standards and goals for growth.

Q7: What if my child receives lower values on early assessments?

Early assessments may have lower values as they introduce new material or skills. This is normal and does not hinder the student's final grade as long as they continue to improve their skills and show a pattern of understanding. A deeper look at analyzing scores over the semester can be found [here](#).

Q8: How are final grades determined?

Final grades are determined by the following conversion table:

Logic Rule for All Classes (3, 4, or 5 Standards)

A	Any One Standard as a 3. All other Standards are 4s.
B+	Any Two Standards are 3s. All other Standards are 4s.
C+	A minimum of 3s on all standards.
D+	Any One Standard as a 2. All other Standards are 3s or higher.
E	Any Standard as a 0, Any standard as a 1, or more than One Standard are 2s.

This conversion table will be used by all classes. The conversion table takes into account the final values for each standard to determine the final grade. A more in-depth description and example can be found [here](#).

Q9: How are student results evaluated?

Each standard will receive a final value based on assessments throughout the semester. Using these results and the conversion chart, a final grade is determined. For example, if a student has one standard at a 2 and the rest at 3, their final grade will be a D+. A more in-depth description and example can be found [here](#).

Q10: Can my child turn in late assignments?

No, late assignments will not be accepted for SBA. The purpose of this approach is to allow students to show evidence of their learning in real time and continuously progress. Turning in late assignments at the end of the unit or semester does not allow the student to show us their learning.

Q11: What if my child is absent or sick?

While we understand that absences or sickness happen, missing a couple of classes will not significantly affect the data as we focus on patterns, not outliers. However, numerous missing days may result in the student not providing enough evidence for their learning, which can impact their outcomes in the class.

Q12: How will final grades be recorded on the transcript?

Final grades will be recorded on the transcript for each class, and the GPA will be calculated based on these final grades, following the practice of previous years. These final transcript grades will be what is shared with Colleges/Universities and other post-secondary institutions.

If you have any additional questions or concerns, please reach out to your child's teacher for further assistance.

****District Vision for Grading Practices:** The Avondale School District will implement reporting practices that clearly communicate student growth and mastery. Student learning will be supported through consistent and clear expectations. Grading will be inclusive of self-evaluation, time for reflection, academic responsibility, and opportunity to advance understanding and mastery.

Appendix:

Analyzing Scores Over the Semester

- i) Students that are continuously showing 0's and 1's on their standards towards the middle and end of the semester are in danger of failing the class.
- ii) Students that are continuously showing 1's and 2's on their standards towards the middle and end of the semester are in danger of failing
- iii) Students that are continuously showing 2's and 3's on their standards towards the middle and end of the semester are progressing well
- iv) Students that are continuously showing 3's and 4's on their standards towards the middle and end of the semester are excelling

The Gradebook (This is currently based on MiStar and will be updated with PowerSchool)

From the student/parent portal (both mobile and from a computer), this is an example of what you will see:

Assignment	Pts Possible	Score	Scored As
1. Style and Organization	4	2	2-Developing
2. Analysis	4	3	3-Competently
3. Research	4	3	3-Competently
4. Collaboration and Agency	4	3	3-Competently
S1 Annihilation Assessment	4	4	4-Effectively
S2 Annihilation Assessment	4	3	3-Competently
S4 Annihilation Assessment	4		Not Applicable
S2 Proposal-Annihilation	4	4	4-Effectively
S3 Movie Notes	4	4	4-Effectively
S4 Group posters	4	4	4-Effectively
S2 Annihilation Theory	4	4	4-Effectively
S2 2nd Harkness (optional)	4	3	3-Competently
S3 2nd Harkness (optional)	4		Excused
S4 2nd Harkness (optional)	4		Excused
S1 Passage Writing	4	2	2-Developing
S2 Passage Writing	4	2	2-Developing
S2 Writing on the Wall Group Work	4	3	3-Competently
S4 Writing on the Wall Group Work	4	3	3-Competently
S2 Harkness	4	3	3-Competently
S3 Harkness	4	3	3-Competently
S4 Harkness Prep	4		0-Missing
S4 Harkness	4	4	4-Effectively
S1 What Role Does Sci Fi Play? Assessment	4	3	3-Competently
S2 What Role Does Sci Fi Play? Assessment	4	3	3-Competently
S3 What Role Does Sci Fi Play? Assessment	4	3	3-Competently
S4 Group Poster	4	3	3-Competently

Assignment	Pts Possible	Score	Scored As
1. Style and Organization	Pts: 4	Score: 2	Not Graded
2-Developing			
2. Analysis	Pts: 4	Score: 3	Not Graded
3-Competently			
3. Research	Pts: 4	Score: 3	Not Graded
3-Competently			
4. Collaboration and Agency	Pts: 4	Score: 3	Not Graded
3-Competently			
S1 Annihilation Assessment	Pts: 4	Score: 4	Not Graded
4-Effectively			
S2 Annihilation Assessment	Pts: 4	Score: 3	Not Graded
S4 Annihilation Assessment	Pts: 4	Score:	Not Graded
Not Applicable			
S2 Proposal-Annihilation	Pts: 4	Score: 4	Not Graded
4-Effectively			
S3 Movie Notes	Pts: 4	Score: 4	Not Graded
4-Effectively			
S4 Group posters	Pts: 4	Score: 4	Not Graded
4-Effectively			
S2 Annihilation Theory	Pts: 4	Score: 4	Not Graded
4-Effectively			

Example 1

- 1) At the top of the example in the first column (Assignment), you will see the Standards listed with a number in front (i.e. 1.Style and Organization).
 - a) These will always appear on the top and will be used to show where the student is based on the evidence that is collected through the semester.
 - b) There will not be a value in these areas until there are at least 3-4 assessments of evidence to support a pattern. After more evidence is collected over the semester, this value will change as the student grows.
 - c) If you click on the paper icon under "Details", you will see a description of the Standard and the date that the Standard was last updated.

- 2) Under the Standards, you will see the evidence (assessments) that is collected over the semester.
 - a) These assessments will be labeled with the Standard they are measuring and the name of the assessment

Example: S4 Writing on the Wall
This is measuring Standard 4 (Collaboration and Agency) and is the Writing on the Wall assessment.
 - b) These assessments will have dates that will correspond with when the assessment was taken or collected in class.
- 3) The “Scored” and “Scored As” (the “Scored As” column may not be in all gradebooks since it repeats the information from the “Scored” column) show the two important pieces of information:
 - a) The values found next to the assessments show the scores for each individual attempt at a Standard.

Example:
S3 What Role Does Sci Play? Assessment scored as a 3 (data collected early in the semester)
S3 Harkness scored as a 3 (data collected in the middle of the semester)
S3 2nd Harkness (optional) was an excused absence (no evidence)
S3 Movie Notes scored as a 4 (data collected towards the end of the semester.
 - 1) These values are used to develop a pattern of the most recent assessments.

Example:
The student earned a 3, then a earned another 3, and then a 4 as they took assessments over the semester. Based on the evidence, this student has shown a pattern of 3’s, but not a pattern of 4’s yet.
 - b) The values found next to the Standards give the overall score from the patterns determined from all of the evidence (assessments) collected through the semester

Example: From the patterns of 3’s shown the current Standard score that can be seen in the gradebook is:
3. Research has a Score of 3

Note: This value may change as more assessments are recorded

From a parent perspective on reading the portal:

The example is structured with the 4 Standards at the top labeled 1,2,3 and 4. Each of them are labeled and show their current score for each of them. This would represent what would typically be thought of as their current “grade”. Following those Standards, all of the assignments are broken down and labeled according to those Standards. For example: Assignment “Annihilation Assessment” is labeled S1, S2 and S4. Each label refers to which objective it relates to. In this case my student has 4 pts possible and a score of 2 for style and organization. Then, I am able to scroll down and look at all assignments labeled S1 and see if there is a pattern that I need to be concerned with. In this case there are 3 assignments labeled S1 with scores of 3, 2 and 4. So I can see that my student is still developing but progressing and am confident that he is on track to continue to do better. However, if those assignments labeled S1 had scores of 2, 2 and 1 then I would be concerned and would reach out to the teacher to see if I can help them from home.

Final Grades

The final grade will be determined by the conversion table below: Logic Rule for All Classes (3, 4, or 5 Standards)

A	Any One Standard as a 3. All other Standards are 4s.
B+	Any Two Standards are 3s. All other Standards are 4s.
C+	A minimum of 3s on all standards.
D+	Any One Standard as a 2. All other Standards are 3s or higher.
E	Any Standard as a 0, Any standard as a 1, or more than One Standard are 2s.

The conversion table will take the final values for each Standard and a final grade will be determined.

Student Results:

Assignment	Pts Possible	Score	Scored As
1. Style and Organization	4	2	2-Developing
2. Analysis	4	3	3-Competently
3. Research	4	3	3-Competently
4. Collaboration and Agency	4	3	3-Competently

Each Standard will receive a final value (remember that these final values are determined from the assessments over the entire semester). Using the student results and the conversion chart, the example student will receive a D+ in the class. This was determined because the student had one final standard at a 2 and all the rest were 3's.

The final transcript will have grades for each class and the GPA will be calculated from the final grades, as has been the practice in the past.

Standards Based Assessing Resources

- ▶ [Relearning/Re-assessing-practical-tips/](#)
- ▶ [Elements of Grading-Doug Reeves](#)
- ▶ [Formative Assessment-Rick Wormeli](#)
- ▶ [What's in a Letter Grade](#)
- ▶ [The Grading System our Kids Deserve](#)
- ▶ [Is Your Gradebook Supportive of Learning](#)
- ▶ [Making that Redo/Retake Policy Actually Work](#)

- ▶ Toxic Grading Practices-Doug Reeves
- ▶ Assessment & Grading in the Differentiated Classroom (Late Work)
- ▶ Reporting Student Learning
- ▶ Grading Exceptional Learners
- ▶ Redos and Retakes Done Right
- ▶ All Things Standards-based
- ▶ Descriptive Feedback Part 1
- ▶ Descriptive Feedback Part 2