

## Assessing and Reporting Student Achievement

### What's the difference between traditional grading and standards-based scoring?

#### Traditional Grading

<b>A</b> = Excellent	90 - 100 percent
<b>B</b> = Good	80 - 89 percent
<b>C</b> = Average	70 - 79 percent
<b>D</b> = Poor	60 - 69 percent
<b>F</b> = Failure	below 60 percent
* = Grade Based on Modified Curriculum	

- Grades on a report card are based on an average of student performance on multiple learning tasks during a trimester (or semester). Some tasks may be weighted to count more in the final average.
- A single letter grade in a subject combines the results of a student's work in many aspects of the subject. For example, an English Language Arts grade includes information about the student's reading, writing, and language performance for the trimester.
- Traditional grading takes into account marks on different types of performance such as homework, quizzes, tests, and projects from the beginning of the trimester to the end.
- Grades sometimes factor in effort such as class participation.

#### Standards-Based Scoring

<b>4</b> = Exceeding the Grade Level Standard at this time
<b>3</b> = Achieving the Grade Level Standard at this time
<b>2</b> = Progressing toward the Grade Level Standard at this time
<b>1</b> = Performing below the Grade Level Standard at this time
<b>NA</b> = Not Assessed at this time
* = Score Based on Modified Curriculum

- Scores on a report card display how students are achieving compared to the standards of the grade level.
- Each score is aligned with one or more Key Outcomes for the grade level, described in the Lincoln Learning Expectations.
- Multiple scores provide descriptions of the different dimensions of a subject. For example in English Language Arts, separate scores are given for several skills within each category of Language, Reading, and Writing.
- Scores report the student's current proficiency level, rather than an average of the work for the trimester. Therefore, the final scores are based on work towards the end of a learning period.
- Scores for academic achievement are separate from scores for effort and growth as a learner.