



JACKSON R-2

Standards-Based Grading Terms

- ❖ **Standards-Based Grading:** Standards-Based Grading means that grades support effective teaching and learning. The grades reflect what a student knows and can do related to curricular objectives.
- ❖ **Standards-Based Assessment:** Standards-Based Assessment means that students are evaluated to determine if they have met the learning targets established in the curriculum. The criteria is set based on rigorous standards that all students are expected to learn.
- ❖ **Formative assessment** - Formative assessment is the ongoing collection of information that enables teachers to support a student's continuous progress towards proficiency of academic standards. Formative assessments provide meaningful feedback for students and teachers. Information gained from formative assessment is used to adjust instruction and affect learning prior to summative assessments. Formative assessments are excluded from the course grade.
- ❖ **Summative assessment** - Summative assessments are designed to measure a student's proficiency of the academic standards. Summative assessments are to be administered after sufficient formative assessment and instruction have occurred. Summative assessments are the basis of the course grade.
- ❖ **District Common Standards-Based Report Card Assessment-** K-5 teacher committees have created summative assessments for each of the Standards-Based Report Card Items. All students within the district will take the same common summative assessments. These summative

assessments have the rubric on the cover page and will be sent home for families to review after they have been scored.

❖ **Rubric**- A rubric is a tool used by teachers to determine exactly what content students must master to earn a 4, 3, 2, or 1 for each Standards-Based Report Card Item. The rubrics used in Jackson R-2 were created by teacher committees. There are rubrics for every Standards-Based Report Card Item in grades K-5.

❖ **Performance Level Descriptors**- Performance Level Descriptors are the numerical values assigned to each level of learning.

4- Exceeding district and state level standards. Demonstrates in-depth inferences and applications of grade-level concepts.

3- Meeting district and state level standards. Demonstrates and applies key concepts, processes, and skills for grade level.

2- Approaching district and state level standards, with assistance and guidance. Demonstrates understanding of basic concepts, processes, and skills for grade level.

1- Beginning to demonstrate a basic understanding of key concepts, processes, and skills at the grade level. Not yet able to produce work that meets district and state level standards.

❖ **Pacing Chart**- Pacing Charts are documents that K-5 teacher committees create to help sequence the standards throughout the four quarters. There is a grade-level Pacing Chart for each quarter. This chart contains the district standards for each of the four main subject areas. All Jackson R-2 grade-level teachers use the same pacing chart, regardless of the building in which they teach.

❖ **Pacing Calendar**- Pacing Calendars are created by grade-level teams within each building. These calendars help teachers take the standards for each quarter from the pacing chart and divide them among weeks of the quarter. Each building is able to sequence its quarter based upon the needs of its particular students.

- ❖ **Differentiated Instruction (DI)** - A teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. This enables teachers to meet the needs of all their learners.
- ❖ **Reteach/Relearn**– When a student scores below proficient on standards essential to continued academic progress, interventions designed to support student mastery of the standard(s) will be implemented. Evidence of continued learning will be collected.
- ❖ **Reassess**- Reassessment will be provided after a student has engaged in a reteaching/relearning process.
- ❖ **Enrichment**- An educational activity that goes beyond the usual ones for the subject or grade level. It replaces, supplements, or extends instruction beyond the grade-level requirement and includes *depth* of understanding, *breadth* of understanding, and *relevance* to the student and to the world in which he or she lives.
- ❖ **Extension**- An extension activity is anything that extends the learning that took place in the lesson. These activities do not necessarily meet the qualifications of enrichment, because additional instruction might not have to occur.
- ❖ **Response to Intervention (Rti)** - The practice of providing high-quality instruction/intervention matched to student needs. Progress is closely monitored and changes in instruction are based on data collected from on-going assessment. Rti represents an educational strategy to close achievement gaps for all students, by preventing smaller learning problems from becoming insurmountable gaps.
- ❖ **Intervention**- A strategy (or set of strategies) used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.