Exceptional Grading Practices:
(Standards-Based Grading)

Understanding the Rubrics

RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

FOUNDATIONS

Where do I find Resources?

Rialto Unified School District

1. Click on **Service Areas**
2. Click on **Educational Services**
3. Click on either ELA or Numeracy icons.
4. For ELA, click on ELA icon. Curriculum maps and rubrics are on the right hand side.
5. For Numeracy, click on Elementary Math resources to see all available resources.

How are we Reporting Progress towards Proficiency?

- Traditional A,B,C,D,F grading and percentages will no longer be used

- The goal is for students to **reach proficiency by the end of the year** on all grade-level standards. **This is a year-long learning journey**.

- Student **progress towards proficiency** is reported each trimester.

Proficiency Level Descriptors			
IE **Insufficient Evidence of Proficiency** No evidence of mastery of any part of the standard(s).	**EP** **Emerging Proficiency** Beginning to show some mastery. Requires support to perform the standard(s).	**AP** **Approaching Proficiency** Demonstrates partial understanding or can perform portions of the standard(s). Occasional support may be given.	**P** **Proficient** Demonstrates full mastery of the standard(s). Can perform all portions of the standard(s) independently.

Emerging Proficiency (EP)

➢ Has limited or some prior knowledge

➢ Requires support to engage in the learning

* It is not uncommon for students to be at this level in trimesters 1 and 2. Emerging Proficiency (EP) can be used for those standards/indicators that may not be fully taught until later in the school year.

Beginning the learning journey

Approaching Proficiency (AP)

➢ Support may still be given

➢ Partial understanding

➢ Progressing towards proficiency

Further along the learning journey

Proficient (P)

➢ Demonstrates proficiency

➢ May still need occasional support

Proficient does not mean perfection!

Completed the journey

Insufficient Evidence of Learning (IE)

➢ Excessive absences

➢ Does not complete classwork

➢ Unable to gather evidence of student learning

Should not be used to indicate "standard not taught"
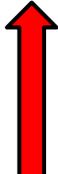
Understanding the Rubrics

Domain: Numbers and Operations in Base Ten				
Indicator	Standard	**EP** Emerging Proficiency	**AP** Approaching Proficiency	**P** Proficient
Understand place-value of multi-digit whole numbers Synergy Standard 04.MA.NB.A	4.NBT.1	*With support*, in a multi-digit number, student recognizes a digit in one place represents 10 times as much as it represents in the place to its right.	In a multi-digit number, student recognizes a digit in one place represents 10 times as much as it represents in the place to its right *with some errors*.	In a multi-digit number, student recognizes a digit in one place represents 10 times as much as it represents in the place to its right.
	4.NBT.2	Student demonstrates **ONE** of the following: Reads a number with up to five digits **OR** Writes a number (up to five digits) using base-ten numerals **OR** Writes a number (up to five digits) using number names (word form) **OR** Writes a number (up to five digits) using expanded form **OR** Compares two multi-digit numbers (up to five digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Student demonstrates **THREE** of the following: Reads a number with up to six digits **OR** Writes a number (up to six digits) using base-ten numerals **OR** Writes a number (up to six digits) using number names (word form) **OR** Writes a number (up to six digits) using expanded form **OR** Compares two multi-digit numbers (up to six digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Student demonstrates **ALL** of the following: Reads a number with up to seven digits **AND** Writes a number (up to seven digits) using base-ten numerals **AND** Writes a number (up to seven digits) using number names (word form) **AND** Writes a number (up to seven digits) using expanded form **AND** Compares two multi-digit numbers (up to seven digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Numbers and Operations in Base Ten domain continued on next page	4.NBT.3	Rounds a number up to the hundreds place.	Rounds a number in any place up to the thousands place.	Rounds a number in any place up to the millions place.

This is the **INDICATOR**; parent-friendly language that is used on the Report Card.
This is not the CA standard.

Domain: Numbers and Operations in Base Ten

Indicator	Standard	EP Emerging Proficiency	AP Approaching Proficiency	P Proficient
Understand place-value of multi-digit whole numbers **Synergy Standard 04.MAT.NB.A**	4.NBT.1	*With support*, in a multi-digit number, student recognizes a digit in one place represents 10 times as much as it represents in the place to its right.	In a multi-digit number, student recognizes a digit in one place represents 10 times as much as it represents in the place to its right *with some errors*.	In a multi-digit number, student recognizes a digit in one place represents 10 times as much as it represents in the place to its right.
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Numbers and Operations in Base Ten domain continued on next page	4.NBT.3	Rounds a number up to the hundreds place.	Rounds a number in any place up to the thousands place.	Rounds a number in any place up to the millions place.

This is the "Synergy Standard" tied to the indicator to **tag an assignment** in gradebook. **This is not the CA standard.**

Indicator	Standard	EP Emerging Proficiency	AP Approaching Proficiency	P Proficient
Understand place-value of multi-digit whole numbers **Synergy Standard 04.MAT.NB.A**	4.NBT.1	*With support*, in a multi-digit number, student recognizes a digit in one place represents 10 times as much as it represents in the place to its right.	In a multi-digit number, student recognizes a digit in one place represents 10 times as much as it represents in the place to its right *with some errors*.	In a multi-digit number, student recognizes a digit in one place represents 10 times as much as it represents in the place to its right.
	4.NBT.2	Student demonstrates **ONE** of the following: Reads a number ... **OR** Writes a number ... using base-ten ... **OR** Writes a number ... using number ... **OR** Writes a number ... using expanded form **OR** Compares two multi-digit numbers (up to five digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Student demonstrates **THREE** of the ... digits ... ...m) ... using expanded form **OR** Compares two multi-digit numbers (up to six digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Student demonstrates **ALL** of the following: Reads a number with up to seven digits **AND** Writes a number (up to seven digits) using base-ten numerals **AND** Writes a number (up to seven digits) using number names (word form) **AND** Writes a number (up to seven digits) using expanded form **AND** Compares two multi-digit numbers (up to seven digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Numbers and Operations in Base Ten domain continued on next page	4.NBT.3	Rounds a number up to the hundreds place.	Rounds a number in any place up to the thousands place.	Rounds a number in any place up to the millions place.

These are the **CA standards** associated with the indicator. **There may be multiple standards under an indicator.** These standards are not listed in the gradebook.

		Domain: Numbers and Operations in Base Ten		
Indicator	Standard	**EP** Emerging Proficiency	**AP** Approaching Proficiency	**P** Proficient
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	4.NBT.2	Student demonstrates **ONE** of the following: Re... **OR** Wr... us... **OR** Wr... us... **OR** Writes a number (up to five digits) using expanded form **OR** Compares two multi-digit numbers (up to five digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Student demonstrates **THREE** of the ... digit...s) ...m) Writes a number (up to six digits) using expanded form **OR** Compares two multi-digit numbers (up to six digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Student demonstrates **ALL** of the following: Reads a number with up to seven digits **AND** Writes a number (up to seven digits) using base-ten numerals **AND** Writes a number (up to seven digits) using number names (word form) **AND** Writes a number (up to seven digits) using expanded form **AND** Compares two multi-digit numbers (up to seven digits) based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Numbers and Operations in Base Ten domain continued on next page	4.NBT.3	Rounds a number up to the hundreds place.	Rounds a number in any place up to the thousands place.	Rounds a number in any place up to the millions place.

If there are multiple standards under an indicator, students **must be proficient in each standard** to receive a final grade of Proficient.

What are some options to assess student learning?

-Student portfolios (samples of student work)

-Engagement with Math Routines

-Math entry tasks and review tasks

-Student writing samples

-Running Records/Guided Reading

-Phonics Screener

-Projects

-Presentations

-Research/Experiments

-Contributions to class discussions

-Teacher observations

Assessments do not have to be formal tests.

THESE ARE A FEW EXAMPLES AND NOT AN EXHAUSTIVE LIST

What Are Some Things to Remember?

❖ The indicator is **not the CA standard.**

❖ The "Synergy Standard" is used to **tag an assignment**; it is not the CA Common Core standard**.**

❖ For indicators with multiple standards, **ALL** standards must be mastered to receive a final grade of Proficient on the report card.

❖ **Teachers are responsible for teaching ALL grade-level standards even if it is not reported on the report card.**

What are some suggestions to help track Student Progress?

➢ Print out a rubric (ELA & Math) for each student. Use a marker to mark the rubric where the student is in their learning. Use a different color for each trimester.

➢ When entering assignments in Synergy, title the assignment with the actual CA standard in parenthesis. [ex: Rounding Numbers to Millions (NBT.3)].

Quick Link Resources

➢ K-5 Elementary One-Pager with ELA/MATH Rubrics and Curriculum Guides

➢ ELA webpage

➢ Elementary MATH webpage

➢ Summary of Presentation