

Standards-Based Grading in Wyoming Schools

**State Board of Education
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Purpose

- To provide information to the State Board of Education regarding the implementation of standards-based grading in Wyoming schools.

Process

- An online survey was distributed to all Superintendents, Curriculum Directors and Principals, it was open December 4-15, 2020.

Process: Definitions within the survey

- In a standards-based system, the focus is on learning. Teachers work to ensure that students learn the expected material as they progress in their education. One student may attain proficiency the first time the standard is taught and assessed, another student may require additional time and support.
- Grades for behaviors and work habits (meeting deadlines, following rules, etc.) are reported separately from academic grades so that students, teachers, and parents can make distinctions between learning achievement and behavioral issues.
- The criteria used to determine what "meeting standard" means is defined in advance. Teachers and students use tools such as proficiency scales and rubrics to guide - and then to evaluate - student learning. Grades reported to parents are aligned to descriptive standards. Grades are not based on test and assignment (homework) scores that are simply averaged together.
- Students are provided multiple opportunities to achieve proficiency.

Survey Topics

- Prioritizing Standards
- Separating Behaviors from Academic Grades
- Parent Communications
- Grading and Reporting Proficiency
- Worries or Challenges to Implementing SBG
- Additional Information/Final Thoughts

Results

Responses:

- 88 Responses from 42 of 48 Districts

Respondent's Positions:

- Central Office Administrators - 48.3%
- Principals - 51.7%

For consistency, Central Office staff assigned to a curriculum role were used for this presentation.

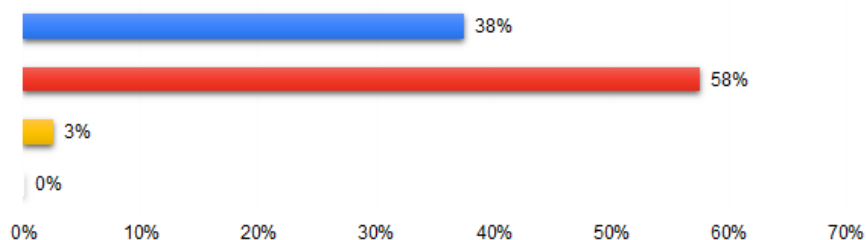
Implementation K-12

Grade	Fully Implemented	Begun Implementation	Researching Implementation	No Plans
K	38%	58%	3%	0%
1	38%	58%	3%	0%
2	38%	58%	3%	0%
3	40%	50%	8%	0%
4	40%	50%	8%	0%
5	40%	50%	8%	0%
6	20%	55%	15%	3%
7	10%	53%	23%	5%
8	10%	53%	25%	5%
9-12	5%	30%	38%	15%

Notes: Percentages are based on responses from Central-Office Staff assigned to a curriculum role, representing 40 districts.

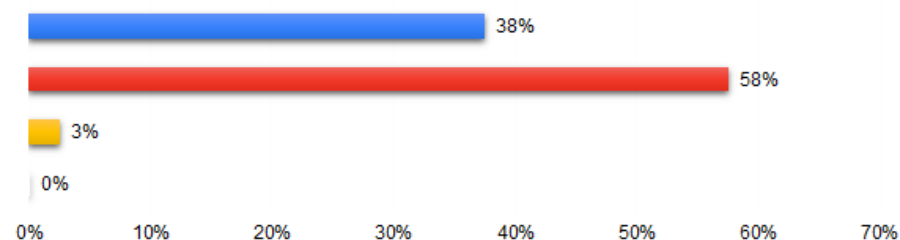
Implementation K-1

Kindergarten



- We have fully implemented SBG and would be willing to assist other districts
- We have identified priority standards, created proficiency scales and/or rubrics, and have begun to implement SBG
- We are researching Standards-based Grading for future implementation
- We have no plans to implement SBG

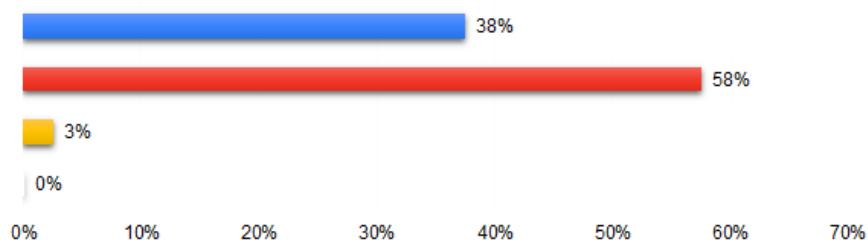
1st Grade



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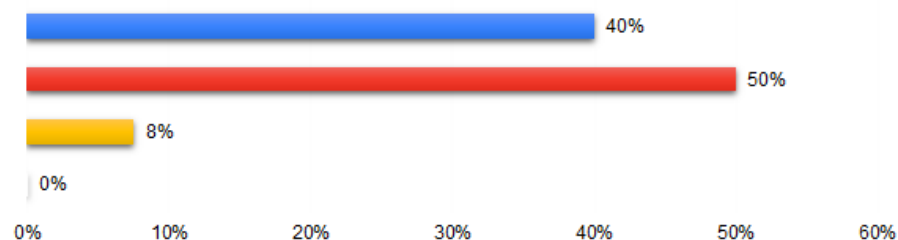
Implementation 2-3

2nd Grade



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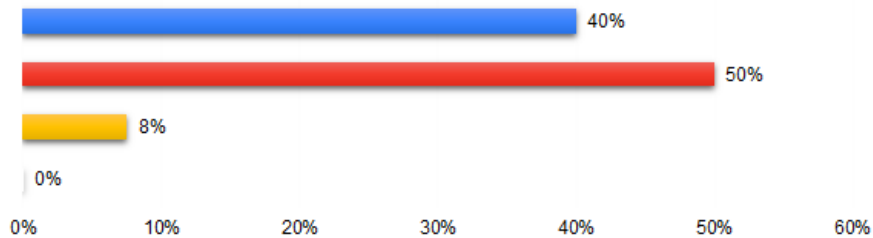
3rd Grade



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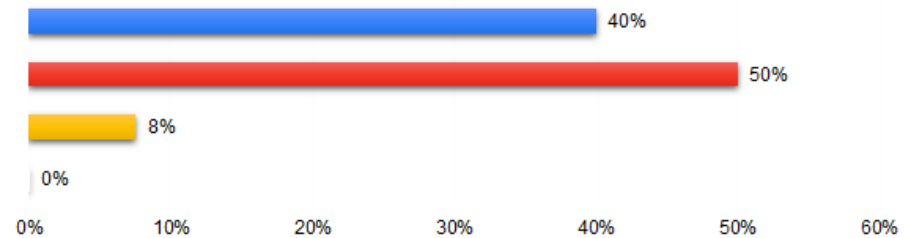
Implementation 4-5

4th Grade



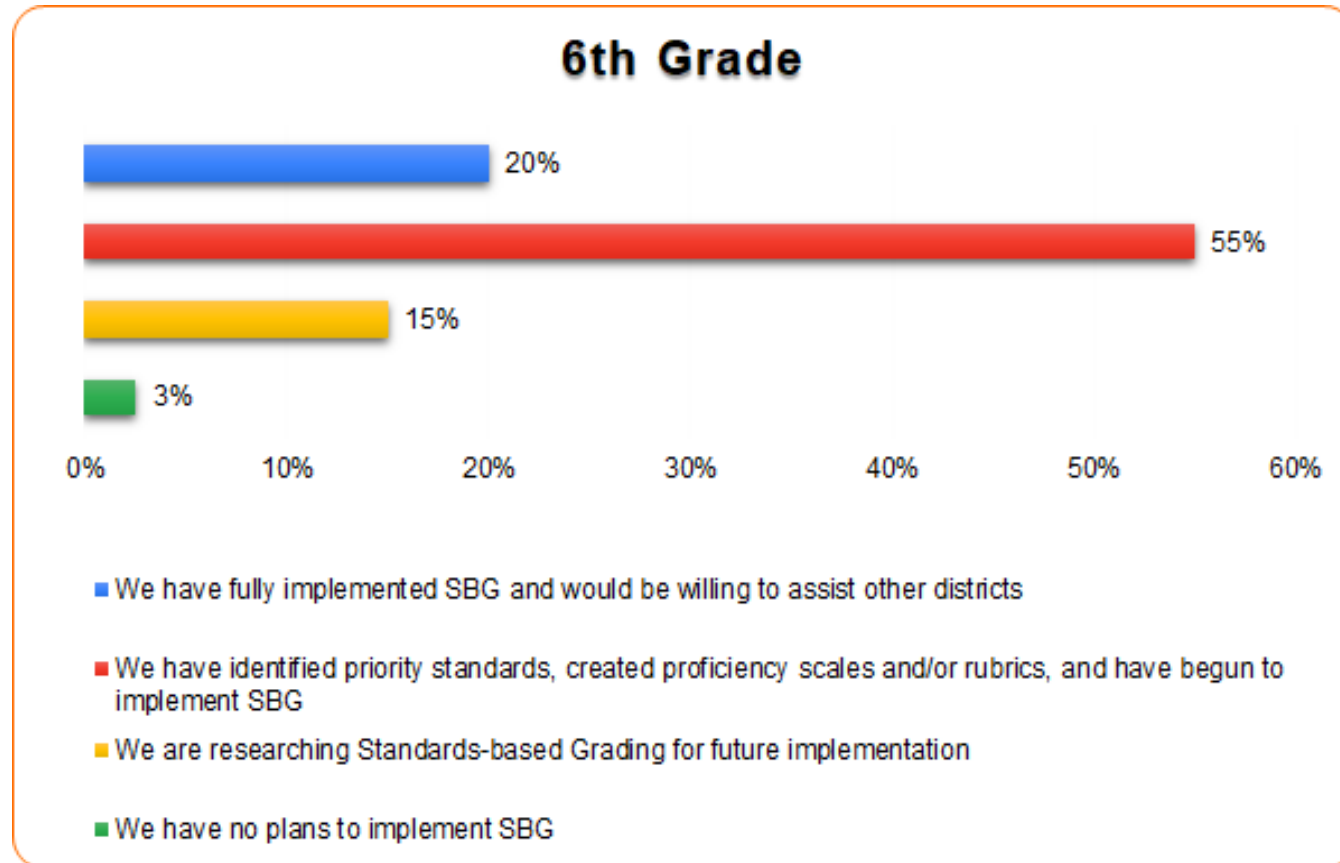
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5th Grade



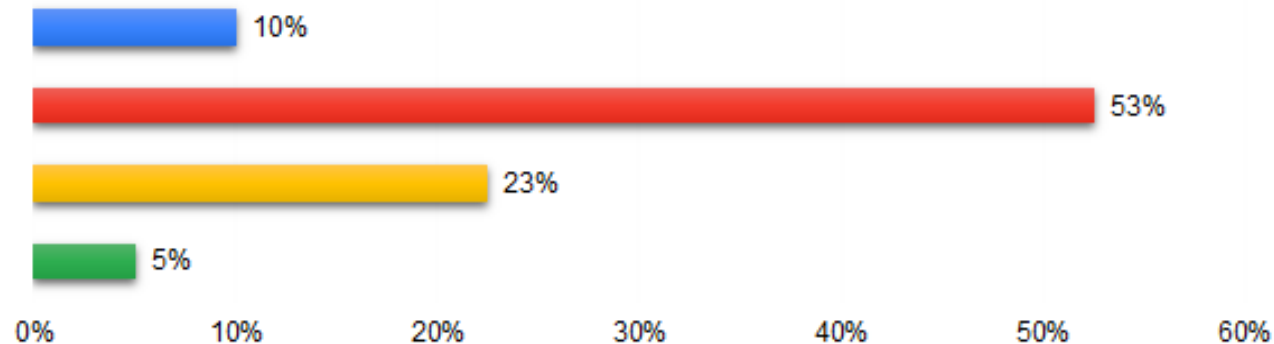
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Implementation 6-8



Implementation 6-8

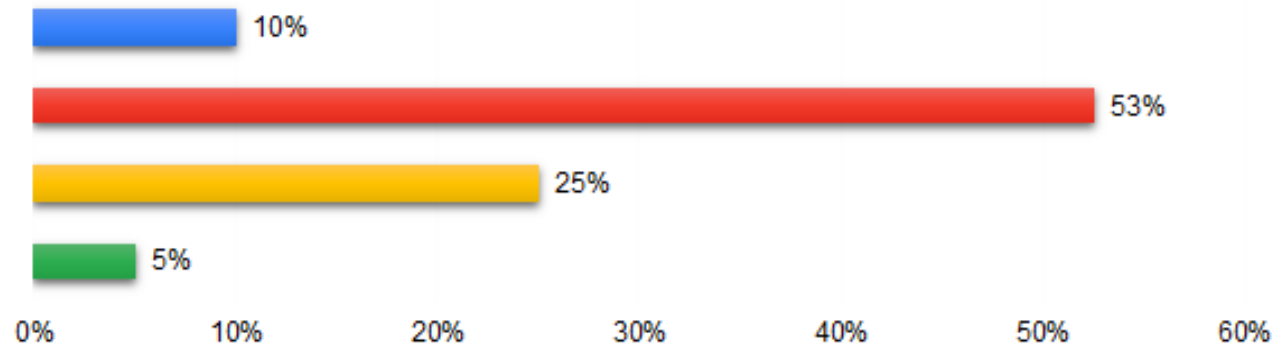
7th Grade



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Implementation 6-8

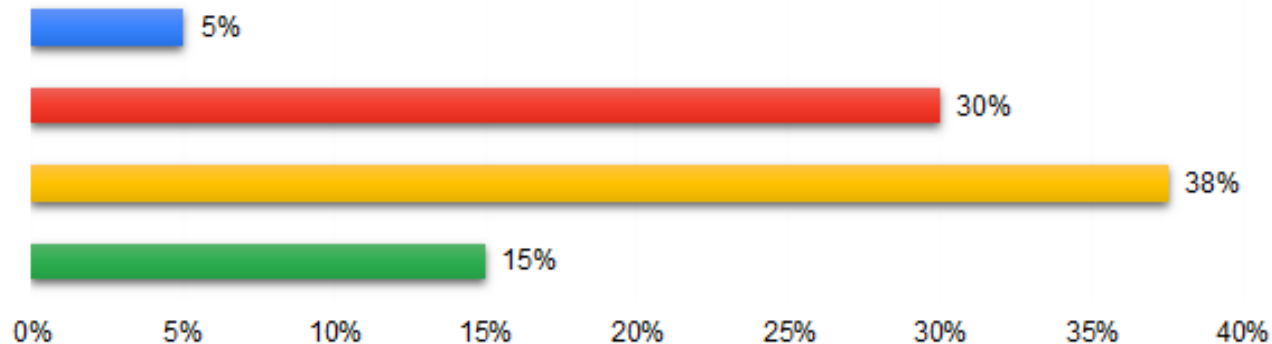
8th Grade



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Implementation 9-12

High School



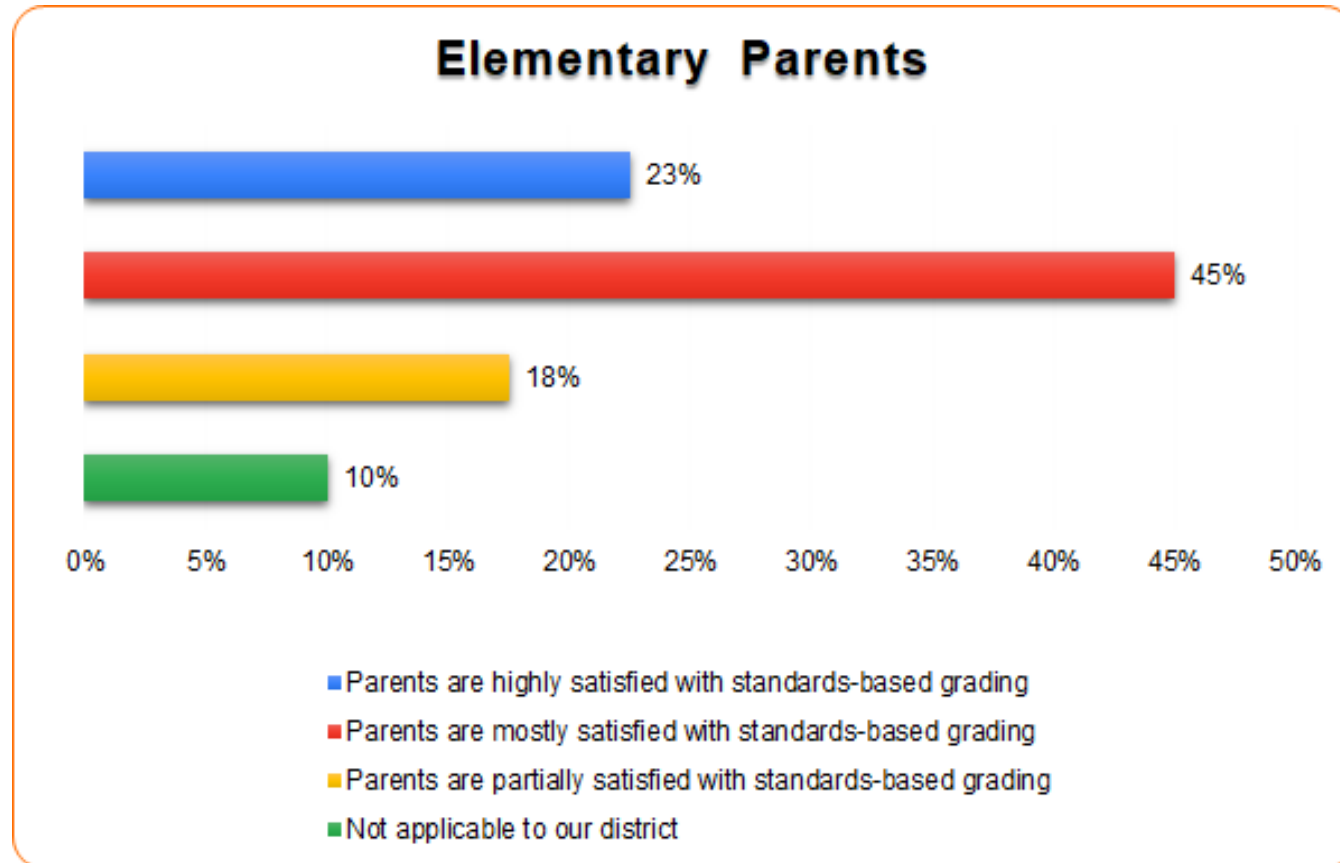
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Parent Satisfaction

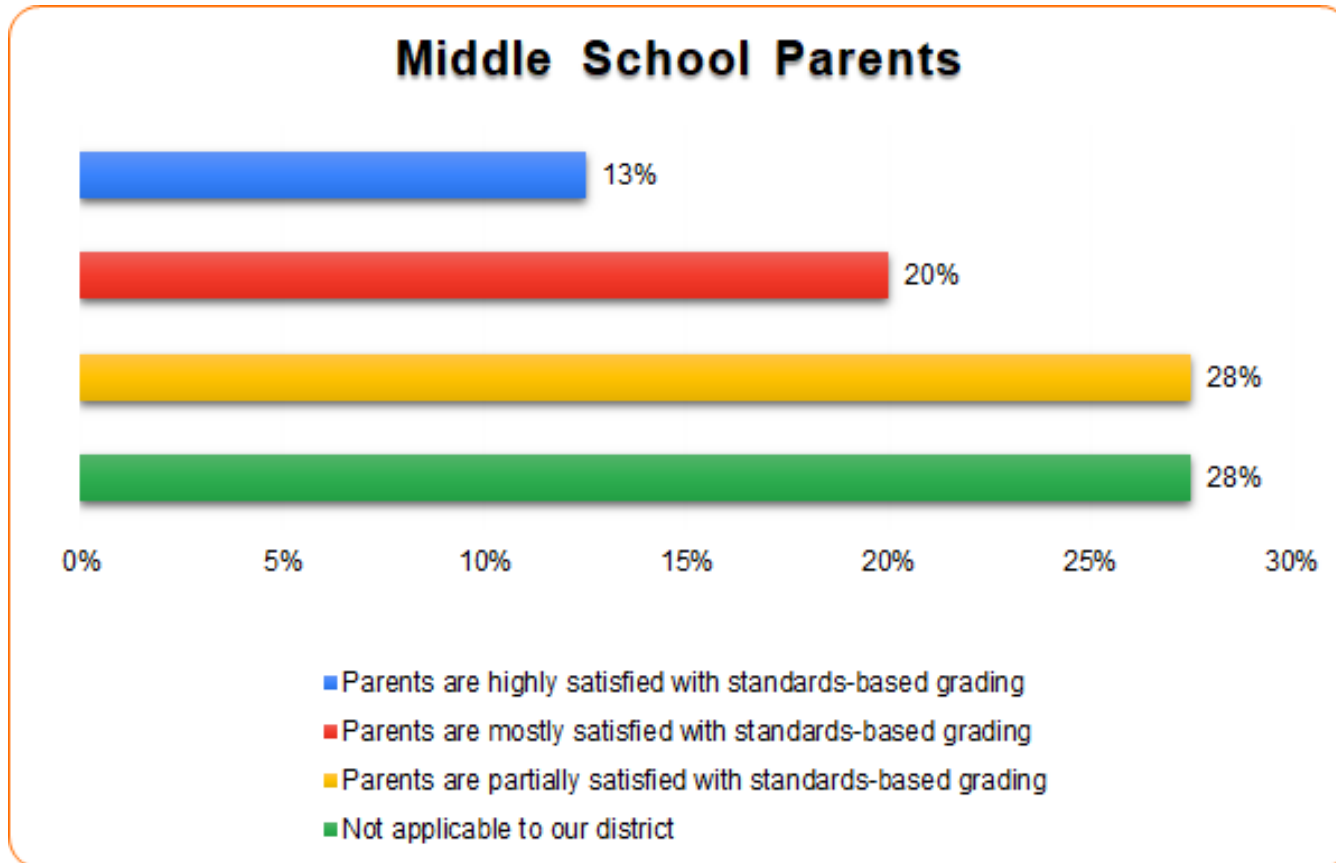
Grades	Highly Satisfied	Mostly Satisfied	Partially Satisfied	N/A
Elementary School	23%	44%	18%	10%
Middle School	13%	20%	28%	28%
High School	3%	28%	15%	43%

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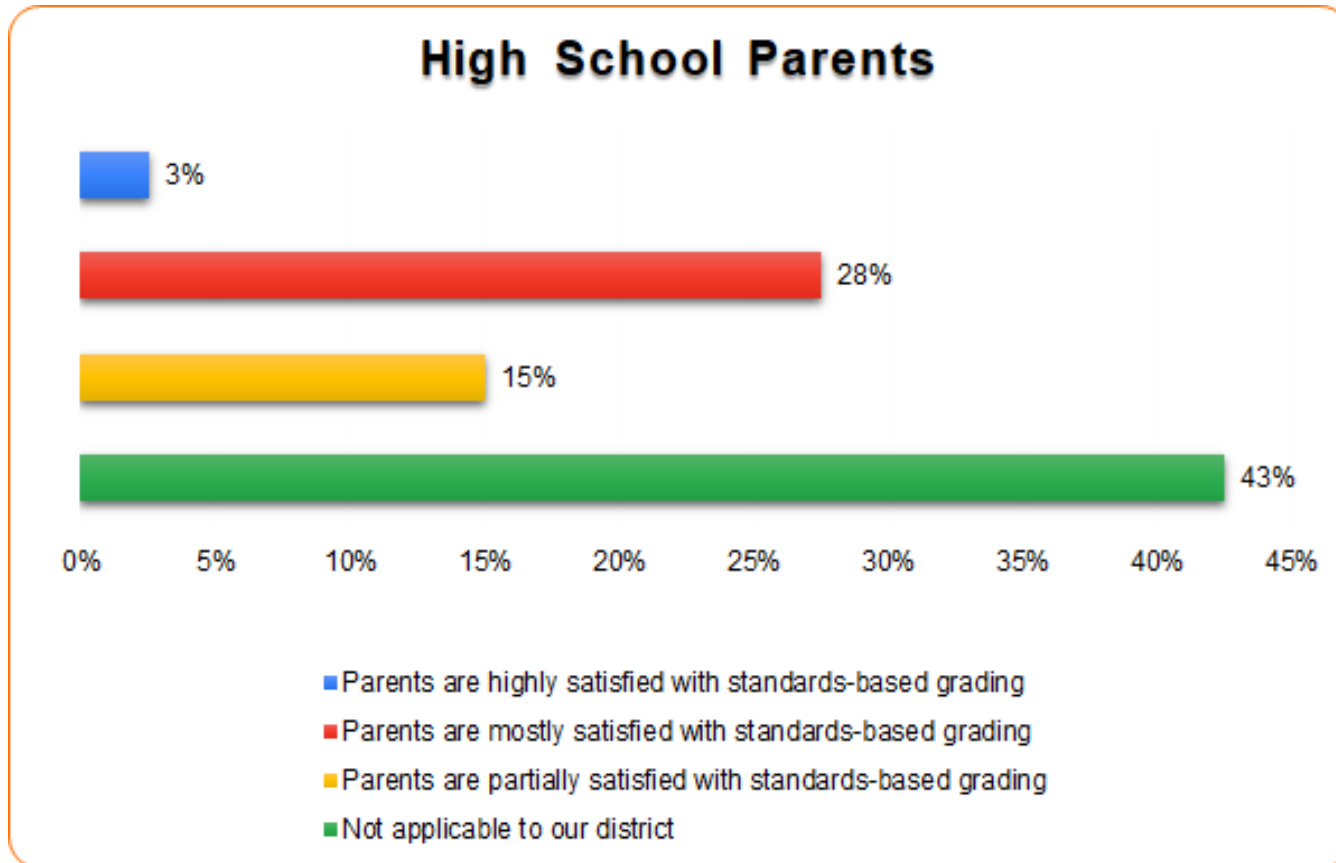
Parent Satisfaction



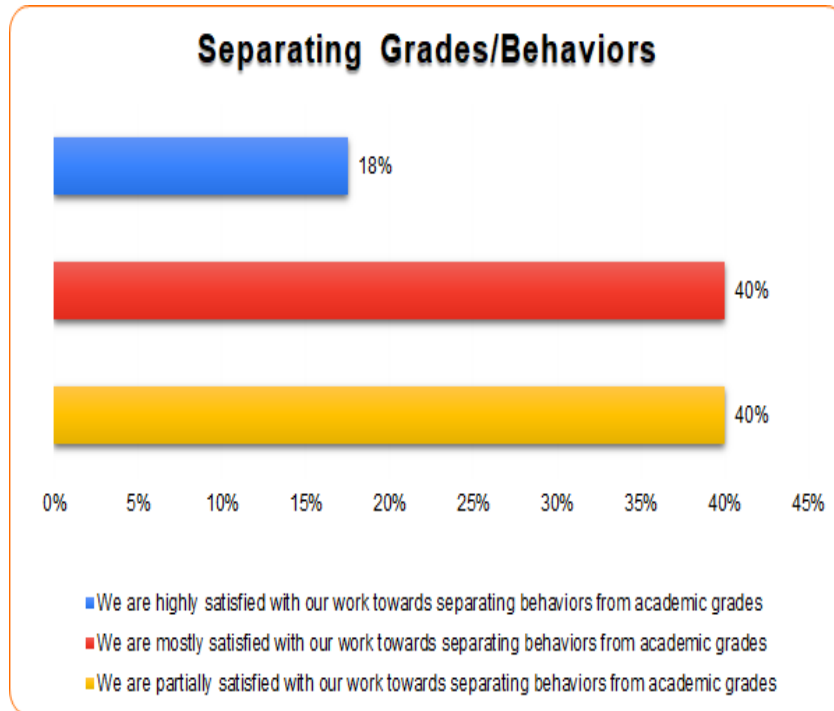
Parent Satisfaction



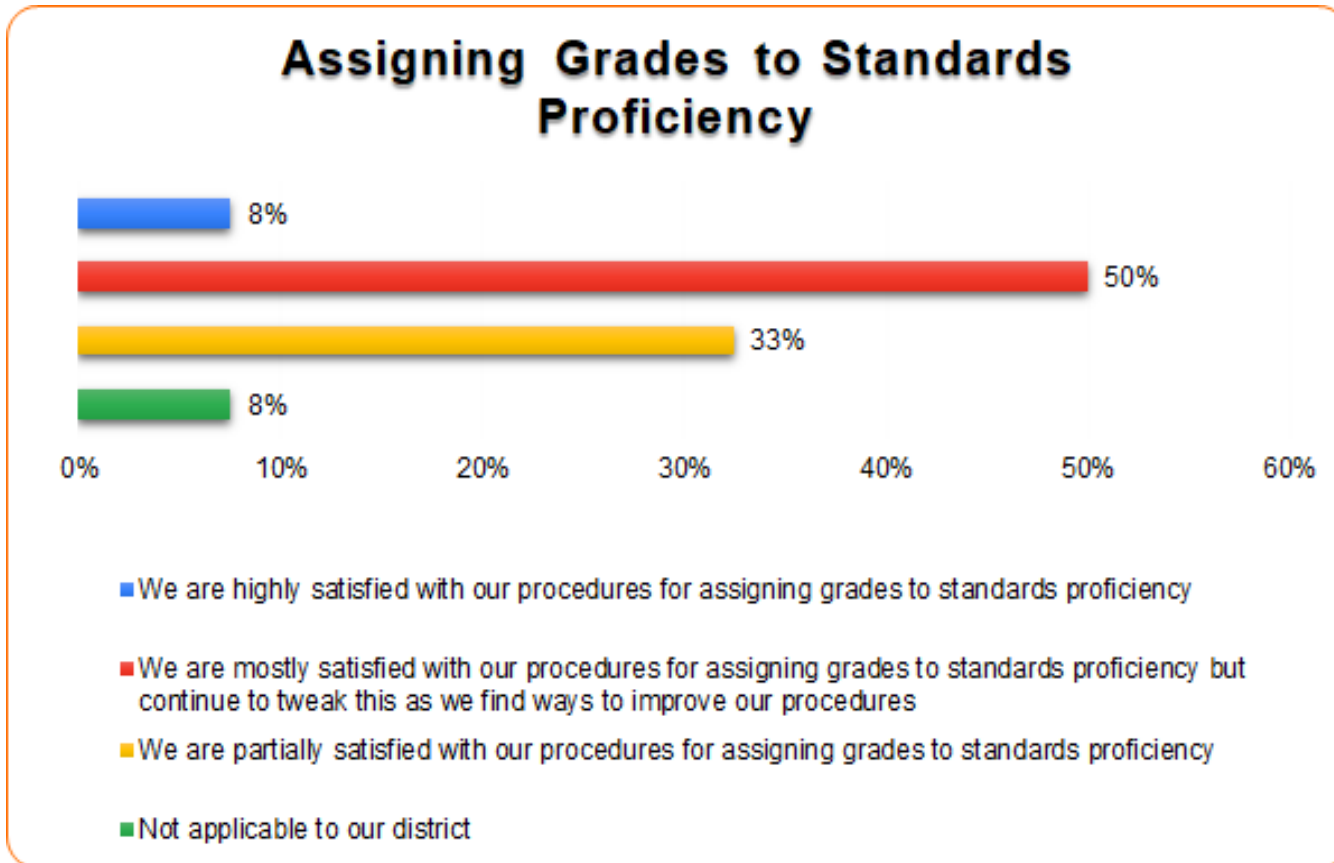
Parent Satisfaction



Separating Grades/Behaviors



Grading Standards Proficiency



Challenges

- All but seven districts responding to this survey indicate challenges in working with their School Information Systems to create appropriate formulas to determine grades.
- Providing ongoing professional development for teachers, principals or new staff.
- Determining student eligibility.

Sample Comments

- This is the best thing we've done to truly connect the work of the PLC process!
- A good foundation has been laid, now time is needed to bring it together.
- I am happy to share our journey with anyone that is headed this direction. We certainly made some mistakes along the way but have learned a lot.
- K-5 is in a great place, 6-8 is ready but COVID messed things up, and 9-12 is getting there.
- We are having difficulty implementing SBG with any kind of fidelity at the high school level. Teachers are working hard, but the LMS (Learning Management System), SIS (School Information System), eligibility, credits and GPA complicates matters more than we initially had thought.

Comments, continued

- At the secondary level we have had discussions about standard-based grading. I believe we would have support for separating student learning from student behavior from both parents and teachers. The conversation seems to get hung up when reconciling standards-based grading with GPA and transcript reporting at the post-secondary level.
- In some cases, parents have communicated their frustration concerning standards-based grading because they don't fully understand the 4-point scale and it's foreign to their own learning experience. Just a few thoughts to consider.

Access to all comments is available [here](#).