

A background image of a young Black girl with her hair in braids, wearing a yellow shirt, focused on writing in a notebook with a purple pen. Other students are blurred in the background.

COMMITTED TO  
**E★cellence**

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## Fort Bend ISD Grading Pilot and Standards-Based Grading

*Sugar Land MS  
August 24, 2021*

# FBISD District Wide Participation

2018 - 2019 Campuses

- 5 elementary
- 2 middle schools

ELA, Math, Science, Fine Arts (MS)



2019 - 2020 Campuses

- 8 elementary
- 5 middle schools

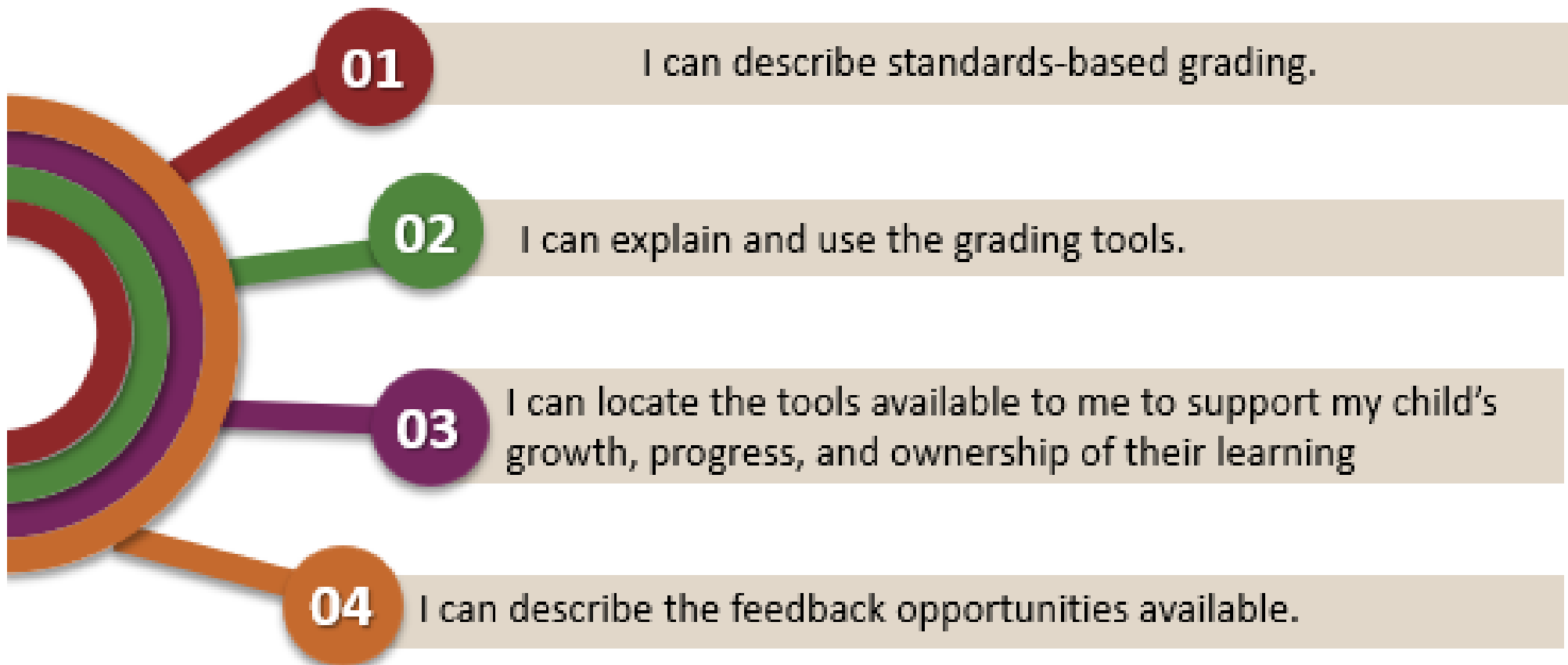
ELA, Math, Science, Social Studies, Fine Arts (MS)

2020 - 2022 Campuses

- 8 elementary
- 6 middle schools

ELA, Science, Social Studies, Fine Arts (MS)

# I am learning about Standards-Based Grading and how I may support my child's growth and progress this year



# Why Standards-Based Grading?

*We believe **grades** should  
reflect **learning** and **progress**, not completion or  
compliance.*



# Why Standards-Based grading?

We believe standards-based grading is both a different mindset from our traditional approach and a better system for communicating student progress because...

- Grades (referred to as “marks”) represent proficiency levels around fixed targets or competencies rather than the percentage correct
- Marks are not intended to sort and rank students
- It provides parents with “grades” (marks) by **competency**, rather than **one** overall grade; this communicates a fuller picture of student progress
- As professionals, teachers are best equipped to determine and communicate a student’s progress rather than a computer-generated score
- Academics and behavior are reported separately. Academics through “marks”, and behavior through “learner characteristics”

# Why Now?



## District Goal 2

Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

# What happens if we do not?

Competition  
over  
collaboration

Students see  
their grade as  
their identity

Motivation  
continues to  
decline

# What do grades mean?

Grades do not reflect *who* students are as learners, but reflect *where* they are in their learning—and *where is always temporary!*

-Dr. Thomas Guskey in *Get Set, Go! Creating Successful Grading and Reporting Systems*, 2020.

The purpose of grades is to communicate student performance related to predetermined standards and competencies at the time of reporting.



# What is Standards-Based Grading?

Standards Based Report Card	
English Language Arts	GPP
C2– Characters and Theme in Literary Text The student analyzes characters, their relationships and interactions, and infers the themes of literary texts.	PF
C3 – Central Idea and Details in Informational/Argumentative Texts The student infers the author’s central idea/claim in informational and argumentative texts by thinking about the details, text features, and text structure.	PG
C5 – Author’s Purpose and Craft The student analyzes the authors’ craft choices and how they influence and communicate meaning within texts.	PF

Marks
Developing (DV)
Progressing (PG)
Proficient (PF)
Advanced (AV)

Traditional Report Card	
English Language Arts	87% = B

The purpose of grades is to communicate student performance related to predetermined standards and competencies at the time of reporting.

# What is Standards-Based Grading?

Standards Based Report Card	
	Math
C1– Expressions and Equations The student uses one-variable equations and inequalities in problem situations.	PF
C3 – Geometry The student explains the effect of transformations applied to two-dimensional shapes on a coordinate plane.	PG
C4 – Measurement The student solves problems involving surface area, volume, and Pythagorean theorem.	PF

Marks
Developing (DV)
Progressing (PG)
Proficient (PF)
Advanced (AV)

Traditional Report Card	
Math	87% = B

The purpose of grades is to communicate student performance related to predetermined standards and competencies at the time of reporting.

# The Language of the Grading Pilot

## Competency

### Learning Progression for Competency 1: Scientific Investigations and Explanations

The student plans and implements a variety of scientific investigations and analyzes data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.

Developing	Progressing	Proficient	Advanced
<ul style="list-style-type: none"> <li>Follow a routine procedure to measure or complete a process</li> <li>Use scientific tools to collect and record data</li> <li>Identify information found in a graph, chart, or table</li> <li>Identify variables within scientific experimentation</li> <li>Recognize a scientific explanation</li> <li>Classify data and observations</li> </ul>	<ul style="list-style-type: none"> <li>Use information from a graph, chart, or table to answer a question</li> <li>Organize, represent, and compare data</li> <li>Make predictions based on observations and data</li> <li>Summarize findings</li> <li>Compare, and organize data and observations</li> <li>Identify, calculate, and measure as needed in testing</li> <li>Summarize findings</li> </ul>	<ul style="list-style-type: none"> <li>Justify a response with supporting evidence</li> <li>Interpret information from graphs, charts, or tables</li> <li>Identify a pattern or a trend contained in data</li> <li>Apply scientific knowledge to explain and interpret data</li> <li>Specify and explain cause and effect relationships</li> <li>Describe and explain examples and non-examples of reasonable scientific explanations</li> <li>Organize, represent, and compare data that supports</li> </ul>	<ul style="list-style-type: none"> <li>Explain cause and effect relationships between independent and dependent variables</li> <li>Extend a pattern in order to predict data (extrapolate)</li> <li>Recognize and explain how a scientific explanation applies to a new situation</li> </ul>

**Competency Success Criteria:** Success criteria define what students need to know and demonstrate in order to attain the Proficient (PF) level at the end of a unit or grading period as related to the competency.

**Proficient:** A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

Class	PR1	PR2	T1
<b>ELA I 6</b> Period 0 SAMPLE MS GP TEACHER			
<b>ELA</b>	GP		
<b>1A - Responding to Texts through Disc...</b>	PG		
Socratic Seminar (Harrison Ber <i>Due: 08/20/2020 (PR1)</i>	DV		
<b>1B - Responding to Texts through Writi...</b>	PF		
Written Response 1 <i>Due: 08/20/2020 (PR1)</i>	PG		
2 - Thinking Critically about Genre/Ch...			
3-Thinking Critically about Author's Pu...			
4 - Writing Texts: The student uses the...			
5 - Inquiry: The student engages in bot...			
<b>LEARNER CHARACTERISTICS</b>			
Communication	MT		
Collaboration	MT		
Skills for Life	A		

Content Area Term Mark

A diagram illustrating the relationship between PG, Events, and Competency Marks. It features a yellow grid with a red arrow pointing from 'PG' to 'Events' and another red arrow pointing from 'Events' to 'Competency Marks'.



Profile of a Graduate

Developing (DV)
Progressing (PG)
Proficient (PF)
Advanced (AV)

Grading Pilot Pass (GPP)
Grading Pilot Fail (GPF)

Occasionally (OC)
Some of the Time (ST)
Most of the Time (MT)
Always (A)

# Skyward Family Access Notifications



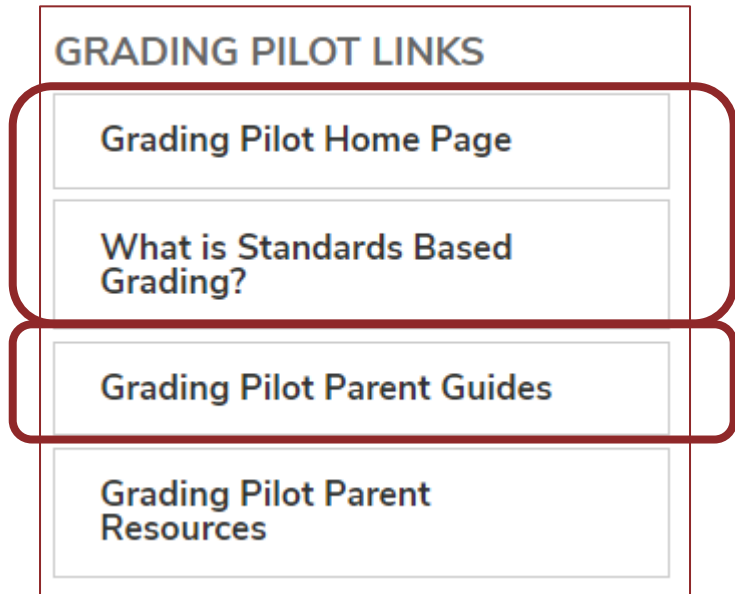
*If your child's class is participating in the FBISD Grading Pilot, log into Skyward Family Access to review the Gradebook in order to determine the mark (DV, PG, PF, AV) your student received on this item. For details related to the competencies and progressions, visit*

<https://www.fortbendisd.com/Page/112009>.



# Parent Resources

## [Webpage](#)



PARENT GUIDES AND COMPETENCIES & PROGRESSIONS	
	<a href="#">Expand All</a>
2ND GRADE	>
3RD GRADE	>
4TH GRADE	>
5TH GRADE	>
6TH GRADE	>
7TH GRADE	✓
Parent Guides	
◦ <a href="#">Science</a>	↓A
◦ <a href="#">English Language Arts</a>	↓A
Competencies and Progressions	
◦ <a href="#">Science</a>	↓A
◦ <a href="#">English Language Arts</a>	↓A
8TH GRADE	>
FINE ARTS	✓
Competencies and Progressions	
◦ <a href="#">Beginner Orchestra</a>	↓A
◦ <a href="#">Beginner Band</a>	↓A
◦ <a href="#">Beginner Choir</a>	↓A
◦ <a href="#">Art I</a>	↓A
◦ <a href="#">Art II</a>	↓A
◦ <a href="#">Art III</a>	↓A

# Parent Guides

## PARENT GUIDES AND COMPETENCIES & PROGRESSIONS

2ND GRADE

3RD GRADE

4TH GRADE

5TH GRADE

6TH GRADE

7TH GRADE

Parent Guides

- [Science](#) ↓A
- [English Language Arts](#) ↓A

Competencies and Progressions

- [Science](#) ↓A
- [English Language Arts](#) ↓A

Unit

[Expand All](#)

At home  
connections

### Grading Period 1

#### Unit 1: Cell Structure and Function

Estimated Date Range: Aug. 11 – Sept. 29

Estimated Time Frame: 34 days

#### Overview:

Students will learn how to explain the components of the scientific theory of cells: all organisms are composed of cells, all cells come from pre-existing cells, and cell are the basic unit of life. Students will learn the levels of organization to understand that the cell is the smallest unit in living organisms such as plant and animals. Finally, students will learn how to describe the structure and function of cell walls, vacuoles, chloroplasts and other cell organelles, and distinguish between plant and animal cell. Students will also review lab safety. Students will come to 7<sup>th</sup> grade with understanding of the difference between prokaryotic and eukaryotic cells, with the basic knowledge that the nucleus is the brain of the cell.

#### At home connections:

- Ask student what is a scientist and what do they do? Have students create a digital or paper interactive science notebooks where they identify and describe common laboratory tools such as microscope, tongs, safety goggles, balance, beaker, etc...
- Discuss the definition of the cell with students and work to explain the importance of cells to living organisms. Explain to students that we have cells on the inside and outside of our bodies. Adults and students can learn more about an introduction to cells at the Annenberg Learner link: [What is Life? A Closer Look](#).

#### Concepts within Unit #1

[Link to TEA Middle School Science TEKS](#)

#### Success Criteria for this concept

Concept #1: Safety  
7.1A, 7.4B

- List and describe all the general safety rules regarding conduct, clothing, accidents, glassware, heating/fire, animals, etc.
- Follow appropriate safety rules during laboratory/field investigations
- Describe consequences of improper use of equipment and violation of the safety rules.

Concept #2:  
Cell Structure and Function  
7.12C, 7.12D, 7.12D

- Identify and describe the organelles that include cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole.
- Explain the function of the cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole
- Describe the structure of the cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole

Competency 1- Scientific Investigations and Explanations  
Competency 2- Cell Structure and Function

Criteria for PF

# Parent Resources

## [Webpage](#)

GRADING PILOT LINKS

[Grading Pilot Home Page](#)

[What is Standards Based Grading?](#)

[Grading Pilot Parent Guides](#)

[Grading Pilot Parent Resources](#)


Grading Pilot Parent Portal

 Watch later
  Share





FORT BEND INDEPENDENT SCHOOL DISTRICT

Login ID:

Password:

[Sign In](#)

[Forgot your Login/Password?](#)

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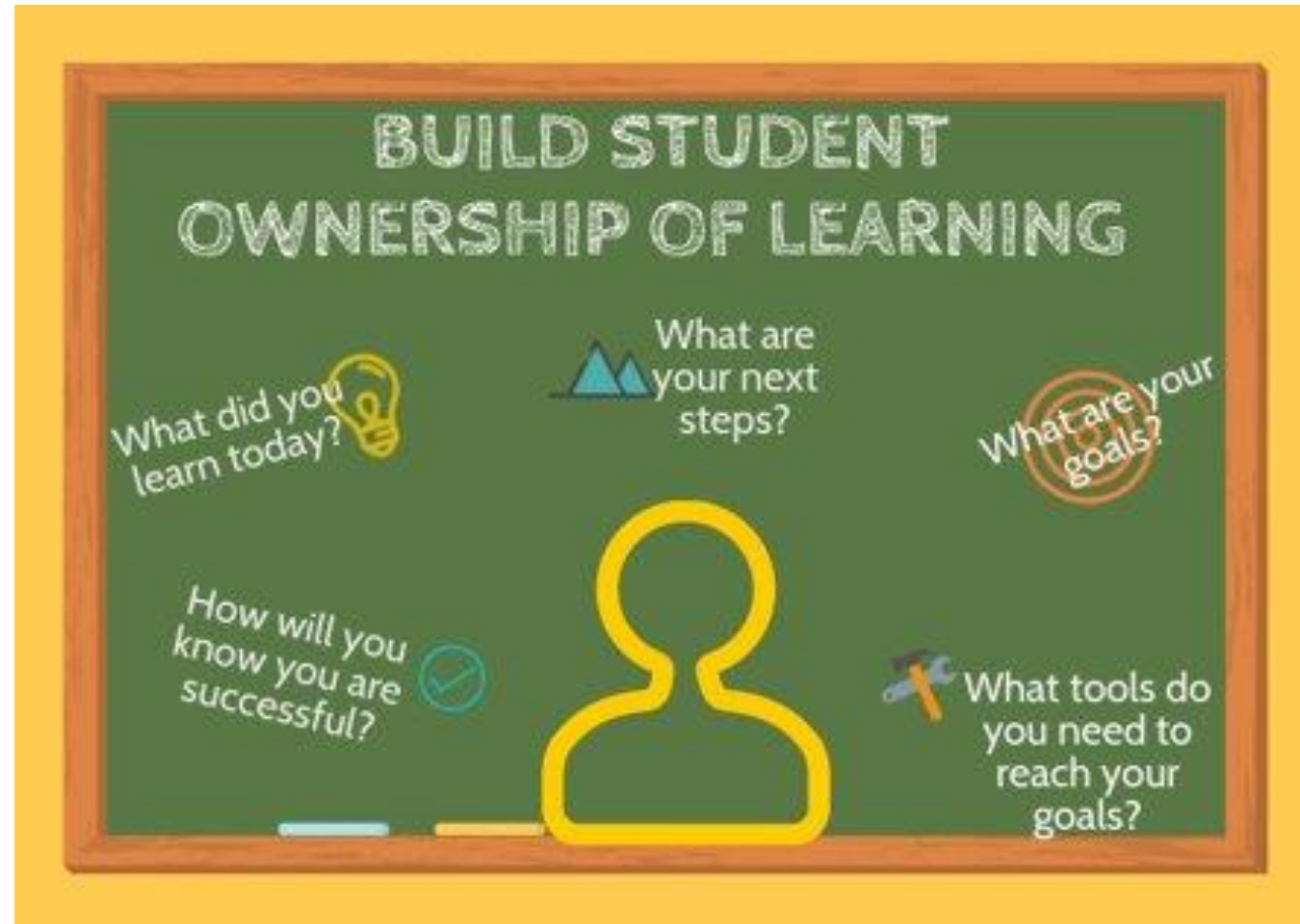
Login Area: All Areas

[Parent Access to Skyward Job Aid](#)


# How do I support my child's growth and progress?

When your child receives a mark of...	Developing (DV)	Progressing (PG)	Proficient (PF)	Advanced (AD)
What you know	Needs additional time and practice	Almost there	Met Grade Level Expectations	In-depth understanding
Possible Action	Pay close attention and provide support	Monitor progress	Reinforce learning	Seek enrichment
Questions for my child	What are you learning? Where are you confident? Where do you need support?	What are you learning? What skill are you working on? How can I help?	What are you learning? How do you know when you are successful?	What are you learning? How can you apply this learning to a new situation?
Possible questions for my child's teacher	What skill or topic should we focus on? What types of intervention are available?	How can I support my child's understanding?	How can I reinforce this learning at home?	How can we enrich my child's learning?

# Changing the Conversation at Home





# Staying in Touch

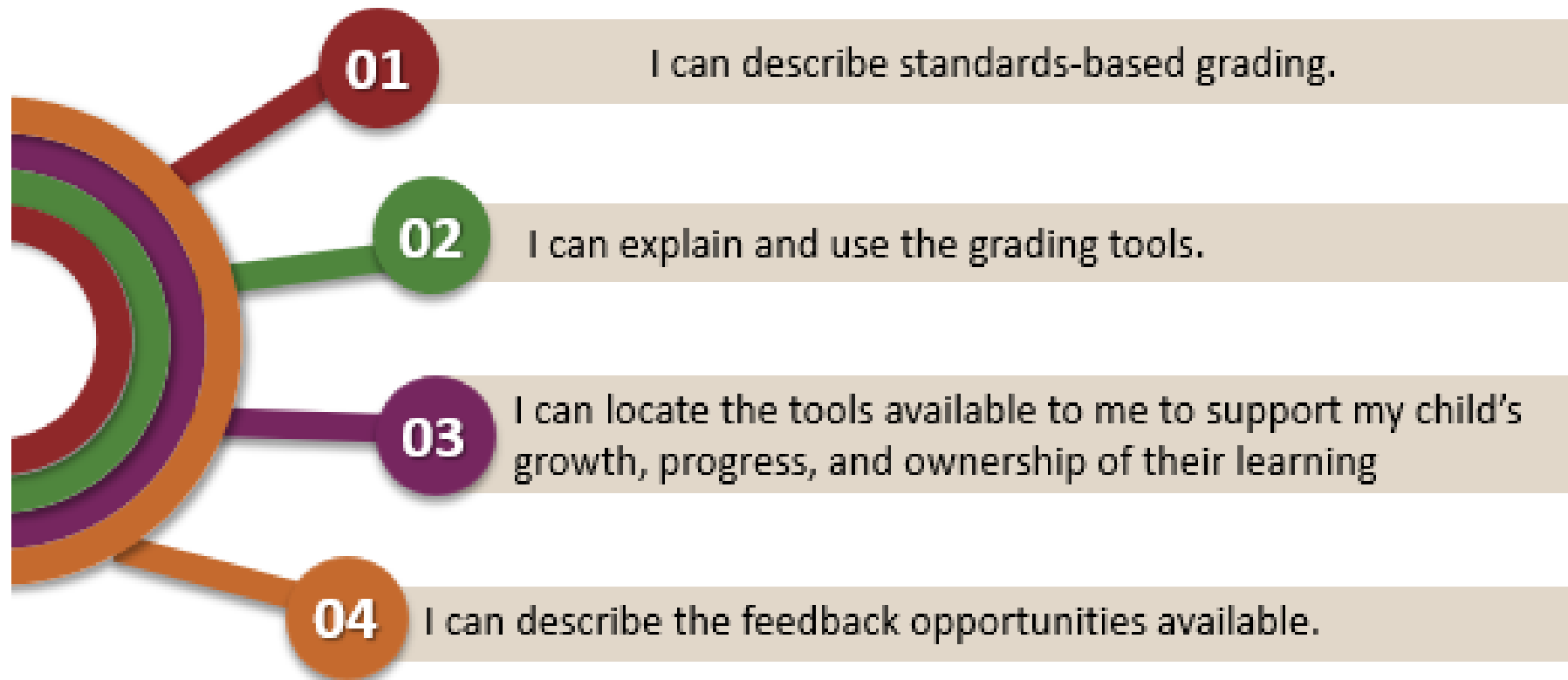


- Open labs for understanding Skyward Family Access
- Teachers & Campus Leaders



- Campus Leaders
- Parent Focus Groups
- Feedback Form:  
<http://bit.ly/FBISDGradingPilot>

# I am learning about Standards-Based Grading and how I may support my child's growth and progress this year



Grades do not reflect *who* students are as learners, but reflect *where* they are in their learning—and *where is always temporary!*

# Breakout Rooms by Content Area

- Now we will give you the opportunity to enter a breakout room with your child's teacher(s). If your child is in more than one SBG/Grading Pilot Course, join one of them now, and then leave the breakout room and we can put you into another one.
- Breakout Rooms Are:
  - Science 7
  - Art (All Levels)
  - Beginning Band
  - Beginning Choir
  - Beginning Orchestra
- Breakout rooms will last about 15 minutes (or until I get a signal that we are done)
- We will finish here as a group after the Breakout Rooms