

Lincolnshire-Prairie View School District 103
Curriculum and Instruction

Standards-Based Grading: Grades 6–8

Mission

To provide innovative learning experiences which empower each student to excel and make a difference in a diverse and interconnected world.



What is Standards-Based Grading?

Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.

We are using standards-based grading to communicate academic progress for students in grades 3-8.

Essentials of a Standards-Based System

Unlike with traditional grading systems, standards-based grading measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. Thus, a student who may have struggled at the beginning of a course, when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period.

Strategic Goals 2026

- Goal 1 Critical Thinking/Problem Solving - Provide authentic learning experiences that require students to ask questions for understanding to address complex real-world issues.
- Goal 2 Individualized Learning - Provide opportunities for all students to advance their individual academic knowledge, skills, and abilities.
- Goal 3 Social/Emotional Learning - Develop well-balanced citizens through a robust implementation of State Social Emotional standards to create safe, healthy, and just communities.

In a traditional grading system, a student's performance for an entire trimester is averaged together. Early quiz scores that may have been low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than more recent performance may indicate.

Standards-based report cards separate academic performance from work habits and behavior in order to provide parents a more accurate view of a student's progress in both academic and behavioral areas. Learner behavior characteristics (LBCs) such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student's academic performance.

A student's performances on a series of assessments (both formative and summative) are used to determine a student's overall grade in a course. Practice assignments (homework) are just that, practice, and thus should serve primarily as a source of feedback and instructional support for both students and teachers. Scores on practice assignments are not used as a major component of a student's academic grade. Teachers may require students to complete all of their practice work prior to allowing them to take, or retake, an assessment.

What does my child's report card look like?

The report card seeks to provide meaningful feedback so both students and parents can track progress toward mastery of key academic concepts, as well as reflect upon strengths and weaknesses in both content proficiency and learner behaviors. There are four levels of achievement reported on student report cards.

Meets Standard: The student consistently a complete understanding of the standard by independently applying and connecting knowledge and skills with accuracy and quality.

Nearly Meets Standard: The student grasps and applies most key concepts, processes, and skills but may need support at times to meet grade-level standard.

Approaching Standard: The student requires additional practice and support to show progress on grade-level standard.

Beginning Standard: The student requires additional practice and support to show progress on grade-level standard.

More Information

You can locate additional resources, including parent curriculum guides, and informational videos about standards-based grading via our webpage at www.d103.org/curriculum.