**RACINE UNIFIED**
SCHOOL DISTRICT

August 2022

Dear Families,

We are excited to inform you that some of our courses will be providing feedback to students and determining a final assessment of student learning using *Evidence-Based Grading* (EBG). The purpose of Evidence-Based Grading is to promote a growth mindset amongst students as learners who reflect on and reevaluate their learning. In addition, EBG helps ensure that a student's final grade fully communicates their learning over specific course objectives.

How is Evidence-Based Grading Different?
Evidence-Based Grading uses proficiency scales (rather than points) to assess and report students' performance and academic growth. Other differences include:
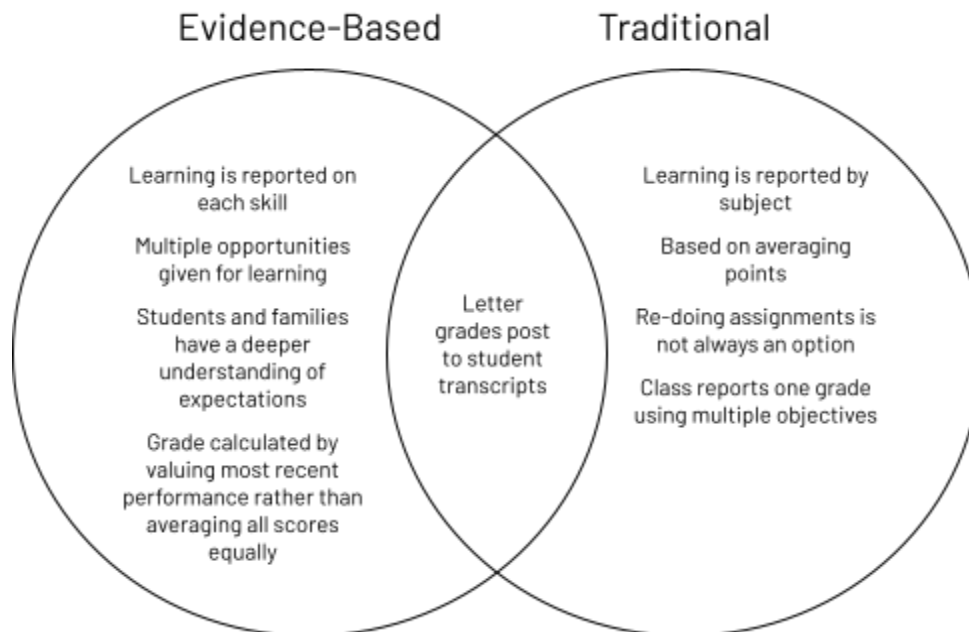
Evidence-Based Grading separately communicates the following to students, families, and other schoolwide professionals:
1. The course learning targets
2. Student's progress and level of proficiency for each target
3. Areas of success and areas for continued growth for each student

Use of Proficiency Scales
In Evidence-Based Grading, proficiency scales are used to communicate how well students are progressing towards mastery. Rather than points that communicate a summed evaluation of all learning, SBG provides progress over individual learning targets and communicates the proficiency towards mastery:

Practice, Scrimmage, and Game

In all of our gradebooks, we will use three weighted categories to assess our students. Those categories are: **practice, scrimmage, and game**. The practice category will be unscored and are activities that develop foundational skills and content knowledge. Although practice is unscored, we will communicate whether or not practice has been completed. Practice is essential in developing the knowledge necessary for mastery. The scrimmage category has a weight of 5 for a student's overall grade. Scrimmages are opportunities for students that simulate classroom assessments. The game category has a weight of 95 for a students overall grade and evaluates the students performance and proficiency on the content or skill.

High School Success Criteria

NE	F	D	C	C/B	B	B/A	A
No Evidence (0)	Beginning (1)	1.5	Developing (2)	2.5	Proficient (3)	3.5	Advanced (4)
Student did not submit any evidence of learning.	*Major errors or omissions on basic and more complex grade-level content/skills.*	*Elements of both 1 and 2*	*Independently uses basic grade-level content/skills with no major errors or omissions. However, major errors or omissions on more complex content/skills.*	*Elements of both 2 & 3*	*Independently uses complex grade-level content/skills with no major errors or omissions.*	*Elements of both 3 & 4*	*Independently makes accurate, in-depth inferences and applies content/skills to complex, open-ended problems and tasks.*

Students will be scored using the above scale based on evidence they provide in scrimmage and game. Practice will be monitored using M, I, and T. M stands for "missing" and will be used when a student does not turn in work. I stands for "incomplete" and will be used when the work turned in was only partially completed. T stands for "turned-in" and will be used when work is complete and shows evidence of learning.

Click here to view courses that are being graded using an evidence-based grading system for the 2022-2023 school year. Additional courses will be added to the evidence-based grading system in the coming school years. Traditional courses will be using similar grading practices in preparation for their transition to EBG.

We are very excited to get to know your student(s) and help them succeed this year. We are here to support your understanding of this new system and are available to answer any questions you may have. Feel free to contact us using the email addresses or phone numbers listed below.

With Best Regards,

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