

# Standards-based gr<sup>A+</sup>ding focuses on what really matters

by sophomore Caleb McCullough.

Standards-based grading shows promise as a change in the education system. But in order for that to happen, teachers need to truly understand its philosophy and, most importantly, students need to truly want to learn.

In good practice, standards-based grading is an effective way to get students less focused on points and more focused on learning.

One of the beliefs of standards-based grading is that every student has the ability to learn, retain and succeed. When this system works best, tests are tailored individually to help students excel. Students should be able to take tests until they master it, in a way that makes sense to them. Education should be about truly learning meaningful material, not cramming for a test and forgetting it the next day.

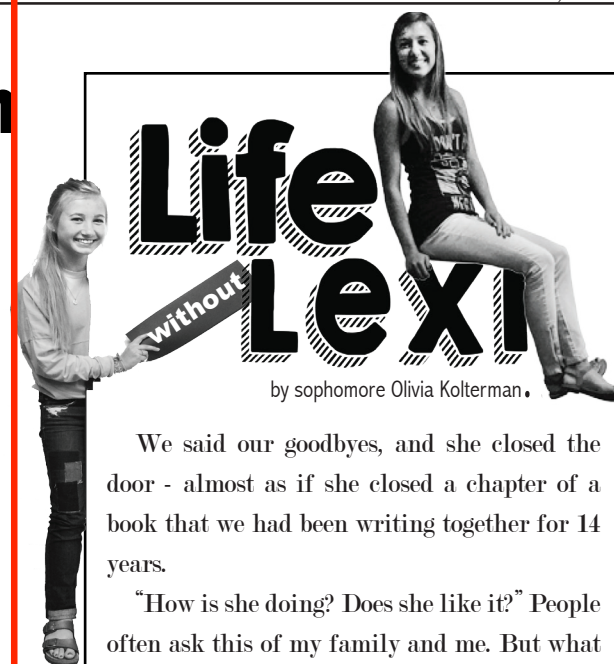
However, for Hudson to see the full benefits of standards-based grading, change needs to start with the teachers. If they want to see a change in students' motivation for learning, they need to embrace the ideas at the heart of standards-based grading: Make the material and lessons

engaging and interesting to get students focused on proficiency and knowledge, rather than getting points.

Well implemented properly, standards-based grading is a positive and welcome shift in education philosophy because it makes students more responsible for their education. Students need to have a genuine desire to learn the material in front of them. Standards-based education transforms school from something that students feel forced into, to something that excites them.

Standards-based grading requires a culture shift. Hudson needs more than a few teachers to adopt it. Parents need to understand and embrace it. College admissions offices need to be less focused on grades and accept this form of assessment.

Being excited about learning needs to become the social norm. That can't happen overnight, but standards-based grading is a step in the right direction toward the shining ideal of education.



by sophomore Olivia Kolterman.

We said our goodbyes, and she closed the door - almost as if she closed a chapter of a book that we had been writing together for 14 years.

"How is she doing? Does she like it?" People often ask this of my family and me. But what no one asks is how we are doing without her.

Lexi going off to college was definitely an adjustment for my family. Even though we knew it was coming, it seemed so sudden.

Things just weren't the same. Lexi wasn't here to serenade us to sleep. Lexi wasn't here to wake us up just to tell us goodnight when she came home before curfew. Lexi wasn't here to take over the bathroom. Lexi wasn't here to braid our hair. But most importantly, Lexi wasn't here to be our big sister. That's just it - Lexi wasn't here.

The one thing that helped us get over Lexi being gone was reminding ourselves why she was gone. We know she is at college pursuing her dreams. We know she has good people around her to direct her in the right path. We know she will be OK.

Meanwhile at home, I have to step into the role of "big sister." I only hope to emulate who my big sister is for me.

Yes, things have definitely changed. A lot. But I believe that they have changed to make us all better.

The day we said our goodbyes, really weren't goodbyes; they were only "see you later's". It was the start of a new chapter of our never-ending book. The start of something new.

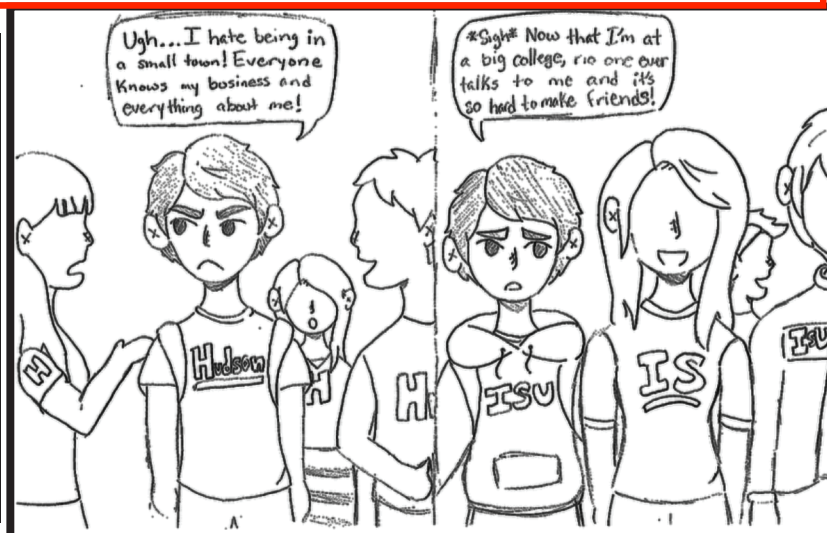
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A Little Sketchy | by senior Carmen Finn



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