

STANDARDS-BASED GRADING

Honors English Thesis Project
Completed by a Sophomore in H.S.
2017-2018 School Year

Typical middle school/
high school scale:

Standards Based Grading Levels	Marzano Scale Recommendation (Typically used in high school/middle schools)
4.0	100%
3.5	95%
3.0	90%
2.5	80%
2.0	70%
1.5	65%
1.0	60%
0	50%

% Value	Letter Grade
94-100	A
92-93	A-
90-91	B+
85-89	B
83-84	B-
80-82	C+
76-79	C
74-75	C-
70-73	D
0-69	F



THESIS

While many people believe standards-based grading is ineffective, through research on databases and in multiple articles, it has been made clear that standards-based grading is the best practice in reporting student progress.



STANDARDS-BASED GRADING THROUGH THE MEANING

- Helps the feedback
- Levels of progress can be shown



STANDARDS-BASED GRADING THROUGH FEEDBACK

- Feedback given is timely, specific, descriptive, and actionable
- It helps match the target, assessment, and standards
- Not based on behavior or compliance



STANDARDS-BASED GRADING THROUGH FEEDBACK

"The student has completed proficient work on all course objectives and advanced work on some objectives" (Scriffiny).



STANDARDS-BASED GRADING THROUGH FEEDBACK

"For example, instead of just telling students that they've scored poorly on essays, teachers using standards-based grading can tell students that their ideas and organization are very strong, but that they need to work on spelling and grammar" (Goff).



STANDARDS-BASED GRADING THROUGH LEVELS OF PROGRESS

- If levels have excelled or are below expectations
- System to see what previously recorded scores were



STANDARDS-BASED GRADING THROUGH LEVELS OF PROGRESS

"My work with special education students and English language learners in particular goes much more smoothly because all the modifications needed are already built into what I do"
(Scriffiny).



STANDARDS-BASED GRADING THROUGH LEVELS OF PROGRESS

"Students who struggle can continue to retest and use alternate assignments until they show proficiency and they are not penalized for needing extended time" (Scriffiny).



STANDARDS-BASED GRADING THROUGH BENEFITS

- Helps the instruction and what the child sees
- The quality the student is able to share



STANDARDS-BASED GRADING THROUGH LEVEL OF INSTRUCTION

- Helps show what is wanted in the assignment
- Shows what the student should be getting out of it



STANDARDS-BASED GRADING THROUGH LEVEL OF INSTRUCTION

"Everything we have learned from *Outliers* says that success follows a predictable course" (Gladwell).

STANDARDS-BASED GRADING THROUGH LEVEL OF INSTRUCTION

Grade 3

Student Name: _____ Teacher: _____

School: _____

Grading Key

- 4 Exceeds expectations
- 3 Meets expectations
- 2 Progressing toward expectations
- 1 Not meeting expectations
- X Skill/concept not introduced or tested

Q1 Q2 Q3 Q4

READING				
Understands what is read				
Uses comprehension strategies				
Understands/applies new words				
Reads fluently				
Selects materials/reads independently				
EFFORT				

LISTENING AND SPEAKING				
Listens attentively				
Communicates ideas clearly				

MATHEMATICS

Knows basic facts (+, -, x)				
Demonstrates computational skills				
Understands numbers/number relationships				
Applies problem solving strategies				
Identifies patterns, relations, and functions				
Applies measurement concepts				
Collects/displays/analyzes				
Applies geometry concepts				
EFFORT				

SCIENCE

Understands concepts/applies inquiry skills				
Demonstrates knowledge activities				
EFFORT				

WRITING

Expresses ideas strategies				
Organizes ideas in logical order				
Uses variety of descriptive words				
Writes complete sentences				
Uses appropriate temporary spelling				
Applies conventions in writing (punctuation, capitalization, grammar)				
Handwriting: Writes legibly				
Spelling: Applies spelling skills to writing; spells assigned work correctly				
EFFORT				

SOCIAL STUDIES

Understands concepts				
Demonstrates knowledge with activities				
EFFORT				

Character Development and Learning Behaviors

- Satisfactory
- Area of Concern
- Improving

Character Development

Demonstrates trustworthiness				
Demonstrates respect				
Demonstrates responsibility				
Demonstrates fairness				
Demonstrates caring behavior				
Demonstrates citizenship				

Learning Behaviors

Follows directions on assignments				
Completes assignments on time				
Completes homework on time				
Uses time wisely				
Cooperates in group activities				
Demonstrates organizational skills				



STANDARDS-BASED GRADING THROUGH WORK QUALITY

- Explanation of assignment
- What the teachers are looking for



STANDARDS-BASED GRADING THROUGH WORK QUALITY

"If we base our grades on standards rather than attendance, behavior, or extra credit...we can actually help students grapple with the idea of quality and walk away with a higher degree of self-sufficiency" (Scriffiny).



STANDARDS-BASED GRADING THROUGH WORK QUALITY

"Quality matters, and the ability to measure the quality of one's own work is a learned skill" (Scriffiny).



COUNTERCLAIM

- Affecting the grading system
- Affecting the American traditions



COUNTERCLAIM

“The aversion also appears to relate to long-standing familiarity with traditional grading and reporting that is based on A-F grades as well as awareness of the need to adopt American traditions such as honor rolls, athletic eligibility requirements, and selecting of valedictorians” (Peters).



COUNTERCLAIM

"They recognized the 'cushion' that homework provided that 'there are points available on quizzes and tests' or that 'fewer things to grade make each one more heavily weighed'" (Peters).



REBUTTAL

- Students taking the lead
- Involvement and ownership in the learning process



REBUTTAL

"Students are offered multiple opportunities and ways through which to demonstrate proficiency" (Clear Creek Independent School District).



REBUTTAL

"The final tenet of standards-based grading is providing students multiple opportunities to demonstrate their understanding because students learn at different rates" (Townnsley).



CONCLUSION

- While many people believe standards-based grading is ineffective, through research on databases and in multiple articles, it has been made clear that standards-based grading is truly effective.



CONCLUSION

- The standards-based grading clearly articulates student performance through the instruction level, quality, feedback, and the level of progress, but has not really focused on the grades to decide the eligibility. The students have understood more, and work has shown the improvement in the quality and effort given by students.



CONCLUSION

- If the system is brought to all the schools in the area the students will finally be given all the freedom they need and want to help them be successful.

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