STANDARDS-BASED GRADING
Honors English Thesis Project
Completed by a Sophomore in H.S.

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

<table>
<thead>
<tr>
<th>% Value</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>92-93</td>
<td>A-</td>
</tr>
<tr>
<td>90-91</td>
<td>B+</td>
</tr>
<tr>
<td>85-89</td>
<td>B</td>
</tr>
<tr>
<td>83-84</td>
<td>B-</td>
</tr>
<tr>
<td>80-82</td>
<td>C+</td>
</tr>
<tr>
<td>76-79</td>
<td>C</td>
</tr>
<tr>
<td>74-75</td>
<td>C-</td>
</tr>
<tr>
<td>70-73</td>
<td>D</td>
</tr>
<tr>
<td>0-69</td>
<td>F</td>
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</table>
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).
"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
"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).
"Students who struggle can continue to retest and use alternate assignments until they sow 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
"Everything we have learned from *Outliers* says that success follows a predictable course“ (Gladwell).
# Standards-Based Grading Through Level of Instruction

## Grade 3

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td></td>
</tr>
</tbody>
</table>

### Grading Key

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

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### Reading

- Understands what is read
- Uses comprehension strategies
- Understands/appplies new words
- Reads fluency
- Selects materials/reads independently

### Writing

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

### 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

### Science

- Understands concepts/applies inquiry skills
- Demonstrates knowledge activities

### Social Studies

- Understands concepts
- Demonstrates knowledge with activities

### Listening and Speaking

- Listens attentively
- Communicates ideas clearly

### Character Development and Learning Behaviors

<table>
<thead>
<tr>
<th>Character Development</th>
<th>Area of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>Improving</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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
"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).
"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).
"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).
• Students taking the lead
• Involvement and ownership in the learning process
"Students are offered multiple opportunities and ways through which to demonstrate proficiency" (Clear Creek Independent School District).
“The final tenet of standards-based grading is providing students multiple opportunities to demonstrate their understanding because students learn at different rates” (Townsley).
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.


• “Standards-Based Grading vs. Traditional Grading.” *Standards-Based Grading vs. Traditional Grading* - *Clear Creek,* 2018, [www.ccisd.net/sbg/standards_based_grading_vs_traditional_grading/](http://www.ccisd.net/sbg/standards_based_grading_vs_traditional_grading/).