

# Standards Based Grading

“Continuous Learning”  
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# Simon Sinek- What is Your Why?

# What is Standards Based Grading or Continuous Learning?

Founding Question- What is your Why?

# UAMS Why...

**Develop knowledge seeking over task completion**

**Develop a Growth Mindset (GRIT)**

**Develop Independent learners**

**Develop College Ready Students**

**Develop Leaders in Society**

# **UAMS HOW**

**Standards Based Grading**

**Continuous Learning**

**Grading Policies**

**Citizenship and Academic Behaviors**

# **UAMS WHAT**

**We...**

**Identify what students know**

**Highlight what needs attention**

**Focus on student learning by Standard**

**Provide Multiple Opportunities**

**Provide Feedback- Aggressive Monitoring**

# TRADITIONAL GRADEBOOK

Student Name	Home work #1	Home work #2	Participation	Homework #3	Home work #4	Quiz 1	Unit Test 1	Total Grade
Reacher, Jack	10/10	10/10	10/10	10/10	10/10	6/10	24/40	80/100 = 80% (B)
Cruise, Tommy	8/10	10/10	10/10	8/10	7/10	5/10	22/40	70/100 = 70% (C)
Jordan, Michael	10/10	10/10	10/10	8/10	9/10	9/10	36/40	92/100 = 92% (A)
Drake	5/10	0/10	4/10	8/10	6/10	10/10	36/40	69/100 = 69% (D)
Gordon, Alex	7/10	6/10	8/10	7/10	8/10	7/10	34/40	77/100 = 77% (C)
Walker, Jimmy	0/10	5/10	0/10	5/10	5/10	8/10	36/40	59/100 = 59% (F)

# RESULTS OF TRADITIONAL GRADING

- When Homework and Participation are factored into the grade, the overall grade is not always reflective of student's ability.

## Short Term

- Parents/Teachers are unaware of student's true understanding of standards
- Students may not see an urgency in improving or the importance of assessment
- Teacher may not have identified individual concepts the student is struggling with
- Focus is on task completion, not knowledge seeking

## Long Term

- Students may not do well on ACT/SAT/AP exams
- Students may struggle in college



# UAMS GRADING & CONTINUOUS LEARNING

Student Name	Learning Target 1	Learning Target 2	Learning Target 3	Quiz #1	Learning Target 4	Learning Target 5	Unit Test #1	Total Grade ???
Reacher, Jack	2	2	1	2	2	2	2	
Cruise, Tommy	2	1	2	1	2	2	1	
Jordan, Michael	3	2	3	3	2	3	3	
Drake	3	4	3	3	2	4	4	
Gordon, Alex	2	3	3	2	1	3	3	
Walker, Jimmy	2	3	4	3	2	3	3	

# RESULTS OF CONTINUOUS LEARNING & STANDARDS BASED GRADING

## Short Term

- Teachers know what to re-teach & what to focus on for intervention
- Students identify their weakness (Focused intervention)
- Parents know student's true ability

## Long Term (Information compiled from STEM-Prep in Los Angeles- 4 year study)

- Students are able to strengthen knowledge of the content
- Students are better prepared for ACT/SAT/AP tests
- College persistence increases (from 50% to 88%)

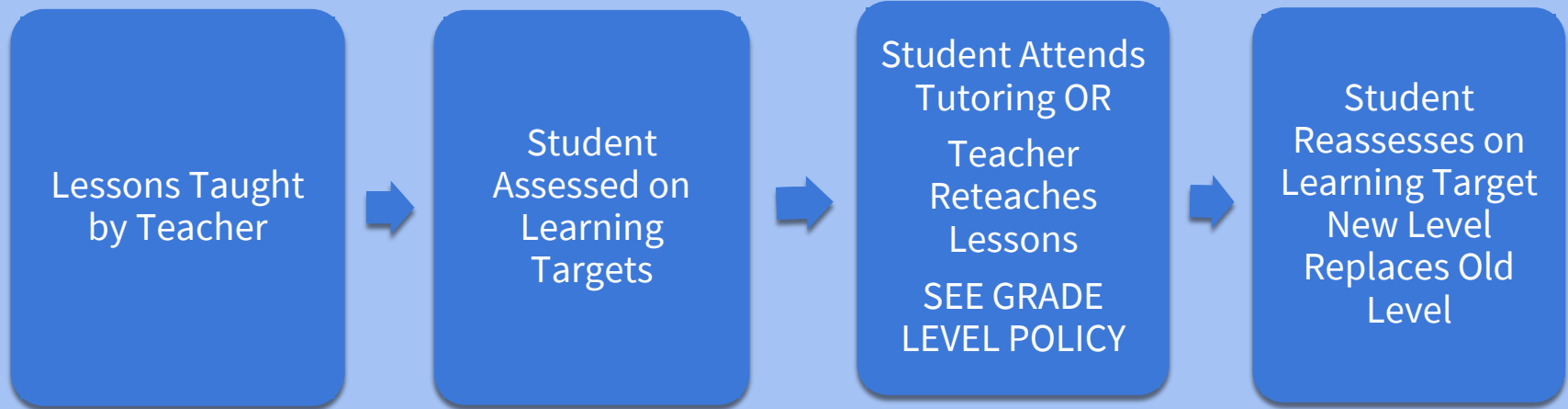
# WHAT ABOUT HOMEWORK & PARTICIPATION?

- Students receive a mark for citizenship
  - Teachers factor Practice Assignments; participation; and effort into this grade
  - This impacts their eligibility for extra-curricular activities and promotion
  
- Students are required to do “PRACTICE ASSIGNMENTS”
  - ‘Homework’ is practice; you still give them feedback
  - Teachers use Practice results to determine intervention needed for students
  - Mandatory Tutoring is assigned

# UAMS GRADING POLICY

- Recent Grade Replaces Previous Grade
  - Multiple opportunities to acquire mastery
  - Goal is to show proficiency with the content
  
- Students are not penalized for first attempts at mastery
  - Some lessons are not executed effectively
  - Students learn at different rates
  - Focus on Mastery of content over grades
  - Reassessment opportunities

# UAMS Reassessment Process



# ARTICLES / RESOURCES

**Marzano, Robert (2017).** *High Reliability Schools*; 5 Key Factors- Framework

**Dweck, Carol (2006).** *Mindset*

**Duckworth, Angela Lee (2014 ).** *GRIT*

**Marzano, Tomlinson, McTighe; October (2008)** *Seven Reasons for Standards Based Grading*; *Ed Leadership*

**Dueck, Myron (2014).** *Grading Smarter, Not Harder*

**Vatterott, Cathy (2015).** *Rethinking Grading*

**Guskey, Thomas (2015).** *On Your Mark*

**Reeves, Doug (2004).** The Case Against the Zero; *Phi Delta Kappan*

EMRF- Everyday Rubric Grading; **NCTM**

**Townsley and Buckley, (2016).** What Does Reserach Say About SBG; *Research Primer*

**Work, (2014).** 3 Peaks and 3 Pits of SBG; *Edutopia*