



# Bath County High School

## Standards Based Grading Handbook

**"Coming together  
is a beginning,  
keeping together  
is progress, but  
working together  
is success."**

**— Henry Ford**

*A Guide to Full Implementation*



to make our high school even better...

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"IMPLEMENTING THESE CHANGES WON'T BE EASY.  
WE'RE PRETTY SET IN DOING THINGS THE WRONG WAY."

## **Standards Based Grading (SBG) Defined:**

Standards Based Grading or SBG as it will be referred to from this point forward, is a grading practice where the focus is on what students are learning instead of what they are doing. SBG ensures that students understand what is to be learned through the use of "learning targets". Learning targets are focused, student-friendly statements that the teacher develops using content standards or the curriculum; this ensures students know what is expected. Using SBG provides an avenue so that students receive feedback on their learning – a student will know if they learned it (called a "3"), almost learned it (called a "2"), or have a lot of work still to do (called a "1"). There is no doubt that all students can learn, but not on the same day and in the same way. SBG provides multiple opportunities for students to practice and retake assessments until they demonstrate that they have mastered or learned the content being taught. SBG creates a shift in conversations from what a student is doing to what they are learning; this in turn immerses everyone in the standards and content so that students, parents, and teachers become completely familiar with the content that is being taught in any course.

## **Reasons for the Change in Grading:**

Our current grading practices have been around for over a century with little if any changes – the current practice has been rightfully named "Traditional Grading". In traditional grading the focus is on what a student does, how well they behave, their attendance, their effort, how well they conform, and some focus is on what they learn. Traditional grading practices are not uniform and depending on the teacher's use of weighting or not weighting, the same scores in a gradebook can give very different final grades. For example, look at the three different students below with the "same" grades:

<b>Student A:</b>		<b>Student B:</b>		<b>Student C:</b>	
Homework	356/400	Homework	356/400	Homework	356/400
Quizzes	70/90	Quizzes	70/90	Quizzes	70/90
Tests	95/200	Tests	95/200	Tests	95/200
Participation	20/20	Participation	20/20	Participation	20/20
<b>Final Grade</b>	<b>77% (C)</b>	<b>Final Grade</b>	<b>69% (D)</b>	<b>Final Grade</b>	<b>56% (F)</b>
(unweighted)		(weighted 10:40:40:10)		(weighted 5:10:80:5)	

Our traditional grading practices have become so varied over the years that they are almost meaningless. Worse than this, our traditional grading practices have become so frustrating to students that they have been said to impede learning. The worst part of it all is that in traditional grading most students get one opportunity to demonstrate

mastery and if they don't learn it the first time then they suffer the consequences for the entire length of the course. Glancing at the grade book of a teacher using traditional grading is pointless to a student, another teacher, an administrator, or a parent. Seeing gradebook entries such as "Vocab 7" 14/20, "Quiz 1" 25/30, "Ind Rev Activity" 30/40, "Welding Packet" 50/75, "Mult Mono" 16/20, and so on not only makes no sense, it also doesn't tell anyone what was being taught/learned.

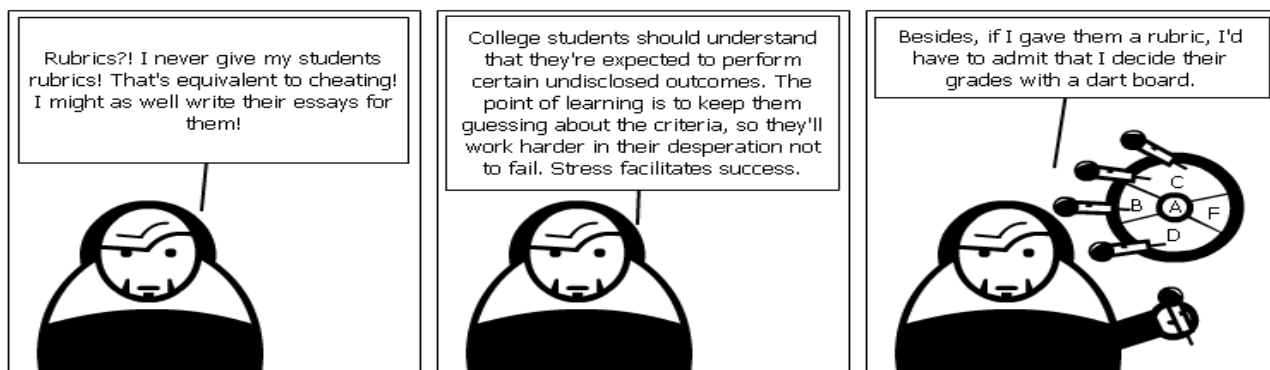
Then there is the "mighty zero". If a student gets a zero in a classroom where the teacher is using traditional grading, the effect can be minimal, but a zero on one wrong thing and they can pay the ultimate price and have to repeat the course. Look at the six different students below all from the same class and all with a zero somewhere (note that student F had a zero on one of the two quizzes given in the class):

Student A:		Student B:		Student C:	
Homework	356/400	Homework	356/400	Homework	356/400
Quizzes	70/90	Quizzes	0/90	Quizzes	70/90
Tests	95/200	Tests	95/200	Tests	95/200
Participation	20/20	Participation	20/20	Participation	0/20
<b>Final Grade</b>	69% (D)	<b>Final Grade</b>	37% (F)	<b>Final Grade</b>	59% (F)
(weighted 10:40:40:10)		(weighted 10:40:40:10)		(weighted 10:40:40:10)	

Student D:		Student E:		Student F:	
Homework	0/400	Homework	356/400	Homework	356/400
Quizzes	70/90	Quizzes	70/90	Quizzes	40/90
Tests	95/200	Tests	0/200	Tests	95/200
Participation	20/20	Participation	20/20	Participation	20/20
<b>Final Grade</b>	60% (D)	<b>Final Grade</b>	50% (F)	<b>Final Grade</b>	55% (F)
(weighted 10:40:40:10)		(weighted 10:40:40:10)		(weighted 10:40:40:10)	

While the list of reasons to change our traditional grading practices is quite lengthy, using SBG creates a harmonic approach to grading where grading is stabilized (the same grades in any classroom generate the same final grade). SBG also reduces the power of a zero while giving students opportunities to learn at their own pace.

Ultimately though, the main reason to change is that SBG increases communication and feedback to parents and students about what is specifically being learned in a class.



### **The Changes or Differences You Will See:**

The first major change that everyone will see is that every teacher's gradebook will be set up the same – they will be identical. Furthermore, student grading will no longer be based on points. Gradebook entries such as 15/20, 40/40, and 80/100 (which are all meaningless) will no longer be used. Gradebook entries describing what was done in class will no longer be used either. All teachers will use learning targets and these learning targets will be entered into the Gradebook; you will see entries such as "I can describe the difference between a metaphor and a simile", "I can identify the major countries in Africa", "I can explain the major parts of a computer", "I can follow the steps to a basic recipe", "I can identify the different components of a four (4) stroke engine", "I can graph a linear equation", and "I can describe the flow of blood through the heart". After each learning target, there will be a number either 1, 2, or 3 (this new grading scale will be thoroughly described in the next section).

Students will no longer do "homework", instead they will do practice (if needed) and reinforcements (if needed) - the concept of reinforcements will also be described in a section that will follow. Teachers will no longer give mandatory homework to all students, instead students will be given assignments they can do for practice. If a student already understands the learning target (already has mastery), the student doesn't have to do the practice. If a student doesn't understand the learning target, they will need to do the practice. Choosing not to do the practice will result in the student not achieving mastery ("3") on a learning target and the student will be given more practice. As students soon learn, it is advantageous for them to do the practice to ensure they learn.

Another pivotal change is that students will be afforded more than one (1) opportunity to practice a learning target, demonstrate mastery of a learning target, and show retention of the learning target. Looking at the gradebook of any teacher will give the viewer information about what is specifically being taught and how much the student is learning as well as what the student has learned/mastered.





## **Learning Targets and the Standards:**

All learning expectations and communication on progress of learning will be done through learning targets. Teachers will be expected to take standards from their content area or program (Common Core Standards, Next Generation Science Standards, core content, state standards, or CTE standards) and deconstruct these to produce quality, student-friendly learning targets. Let's look at an example from English / Language Arts using the following standard:

### **Standard:**

*Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text interact with other characters and advance the plot or develop the theme.*

When this standard is deconstructed into all the knowledge and skills that a student must learn in order to master the standard, the following "learning targets" (as deconstructed) should be taught:

<i>I can identify complex characters in a text.</i>	<i>I can explain how characters' motivations/traits affect the plot.</i>
<i>I can site evidence in a text that makes a character complex.</i>	<i>I can describe the conflicts and motivations in character(s).</i>
<i>I can identify conflicting motivations of characters.</i>	<i>I can analyze how the character(s)' conflicts advance the plot or theme.</i>
<i>I can identify the theme of a story.</i>	<i>I can analyze how the character(s)' motivation advance the plot or theme.</i>
<i>I can analyze how characters change over the course of a text.</i>	<i>I can analyze how the character(s)' interactions advance the plot or theme.</i>

## **The 1, 2, 3 Grading Scale:**

All grading will be done using a 0, 1, 2, 2.5, or 3 to report how well a student has mastered a specific learning target in a class. A "0" can only be given when there is no data to inform whether a student has mastered a learning target – meaning the student has done nothing and therefore there is no data available. A student who has demonstrated any learning at all and shown any progress towards mastering a learning target shall be assigned a "1". A student who has shown mastery of a learning target with minimal mistakes shall be assigned a "3". A student who has not mastered a learning target, but is making significant progress and is getting there shall be assigned a "2". A student who does not master a learning target the first time, but then does additional practice and eventually masters that learning target shall be assigned a "2.5".

Please note that a “0” will be rare and if used will almost always (if not always) disappear. Also note that any student who takes advantage of doing retakes can still achieve mastery, but that mastery is noted with a “2.5” and not a “3”, therefore a student cannot get a “2.5” on their first attempt and cannot get a “3” after doing a retake. This is to motivate students to do their absolute best the first time while also providing an incentive for students to retry when they don’t master a learning target.

Please refer to the summary diagram below to better understand the 1, 2, 3 grading scale of SBG and the role of the “0” and “2.5” on that scale:

“The **0** - **1** - **2** - **2.5** - **3** Grading Scale of SBG”

**1**

### **Beginning**

Student has little, if any understanding and can do little of what is asked in the learning target (major gaps in knowledge and skills).

**2**

### **Developing**

Student has some understanding and can do some of what is asked in the learning target (some gaps in knowledge and skills).

**3**

### **Mastery**

Student understands and can do what is asked in the learning target (no gaps in knowledge and skills even if there are a few very minor errors).

**0**

### **No Data**

Student has been absent or has provided no data in which to make a decision about their understanding of the learning target.

**2.5**

### **Mastery**

After reinforcement(s) and retake(s), the student understands and can do what is asked in the learning target (no gaps in knowledge and skills even if there are a few very minor errors).

### **Formative and Summative Assessments:**

Since SBG is focused on communicating what students know, the teacher must frequently assess student learning using a variety of methods. The word “assessment” is used to describe anything that assesses or provides data that gives information or evidence of the level of mastery a student has on a given learning target(s). There are two types of assessments: formative and summative. Formative assessments are opportunities given to students to give them feedback on their progress towards mastery of a learning target and the data provided gives information that can be used by the teacher to change or improve instruction (formative assessment is sometimes referred to as assessment **for** learning). Summative assessments are opportunities given to students to show they have retained learned knowledge and skills and have mastered all of the learning targets and subsequently all the standards being taught in the unit of study (summative assessment is sometimes referred to as assessment **of** learning). Both of these types of assessments are used extensively in SBG and all assigned levels of learning for all learning targets are decided using the plethora of data from these assessments. All teachers will use a set SBG format for all assessments (refer to the appendix for examples of formative and summative assessments in the proper SBG format that is expected to be mimicked in all classes by all teachers).

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Used to guide instruction for individual students or for a whole class.</li> <li>• Introduce criteria, allow for feedback, self-assessment and guided practice.</li> <li>• Focus on individual or group learning.</li> <li>• Informal observations, learning checks, exit slips, “quizzes”, practice, teacher questions, worksheets, reinforcements, etc.</li> <li>• Information can be used for progress report comments</li> </ul>	<ul style="list-style-type: none"> <li>• Used to make a decision about student learning at the end of a period of instruction for progress report</li> <li>• Are based on known criteria</li> <li>• Used after students have been given opportunities to practice skills</li> <li>• Focused on individual student performance</li> <li>• Formal observations, “tests”, projects, reports, culminating products, etc</li> </ul>

### **Developing Summative Assessments:**

Since quality assessments are at the “heart” of SBG, it is imperative that careful thought and consideration go into designing each assessment. Assessments should be designed in the unit before instruction is ever planned. In any class that is taught by more than one (1) teacher, all assessments should be designed collaboratively and at Bath County High School all summative assessments **MUST** be designed collaboratively. This is because students can change instructors from semester to semester; thus they must stay on track and the teachers must ensure that the same critical concepts, skills, and knowledge are not only being taught, but also being assessed and learned.



### **Using Rubrics:**

Since students may be asked to create a product during assessment, rubrics must be provided. A rubric should always be given to students when they are asked to create any type of product. However, simply handing out a rubric does not mean the student understands the expectations. Provided opportunities for students to review a rubric that will be used is a critical first step, but even more powerful is providing students an opportunity to use the rubric. A great activity to do with students when a rubric has been provided is to have the students use the rubric to score strong and even weak samples. A higher level task that accomplishes the same thing is to have students create samples of all levels using the rubric.

### **Re-Teaching, Retakes, and Reinforcements:**

The three (3) “R’s” of education have been around for more than a century, but they have changed over the years from reading, writing, and arithmetic to rigor, relevance, and relationships to re-teaching, reinforcements, and retakes. In SBG the teacher uses data from formative assessments to determine what needs to be re-taught – this is done on “Re-Teach Days”. At least one re-teach day is planned during each unit of study and at least one re-teach day is planned after a summative assessment that ends the unit. On re-teach days the students who need additional help are given support directly by the teacher while students who have shown mastery receive enrichment or additional practice to maintain that mastery.

In SBG students who do not show mastery may redo assessments (formative and summative). A redo is referred to as a “retake”. When a student receives a “1” on a learning target, the student must retake the assessment (formative or summative) and if the student receives a “2” they may retake the assessment (formative or summative) if they choose; however the student must do additional work and submit evidence that they have practiced and now know what they needed to learn. This additional practice is called “reinforcements”, in other words the extra practice reinforces the learning so that students can demonstrate mastery during retakes.

There is a big difference between going over an assessment (directly providing the correct answers/information) and actually re-teaching. When a student can now correctly do a problem they previous did incorrectly, or they can now answer a question correctly that they did not know before; does not mean the student now knows the information. For learning to actually occur, the student must be given opportunities to demonstrate understanding of this concept through different practice and transferring the knowledge to new and very different situations – this is re-teaching for learning.



### **Number of Allowed Retakes and Tracking Retakes:**

While the most important and student friendly difference with SBG is the ability to retake assessments, it is not feasible to allow students an unlimited number of retakes. It is also not practical to expect a teacher to allow retakes from the first week of school to be done three or four months later. Retakes maximize learning when they occur in a timely manner. For these reasons, students will have a limited number of retakes and these must be completed during a set time period. Students can take a formative assessment up to three (3) times during that unit of study (two retakes). If students retake formative assessments during the unit then they are much more likely to show mastery on the summative assessment that ends that unit. If a student retakes formative assessments and still does not show mastery on that learning target on the summative assessment (showing retention), the student can retake any non-mastered learning target on the summative assessment if done so prior to the next summative assessment at the end of the next unit of study. In summary the student can take formative assessments up to three (3) times with two (2) retakes and any part of a summative assessment one (1) additional time.

So that teachers do not have to keep separate data on how many retakes a student has done, retakes will be kept in iCampus through the regular 1, 2, and 3 SBG scale. All grades will be entered using three (3) decimals. So, therefore grades of 1.000, 2.000, and 3.000 will be entered. In this number, the first digit is the current level of mastery and the last two digits are used to track retakes. If a student does reinforcement and retakes an assessment the third digit is changed from a zero to the original level – in other words if a student gets a 1 and then retakes the assessment and gets a 2, a 2.010 will be entered in iCampus. If that same student does more reinforcement and retakes the assessment again and shows mastery then the student will receive a 2.512 (note that the 3 is not used because mastery did not occur on the first attempt). Look at the following scores that may be assigned in iCampus and what they mean:

<b>Sample SBG Score:</b>	<b>Summative Assessment Translation:</b>
2.001	This student scored a 2 on their second/final attempt after scoring a 1 on the first attempt. Summative Assessments only have two numbers to track.
3.000	This student showed mastery on the first attempt (no retake needed).
2.501	This student showed mastery on their second attempt after scoring a 1 on the learning target on the summative.
2.502	This student showed mastery on their second attempt after scoring a 2 on the learning target on the summative.
1.010	This student scored a 1 on their second/final attempt after scoring a 1 on the first attempt. Summative Assessments only have two numbers to track.

<b>Sample SBG Score:</b>	<b>Formative Assessment Translation:</b>
2.011	This student scored a 2 on their final attempt after scoring a 1 the on the first attempt and a 1 again on the second attempt.
3.000	This student showed mastery on the first attempt (no retakes needed).
2.511	This student showed mastery on their final attempt after scoring a 1 on the first attempt and a 1 again on the second attempt.
2.010	This student scored a 2 on their second attempt after scoring a 1 on their first attempt. This student did not take advantage of all three attempts.
2.000	This student made one attempt and scored a 2 and did no retakes.
1.011	This student scored a 1 on their first attempt, a one on their second attempt, and a one on their third attempt.
2.021	This student scored a 2 on their final attempt after scoring a 2 on their first attempt and a 1 on their second attempt.
2.522	This student showed mastery on the final attempt after having scored a 2 on the first attempt and a 2 on their second attempt.

### **Student Success Skills:**

In traditional grading students get points for participation, effort, trying hard, and cooperating with the teacher and school. Are students no longer being taught the critical skills necessary to be successful in life such as being on time, being in attendance, participating, being polite, and trying hard? Student success skills are still taught and are still very critical. Students do receive “grades” on these important skills, but when SBG is fully implemented, that data will have no affect on the student’s grade – it will only be collected to provide information to students and parents. All teachers will observe and collect data on the following Student Success Skills and report that data in their gradebook:

<b><u>Student Success Skills</u></b>
I come to class prepared every day.
I follow all classroom rules and procedures.
I regularly participate in class to maximize my learning.
I satisfactorily complete all practice and reinforcements.
I regularly complete all bell ringers.



### **The Teacher Gradebook:**

When SBG is fully implemented at Bath County High School, the final grade reported through iCampus will be the percentage of the material in the class that the student has mastered. The grade will reflect what the student has learned and not what they did. The grade will be a more accurate reflection of student progress. Every teacher's gradebook will be set up the same to ensure that once everyone learns about SBG, everyone can generalize or extrapolate the same data and information about a student's learning. All gradebooks will contain the following four (4) categories and these will be weighted as indicated:

<b>SBG 2013-2014 School Year</b>		<b>SBG 2014-2015 School Year</b>	
Categories	Weight	Categories	Weight
Student Success	10%	Student Success	0%
Formative Assessments	30%	Formative Assessments	20%
Summative Assessments	50%	Summative Assessments	60%
EOC/KOSSA	10%	EOC/KOSSA	20%

All entries in the gradebook will be entered as learning targets in the appropriate category. A sample gradebook might look like the one on the following page:

<b>Category: Student Success Skills (10%):</b>						
Name	Due Date	Assigned Date	Weight	Pts Possible	Score	%
I come to class prepared every day.	12/20/13	8/8/13	1.0	3.000	2.000	66.67%
I follow all classroom rules and procedures.	12/20/13	8/8/13	1.0	3.000	3.000	100%
I regularly participate in class to maximize my learning.	12/20/13	8/8/13	1.0	3.000	1.000	33.33%
I satisfactorily complete all practice and reinforcements.	12/20/13	8/8/13	1.0	3.000	2.000	66.67%
I regularly complete all bell ringers.	12/20/13	8/8/13	1.0	3.000	3.000	100%

<b>Category: Formative Assessment (30%):</b>						
Name	Due Date	Assigned Date	Weight	Pts Possible	Score	%
I can ensure proper subject/verb agreement in simple sentences.	9/2/13	8/29/13	1.0	3.000	3.000	100%
I can ensure proper subject/verb agreement in compound sentences.	9/4/13	9/3/13	1.0	3.000	2.011	66.67%

I can ensure proper subject/verb agreement w/ unusual subjects.	9/6/13	9/5/13	1.0	3.000	1.000	33.33%
I can ensure proper subject/verb agreement w/ indefinite pronouns.	9/10/13	9/9/13	1.0	3.000	2.011	66.67%

**Category: Summative Assessment (50%):**

Name	Due Date	Assigned Date	Weight	Pts Possible	Score	%
I can ensure proper subject/verb agreement in simple sentences.	9/2/13	8/29/13	1.0	3.000	3.000	100%
I can ensure proper subject/verb agreement in compound sentences.	9/4/13	9/3/13	1.0	3.000	3.000	100%
I can ensure proper subject/verb agreement w/ unusual subjects.	9/6/13	9/5/13	1.0	3.000	2.510	83.67%
I can ensure proper subject/verb agreement w/ indefinite pronouns.	9/10/13	9/9/13	1.0	3.000	2.520	83.67%

**Category: EOC/KOSSA (10%):**

Name	Due Date	Assigned Date	Weight	Pts Possible	Score	%
I can retain the knowledge and skills critical for this class.	12/18/13	12/18/13	1.0	100	85	85%

Due to state EOC's and KOSSA being scored, converted, and reported out of 100 points (not to mention it would be difficult to score a comprehensive, cumulative summative assessment as a 1, 2, or 3), all teachers will create and give an EOC or KOSSA like semester exam that assesses the retention of the critical knowledge, concepts, and skills in that class.



### **The Use of Bonus Points:**

In traditional grading practices, students might receive bonus points or extra credit for attendance, bringing in boxes of Kleenex, attending an open house or parent/teacher conference, having great behavior, or any other things (the list is almost endless). Bonus points can drastically skew student grades and in no way helps to accurately report student learning. The use of bonus points goes from one extreme where a teacher gives none to the other extreme where a teacher might give bonus points weekly. Because the goal in SBG is to accurately report what a student has learned, teachers will not be allowed to give bonus points or extra credit for any reason.

### **Student Motivation:**

So how do we motivate students in a standards based grading system, especially when there is no use of bonus points and minimal points for effort and conformity? Rick Stiggins believes that student involvement is the key. This involves the following:

- identify for students the standards they are expected to learn,
- build relevancy for why they need to learn them,
- include students in the construction of rubrics and grading expectations,
- include students in the determination of criteria for success,
- include students in the development of quality assessments,
- have student set their own reasonable goals for improvement,
- have students keep individual records of their own achievement, and
- have students communicate their achievement through self reflection and student led conferences and dialogue.

When students are involved they have a shared vocabulary, students stay in touch with their own progress and growth, students have an enhanced conceptual understanding, and in turn students are more motivated to learn.

### **Classes Exempt from SBG:**

All teachers who teach at Bath County High School, will use SBG to track and communicate student progress and use the common iCampus gradebook setup. The only exceptions to this are those dual credit classes through MSU or KCTCS that have grading systems that are dictated by the university and thus cannot be done as SBG.



### **Grading in the Zero Period Classes:**

All of the zero period classes such as Study Zone, PLUS, Excel, and KOSSA Prep classes will also follow a SBG approach this year. Study Zone will no longer be based around a student's grades in their other classes and all zero period classes will now assign grades. All of these classes will be graded the same way using the non-academic "Learning Targets" that are shown below. 100% of the student's final grade in the class will come from these targets and grades must be updated weekly on Thursday.

<b><u>Zero Period SBG Grading Targets:</u></b>
I come to class every day.
I come to class prepared.
I come to class on time.
I follow all classroom rules and procedures.
I efficiently use class time every day to learn, read, or study.

### **The Dos and Don'ts of Standards Based Grading:**

<b>Do.....</b>	<b>Don't .....</b>
<ul style="list-style-type: none"> <li>- Do give plenty of risk-free opportunity for practice;</li> <li>- Do use "0" for missing or incomplete work;</li> <li>- Do look for a pattern of achievement over time with the emphasis on improvement;</li> <li>- Do see effort and attitude as behaviors and track/report that as data;</li> <li>- Do see any absence, regardless of reason, as an absence from learning;</li> <li>- Do look at all work, whether late or not, as evidence of achievement</li> <li>- Do expect work turned in on time;</li> <li>- Do use regular assignments and assessments as evidence of learning;</li> <li>- Do provide cooperative learning opportunities;</li> <li>- Do establish behavior consequences for class disruptions and academic dishonesty;</li> <li>- Do review assessments for validity and reliability;</li> <li>- Do understand the standards you're teaching;</li> <li>- Do use formative assessment for improving learning and instruction;</li> <li>- Do use practice and reinforcements to help students learn; and</li> <li>- Do use re-teach days to give teacher assistance to students in need of additional support.</li> </ul>	<ul style="list-style-type: none"> <li>- Don't include scores on practice and reinforcements in reported grades;</li> <li>- Don't use zeros unless necessary;</li> <li>- Don't accumulate evidence over time and not use all of it;</li> <li>- Don't combine effort and attitude with academic achievement;</li> <li>- Don't assign zeros for unexcused absences or poor behavior;</li> <li>- Don't assign late penalties as part of the reporting grade;</li> <li>- Don't forget to assign consequences for behavior;</li> <li>- Don't give extra credit or bonus points to be included in gradebook evidence;</li> <li>- Don't use group scores as part of grades;</li> <li>- Don't apply academic penalties for academic dishonesty;</li> <li>- Don't base grades on poorly designed assessments;</li> <li>- Don't base grades on unclear standards or learning targets; and</li> <li>- Don't use formative assessment as a major percentage of the final grade.</li> <li>- Don't use the words homework, quiz, or test in your vocabulary.</li> </ul>



## **The Transition to Standards Based Grading:**

Since grading is such a large part of the school's instructional program, a complete change and full implementation of SBG will take a few years. Student progress grades will continue to be reported through report cards using percentages and letter grades. Thus, it may appear that there has been no change at all, when in fact the changes with SBG are in the process and in the teachers' gradebooks. Bath County High School will transition to SBG following the plan outlined below:

<b>2012-2013 School Year</b>	<b>2013-2014 School Year</b>	<b>2014-2015 School Year</b>
A Professional Learning Community (PLC) will be set up to allow teachers to pilot SBG and work through some of the issues that will occur in the transition. These teachers will serve as leaders and assist other teachers in implementing SBG the following year.	All teachers will use SBG and all teachers will set up their gradebook identical to each other following the setup defined in the high school's SBG Handbook. All teachers will use a 0, 1, 2, 2.5, 3 grading scale and a 10%, 30%, 50%, 10% weighting for Student Success Skills, Formative Assessments, Summative Assessments, and EOC/KOSSA. The focus will be on transitioning students, parents, and staff to SBG through a paradigm shift in how everyone thinks and approaches grading.	All teachers will use SBG and all teachers will set up their gradebook identical to each other following the setup defined in the high school's SBG Handbook. All teachers will use a 0, 1, 2, 2.5, 3 grading scale and a 0%, 20%, 60%, 20% weighting for Student Success Skills, Formative Assessments, Summative Assessments, and EOC/KOSSA. The focus will be on ensuring that grading is focused on mastery as well as continuing to help students, parents, and teachers with the paradigm shift in thinking and how we approach grading.

## **Resources and Further Reading:**

Chappuis, J. and Chappuis, S. (2002) *Understanding School Assessment*. Assessment Training Institute. Portland, OR.

Guskey, T. and Bailey, J. (2001) *Developing Grading and Reporting Systems for Student Learning*. Corwin Press, Thousand Oaks, CA.

Marzano, R. (2000) *Transforming Classroom Grading*. Association for Supervision and Curriculum. Alexandria, Virginia.

O'Connor, Ken (2007) *A Repair Kit for Grading: 15 Fixes for Broken Grades*. Educational Testing Service, Portland, OR. (Available in your buildings)

O'Connor, Ken (2002) *How to Grade for Learning: Linking Grades to Standards*. Corwin Press, Thousand Oaks, CA.

Seven Reasons for Standards Based Grading <http://goo.gl/Cq8F>

You Tube: Robert Marzano on Formative Assessment and Standards Based Grading <http://goo.gl/D8LVm>

ESD/Marzano Standards-Based Science Rubrics <http://goo.gl/kmGRr>

ESD/Marzano Standards-Based Mathematics Rubrics <http://goo.gl/a5FOY>

You Tube Rick Wormelli : Formative Assessment <http://goo.gl/s8qZf>




# Appendix



# Tracking My Learning

Course Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

 Learning Target:	Date Started:	What I Knew Before We Started	What I Scored on the Formative Assessment	What I Scored on the Formative Assessment Retake #1	What I Scored on the Formative Assessment Retake #2	What I Scored on the Summative Assessment	What I Scored on Summative Assessment Retake
I can	/ /	1 2 3	1 2 3	1 2 2.5	1 2 2.5	1 2 3	1 2 2.5
I can	/ /	1 2 3	1 2 3	1 2 2.5	1 2 2.5	1 2 3	1 2 2.5
I can	/ /	1 2 3	1 2 3	1 2 2.5	1 2 2.5	1 2 3	1 2 2.5
I can	/ /	1 2 3	1 2 3	1 2 2.5	1 2 2.5	1 2 3	1 2 2.5
I can	/ /	1 2 3	1 2 3	1 2 2.5	1 2 2.5	1 2 3	1 2 2.5
I can	/ /	1 2 3	1 2 3	1 2 2.5	1 2 2.5	1 2 3	1 2 2.5
I can	/ /	1 2 3	1 2 3	1 2 2.5	1 2 2.5	1 2 3	1 2 2.5
I can	/ /	1 2 3	1 2 3	1 2 2.5	1 2 2.5	1 2 3	1 2 2.5
I can	/ /	1 2 3	1 2 3	1 2 2.5	1 2 2.5	1 2 3	1 2 2.5

circle the appropriate level of mastery for each assessment taken (if not taken then don't record)




# I Got This!




Preparing for Our Summative Assessment

Course Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

**First:** Brainstorm and write all the Learning Targets (LT's) that have been taught in this unit that will appear on the upcoming summative assessment. Write these using as many of the words and vocabulary that appeared when the target was introduced in class. **Then:** Check the appropriate box for each LT.

Learning Target: 	Got It!!	Kinda Got It!	Don't Get It!
I can			
I can			
I can			
I can			
I can			
I can			
I can			
I can			

## My Reflection on My Learning:

	What I Know Well...	
	What I Need to Work on the Most...	
	What I Plan to Do Before our Summative Assessment...	



# Visually Tracking My Learning

Course Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

Unit Name: \_\_\_\_\_ Date: \_\_\_\_\_

## HOW AM I DOING?

3									
2									
1									
	LT #	LT#	LT#	LT#	LT#	LT#	LT#	LT#	LT#

Learning Target:	Most Recent Level:	Learning Target:	Most Recent Level:
LT# ____: I can		LT# ____: I can	
LT# ____: I can		LT# ____: I can	
LT# ____: I can		LT# ____: I can	
LT# ____: I can		LT# ____: I can	
LT# ____: I can		LT# ____: I can	

**Assessment**

**Name** \_\_\_\_\_

**Description:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessment Corrections**

<b>Original Question/Problem:</b>	<b>Problem/Question Reworked or Answered Correctly:</b>	<b>How/Why Did I Miss This Problem?</b>



**1** - **2** - **2.5** - **3** Grading Scale of SBG"

**1**

**Beginning**

Student has little, if any understanding and can do little of what is asked in the learning target (major gaps in knowledge and skills).

**2**

**Developing**

Student has some understanding and can do some of what is asked in the learning target (some gaps in knowledge and skills).

**3**

**Mastery**

Student understands and can do what is asked in the learning target (no gaps in knowledge and skills even if there are a few very minor errors).

**0**

**No Data**

Student has been absent or has provided no data in which to make a decision about their understanding of the learning target.

**2.5**

**Mastery**

After reinforcement(s) and retake(s), the student understands and can do what is asked in the learning target (no gaps in knowledge and skills even if there are a few very minor errors).



# Formative Assessment

Name: \_\_\_\_\_

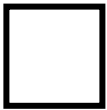
Date: \_\_\_\_\_

## The Teenage Writer

Just because of the fact that you are a teenager, doesn't mean you can't also be a published writer. Many teenagers are talented writers who write exceptionally well. There are more publishing opportunities for teens at this point in time than ever before. Some magazines are devoted to student work, whereas others publish only a few pieces per issue. But nevertheless, you should read the latest issue of a magazine, and then you might send your story or poem to the magazine.

My neighbor is a professional writer; she believes that students should be required to write for the school newspaper because doing so will give them experience in meeting deadlines. Her picture appeared in the *Bronxville Banner* because of the fact that she wrote a prize-winning essay.

Someday I hope to be a travel writer. Most travel writers write about gorgeously beautiful places, and readers can imagine visiting those places. Mark Hertsgaard wrote about places that people had damaged; he wants readers to know the root cause of how humans are injuring the planet.



### Learning Target 9: I can delete wordy or redundant material.

Circle the correct response for each referring to the passage above.

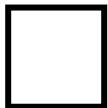
- |   |  |
|---|--|
| 1. A. NO CHANGE<br>B. In spite of the fact that<br>C. Despite the fact that<br>D. Because                     | 5. F. NO CHANGE<br>G. due to the fact that<br>H. and as a matter of fact<br>J. since |
| 2. A. NO CHANGE<br>B. in the not too distant future<br>C. now<br>D. happening in the here and now             | 6. A. NO CHANGE<br>B. strikingly<br>C. stunningly<br>D. OMIT the underlined portion  |
| 3. A. NO CHANGE<br>B. could possibly<br>C. should possibly<br>D. might  | 7. F. NO CHANGE<br>G. foundational<br>H. original<br>J. OMIT the underlined portion  |
| 4. A. NO CHANGE<br>B. knowledgeable experience<br>C. a repertoire of experience<br>D. practice and experience |  |

# Usage of Pronouns Summative Assessment

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_



**Learning Target 1: I can use the relative pronouns *who* and *whom* correctly.**

## Norman Rockwell

Norman Rockwell was a painter who's work usually represented stories of everyday happenings. The people who he presented were average-looking, the sort of person who you might meet on the street. Whoever saw his illustrations on the cover of the *Saturday Evening Post* recognized easily whomever appeared there. For example, one memorable illustration is named *The Gossips* whose illustration is made up of 15 tiny scenes. In each, two people are talking, either face-to-face or by phone. The woman who appears at the top left, beginning a rumor, also appears at the bottom right, hearing with dismay the effects of what she started. In between are the people whom hear and pass on the rumor. Even if the ages and the hairstyles of the characters who you see in the illustration may not match those of the gossips you know, you recognize the work the attitudes of whomever indulges in gossip.

1. A. NO CHANGE  
B. who  
C. whom  
D. whose

4. F. NO CHANGE  
G. Whomever  
H. Who  
J. Whom

7. A. NO CHANGE  
B. whom  
C. whoever  
D. whomever

10. F. NO CHANGE  
G. whoever  
H. whom  
J. whosoever

2. F. NO CHANGE  
G. whom  
H. where  
J. what

5. A. NO CHANGE  
B. whose  
C. whoever  
D. whosoever

8. F. NO CHANGE  
G. whomever  
H. whoever  
J. who

3. A. NO CHANGE  
B. whoever  
C. whomever  
D. whom

6. F. NO CHANGE  
G. who's  
H. who  
J. whom

9. A. NO CHANGE  
B. whom  
C. whoever  
D. whomever





**Learning Target 2: I can ensure a pronoun agrees with its antecedent.**

### Starting a New Business

Kathy has always liked dollhouses, and she got an idea for a business from their hobby. Now she and her brothers make dollhouses for sale.

Neither she nor her brothers give all of her time to the business. Still, the team makes all its spending money from their sales. Kathy's older

brother, Murray, builds the shells. He chooses the plywood, cuts it to scale, and assembles the pieces. Her younger brother, Max, paints the

houses inside and out, giving it details like doors, windows, and shutters. While Murray and Max do his jobs, Kathy buys miniature furniture.

Then she sews curtains, rugs, tablecloths, and bedspreads to make each house special. From October until mid-December, the crew take

turns selling its products at craft sales.

11. A. NO CHANGE  
B. his  
C. they're  
D. her

14. F. NO CHANGE  
G. its  
H. it's  
J. its'

17. A. NO CHANGE  
B. us  
C. her  
D. them

20. F. NO CHANGE  
G. their  
H. it's  
J. they're

12. F. NO CHANGE  
G. there  
H. their  
J. his

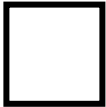
15. A. NO CHANGE  
B. She  
C. They  
D. Him

18. F. NO CHANGE  
G. her  
H. its  
J. their

13. A. NO CHANGE  
B. their  
C. there  
D. they're

16. F. NO CHANGE  
G. them  
H. his  
J. hers

19. A. NO CHANGE  
B. they  
C. he  
D. we



**Learning Target 3: I can ensure a pronoun agrees with its indefinite pronoun antecedent.**

**Auto Racing**

One of the most popular sports worldwide holds their events in stadiums, on city streets, and on mountain roads. That sport is auto racing. Many of the drivers are professionals who earn his or her living from competing. Tens of thousands more, however, are amateurs who participate at their own expense. There are many kinds of auto races, and almost anyone can test their abilities in one of them. For example, some of the drivers in kart races have only celebrated his or her eighth birthday. However, most of the people interested in racing get their pleasure from watching others race. Almost everybody in the United States has heard of drag racing, even if they haven't seen it. Several of the other well-known races are known by its French name, Grand Prix, which means "large prize."

All of these races draw hundreds of thousands of spectators to its courses on roads in Canada, the United States, Monaco, and other countries. Of course, each country has their own preferences.

21. A. NO CHANGE  
B. its'  
C. it's  
D. its

24. F. NO CHANGE  
G. his  
H. its  
J. they're

27. A. NO CHANGE  
B. we haven't seen  
C. us haven't seen  
D. he hasn't seen

30. F. NO CHANGE  
G. there  
H. it's  
J. its

22. F. NO CHANGE  
G. there  
H. their  
J. they're

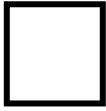
25. A. NO CHANGE  
B. their  
C. its  
D. her

28. F. NO CHANGE  
G. there  
H. they're  
J. their

23. A. NO CHANGE  
B. his  
C. her  
D. its

26. F. NO CHANGE  
G. his  
H. her  
J. its

29. A. NO CHANGE  
B. it's  
C. their  
D. there



**Learning Target 4: I can use pronouns correctly in appositives, comparisons, and reflexive cases.**

**Climbing Mount Baldy**

To we visitors to Rocky Creek Park, there's no greater challenge than climbing Mount Baldy. Two regular park visitors, my neighbor Tom and me, tried to scale that smooth cliff again last week. The park rangers warned climbers, other teens and we, to stay with buddies. Tom is more daring than me, so I keep him in line. I myself need some of his self-confidence. He stared up faster than me, and for a while I felt bad that I wasn't doing as well as him. But then he slowed down. Finally he stopped altogether. He told himself that some dirt or dust had gotten into his eyes. He could feel for handholds, but he couldn't see where to reach over the vertical cracks in the wall. We were closer to the top than to the bottom by then, so we continued up. But from that point on, I had to see for him as well as for myself. No one was more relieved to reach the top than us! Now Tom goes around bragging that he can scale Mount Baldy blindfolded.

31. A. NO CHANGE  
B. us  
C. they  
D. he and I

34. F. NO CHANGE  
G. myself  
H. him  
J. I

37. A. NO CHANGE  
B. he  
C. she  
D. they

40. F. NO CHANGE  
G. me  
H. him  
J. we

32. F. NO CHANGE  
G. myself  
H. I  
J. him

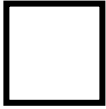
35. A. NO CHANGE  
B. hisself  
C. himself  
D. herself

38. F. NO CHANGE  
G. theirselves  
H. I  
J. me

33. A. NO CHANGE  
B. they  
C. theirselves  
D. us

36. F. NO CHANGE  
G. I  
H. myself  
J. him

39. A. NO CHANGE  
B. I  
C. we  
D. he



Learning Target 5: I can recognize and correct errors with pronoun reference.

### Norse Myths

According to Norse myths, the gods created the first humans from trees, which makes them odd ancestors. In Greek myths, the home of the gods was the top of Mount Olympus, but in Norse myths you have Asgard. Greek myths told about the Fates and the similar Norns appeared in Norse myths; they lived at the base of the tree that supported creation. Valhalla was a special place in Asgard, the Norse heaven, for warriors killed in battle, and that gave Viking warriors more courage. The evil god Loki was jealous of the Balder, the god of beauty, and when he wasn't expecting danger, he killed him.

41. A. NO CHANGE

- B. that makes them
- C. this makes them
- D. making trees some

42. F. NO CHANGE

- G. there is
- H. we have
- J. I have

43. A. NO CHANGE

- B. it
- C. the Norns
- D. OMIT the underlined portion

44. F. NO CHANGE

- G. this
- H. such
- J. going to Valhalla

45. A. NO CHANGE

- B. they weren't expecting danger, they died.
- C. Balder wasn't expecting danger, Loki killed him.
- D. Balder wasn't expecting danger, he killed him.

# Algebra I

Name: \_\_\_\_\_

## Formative Assessment

Date: \_\_\_\_\_

### Adding & Subtracting Polynomials



**LT 25: I can add polynomials.**

1.)  $(-3x + 6y + 9) + (2x - 4y + 2)$

2.)  $(9x^4 + 2x^2 - 6x - 3) + (2x^4 + 7x^2 + 10)$



**LT 26: I can subtract polynomials.**

3.)  $5x - (4 - 2x)$

4.)  $(5x^2 - 6x - 4) - (x^2 - 8)$

5.)  $(12x^5 + 5x^3 + 3x - 4) - (6x^5 + 10x^2 - 7x - 4)$



**LT 27: I can add and subtract polynomials.**

6.)  $(5x^2 - 3x^3 - 9) + (9x^3 - 5 + 7x^2) - (4x^3 + x - 2x^2)$

7.)  $(3x - 10y + 7z) - (-2x - 5z + 8y) + (6x + 3y - 12z)$

8.)  $(5x^2 - 6x - 4) - (x^2 - 8) + (3x^2 - 5)$

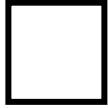
# Algebra I

Name \_\_\_\_\_

## Summative Assessment

Date \_\_\_\_\_

### Polynomials



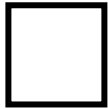
#### **LT 23: I can state the degree of a polynomial.**

State the degree of each polynomial.

1.)  $x - 8x^5 + x^7$

2.)  $2x^3y^3 - 3x^3y$

3.)  $-2x^2y + 6x^3y^2 - 10x^3y^5$



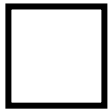
#### **LT 24: I can write a polynomial in standard form.**

Write the following polynomials in standard form.

4.)  $2x - 6 + 4x^5 + 7x^6$

5.)  $3x^2 - x - 3 + x^3$

6.)  $4 + 3x^3y^3 - x^5y + xy$



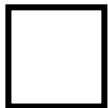
#### **LT 27: I can add and subtract polynomials.**

Simplify by performing the indicated operation.

7.)  $(8t^2 + 4t - 2) + (2t^2 - t + 6)$

8.)  $(3c^2 - 8c + 5) - (c^2 - 8c - 6)$

9.)  $(5n^2 + 2) - (2n^2 - 7n - 1) + (n^2 + 5n)$



#### **LT 28: I can multiply polynomials.**

Multiply.

13.)  $(3c^5d^4)(-6c^4d^2)$

14.)  $5hk^2(2h^2k - hk^3 + 4h^2k^2)$

15.)  $(2x + 5)(x + 3)$

16.)  $(2x - 5)(4x - 3)$

17.)  $(3c - 1)^2$

18.)  $(x + 5)(x^2 - 6x + 3)$