



Standards Based Grading Plan

Bedichek Middle School

Rationale: Why Standards Based Grading?

The purpose of providing grades to students is to give quality feedback to students and parents about the student's current level of mastery of the standards. Standards based grading is criterion reference whereas traditional grading systems are norm referenced and support a bell curve. Traditional grading systems include various factors (attendance, behavior, etc.) not directly related to mastery of the standards and do not present a correlation to performance on standards based/criterion references assessments. Traditional grading systems support grade inflation/deflation, while standards based grades provide a more accurate measure of a student's mastery and/or progress towards mastery. The use of teacher developed rubrics is an essential component of standards based grading. Wright and Wise (1988) found in a study of 43 teachers, that across all subject areas rubric ratings were significantly correlated higher to standardized testing scores than grades based on points. In a separate meta-study of 21 different studies (Fuchs and Fuchs, 1986) the researchers determined that asking teachers to make decisions about students using rubrics rather than points enhanced student achievement by 32 percentile points. Williams and Felps (1983) found that students assessed with rubrics (in math) scored on average 14 percentile points higher than norm-referenced groups, low-income students scored "24 percentile points higher than the average assessment of those using points," and students assessed with rubrics had a more positive attitude toward math. The research shows that student achievement and motivation increase when standard based grading is implemented.

Implementation: How will Bedichek Middle School implement standards based grading?

The SBG Committee began meeting in March of 2015 to review best practices with regards to grading, using Myron Dueck's Grading Smarter, Not Harder and Robert Marzano's Transforming Classroom Grading as anchor resources. The SBG committee also pulled in resources from Crockett High School and the internet (including Harpool M.S. in Denton ISD). In May of 2015 the SBG presented a plan to the Bedichek Leadership Team.

During the summer of 2015, 6th grade and elective teachers will participate in a two day training to learn the basics of standards based grading, in preparation for implementation during the 2015-2016 school year. Professional development will be provided using an educational expert in the area of standards based grading implementation. Professional development/support will be provided throughout the school year by the



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educational expert. 6th grade teachers will utilize a common standards based grading practice/protocol beginning day 1 of the 2015-2016 school year (see attached documents for practice/protocol).

Parent communication will be delivered by school administration using School Messenger during the summer. Explanation will be provided at Back to School Night as well as at PTA, CAC, and a special report card meeting held after the completion of the first six weeks.

Implementation of Standards Based Grading will roll up to 7th grade in 2016-2017 and 8th grade in 2017-2018.



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Teams Gradebook Guidelines (cont.)

Sample Rubric:

FIGURE 4.10 Topic-Specific and Generic Rubric for Process- or Skill-Based Topics	
Topic-Specific Rubric for Reading Tables	Generic Rubric for Processes or Skills
4 The student can interpret tables without making significant errors. Additionally, the student performs the process with fluency and understands key features of tables.	4 The student can perform the skill or process important to the topic with no significant errors and with fluency. Additionally, the student understands the key features of the skill or process.
3 The student interprets tables without making significant errors.	3 The student can perform the skill or process important to the topic without making significant errors.
2 The student makes some significant errors when interpreting the tables but still accomplishes a basic approximation of the process.	2 The student makes some significant errors when performing the skill or process important to the topic but still accomplishes a rough approximation of the skill or process.
1 The student makes so many errors when interpreting tables that he or she is not capable of reading tables.	1 The student makes so many errors in performing the skill or process important to the topic that he or she cannot actually perform the skill or process.
0 No judgment can be made about the student's ability to interpret tables.	0 No judgment can be made about the student's ability to perform the skill or process.

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Teams Gradebook Guidelines (cont.)

TEAMS Gradebook Example:

013006R/6 - LOC MATH ELEC 6 - S2 - A/05										Wyatt, Monica Marcelle							
1Six										2Six	3Six	4Six	5Six	6Six	Report Card	Progress	Credit
#	Local ID	Student Name	GL	SCH				Avg	6.2B MN Absolute Value and Opposites	6.2C MN Locate and Compare Integers on Number Line	6.2 MJ Integer Assesment	6.3C MN Integer Operations with Models	6.3D MN Add and Subtract Integers	6.3D MN Multiply and Divide Integers	6.3 MJ Integer Operation Assessment		
All									100x1	100x1	100x1	100x1	100x1	100x1	100x1		
Class Average									Daily Grad	Daily Grad	Quiz, Unit	Daily Grad	Daily Grad	Daily Grad	Quiz, Unit		
Scheduled Students With Ownership									Mar 02	Mar 04	Mar 06	Mar 12	Mar 16	Mar 18	Mar 23		
1	2097474	Barron Manzanarez, Casandra	06	054	D	S	G	P	94	PRO	MAS	MAS	PRO	BAS	PRO	PRO	
2	10054612	Gomez, Daira	06	054	D	S	G	P	88	BAS	PRO	PRO	PRO	DEV	PRO	PRO	
3	2086455	Landaverde, Ricardo Adrian	06	054	D	S	G	P	70	DEV	BAS	BAS	LIM	MSG	DEV	DEV	