Standards-Based Grading

Directions: Use this template to grade and report student achievement in a standards-based form.

Grades Based on Product Criteria

These criteria focus on what students know and are able to do. Forms of assessment include final examination or final products that serve as the culminating demonstrations of learning, such as reports, projects, or exhibits.

Identify four to six clear, precisely worded, and rigorous reporting standards of the subject areas that are expressed in audience-friendly language. This can be done through unpacking the curriculum standards into homogeneous categories.

For example, specific standards-based categories for grading English and language arts may include argumentative writing, informative writing, reading and analyzing complex texts, vocabulary development, and speaking and listening (Tucker, 2015). A sample set of scores for these categories is *beginning* (1), *progressing* (2), *proficient* (3), and *exceptional* (4).

Grades Based on Process Criteria

These criteria focus on how students learn. They may include students' non-academic achievement such as responsibility, effort, engagement, or work habits. Forms of assessment include classroom observation, quizzes, formative assessments, timeliness in completing assignments, attendance, or class participation. For example, a set of criteria can include preparation, participation, homework, cooperation, and respect.

These process criteria can be rated with scale of: ++ for consistently, + for moderately, — for rarely, and N/A for not assessed.

Grades Based on Progress Criteria

These criteria focus on how much achievement gains students have made over a period of learning. Forms of assessment typically measure an individual student's gain or improvement of learning over time. A sample set of scores for these categories is *making insufficient progress* (1), *making partial progress* (2), *making full progress as expected* (3), and *making exceptional progress* (4).

Narrative Comments

Finally, add narrative feedback for additional information on the strengths and weaknesses in student performance.

Source: Adapted from Brookhart, S. M. (2011). Starting the conversation about grading. Educational Leadership, 69*(3), 10–14; Guskey, T. R. (2011). Five obstacles to grading reform.* Educational Leadership, 69*(3), 16–21; Guskey, T. R., & Bailey, J. M. (2010).* Developing standards-based report cards. *Thousand Oaks, CA: Corwin Press; Guskey, T. R., Swan, G. M., & Jung, L. A. (2011). Grades that mean something: Kentucky develops standards-based report cards.* Phi Delta Kappan, 93*(2), 52–57; Muñoz, M. A., & Guskey, T. R. (2015). Standards-based grading and reporting will improve education.* Phi Delta Kappan, 96*(7), 64–68; Tucker, C. (2015). Using data to personalize learning.* Educational Leadership, 73*(3), 82–83.*