



MODULE 6
Grading and Reporting in a Standards-based System

OVERVIEW

Grades in a standards-based system are part of a comprehensive and balanced approach to learning, so that students see the connection between what they are to learn (standards), how they are learning it (classroom activities and assignments), and how they are being assessed (proficiency scales). The proficiency scale continues to be the through line in these processes.

After delineating the p-scale score that each activity/assignment and each assessment task correspond to, assign scores to students based on how closely their performance matches the levels and descriptors on the p-scales and associated scoring tools (i.e., rubrics). Students are not measured against each other (normed reporting); students are measured against the standards (criterion reporting). The practice of using established sets of evaluative criteria ensures greater consistency among teacher judgments of student performance. When scoring assessments, in particular, be aware of response patterns, item weighting, and response codes. (see p. 81 for a full discussion of each)

When reporting an overall grade for a unit of study or period of time, it is recommended that careful examination be given to performance on assignments and assessments over time, with more weight given to recent evidence, rather than computing an average score. Include both formative and summative data points to avoid placing a great deal of weight on a few summative data points, using scores that are most indicative of a student's independent work during class. Thus, it is important to determine the pattern of scores for a particular standard for reporting purposes. Do not average scores within a standard; it is acceptable to average scores across standards.

Grades should communicate a student's proficiency level along a continuum based on a collection of evidence. If converting scores to letter grades, use this conversion scale:

- 3.00-4.00 = A
- 2.50-2.99 = B
- 2.00-2.49 = C
- 1.00-1.99 = D
- Below 1.00 = F

It is recommended that nonacademic behaviors not be included when determining a student's academic performance grade, because the goal of the grade is to communicate how much he or she knows.

A report card should be a valid representation of a student's progress in learning the standards. Three criteria to include on report cards are:

1. Product—achievement or levels of performance by standard(s)
2. Process—nonacademic behaviors
3. Progress—represent growth from past grading period

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher's guide to standards-based learning*. Bloomington, IN: Marzano Research.

Chp. 4

[A Teacher's Guide to Standards-based Learning](#)

DO

- [PPT to support this module](#)

Facilitation Guides:

- [Grading in a Comprehensive and Balanced Assessment System](#)

Templates:

- [Gradebook Template](#)

Handouts:

- [Scoring Flowchart](#)
- [Conversion Chart](#)
- [Guskey Articles on Grading and Reporting](#)
- [Standards-based Grading and Reporting will Improve Education](#)
- [Five Obstacles to Grading Reform](#)
- [Grades that Mean Something](#)
- [Module 6 Terminology](#)

REFER

Examples/Additional Reference Items:

- Scoring Assessments—Response Patterns, Item Weighting, Response Codes—pp. 81-82
- [Sample Standards-based Report Card](#)
- [Communication with Parents #5](#)

Videos:

- [Guskey Videos on Grading and Reporting](#)
- [Grading and Scoring](#)
- [Scoring and Grading](#)
- [Grade Books and Report Cards](#)
- [Rubrics and P Scales](#)

REFLECTION QUESTIONS

1. What issues must teachers have awareness of when they score assessments based on proficiency scales?
2. What important roles do scores, grades, and item response theory (IRT) play in assessment in a standards-based system?
3. Why should report cards include three different grade representations—product, process, progress?



Standards-based Practices Workbook

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Multiple opportunities to demonstrate proficiency on the standards, and thus the number of assessments, can vary depending on the needs of particular students. These opportunities should not be automatic, though; students need to qualify by meeting your criteria to do a retake.

**Grades are not about what students earn;
Grades are about what students learn.**

