

## MS/HS Standards-Based Grading Roundtable Discussion

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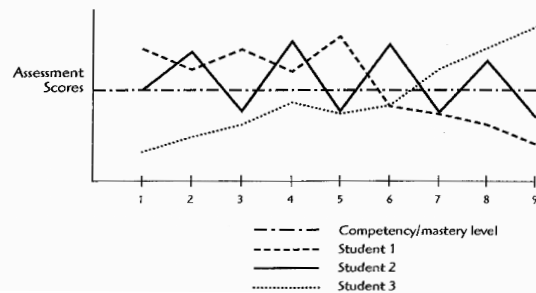
## Agenda (Session 1 - 8:35-9:00) (Session 2 - 9:10-9:35)

- Why are teachers using standards based grading?
- What's happening in Sumner?
- What have we discovered?
- What is happening in your district?
- Questions

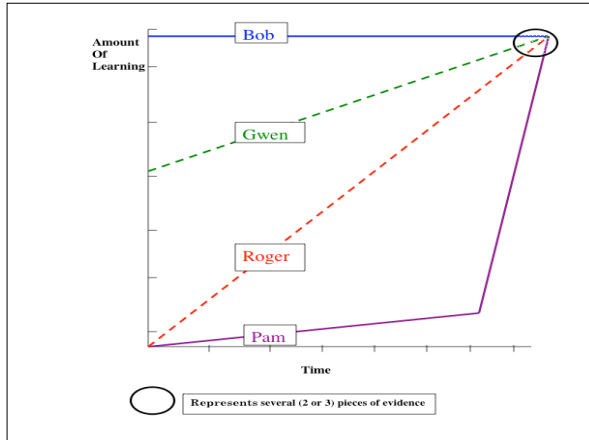
**“the primary purpose of . . . grades . . . (is) to *communicate student achievement* to students, parents, school administrators, post-secondary institutions and employers.”**

Bailey, J. and McTighe, J., “Reporting Achievement at the Secondary School Level: What and How?”, in Thomas R. Guskey, (Ed.) *Communicating Student Learning: ASCD Yearbook 1996*, ASCD, Alexandria, VA, 1996, 120

Parachute Packing Test Scores



O'Connor, K., *How to Grade for Learning*, Skylight, 2002, 33



## Weighing the Scales

- Consider this comparison between a 100 pt scale and a 4 point scale:
  - If a student does no work, he should get nothing, right? Agreed.
  - But how productive is it to tell a student that he earned 6 times less than absolute failure?

100	4	A
90	3	B
80	2	C
70	1	D
60	0	F
50	-1	
40	-2	
30	-3	
20	-4	
10	-5	
0	-6	

(adapted from Doug Reeve's ideas in *The Learning Leader*, ASCD, 2006)

## What's happening in Sumner?

- Teachers are making a conscious effort to put descriptions of skills in the assignment field instead of page numbers.
  - **THIS:** Graphing slope-intercept equations - p. 5  
(actual because of space limitations: gr slp-int equ-p.5)
  - **NOT:** p. 5 #1-20
- Teachers are changing how they score and weigh homework

## What's happening in Sumner?

- Teachers are beginning to use two categories:
  - Practice (5%-10%)
  - Assessment (90%-95%)
- Some teachers are using special grade mark tables to score all assignments.
- Some teachers have modified the regular grade mark table to get rid of the D.

## Modified 4-Point Scale

Special Grade Mark Group 3: GRADING (1-4) Version 2

Grade Mark	Grade Value High	Grade Value Low
4	100	94
3.5	93.99	83
3	82.99	68
2	67.99	50
1	49.99	0

## Professional Grading Group

Special Grade Mark Group 0: Standards Based

Grade Mark	Grade Value High	Grade Value Low
PR	100	92
QU	91.99	82
CO	81.99	70
AM	69.99	0

PR - Professional  
QU - Quality

CO - Competent  
AM - Amateur

## Modified Grading Scale - No D

Grade Mark	Grade Value High	Grade Value Low
A	100	94
B	93.99	83
C	82.99	68
F	67.99	0

Use	Grade Mark	Grade Value High	Grade Value Low	Use	Grade Mark	Grade Value High	Grade Value Low
<input checked="" type="checkbox"/>	A	100	94	<input checked="" type="checkbox"/>	C	82.99	68
<input type="checkbox"/>	A-			<input type="checkbox"/>	C-		
<input type="checkbox"/>	B+			<input type="checkbox"/>	D+		
<input checked="" type="checkbox"/>	B	93.99	83	<input type="checkbox"/>	D		
<input type="checkbox"/>	B-			<input checked="" type="checkbox"/>	F	67.99	0
<input type="checkbox"/>	C+						

## What we discovered?


- More students are passing!
- Students who only do the minimum, have to do enough work to get a C.  
(This will also increase WASL scores because they are learning more)
- Students who normally fail have more hope.
  - Zeros aren't permanent.
  - If the student shows evidence of practice, he/she can retake a test for more credit.



## What have we discovered?

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- We need to educate parents about what the grade marks mean.
- We need to be more consistent throughout a building.
- Decisions about grade posting need to be made before the first marking period.
- We need to tie the special grade marks to a GPA score so that students are eligible for athletics.



## What is happening in your district?



## Questions/Comments

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