

Grading and Reporting in a Standards-based System



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 is 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.

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.

See this [link](#) for additional resources on grading and reporting.