



Standards-Based Grading

3 Semester, Graduate Level Credits

Thank you for registering for this course. Included are the following important information:

1. Course Syllabus
2. Assignment Plan – Assignments to turn in & Grading Rubric
3. Course Hourly Breakdown

Assignment Deadline: This course is a rolling course throughout the year, which means it does not have a specific deadline to submit completed assignments. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

Registering with the University: Please register with the university prior to starting your coursework. *Students must register for the course through the university prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, please follow the respective instructions on Schoology depending on the university you are registering with.

Upon Completion of the Course: Please submit assignments and discussion posts as instructed on Schoology. *Make sure to check the email address you used to create your Schoology account regularly, including the spam folder, as we will be contacting you with this email address moving forward with any updates regarding your coursework.*

If you need assistance or have any questions, feel free to contact our staff by leaving a message on Schoology or emailing at info@creditsforteachers.com.

Standards-Based Grading Syllabus

3 credits

Course Description: This course provides an introduction into what standards-based grading is and how to implement it in the classroom. Even within a district or school building that does not incorporate standards-based grading, educators can still apply standards-based grading practices within their classrooms, and this course gives strategies on how to do so. By implementing standards-based grading, grades have more meaning to both educators and students. On top of which, educators and students better understand where students are at in their learning.

Learning Objectives:

- Students will learn the principles and strategies behind standards-based grading.
- Students will be able to create a student progress monitoring system for their own students to use to track their own learning.
- Students will be able to use and implement standards-based grading in their classes to accurately show what their own students know and understand.
- Students will develop skills to reflect on & improve their own teaching practices.

Required Texts:

- “Chapter 3: What Grading Looks Like in the Standards-Based Classroom” from the book *Rethinking Grading: Meaningful Assessment for Standards-Based Learning* by Cathy Vatterott.
- “Chapter 4: What, How, and When to Grade” from the book *Rethinking Grading: Meaningful Assessment for Standards-Based Learning* by Cathy Vatterott.

Course Components:

This course includes selected readings, selected videos, discussion boards, online assignments, and a final paper. All components and all course materials can be found on the Schoology course page. The assignments, including the final paper, will be turned in online via Schoology. Students must receive an 80% or better on each assignment to receive university credit.

Course Outline:

- Part 1: Reading #1
 - Standards-Based Grading Reading PDF #1
 - Video: What is Standards-Based Grading?
 - Video (OPTIONAL): Electronic Version of Progress Monitoring
 - Reading Assignment: Student Progress Monitoring Sheet Assignment
- Part 2: Reading #2

- Standards-Based Grading Reading PDF #2
- Video: Grading Scale
- Reading Response Discussion
- Part 3: Implementation of Strategies
 - Initial Thoughts Discussion
 - Implementation Plan Assignment
 - Lesson Plan Assignment
- Part 4: Final Reflection
 - Final Reflection Paper
 - Final Thoughts Discussion

Reading (and/or Video) Assignment:

The purpose of the reading assignment is to analyze the reading(s) (and at times the videos) and show an understanding of the content and strategies provided. Students are also responsible for reflecting on and explaining how these new strategies can be applied to their own practice.

Reading Assignment Rubric:

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The student progress monitoring sheet is done correctly with all of the required components. It is also neat and organized. The responses are well thought out and in depth and show understanding of student progress monitoring.
B (12-13)	Student answers all questions. The student progress monitoring sheet is done correctly with all the required components. It is neat and easy to read. More detail could have been given in one or more of the responses.
Not Passing (11 or below)	Some questions are complete while others are not. Student left out some parts of the student progress monitoring sheet and it is hard to read. Student progress monitoring is mentioned but full understanding is missing.

Implementation Plan:

The purpose of the Implementation Plan is for students to show how they will implement strategies from the course in their lessons and/or school days in the future. Students are responsible for creating a 4 week unit plan for one of the units in their curriculum that includes regular implementation of the strategies from the course within the lessons of the unit.

Implementation Plan Rubric:

Grade	Description
A (18-20)	Student's unit plan is a minimum of 4 weeks and includes all of the required components. Student also includes all of the required components for each lesson/day within the plan. Student demonstrates the implementation of

	learned strategies, and there is clear evidence that one or more strategies from the course are incorporated within each lesson/day.
B (16-17)	Student's unit plan is a minimum of 4 weeks and includes the required components. Student also includes the required components for the majority of the lessons/days within the plan, but 1-5 of the lessons are incomplete. Student demonstrates the implementation of learned strategies, and there is evidence of one strategy from the course incorporated within each lesson/day.
Not Passing (15 or below)	Student's unit plan is 3 weeks or less and includes some of the required components, but one or more are missing. Student includes some of the required components for the lessons/days within the plan, but 6 or more of the lessons are incomplete. Student partially demonstrates the implementation of learned strategies. Some of the lessons/days have strategies from the course incorporated while others do not, or none of them do.

Lesson Plan:

The purpose of the lesson plan assignment is to see a more detailed account of students utilizing the strategies from the course within their lessons. This provides a specific example of what will happen in the classroom.

Lesson Plan Rubric:

Grade	Description
A (14-15)	Student's lesson plan includes all of the required components. All activities within the lesson plan are described in detail. There is clear evidence that multiple strategies from the course were used throughout the lesson.
B (12-13)	Student's lesson plan includes the majority of the required components, but 1 or 2 are missing. Some detail is used when describing the activities within the lesson, but some activities are missing detail. There is evidence that multiple strategies from the course were used throughout the lesson.
Not Passing (11 or below)	Student's lesson plan is missing several of the required components. The activities within the lesson are not described in detail. There is little or no evidence that strategies from the course were used throughout the lesson.

Discussion Board:

The purpose of the discussion boards is to share ideas and experiences with fellow teachers in order to learn from each other and inevitably improve everyone's practice. For each discussion board, students are responsible for responding to the questions presented in a well-thought out response. Students must also reply to a minimum of 1 other student's response per discussion board.

Discussion Board Rubric:

Grade	Description
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A (5)	Student's responses are clear, well written, and include a high level of detail. Student answers all parts of the question(s) thoroughly using clear and highly appropriate evidence from the course. For each discussion board, student also completes a minimum of 1 reply to another student's post. The reply is thoughtful and incorporates ideas learned from the course.
B (4)	Student's responses are clear, well written, and include some amount of detail. Student answers the majority of the question(s) thoroughly using appropriate evidence from the course. For each discussion board, student also completes a minimum of 1 reply to another student's post. The reply is thoughtful and incorporates ideas learned from the course. OR Student's response meets the requirements of an A. However, they did not include a reply to another student's post.
Not Passing (3 or below)	Student's responses are unclear and do not include very much detail. Student answers some of the question(s) using some or no evidence from the course. The reply to another student's post is brief and does not incorporate ideas learned from the course, or it is missing all together.

Final Reflection Paper:

Within the final paper, students must explain the strategies from the course they plan to implement and reflect on the impact they hope those strategies will have on their practice and on student learning. Students will also explain how they plan to implement the strategies, aspects they valued, and aspects they would modify.

Final Paper Rubric:

Grade	Description
A (36-40)	Student has included multiple strategies to incorporate standards-based grading within each lesson. All of the strategies in the assignment are implemented and addressed with detail explaining how each strategy was incorporated or modified if needed. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has included multiple strategies to incorporate standards-based grading within each lesson. A majority of the strategies in the assignment are implemented and addressed, but 1-3 are missing. Student has explained how the strategies used were incorporated or modified if needed. Lastly, student has answered the majority of the reflection questions, but one or two are missing.
Not Passing (31 or below)	Student has included multiple strategies to incorporate standards-based grading within each lesson. Some of the strategies in the assignment are implemented and addressed, but 4 or more are missing. Student has provided some explanation of how the strategies used were incorporated or modified if needed, but the explanation is incomplete. Student has answered some of the reflection questions but responses are incomplete, or none of the questions have been answered.

Standards-Based Grading - Assignment Plan, Grading, & Hourly Breakdown

Student Progress Monitoring Sheet Assignment	X/15 pts
Implementation Plan Assignment	X/20 pts
Lesson Plan Assignment	X/15 pts
Reading Response Discussion Board	X/5 pts
Initial Thoughts Discussion Board	X/5 pts
Final Thoughts Discussion Board	X/5 pts
Final Reflection Paper on Standards-Based Grading	X/40 pts
Final Grade	X/105 pts

Final Grade Scale

95-105 pts	A
84-94 pts	B
83 pts & below	Not Passing

Suggested Hourly Breakdown

Reading/reviewing assigned course materials	5
Planning strategies into a unit plan	8
Practicing strategies/techniques in the classroom (within the unit plan)	20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming and writing all discussion boards & assignments	7
Total Hours	45

Bibliography

Foster, Mike, director. *Standards-Based Grading: Grading Scale*. YouTube, YouTube, 25 May 2015, www.youtube.com/watch?v=wNDahsFDwEY.

Summerford, Melissa, director. *Student Progress Monitoring Using Google Classrooms*. YouTube, YouTube, 15 May 2018, www.youtube.com/watch?v=OeWNR0vwnk&t=26s.

TeacherEase, director. *What Is Standards-Based Grading?* YouTube, YouTube, 13 Mar. 2018, www.youtube.com/watch?v=2kRHC2WF8Jl.

Vatterott, Cathy. *Rethinking Grading: Meaningful Assessment for Standards-Based Learning*. ASCD, 2015.

Credits for Teachers Policies

Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.

Thank You!

