



Standards-Based Grading

Brandman University: EDDU 9628 – 3 Semester Hours

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

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

Assignment Deadline: This course is a rolling course throughout the year, which means it does not have a specific deadline. 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 Brandman University: Please register with the university prior to starting your coursework. Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers. To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

Upon Completion of the Course:

1. Please submit all completed assignments in PDF format in one email to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

Standards-Based Grading - Syllabus

EDDU 9628

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.

Course Materials:

- Readings:
 - List of chapters below all from the book *Rethinking Grading: Meaningful Assessment for Standards-Based Learning* by Cathy Vatterott:
 - (Required) “Chapter 3: What Grading Looks Like in the Standards-Based Classroom”
 - (Additional) “Chapter 4: What, How, and When to Grade”
- Videos:
 - What is Standards-Based Grading?
 - Standards-Based Grading: Grading Scale
 - Student Progress Monitoring Using Google Classrooms
- Content Implementation: (You will choose one of the following options.)
 - OPTION 1: Implementation Plan & Implementation Plan Template
 - OPTION 2: Hour Log Template & Hour Log Example

*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet entitled “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.
2. Watch the following videos:
 - What is Standards-Based Grading?
 - Standards-Based Grading: Grading Scale

*NOTE: This second video is just an example. You do not have to use this exact system.
3. In at least 2 pages, reflect on your current grading practices and explain your reaction to the reading by answering the following:
 - a. How do you assess your students? Do you use both formative and summative assessments? Can students do retakes or make corrections on assessments? Why or why not? If they can, what happens to the old assessment grade after the retake or corrections are completed?
 - b. How do you grade homework and classwork? Do students’ grades get penalized if something is turned in late? Why or why not? Do you reward or take off points for any other “work habits”? Explain.
 - c. Do you agree or disagree with standards-based grading? What do you foresee being the pros of this grading process? What challenges do you think would come up?
4. Create a “Student Progress Monitoring” sheet for one of your units that includes the list below. If you are not in summer break, give this to your students to complete for all of or part of the unit. (Turn in a blank copy for this assignment and then use the student completed ones for the Final Reflection.)
 - a. The unit name
 - b. The essential question for the unit
 - c. All the learning targets or standards you will cover in that unit
 - d. The different activities and/or assessments you will use to assess each learning target
 - e. A way for students to track their progress of each learning target

(OPTIONAL) Watch the following video for an electronic example for student progress monitoring: Student Progress Monitoring Using Google Classrooms

5. Content Implementation: **You only have to complete one of the following options.**
OPTION 1: This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the

Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. Implement standards-based grading into your unit. Use the following strategies to guide your planning, teaching, and assessing. Use examples from the text to help you as well.

- Use the “Student Progress Monitoring Sheet” from #4
- Link learning targets or standards to each grade
- Practice assignments (including homework) are graded, but they are not (or minimally) weighted
- Send the message to students that it is ok to make mistakes
- Give multiple forms of feedback to students
- Implement a system for changing a grade if students show mastery later in the unit
- Use formative assessments and provide feedback to students

OPTION 2: Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing standards-based grading in your classroom with your students. Use the following strategies to guide your planning, teaching, and assessing. Use examples from the text to help you as well.

- Use the “Student Progress Monitoring Sheet” from #4
- Link learning targets or standards to each grade
- Practice assignments (including homework) are graded, but they are not (or minimally) weighted
- Send the message to students that it is ok to make mistakes
- Give multiple forms of feedback to students
- Implement a system for changing a grade if students show mastery later in the unit
- Use formative assessments and provide feedback to students

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics (This could include the additional reading(s) listed above in the “Course Materials.”)
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students' learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in "Course Materials."

***NOTE:** You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: **You only have to complete one of the following options.**

OPTION 1: If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.

- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
 - i. What will the strategies look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
 - ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
 - iii. How is this way of teaching the unit different from how you taught the unit in the past? How is this way of grading different from how you graded in the past?
 - iv. What do you plan to do to support the effectiveness of the methods and strategies?
 - v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
 - vi. What challenges do you foresee arising from using any of these strategies?

OPTION 2: If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing standards-based learning & grading in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using standards-based grading on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using standards-based grading strategies on your teaching and on student

learning. Make sure to answer the following questions in your reflection.

- i. What did the strategies look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
- ii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past?
- iii. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
- iv. What was challenging or didn't work as well as you would have hoped?
- v. How would you modify any part of what you implemented to make it more effective in the future?

Standards-Based Grading - Assignment Plan, Evaluation & Grading

Current Practices & Reading Reflection (Written Response Rubric)	X/15 pts
"Student Progress Monitoring" Sheet (Written Response Rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Standards-Based Grading (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(*The assignment is required but is not graded)

Final Grade Scale

63-70 - A
 56-62 - B
 49-55 - C
 42-48 - D
 41 & Below - F

Written Response Rubric (Used for Current Practices & Reading Reflection & "Student Progress Monitoring" Sheet):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of standards-based grading. The "Student Progress Monitoring" sheet is complete and includes all necessary components. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses. The "Student Progress Monitoring" sheet is complete and includes all necessary components.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Standards-based grading strategies are mentioned but full understanding is missing. The "Student Progress Monitoring" sheet is partially incomplete and is missing a few components.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect standards-based grading. The "Student Progress Monitoring" sheet is partially incomplete and is missing half of the components.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect standards-based grading.

	The “Student Progress Monitoring” sheet is incomplete and is missing the majority of the components.
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Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed multiple lessons that include multiple strategies to incorporate standards-based grading within each lesson. All of the strategies in the assignment (#5) 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 developed multiple lessons that include multiple strategies to incorporate standards-based grading within each lesson. A majority of the strategies in the assignment (#5) are implemented and addressed, but one or two are missing. Student has explained how the strategies used were incorporated or modified if needed. Lastly, student has answered all of the reflection questions.
C (28-31)	Student has developed multiple lessons that include multiple strategies to incorporate standards-based grading within each lesson. Some of the strategies in the assignment (#5) are implemented and addressed, but three are missing. Student has provided some explanation of how the strategies used were incorporated or modified if needed, but the explanation is incomplete. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
D (24-27)	Student has developed multiple lessons that include multiple strategies to incorporate standards-based grading. Only three of the strategies in the assignment (#5) are implemented or addressed. Student has provided some explanation of how the strategies used were incorporated or modified if needed, but the explanation is very incomplete. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed one lesson that includes one or two strategies to incorporate standards-based grading. Only one or two of the strategies in the assignment (#5) are implemented or addressed. Student has provided some explanation of how the strategies used were incorporated or modified if needed, but the explanation is very incomplete. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.

Standards-Based Grading - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

Upon Completion of the Course:

1. Please submit all assignments in PDF format to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

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!

