

Grading Terminology Cheat Sheet

What It Is

What's the "Why?"

Resources



4 or 5 Point Scale



Assignments, assessments, and final grade are no longer out of 100% or 100 point scale, instead these items are graded on a 5 or 4 point scale (often using a rubric.)

Smaller scales have higher inter-reliability and zeros are a grade killer on a 100 point scale.

"On a four-point scale, where "A" = "4," "B" = "3," and so on, the zero is accurate, because the difference between the "A," "B," "C," "D," and "F" are all equal—one point. But assigning a zero on a 100-point scale is a math error; it implies a 60-point difference between the "D" and "F," while the other differences are typically about 10 points." - Doug Reeves



[0's on the 100 Point Scale](#)



Standards Based Grading



Assessment and academic reporting are **based** on students demonstrating mastery of the knowledge and skills they are expected to learn as they progress through their education. The only things in the grade book are measurements of student success on a given standard.

Grades are short hand reports of what you know and can do at the end of the learning journey, not the path you took to get there.

"Standards-based grading allows me to clearly communicate with students and parents where individuals are with their understanding of each concept. No longer are students able to hide behind weighted averages and positive academic behaviors such as attendance." Josh Work

[Seven Reasons for Standards Based Grading](#)



[Putting Standards Based Grading Into Action](#)



Reflective Grading



Students reflect on their work towards a specific goal, task, or assignment and "grade themselves" through a reflection process.

This practice is built on the concept of students engaging in metacognition (thinking about how they think and thinking about how they learn.) Student efficacy is the focus.

"To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something." Arthur L. Costa and Bena Kallick

[Hack Learning](#)



[Teaching Reflection](#)



Gradeless Classroom



No student work or assessment is given a point of letter value. Students symbol receive written or verbal descriptors of their level or progress towards a goal.

Comments Alone are considered the most effective form of feedback for students. If we are to create lifelong learners the ideal world would not limit students to arbitrary Grade 6, Grade 8, Grade 12 standards but focus on growth and progress of the individual. But this is pretty much Utopia at the moment.



[Teachers Going Gradeless](#)