
What Standards Based Grading Actually Looks Like in My Classroom and How I Implemented It

— Kasey Kiehl —

Standards Based Grading = Hot Education Topic

- Learn about it
 - *Grading Smarter Not Harder* by Myron Dueck
 - *On Your Mark* by Thomas Guskey
 - *A Teacher's Guide to Standards-Based Learning* by Tammy Haflebower
- See if the theory of SBG aligns with your beliefs/the beliefs of your school district

Practical Reasons Why SBG Makes Sense to Me

- Report on proficiency level on a skill versus a grade on an assignment
- Report on priority standards, nothing else in grade
- Communicate “Success Skills” separately
- Makes what I need to teach and what students need to learn clear

Where do you start?

- Read your state standards for the grade level and content you teach.
- Select which standards you would like to make into your priority standards.
- Put the selected standards into parent-friendly and student-friendly language while also maintaining the meaning of the standard.
- This works best to do school-wide, with your entire grade level so that teams are on the same page.

Priority Standards

- Also known as: essential standards, power standards, etc.
- Out of ALL 42 of the standards you are supposed to teach, which of these standards are the MOST important for students to learn about and become proficient in?
 - Reading Literature (10)
 - Reading Informational (10)
 - Writing (10)
 - Speaking & Listening (6)
 - Language (6)
- The standards you select as your priority standards are the standards on you formatively and summatively assess and report on.

Our 6th Grade Priority Standards

- Grade 6

Subject	Grade Mark Group
Reading	2 (3,2,1,0) <i>(default)</i>
Skills Add/Edit Skills	
(R.1) Quote accurately from a text when explaining and drawing inferences	
(R.2) Determine a central idea or theme and/or provide a summary	
(R.3) Analyze how and why individuals, ideas, and events develop and interact	
(R.4) Interpret words or phrases as they are used in a text	
(R.5) Analyze the structure of text and explain how different parts relate	
(R.6) Analyze point of view and perspective	
Subject	Grade Mark Group
Writing and Language	2 (3,2,1,0) <i>(default)</i>
Skills Add/Edit Skills	
(W.2) Ideas meet the purpose of the genre	
(W.3a) The writing is organized to fit the purpose of the genre	
(W.3b) Transitions are appropriately used	
(W.3c) Word choice is precise and descriptive.	
(W.7) Conduct a short research project	
(W.9) Draw evidence from text to support analysis and reflection	
(L.2) Use correct capitalization, punctuation, and spelling in writing	
Subject	Grade Mark Group
Speaking and Listening	2 (3,2,1,0) <i>(default)</i>
Skills Add/Edit Skills	
(SL.1) Engage effectively in a range of collaborative discussions	

Reading-6

Writing/Language-7

Speaking & Listening-1

14 total priority standards

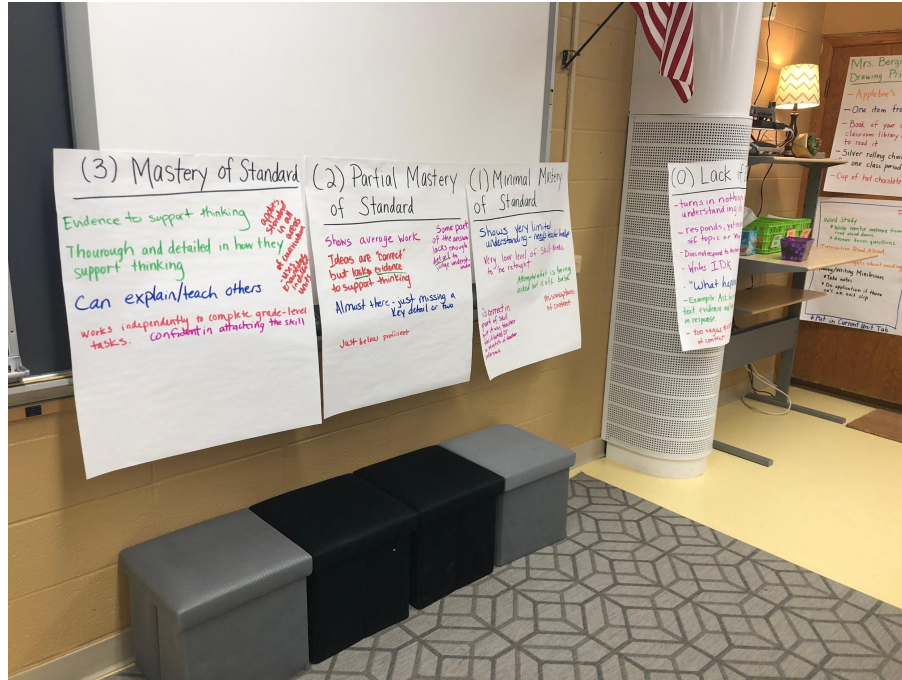
Define Proficiency: Choose a Scale

- (3) Mastery of Standard
- (2) Partial Mastery of Standard
- (1) Minimal Mastery of Standard
- (0) Lack of Evidence

-Find common understandings of proficiency levels.

-Use the student examples provided to discuss proficiency levels.

Work with your team to define proficiency

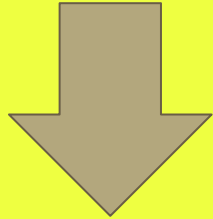


Your work does not stop here! Now, your daily curriculum and assessment plan have to match!

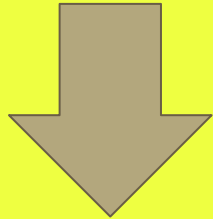
Daily Curriculum and Assessment Plan

- For middle school, I am a huge fan of reading units and writing units.
 - They are easy to scope and sequence across the year.
 - You can plan which priority standards you will formatively and summatively assess in each unit.
 - Most priority standards for reading should spiral throughout each reading unit.
 - Most priority standards for writing should spiral throughout each writing unit.

Scope & Sequence



Detailed Unit Plans



Daily Teaching Framework

Sample Scope and Sequences for the School Year

Sample Unit Plan

*Unit plans should include a formative assessment and summative assessment plan.

*I aim to assess every priority standard for reading at least one time formatively and one time summatively in every unit.

Daily Teaching Framework

So what does
assessment for SBG
actually look like?

Formative Assessment Method Ideas

1. Short answer response to several questions (*)
2. Reading response paragraph (*)
3. Exit Ticket (*)
4. Teacher-Student Interview
5. Google Form
6. Multiple Choice with explanation of chosen answer
7. Small Group Discussion
8. Screencastify with a Google Slides presentation
9. Digital spoken response (Examples: Voice Notes, Screencastify, Flipgrid)

Summative Assessment

- Should assess the priority standards that you formatively assessed throughout the unit.
- Be completed at the end of the unit.
- Use similar methods to assess that you did formatively or use methods that students are familiar and comfortable with.

Proficiency Rubrics

- Start with the learning target (minilesson statement) being commonly assessed. (This should be aligned to a priority standard.)
- Examine the assessment method being used. (What are you asking students to do on a common formative or common summative assessment to show proficiency toward a priority standard?)
- In your PLC, design a proficiency rubric using your selected proficiency scale.
 - Make your proficiency rubric specific to what you are asking students to do on *this* assessment (not a general rubric relating to a priority standard as a whole). This will make grading easier, calibration more feasible, and feedback to students more relevant.
 - Define each level of proficiency, it's not as a point system that converts back to a level on a proficiency rubric.

Example in Action

Priority Standard I'm Reporting On: R.4 Interpret words and phrases as they are used in a text.

Minilesson Statement: Readers recognize examples of figurative language so they can consider the impact the figurative language has on how the reader interprets something in the book.

-[Formative Assessment \(Exit Ticket\) and Coordinating Proficiency Rubric](#)

-[Example of what "proficient" would look like](#)

SBG is Perfect for PLC Discussion

- What do we expect our students to learn? (unit plan)
- How will we know they are learning? (formative/summative assessments)
- How will we respond when they don't learn? (intervention, make it based on the priority standards and classroom assessments/observations)
- How will we respond if they already know it?

Want a jump start?

I have reading units and writing units that take ALL of these pieces into account. They are all ready to go and have EVERYTHING you and your teaching team could want so that you can do the work with students and with each other as a PLC team to make a strong impact.

[Writing Units](#)

[Reading Units](#)

[Make Your Own Reading Scope & Sequence](#)