

# BAMS Grading Scale

- Grading Scale Used at BAMS
- A= 90%-100%
- B= 80%-89%
- C= 70%-79%
- D= 60%-69%
- F= 0%-59%
- 30% of grade on Projects/Quizzes
- 70% of grade on Assessments
- We do not penalize students by including homework grades. Homework is part of the practice process which is essential to learning and should not penalize a student's mastery of a skill.
- In addition to the traditional scale, this year parents will also receive additional information using the 0-4 Standards Based scale in the grade book viewer. Thus, they see the overall average for the class as usual, but also get extra feedback on what that score means. The following gives an explanation of what the standards based scale means.

# Standards Based Grades

What is Standards Based Grading?

Standards based grading sums up a student's level of achievement (e.g., below standard, approaching standard, meets standard, or exceeds standard) on individual, specific standards.

In a standards based grading system, teachers report out what students know and are able to do, relative to the academic standards (think Common Core Standards) versus a broad subject area.

## What is Standards Based Grading?

Standards based grading better isolates areas in which students are making progress and, more importantly, helps teachers and students to target areas in which students need further support and assistance.

Standards based grading is the product of good formative assessments. Together they allow teachers to give the feedback to modify instruction. Good instruction is all about making those adaptations or modifications.

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# What will my grade book look like with Standards Based Grading?

Instead of an overall grade for a subject area, the subject area is further broken down into specific topics that were covered in that subject area.

- Robert Marzano

For example, instead of just receiving an "A" in math for the marking period, the student receives a 0, 1, 2, 3, or 4 for each standard that was covered during that marking period. *See Below:*

<b>Mathematics</b>	<b>Kristine Nannini</b>
Operations and Algebraic Expressions	
Standard 1: Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	<b>3</b>
Standard 2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	<b>2</b>
Standard 3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	<b>3</b>

Research suggests that students should strive for level 3's, meaning proficient or "meets grade level expectations." A level 4 student is an advanced student, or a student meeting grade level standards with a high level of excellence.

# What do the levels represent?

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4.0	<b>Exceeds Grade Level Standards:</b> Demonstrates understanding beyond grade level standards consistently and independently.
3.0	<b>Meets Grade Level Standards:</b> Demonstrates understanding of grade level standards consistently and independently.
2.0	<b>Partially Meets Grade Level Standards:</b> Demonstrates partial understanding of grade level standards with or without support.
1.0 (or 0)	<b>Does Not Meet Grade Level Standards:</b> Demonstrates minimal (or no) understanding and does not meet grade level standards even with support.

# How do the levels connect to percentages?

Some districts may interpret the grading levels a little differently.

Typical elementary scale:

Standards Based Grading Levels	Marzano Scale Recommendation (Typically used in elementary schools)
4.0	100-90%
3.0	89-80%
2.0	79-70%
1.0	69-50%
0	50% or lower

Typical middle school/  
high school scale:

Standards Based Grading Levels	Marzano Scale Recommendation (Typically used in high school/middle schools)
4.0	100%
3.5	95%
3.0	90%
2.5	80%
2.0	70%
1.5	65%
1.0	60%
0	50%

What we use



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# What do the levels look like?

## LEVEL 1 (OR 0)

The student has all of the materials to bake cupcakes but doesn't know what to do with the materials.



## LEVEL 2

The student has the materials to bake cupcakes but needs some help from someone to get started.



## LEVEL 3

The student has the materials and understands how to make and bake cupcakes. The student bakes the cupcakes.



## LEVEL 4

The student has decided to do something completely different with the cupcake mix and makes a birthday cake instead. The cake has a written saying, and candles have been added. He/she understood the directions but went above and beyond what was asked of them.



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# Standards Based Grading

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...helps teachers:



1.) The teacher communicates and posts each learning goal (typically in a student friendly I can form). These learning goals come from the standards that students must master.

2.) Once students are informed of the learning goal, they understand what the standard means and how they can be proficient in that standard.

3.) Pre-assessments, teaching, learning, practice, and formative assessments take place throughout the unit.

4.NBT.3: Use place value understanding to round multi-digit whole numbers to any place.

Learning Goal: I can round numbers, up to one million, to any given place value.


4.) At the end of the unit, summative (post) assessments are given and feedback is provided to students. This feedback determines if reteaching needs to happen, or if the student can be provided with enrichment opportunities.

This whole process revolves around the clearly communicated learning goal that you established at the beginning of the unit.



# Standards Based Grading

...helps teachers:



Create  
clear  
assessments

Standards based grading forces us to look at our curriculum and make sure each activity, test, and project has a purpose. With a clear idea of each learning goal, we can be more intentional about what each activity is for. When using assessments, we know exactly which skills need to be assessed.

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-ActiveGrade

# Standards Based Grading

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...helps teachers:

Give  
quality  
feedback

A benefit to standards based grading is that it drives instruction and helps teachers differentiate.

Students who demonstrate early mastery of skills can be challenged with higher order thinking activities.

Students who may be struggling with mastery of a standard can receive interventions until mastery of the standard is shown.

Grades become more meaningful as teachers, students, and parents understand the exact learning objectives that need to be mastered, how they can be mastered, and what areas need additional re-teachings or extensions and enrichment.

# Standards Based Grading

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The standards based grade book gives clearer information to help the teacher modify or adjust their instruction. Objective 3 may require more whole class instruction and/or practice.

On the other hand, it seems that most of the students are proficient in standard 1, but John may require an intervention or re-teaching.

Traditional Grade Book

Name	Homework	Quiz 1	Quiz 2	Chapter 2 Test
Katie	90%	88%	82%	80%
Joe	60%	75%	88%	70%
Sara	10%	90%	98%	100%
John	100%	50%	60%	54%

Standards Based Grade Book

Name	Standard 1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Standard 2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Standard 3: Generate two numerical patterns using two given rules, identify apparent relationships between corresponding terms, form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
Katie	4	2	2
Joe	2	3	1
Sara	3	3	2
John	1	2	2

# Standards Based Grading

...helps teachers:

Give  
quality  
feedback

In the traditional grade book, Katie and her parents would see her grades and think she is getting by just fine.

But standards based grading reveals that she has not completely mastered the standards.

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Katie	4	2	2
Joe	2	3	1

# Standards Based Grading

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Higher level students can be challenged in a standards based classroom because if they show early mastery of fundamental skills and concepts, they can then concentrate on more challenging work that is at higher levels of Bloom's Taxonomy or that seeks connections among objectives.

Students who are not proficient in the standards can continue to receive interventions and re-teachings in order to move closer to proficiency.

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Katie	4	2	2
Joe	2	3	1

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