

This year I will be utilizing a grading method called Standards-Based Grading. The theory behind using this method is that **learning is about feedback and growth**. Both of which require effort and consistent assessment. By providing students and parents with more specific information about how they are demonstrating mastery of content standards, you will have the **clearest picture of what your student knows and is able to do independently and with support**. This method does not give points away for good behavior, nor does it lower a student's grade due to late assignments.

Here is how your student's grade on Power School will be calculated for Progress Reports and Report Card time. In addition to a grade on Power School, you will also be provided with a detailed report from me, indicating your student's current levels on any standards we have addressed and their behavior.

- All assessments (exit tickets, quizzes, tests) will be graded by question level. Students will be assessed based on their attainment of a given level based on all graded assessments.
- Assessment scores will be placed into Excel with the name of the assignment, date, and the score based on a 9-point scale (see Figure 1).

Figure 1

	Student Responses + indicates a correct response, 0 indicates incorrect or no response								
Level 2 questions	+	+	+	+	+	Partial	Partial with help	Partial with help	0 with help
Level 3 questions	+	+	+	Partial	0	0	Partial with help	0 with help	0 with help
Level 4 questions	+	Partial	0	0	0	0	Partial with help	0 with help	0 with help
<b>Score</b>	<b>4.0</b>	<b>3.5</b>	<b>3.0</b>	<b>2.5</b>	<b>2.0</b>	<b>1.5</b>	<b>1.0</b>	<b>0.5</b>	<b>0</b>

- If there are more than 4 opportunities for students to demonstrate mastery of a particular skill, only quizzes and tests will be reported. If a student has achieved a higher level on a

shorter assignment (exit ticket), a conjunctive approach will be used and the higher score will be awarded based on the student’s demonstration of content knowledge and skill.

- Based on the 4 scored assessments, both a linear regression value and an average score will be taken for a provided standard.
- Using the 9-point scale, a grade will be noted based on the student’s achievement level.
- Overall grade may include weighted scores based on power standards (NYSED, 2016 p.3).
- A final average will be calculated by multiplying each standard score by the weight, if applicable (see Figure 2, Marzano, 2006, p.121). This grade also includes behavioral scores.

Figure 2.

Measurement Topic	Final Topic Score	Weight	Quality Points
Probability	3.5	2	7.0
Data Analysis & Distributions	2.5	1	2.5
Central Tendency & Dispersion	2.5	2	5.0
Measurement	1.5	1	1.5
Problem Solving	3.0	2	6.0
Patterns & Functions	2.0	1	2.0
Work Completion	2.5	1	2.5
Participation	2.5	1	2.5
Behavior	3.5	1	3.5
<b>Totals</b>	n/a	12	32.5

- A final check of this calculated average will be done to ensure it provides an accurate assessment of what the student can do according to the standards. If one low grade “brought the average down”, this may be taken into consideration. Additionally, if a higher grade “brought the average up”, this may also reflect the lack of demonstration of skills.
- The average from that calculation will be translated into a 100-point scale score to determine your student’s final average for the quarter (See Figure 3, Marzano, 2006, p. 224).

Figure 3.

100-Point Scale	Grade	4-Point Scale
100-94	A	4.0
93-90	B+	3.5
89-84	B	3.0
83-80	C+	2.5
79-73	C	2.0
72-70	D+	1.5
69-64	D	1.0
63-0	F	0.0

### References

- Marzano, R. J. (2006). *Classroom assessment and grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.
- New York State Education Department. (2017). *Educator guide to the 2017 grade 7 Common Core mathematics test*. Albany, NY. NYSED.

From the NYSED Educator Guide to the Algebra 1 Regents Exam

Conceptual Category	Percent of Test by Credits	Domains in Algebra I
Number & Quantity	2% - 8%	The Real Number System (N-RN) Quantities (N-Q)
Algebra	50% - 56%	Seeing Structure in Expressions (A-SSE) Arithmetic with Polynomials and Rational Expressions (A-APR) Creating Equations (A-CED) Reasoning with Equations and Inequalities (A-REI)
Functions	32% - 38%	Interpreting Functions (F-IF) Building Functions (F-BF) Linear, Quadratic, and Exponential Models (F-LE)
Statistics & Probability	5% - 10%	Interpreting categorical and quantitative data (S-ID)

Conceptual Category	Domain	Cluster	Cluster Emphasis	Standard	Shared with Algebra II	
Number & Quantity 2% - 8%	Quantities	Reason quantitatively and use units to solve problems.	Supporting	N-Q.1		
				N-Q.2	x	
N-Q.3						
	The Real Number System	Use properties of rational and irrational numbers.	Additional	N-RN.3		
Algebra 50% - 56%	Seeing Structure in Expressions	<b>Interpret the structure of expressions.</b>	<b>Major</b>	A-SSE.1		
		Write expressions in equivalent forms to solve problems.	Supporting	A-SSE.2	x	
	Arithmetic with Polynomials and Rational Expressions	<b>Perform arithmetic operations on polynomials.</b>	<b>Major</b>	A-APR.1		
		Understand the relationship between zeros and factors of polynomials.	Supporting	A-APR.3	x	
	Creating Equations	<b>Create equations that describe numbers or relationships.</b>	<b>Major</b>	A-CED.1	x	
				A-CED.2		
				A-CED.3		
				A-CED.4		
	Reasoning with Equations and Inequalities	<b>Understand solving equations as a process of reasoning and explain the reasoning.</b>	<b>Major</b>	A-REI.1	x	
				A-REI.3		
		<b>Solve equations and inequalities in one variable.</b>	A-REI.4	x (b)		
			A-REI.10			
<b>Represent and solve equations and inequalities graphically.</b>		A-REI.11	x			
Solve systems of equations.	Additional	A-REI.12				
			A-REI.5			
			A-REI.6	x		
Functions 32% - 38%	Interpreting Functions	<b>Understand the concept of a function and use function notation.</b>	<b>Major</b>	F-IF.1		
				F-IF.2		
		F-IF.3		x		
		F-IF.4		x		
		F-IF.5				
		F-IF.6		x		
	Analyze functions using different representations.	Supporting	F-IF.7 (a,b)			
			F-IF.8 (a)			
	Building Functions	Build a function that models a relationship between two quantities.	Additional	F-IF.9	x	
				F-BF.1 (a)	x	
Linear, Quadratic and Exponential Models	Construct and compare linear, quadratic, and exponential models and solve problems.	Supporting	F-BF.3	x		
			F-LE.1			
	F-LE.2		x			
	F-LE.3					
Interpret expressions for functions in terms of the situation they model.	F-LE.5	x				
Statistics & Probability 5% - 10%	Interpreting Categorical and Quantitative Data	<b>Interpret linear models.</b>	<b>Major</b>	S-ID.7		
				S-ID.8		
				S-ID.9		
		Summarize, represent and interpret data on two categorical and quantitative variables.		Supporting	S-ID.5	
		Summarize, represent and interpret data on a single count or measurement variable.		Additional	S-ID.6	x (a)
			S-ID.1			
			S-ID.2			
			S-ID.3			