

Resources, Research and Articles
A Standards-based Grading and Reporting System
Our Lady of Grace Catholic School

Resources and Reading to Learn More

Guskey, T. (2013). The case against percentage grades. *Educational Leadership* 71(1), pps, 68-72.

Wormeli, R. (2006). Accountability: Teaching Through Assessment and Feedback, not Grading. *American Secondary Education*, Summer 34 (3).

Scriffiny, P. (2008). Seven reasons for standards-based grading. *Educational Leadership* 66(2).

Books to Reference

Reeves, D. B. (2011). *Elements of grading: A guide to effective practice*. Bloomington, IN: Solution Tree Press.

O'Connor, K. (2002). *How to grade for learning: Linking grades to standards* (2nd ed.). Arlington Heights, IL: Skylight Professional Development.

O'Connor, K. (2008). *A repair kit for grading: 15 fixes for broken grades*. Portland, OR: Educational Testing Service.

Research

The tenets of Standards-based grading are well grounded in the following:

Formative Assessment

Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge: Cambridge, MA.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy and Practice*, 5(1), 7-74.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2002). *Working inside the black box: Assessment for learning in the classroom*. London: King's College.

Feedback

Butler (1988). Enhancing and undermining intrinsic motivation: The effects of task-involving and ego-involving evaluation on interest and performance. *British Journal of Educational Psychology*, 58 1-14.

Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge: Cambridge, MA.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.

Grades and Motivation

Brookhart, S. (2013). *Grading*. In J. H. McMillan (Ed.), *Handbook of research on classroom assessment* (pp. 257-271). Thousand Oaks, CA: SAGE.

Deevers, M. (2006, April). *Linking classroom assessment practices with student motivation in mathematics*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Dweck, C. (2006). *Mindset: The new psychology of success*. New York: Random House.

Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge: Cambridge, MA.

Kirschenbaum, H., Napier, R., & Simon, S.B., (1971). *Wad-ja-get? The grading game in American education*. New York: Hart Publishing.

Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4–14.

Empirical Studies of Standards-based Grading

Most of the literature on standards-based grading is in the professional realm, but there are a few empirical studies of note:

Schoen, H.L., Cebulla, K.J., Finn, K.F., and Fi, C. (2003). *Teacher variables that relate to student achievement when using a standards-based curriculum*. *Journal for Research in Mathematics Education*, 34(3), 228-259.

Research on Classroom Assessments, 2013, Sage Handbook, p. 268-269.

Welsh, M.E. & D'Agostino, J.V. (2009). Fostering consistency between standards-based grades and large-scale assessment results. In T.R. Guskey (Ed.) *Practical solutions for serious problems in standards-based grading* (pp. 75-104). Thousand Oak, CA: Corwin Press.