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# Fostering Student Academic Growth Through the Standards Based Grading Model

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# Improving Academic Performance through Standards Based Grading

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## Research Question

- How does standards based grading foster students' academic performance?

## Methodology

- Study includes data and pieces of work from one-hundred and eleven students in a U.S. history classroom.
- The data collected throughout the study included field notes, student records, and student work samples.
- Used theories from Ryan and Bernard (2003) to analyze data sources by finding themes such as repetition of information, similarities and differences in data, and missing data throughout the study
- SBG was implemented into the classroom lessons, grading scale, and in report cards/feedback given to students on assessments.

## Literature Review

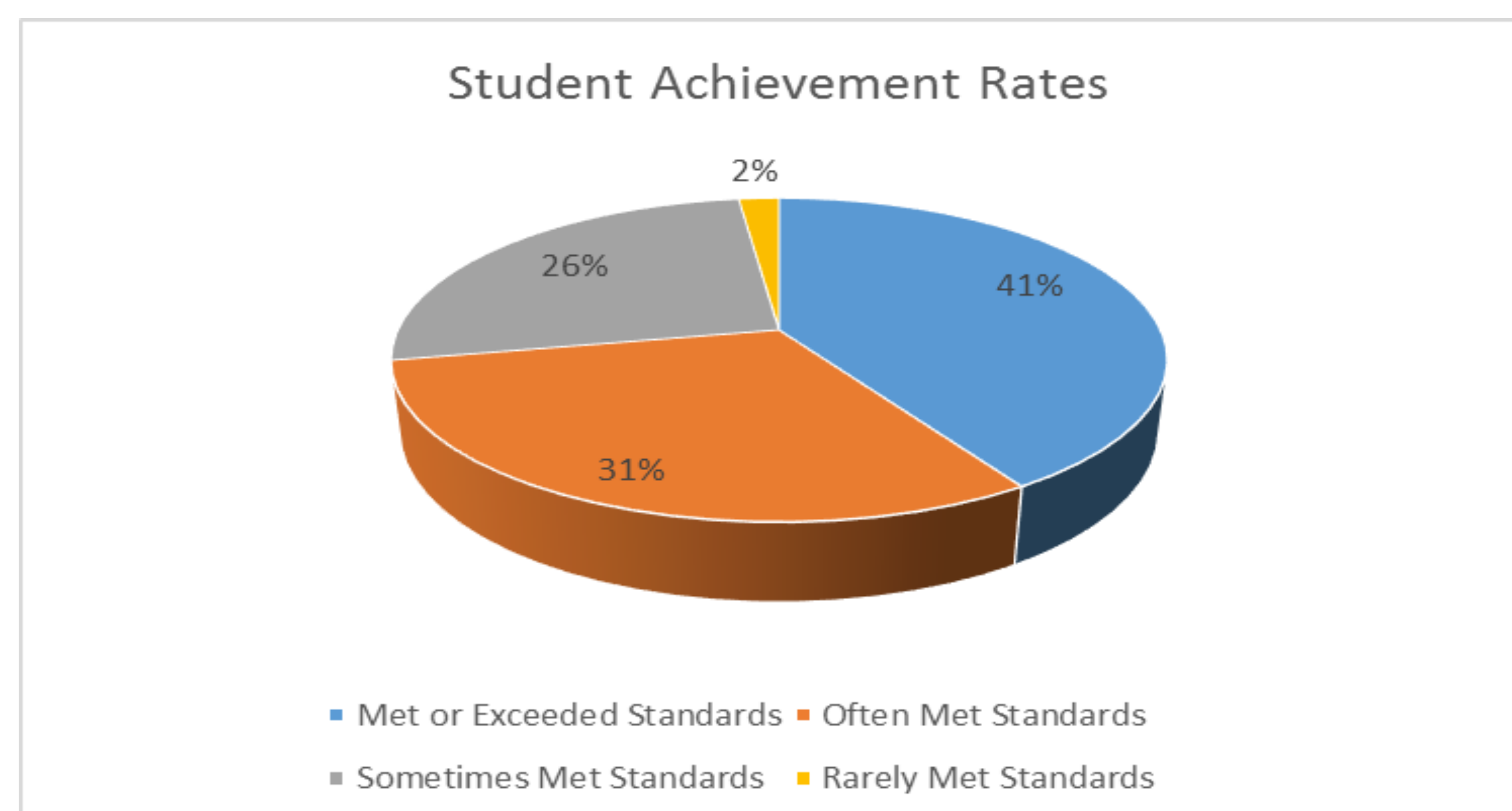
- Standards based grading (SBG) focuses on evaluating students based on their proficiency to meet clearly-articulated sets of course objectives/goals (Iamerino, 2014).
- The goal of SBG is to provide meaningful and individualized feedback on each student's work, allowing them to grow in the areas they specifically struggle in and cater to the areas they are proficient in
- An overwhelming amount of both teachers and parents preferred Standards based report as opposed to traditional ones because SBG gives a more individualized and in-depth analysis of student work and progress compared to a traditional style (Swan, Guskey, Jung, 2015).

## Results and Data Analysis

- Student progression, flexibility of lessons and teaching, and student engagement were all themes that were expressed throughout the study.
- The field notes taken gave insight into students' personal opinions on lessons and SBG as a whole.
- The records of student grades showed the consistency in which students achieved standards (as displayed in Figure 1) and their progression throughout the semester.
- The data sources showed that individualized feedback on assessments led consistently to higher achievement on summative assessments.

## Conclusion

- SBG allowed for meaningful reporting to students and parents and allowed for flexible lesson planning to accommodate students.
- SBG encourages student progress over time as well as higher levels of achievement when given individualized feedback



*Figure 1: Students who consistently completed formative assessments tended to perform better and achieve standards more consistently due to individualized feedback.*

- Research should be done to develop a universal grading system for SBG.