

**Grading Practices for Physics (Standards-Based Grading) updated as of August 29, 2020 (also, on my website at <https://www.tigerphysics.org>)**

After a discussion with my physics classes, we're moving forward with Standards Based Grading (SBG). I used this the last 2 year in some of my physics classes, and it was well received by students. I hope to continue to improve how I use SBG in my physics classes. This year my goal is to have a set 37 standards that we will try to master throughout the year. These will be a mix of both process standards (such as Lab Skills or Habits of Mind) and content standards (such as those relating to Forces or DC Circuits).

My goal is that each standard will count for 10 points. You will have multiple attempts to attain each standard, and you will be allowed a retake a content standard at any point during the year if you fill out a form requesting this and complete certain reasonable requirements prior to the retake date. You may earn points for content standards from labs, activities, or tests, but the final score will often be from a test.

Your grade at any point in time for a certain standard will depend on two methods of scoring. For content standards your grade for each standard will be determined as an average between your **highest score** and your **most recent (latest)** score for that standard, with at least two unique assignments making up your average. In other words, the two averaged scores must be unique. For example, if your most recent score was also the highest score, then I would not count that twice. However, if you have a most recent score and an earlier score on another assignment which are both the highest score, I would average those.

The Habits of Mind and Lab Skills and Scientific Reasoning standards, and for these standards your grade will be determined by **averaging your best score and the average of all your scores for each standard**. This is called a decaying average, by the way. You can also ask to reassess the lab standards, although most likely this will be a lab activity. For Habits of Mind we will have you fill out a performance rubric toward the end of the quarter which allows you to reflect on how you've done in each area, and a place where I can give you individualized feedback. Things in the Habits of Mind area include aspects of homework, effort, participation in class discussions, timeliness of getting work done, willingness to improve your work, etc.

As discussed in class early on, ***this year I want to use cumulative grading, where your grade as the year goes on reflects your mastery of the standards up to that point. Therefore, your final grade for the year would be forced to be the same as your 4<sup>th</sup> quarter grade since it reflects your mastery of the content and process skills all year long.*** To allow you to improve all year, I'll have opportunities throughout the year for improving your scores in any standard we've covered up to that point. At times, this might mean having parts of a test or lab require you to demonstrate understanding from much earlier in the year, but it also means you're likely to really learn it, not just memorize and forget that content or skill. I'll also allow for retakes all year. My intention is to allow students to retake up to one standard every week if they want, as long as I have enough notice for you to do so. We'll discuss the details of this in class. As I stated in class, my goal is to be as fair as possible, and help you really learn as much as possible without wasting your time. It also involves trust. I trust my students to give a good faith effort in class, and I hope you trust me to have a grading system that's fair and clear. I'll get feedback from you all year long, and we don't think things are going well, we can adjust how this goes. If you retake a standard and still don't show a solid understanding, but you still want to improve, we will come up with an additional opportunity to allow you to try and do so.

**A NOTE TO PARENTS AND STUDENTS:** Don't fret! Often times the first attempt at a standard isn't going to be the best. That's expected and normal. What it means is you need to NOT PANIC and understand that there will be multiple attempts at every content standard, and that normally this means your score in a standard will go up over time. Sometimes it may take a while, but you will have these extra attempts. If for some reason we won't have multiple attempts at a standard, I won't end up having that count toward your grade.

My intention is to provide you with a list of the standards to be assessed, although early in the year this is subject to change. Obviously if we don't get to cover a certain topic in class, I wouldn't assess you on standards related to that content. I'll update grades once a week in something called SBGBook online ( <https://www.sbgbook.xyz/gbook/login/> ) after I get that set up the weekend of August 24-25. The grading average is what will be reported to Infinite Campus, not any other details.

My hope is this will be clearer and fairer way to score students' ability to perform in class. One of the strengths of this method of grading is students can fix past mistakes or lack of understanding and see an improvement in their learning/ knowledge (as well as their grades). Some of the best physics teachers nationally use this system, and one of the best English teachers I've known (Mr. Baptist) used a similar system at Pickerington North! Now, I want to take class time to answer specific questions you may have.