



***Graves County High School  
Science Department***

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***Grading Procedures***

## **Why use Standards Based Grading?**

- ❖ **Conversations with students and parents concerning grades/scores are more meaningful.**
- ❖ **Teacher can easily see areas of weakness or strength for each individual student.**
- ❖ **A student's grade directly reflects the content that student has learned in a particular class.**



## **How do we determine and assess learning targets?**

- ❖ **Begin with the state standard**
- ❖ **Determine the skills students need to master that standard**
- ❖ **Turn those skills into targets, that are written in student-friendly language**
- ❖ **Assess those targets individually, usually with 3-5 questions**

# How do we determine learning targets?

## Integrated Science

**Standard HS-PS2-1: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.**

**Learning Target: I can explain and give examples of Newton's 2<sup>nd</sup> law of motion.**

# How do we assess learning targets?

## Integrated Science

**Learning Target:** I can explain and give examples of Newton's 2<sup>nd</sup> law of motion.

### Test Question

**F (force) = m (mass) x a (acceleration) is a formula used to represent which of Newton's laws?**

- a. First Law of Motion**
- b. Second Law of Motion**
- c. Third Law of Motion**
- d. Law of Friction**

# **How do we determine learning targets?**

## **Biology**

**Standard A5f: Explain the fundamental principles of the pH scale and the consequences of having the different concentrations of hydrogen and hydroxide ions**

**Learning Target 3.2: I can explain the pH scale. This means that I can identify an acid or base using Hydrogen ion concentrations.**

# How do we assess learning targets?

## Biology

**Learning Target 3.2: I can explain the pH scale. This means that I can identify an acid or base using Hydrogen ion concentrations.**

**Test Question: As part of an experiment, a student adds 10 mL of 5% hydrochloric acid solution to 100 mL of a non-buffered, colorless solution of sugar. What is the most likely result?**

- A) The concentration of hydroxide ions (OH<sup>-</sup>) will increase.**
- B) The concentration of hydrogen ions (H<sup>+</sup>) will increase.**
- C) The pH will increase.**
- D) The pH will not change.**

# **How do we determine learning targets?**

## **Chemistry**

**Standard 4B1B: Describe the crucial contributions of scientists and the critical experiments that led to the development of the modern atomic model.**

**Learning Target PT2: I can describe the crucial contributions of scientists and the critical experiments that led to the development of the modern atomic model.**



# How do we assess learning targets?

## Chemistry

**Learning Target PT2: I can describe the crucial contributions of scientists and the critical experiments that led to the development of the modern atomic model.**

**Test Question: Which discovery did J. J. Thomson make that improved upon Dalton's atomic theory?**

- a. Atoms contain tiny, negatively charged electrons.**
- b. Atoms are always in motion.**
- c. Atoms contain a tiny, positively charged nucleus.**
- d. Atoms that combine do so in simple whole-number ratios.**

# How do we determine learning targets?

## Physics

**Standard HS-PS2-1: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.**

**Target: U3T7 Calculate acceleration, mass, or net force given the other two variables.**

# How do we assess learning targets?

## Physics

**Target: U3T7 Calculate acceleration, mass, or net force given the other two variables.**

**Test Question:**

**Two students reach for a jar of mustard at the same time. One student pulls to the left with a force of 13.2 N, while the other student pulls to the right with a force of 12.9 N. If the jar has a net acceleration of  $0.44 \text{ m/s}^2$  to the left, what is the mass of the jar?**



## **Students can retake target assessments**

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- ❖ **Students must prove that they've practiced skills (target practice) in order to retake tests.**
- ❖ **Teachers have this practice available for all students.**
- ❖ **The re-take score replaces the original score.**

## **When do retakes take place?**

- ❖ **The first opportunity to retake a target exam takes place in the classroom.**
- ❖ **A student must complete the target practice in order to take advantage of this opportunity.**
- ❖ **Other opportunities are available.**

# Other retake opportunities...

## ❖ Tutoring

- **Integrated Science**
  - **Tues and Thurs; 3:15-4:00; B08**
- **Biology**
  - **Mon, Tues, Wed, Thurs; 3:15-4:00; E39**
  - **Tues and Thurs; 3:15-4:00; E32**
- **Chemistry**
  - **Mon; 3:15; E30**
- **Physics**
  - **Tues, Wed, and Thurs; 7:30; E28**
  - **Tues, Wed, and Thurs; 3:15-4:00; B07**

# Other retake opportunities...

- ❖ **Tutoring**
- ❖ **Biology Lunch Lab**
- ❖ **Break**
- ❖ **Friday during SSR**
- ❖ **Other times are possible, by appointment**

# What does SBG look like in Infinite Campus?

## Chemistry/3 point scale

Posted			SUMMATIVE									
			MC1 [3]	MC2 [3]	MC3 [3]	MC4 [3]	MC5 [3]	PT3V [3]	PT5 [3]	PT2 [3]	PT3 [3]	
Grd	%	Grd										
B/87			3	3	3	3	3	0	2.1	3.001	2.101	
B/93			3	2.1	3	3	3	3	3	3.001	3	
C/78			1	1	3	2.1	3		2.1	2.101	3	
C/84			3	3	3	3	3	0	1	3	3	
A/99			3	3	3	3	3	3	3	3	3	
C/82			3.021	2.1	3	3	3	0	2.1	3	2.1	
B/92			3	3	3	3	3	3	3	3	2.1	
A/95			3	3.001	3	3	3	3	3	2.1	3	
D/74			2.1	3	3	3	3	0	0	3	3	
B/93			3	3	3	3	3	3	3	3	3.021	
C/85			3	3	3	2.1	3	3	0	3	3	
F/64			2.101	1	1	2.1	3	0	0	3.001	2.1	
D/72			3	2.101	3	3.001	3.001	0	2.1	3	3	
C/80			3	2.1	3	2.1	3	2.1		3.021	3.021	
A/96			3	3	3	3	3	3	2.1	3	3	
F/63			1	1	3	3	2.1	0	0	1	2.1	
C/80			3	2.001	3	3	3	3	0	3	3.021	

## 3 Point Scale

3 = 100%

2 = 70%

1 = 33%



# What does SBG look like in Infinite Campus?

## Integrated Science/Biology/Physics

Posted			TPra [100]	%	U1T1 [5]	U1T10 [5]	U1T11 [5]	U1T12 [5]	U1T13 [5]
Grd	%	Grd							
C/80			X	80.01	5	5.003	3.500	3.501	4.250
C/80			+	80.02	5	3.502	3.502	4.250	4.252
A/97			+	97.21	5	3.5	5.003	5.004	5.003
C/80			+	80.00	5	5	3.5	4.250	5.003
A/95			++	95.33	3.5	5.003	5	5.003	5.003
F/63			X	62.81	3.5	3.5	0	4.251	5
D/74			-	74.02	5	5.003	3.5	5.001	4.253
A/96			+	96.27	5	3.5	3.5	5.002	5.003
F/65			++	65.00	3.5	3.5	3.500	3.502	3.5
B/91			+	90.64	5.002	5	3.500	4.252	4.253
F/67			X	67.19	5	5	5.003	2	3.500
B/87			+	86.89	5.003	5.000	3.5	5.003	5.003

### 5 Point Scale

5=100%

4=85%

3=70%

2=40%

1=20%



## **Thank You**

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