



# Standards Based Grading Panel

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June 2015- IAHPERD Convention  
Oskaloosa, IA

# Elementary Panelist

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Bart Jones- Van Meter Elementary

Mark Sovers- Solon Elementary

Joss Teed- Adel Elementary

Deb Stephenson- Sweetwater County, WY

Kelli Tuttle- Sioux City CSD

Facilitator- Joe Burch, Jefferson Intermediate- Pella, IA

# Middle School Panelist

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Jennifer Schnell- Franklin Middle, Cedar Rapids

Carlye Satterwhite- Des Moines Public

Mary Stuart-O'Connor- Goodrell Middle, Des Moines

Sarah Gietschier-Hartman- Wydown Middle, MO

Facilitator: Megan Hansen- Boone Middle

# High School Panelist

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Jodi Larson- Ankeny Centennial High School

Bev Ahern- Buena Vista University

Kari Bullis- Williamsburg Jr./Sr. High

Sandra Sims- University of Alabama Birmingham

Facilitator- Chelsea Shortt- Mt. Vernon High School

# Background

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1. Introduce yourself and where you teach
2. What is your average class size?
3. How long have you been implementing SBG?
4. Is SBG district/school/department wide?
  - a. If not, why did you decide to implement SBG in your classroom?

# What is Standards Based Grading?

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# Overview

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1. Why should people change to SBG?
2. Do you think it would be difficult to make this change if a teacher's school/district wasn't changing to SBG as a whole?
3. Has SBG impacted how you teach, lesson plan, etc?
4. How has SBG impacted the grades that your students receive?

# Implementation

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1. What standards do you use?
2. Explain how you design a proficiency scale/rubric?
3. Can you share an example of a proficiency scale/rubric with us?



# SBG Rubric Examples...

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Overall Rubric Structure- Sarah G-H

Assessment Development- Sims

Warm-up/Cool-down- Standard 2 (MS)- Schnell

Elem. St. 3- Engages in Phy. Act. in PE class- Jones

Tchoukball Skills- Standard 1 (MS)- Ahern

Tchoukball Tournament (HS)- Ahern

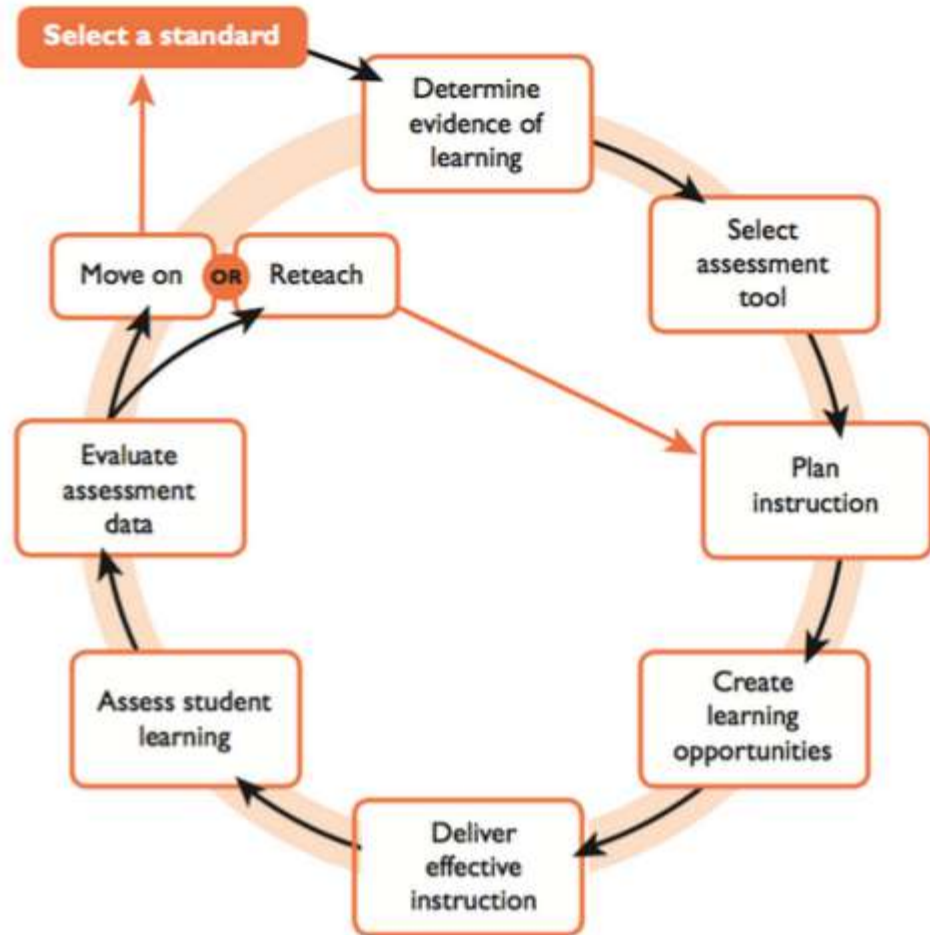
Low Organized Activities (MS)- Satterwhite

Rhythm/Dance (S1.H2.L2) (HS)- Bullis

Generic Daily Rubric -(MS/HS)-Larson

## Assessment Development Process

1. Identify the standard  
Describe force absorption principles.  
What is the verb: *Describe*  
What is the type of verb: *Cognitive*  
Level of proficiency: *Not specified*  
What is the skill or content: *Force absorption principles*
2. Choose the Assessment Tool:  
Short Answer: *What are two methods for absorbing force?*
3. State criteria for competence  
Force is absorbed by:  
Increasing the surface area.  
Increasing the distance or time over which force is received.
4. Describe levels of quality:  
4 - Correctly identifies increasing surface area, increasing distance, and increasing time over which force is received.  
3 - Correctly identifies increasing surface area and increasing distance or time over which force is received.  
2 - Correctly identifies increasing surface area.  
1 - Incorrectly identifies the factors
5. Describe the anchors  
Level 4  
Increase the surface area.  
Increase the distance over which force is received.  
Increase the time over which force is received.  
Level 3  
Increase surface area.  
Increase the distance over which force is received.  
Level 2  
Increase the surface area.  
Level 1  
Decrease the surface area.



## Standard 2

SLE: The student will be able to identify proper warm-up and cool-down techniques and reasons for them.

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
In addition to 3, a narrative incorporating a warm-up and cool-down to an activity you completed outside of school.	List two activities for a warm-up and cool-down. List a benefit of completing a warm-up and cool-down.	Partially correct.	Attempted to complete with no correct answers.

Jennifer Schnell, Cedar Rapids

**Standard 3-** *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness*

**S3.E2-** *Actively engages in Physical Education class*

***FitStep Pro Pedometer Step Rubric K-5***  
***(20 min. PE classes)***  
***(Van Meter level descriptors)***

<b><i>Average</i></b>	<b><i>Exceeds Mastery (Ex)</i></b>	<b><i>Mastery (M)</i></b>	<b><i>Approaching Mastery (Ap)</i></b>	<b><i>Beginning (Be)</i></b>
Steps	200+ Steps <b>above</b> Grade Level Ave.	Within 200 +/- Steps of Grade Level Average	-200 Steps <b>below</b> Grade Level Average	
MVPA	1:00+ Above Grade Level Ave.	Within 1:00 +/- of Grade Level Ave.	-1:00 Below Grade Level Ave.	
Activity Time	2:00+ Above Grade Level Ave.	Within 2:00 +/- of Grade Level Ave.	-2:00 Below Grade Level Ave.	

## Tchoukball Skill Rubric

### Quantitative Rubric

Professor Ahern

- 3 Performed the skill correctly.
- 2 Performed most aspects of the skill correctly.
- 1 Performed little to no aspects of the skill correctly.
- 0 Not assessed.

Name	Throwing S1. M2. 8	Catching S1. M3. 8	Lead Pass using moving target S1. M5. 8	Scoring S1. M10. 8
	Stance opposition, Motion (power and distance), Follow through	Eyes, Hands away from the body, Give toward body	Able to consistently pass the ball to a teammate on the move.	Scoring from different areas of the frame. Able to run jump throw. Maintain body control and balance.

## Buena Vista Physical Education

### Tchoukball Rubric

Professor Ahern

Descriptors	Level 1	Level 2	Level 3	Level 4
<b>Shot execution, S2.H2.L1</b>	Student throws the ball in the center of the frame consistently.	Student use the corners of the floor utilizing the angles of the floor.	Is able to run, jump and angle the ball down on the frame.	Uses all the varies shots, intentionally places the ball away from the defense.
<b>Protecting the floor, defense (S1.H1.L1)</b>	Student stands engaged defensively only when the ball unintentionally comes to them	Student is starting to grasp the concept of thinking about where will the ball land after the offensive shot..	Student is moving opposite the ball and does play both ends of the court.	Student is playing both ends of the court and is able to volley the ball into the air after a low offensive attack.
<b>Terminology Rules Etiquette (S4.H2.L1)</b>	Relies on teammates to keep the game officiated correctly	Understands the rules of three, but confuses tap and touch the frame.	Student understands the rules but lack maturity in communicating the rules.	Student keeps the game moving, understands how to officiate the game while playing with respect toward others.
<b>Use of strategy inclusion of all players. (S4.H3.L2)</b>	Student stands in one corner of the gym, excludes themselves from consistently contributing.	Student throws the ball to selected teammates rather than finding all teammates. Contributes out of conveniences.	Student includes everyone but is lacking the understanding of engaging themselves both offensively and defensively.	Student is able to contribute offensively and defensively as well as inclusions of all teammates. Leads the class during game play.
<b>Problem solving thinking critically (S4.H4.L2)</b>	Blame game, tends to consistently have problems with problem solving and thinking critically about the activity.	Tends to argue with classmates, most of the time does a good job of score keeping and officiating. Tends to rely on others for strategy of activity.	Fair to all classmates, recognizes others good efforts and helps others with applying strategy.	Alters play to allow others to get the most out of class time. Allows others ideas to be implemented. Understands the value of angles. Uses all aspects of the floor and frame.
<b>Challenges self and others (S5.H2.L2)</b>	Pulls others off task, when on the court play is not consistent.	Selective about which classmate they warm up with and who they are playing with.	Chooses the appropriate level of movement and force during class activities. Struggles to communicate this to others.	Helps all classmates keep moving, gives full effort in keeping the games on task. Supports or involves classmates that are struggling.

## Low Organizational Activities RVM

14-15

PE Activities			
Topic		Knowledge:	Sample Tasks
6-7 Low Organizational Activities	4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
	3 Proficient	<p><i>Students demonstrate they have developed an understanding of (or ability to):</i></p> <ul style="list-style-type: none"> <li>Exhibits body control and/or spatial awareness</li> <li>Demonstrates multi-directional speed</li> </ul>	Tag games, Relays, Cage Ball games, Ultimate Frisbee, Scooter activities, Cup stacking
	2	<p><i>Students will recognize or recall:</i></p> <ul style="list-style-type: none"> <li>Attempts skill but technique and/or performance is inconsistent</li> </ul> <p><u>Specific vocabulary such as:</u></p> <ul style="list-style-type: none"> <li>Multi-directional speed</li> <li>Body control</li> <li>Spatial awareness</li> </ul> <p><u>Basic knowledge such as:</u></p> <ul style="list-style-type: none"> <li>Recognizes risks and safety factors</li> </ul>	
	1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

## Low Organizational Activities 8

13-14

PE Activities			
Topic		Knowledge:	Sample Tasks
8 Low Organizational Activities	4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
	3 Proficient	<p><i>Students demonstrate they have developed an understanding of (or ability to):</i></p> <ul style="list-style-type: none"> <li>Exhibits consistent body control and/or spatial awareness</li> </ul>	Tag games, Relays, Cage ball games, Ultimate Frisbee, Scooter activities, Cup stacking
	2	<p><i>Students will recognize or recall:</i></p> <ul style="list-style-type: none"> <li>Attempts skill but technique and/or performance is inconsistent</li> </ul> <p><u>Specific vocabulary such as:</u></p> <ul style="list-style-type: none"> <li>Multi-directional speed</li> <li>Body control</li> <li>Spatial awareness</li> </ul> <p><u>Basic knowledge such as:</u></p> <ul style="list-style-type: none"> <li>Recognizes risks and safety factors</li> </ul>	
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PE Activities			
Topic		Knowledge:	Sample Tasks
6-7 Low Organizational Activities	4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
	3 Proficient	<p><i>Students demonstrate they have developed an understanding of (or ability to):</i></p> <ul style="list-style-type: none"> <li>Exhibits body control and/or spatial awareness</li> <li>Demonstrates multi-directional speed</li> <li><i>*Student can demonstrate cupstacking "cycle" by using both hands</i></li> </ul>	Tag games, Relays, Cage ball games, Ultimate Frisbee, Scooter activities, Cup stacking
	2	<p><i>Students will recognize or recall:</i></p> <ul style="list-style-type: none"> <li>Attempts skill but technique and/or performance is inconsistent</li> </ul> <p><u>Specific vocabulary such as:</u></p> <ul style="list-style-type: none"> <li>Multi-directional speed</li> <li>Body control</li> <li>Spatial awareness</li> </ul> <p><u>Basic knowledge such as:</u></p> <ul style="list-style-type: none"> <li>Recognizes risks and safety factors</li> <li>Understands the "cycle" of cupstacking</li> </ul>	
	1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

## Rhythms/Dance

**Standard 1: Demonstrates competency in a variety of motor skills and movement patterns**

**Demonstrates competence in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)**

*You should attach any documents or videos that would be evidence of learning to this document.*

	10, 9.5, 9	8.5 or 8	7.5 or 7	6.5 or 6	
	Advanced	Proficient	Emerging	Novice	Points
<b>Choreography</b>	I can choreograph and teach the dance to others with a variety of steps/dance moves to music.	I can choreograph and perform a dance to music that incorporates a variety of dance moves with little to no errors.	I can choreograph a dance but I am unable to incorporate music. OR My dance has little to no variety.	I can choreograph a basic dance with help.	
<b>Criteria:</b> In order for your choreography to be considered complete you must have the following.	-32 counts or more -Original dance -Variety of movements -Dance is well rehearsed -Steps need be written out				

# Implementation

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4. How do you convert your scales to traditional grades?
5. What is your best strategy/tip for implementing SBG in large classes (60+)?
6. How do you use assessment to drive instruction?

# Implementation

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7. Do you allow reassessment? If so, when is this done?
  - a. Do you have some type of prerequisite for students before they are allowed to reassess?
8. How do you share data with students? With parents?  
With administrators?

# Reflection

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1. What do you like best about SBG?
2. What do you like least about SBG?

# Resources

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SBG Panel Folder- <http://tinyurl.com/SBG-IAHPERD>

[Ohio Assessments](#)

[Maryland Assessments](#)- Example scales for various grades

[SBG Sheridan Teacher Handbook](#)

[What is SBG?](#)- Talks about converting to letter grades

# Resources

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Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom by Rick Wormeli

A Repair Kit for Grading: 15 Fixes for Broken Grades by Ken O'Connor

Standards Based Physical Education Curriculum Development by Jacalyn Lund and Deborah Tannehill

National Standards and Grade Level Outcomes for K-12 Physical Education

<http://sbgvideos.org/>

<http://vermontsbl.weebly.com/resources.html>

# Assessment Tools

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[Jump Rope](#)- Free SBG online gradebook

[Fresh Grade](#)- Free SBG online gradebook and portfolio system

National Lesson Plan Creator

[Video](#)

[Form](#)