

underestimates the students' ending performance, and corrupts the determination of whether or not the student has achieved the targets.

Do we report out on the student's proficiency for the end of the year target, or is the grade based on proficiency for that time of year?

The KS academic standards give us benchmarks along with an achievement timeline. The report card grade is summative information about the level of proficiency of the learning targets that are taught each quarter. Therefore, the grade for each quarter communicates a student's progress as compared to where we would expect him/her to be at that moment in time. By the end of the year/course/grade level, students are expected to be proficient or advanced for each standard.

Doesn't SBG lead to grade inflation?

If a grade truly represents the level of mastery of standards, the grades students have earned represent the level of their understanding of the course material. It should provide an accurate picture of the student's performance, neither inflated nor deflated.

Have schools that use standards based grading experienced significant increases in achievement?

Research on standards-based grading shows overwhelmingly that students learn their subjects better and perform better in later education levels such as college when implemented with fidelity both for instruction and assessment. The works of people such as Popham, Reeves, Marzano, Pickering, McTighe, Wiggins, Stiggins, Guskey, Brookhart, O'Connor, and the High Schools That Work Breaking Ranks program are good sources of evidence.