Standards-Based Grading Strategies
NJAAPT Spring Meeting
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Google folder with resources (including this document and presentation): http://bit.ly/njaapt2017sbg

Standards-Based Grading (SBG) is a method of assessment and reporting that is framed around learning objectives rather than individual assignments. Instead of receiving a traditional letter or number grade on an assessment, SBG allows teachers to provide students with actionable feedback on their mastery of a set of specific skills and content knowledge. With SBG, conversations become more focused on learning itself rather than report card grades.

Blogs

- Frank Noschese
- Kelly O'Shea
- Matt Townsley
- Shawn Cornally
- Dan Meyer

Twitter

- #sblchat
- #sbgchat
- @kellyoshea
- @mctownsley
- @rickwormeli2

Articles

- Improving the Way We Grade Science
- The 15 Fixes for Broken Grades
- Seven Reasons for Standards-Based Grading
- When Students Track Their Progress
- Redos and Retakes Done Right
- Skills, Big Ideas, and Getting Grades Out of the Way
- Top 10 Standards-Based Grading Articles
- Scholarly articles related to standards-based grading principles
- What Does the Research Say about Standards-Based Grading?

Standards

- NGSS
- AP Physics B and C Objectives
- College Board Standards for College Success - Science
- NJ Model Physics Curriculum

Books

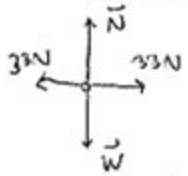
- Improving Student Learning One Teacher at a Time
  "Ch 5: Feedback, Record Keeping, and Reporting" got me into SBG in the first place. It's well written, shows multiple layouts for SBG gradebooks, and doesn't get bogged down in the minutia of assigning scores and final grades like Marzano's books (which I think, for beginners, are intimidating and shift the focus away from learning and standards).
- Top 10 Standards-Based Grading Books

Videos

- Rick Wormeli series on grading and assessment

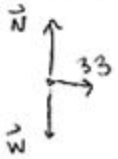
A force F_1, of 33N to the right is applied to a block of mass 11kg as shown. An unknown force F_2 is also applied. The block is on a frictionless surface.

(A) If the block does not move, then what is the force F_2?



$\vec{F}_2$ has to be equal and opposite of $\vec{F}_1$. This will create a net force of zero.

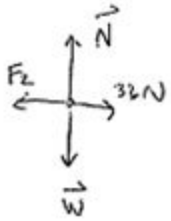
(B) If the block does move, and travels at constant velocity of 3 m/s to the right, then what is F_2?



$\frac{33N}{11kg} = 3m/s$

$\vec{F}_2$ is a force equal to 0N because box will travel at constant speed of 3m/s with just F_1 applied

(c) If block does move, and accelerates at 1.0 m/s², then what is F_2?



$\Sigma F_y: \quad N - W = 0$

$\Sigma F_x: \quad F_1 + F_2 = ma_x$

$33N + F_2 = (11kg)(10m/s^2)$

$33 + F_2 = 11$

$F_2 = -22N$