

Dear Dr. Malchesky,

Recently, we began using the standards-based grading system instead of the points-based grading system. Standards-based grading is a system of instructions, assessments, grading, and academic reporting, all based on the way students demonstrate understanding or mastery of the knowledge and skills expected to learn. Whereas points-based grading is when every assessment or assignment is given a point value which is then added up to create the students final grade (i.e. A, B, C, D, F). While there are a handful of students who do not mind the alteration, more than a few have a problem with the way they are being graded.

Prior to Perry's recent change to standards-based grading, we used points-based grading, and throughout those years there were significantly less complaints about the way our system has been. Admittedly, it was a great idea to introduce standards-based grading to Perry, as our school is very open to changes that could improve our community, which is a good attribute. However, since the change, many have been perplexed and somewhat frustrated. Maybe the new adjustment takes some getting used to, but this has been used since the beginning of the 2018-2019 school year, and the majority of Perry students do not seem to be warming up to it.

One might argue that using points-based grading can put more emphasis on the grade itself, but at the end of the day, it is standards-based grading that leaves students feeling pressured and agitated because they do not end up with the score they desire. According to "Points-Based Grading Systems: Benefits and Liabilities" by Maryellen Weimer, using numbers in grading "connote accuracy and precision." Furthermore, the only way to get an "Advanced" in standards-based grading is if you get 100% on an assignment, and even a 99% drops to "Proficient."

The main problem with this new approach may be the fact that there are so many categories in the standards-based system that it can be overwhelming to students and confusing to the parents. It seems that students would rather have a solid letter grade on their work than to have their grade generalized. For example, students would prefer to see a 99% A+ on their report card rather than a 99% Proficient; and speaking personally, I prefer this as well. As stated before, it's better that we tried the standards-based system than to just be clueless of its function, but the majority of students have the preference to keep the precise point grades at Perry.

We hope this will be taken into consideration in the near future.

- Work, J. (2014). *3 Peaks and 3 Pits of Standards-Based Grading*. [online] Edutopia. Available at: <https://www.edutopia.org/blog/peaks-pits-standards-based-grading-josh-work> [Accessed 7 Nov. 2019].
- (Weimer, M. (2017). *Point-Based Grading Systems: Benefits and Liabilities* | Center for Engaged Teaching and Learning. [online] Cetl.ucmerced.edu. Available at: <https://cetl.ucmerced.edu/content/point-based-grading-systems-benefits-and-liabilities> [Accessed 8 Nov. 2019].

