

GRADING RESOURCES

Assessments and reporting on student progress (commonly referred to as “grading”) at the elementary level (grades preK-5) should be based on program philosophy and goals and reflect appropriate state and national standards and guidelines. Schools use a variety of systems to report student progress, including, but not limited to: letter grades (A, B, C, D, F); percentages (90%, 80%, 70%, etc.); performance levels (Excellent (E), Satisfactory (S), Unsatisfactory (U); and standards-based (or competency-based) performance levels (Exceeding, Meeting, Progressing Towards). Translating the student assessments into one of these reporting systems provides different challenges for physical educators. There is not a one size fits all method for translating assessments to grades, but the following are suggested steps for using standards-based assessments to a traditional or composite reporting (grading) system.

Step One: Determining grading components for reporting (grading) period and/or year:

Programs must determine what standards will be assessed and reported on during each reporting (grading) period. The grading components should reflect the program goals and identified best practices. Programs might identify standards that are reported on throughout the year (each reporting period) and then others that are reported on only during a few of the reporting periods. Below is an example of a yearly plan that identifies the grading components for a K-2 elementary physical education program.

Example: Elementary Physical Education Grading Components – Yearly Plan			
Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4
National Standard	National Standard	National Standard	National Standard
1	1	1	1
2	2	3	2
4	4	4	3

Step Two: Determine weight of each grade component

The next step is to determine the weight value of each component. The value should be aligned with program philosophy and goals and be consistent with identified best practices. The weighting will become apparent in the development of the unit and unit goals (and alignment with grade span learning indicators). During this determination process, it is important to remember what makes physical education unique - the development of skills relating to movement - our grading weight should reflect that uniqueness and purpose. However, the weight of particular standards might vary between grading periods based on instructional focus or instructional unit content. For example, if the instructional unit during the second grading period focused on the understanding of how physical activity can positively affect personal health (Standard 4), there might be more emphasis on Standard 4 (and more unit goals) rather than on Standard 1 during that grading period. However, the instructional units in the first grading period may stress the development of motor skills and movement concepts (Standards 1 & 2) and therefore the weight value for those standards would be reflected in the reporting of the grade (as well as in the Unit Goals/Grade Span Learning Indicators).

Grading Period One Example:

*National Standard	Description	Weight
1	Develops a variety of motor skills	50%
2	Applies knowledge related to movement and fitness concepts	30%
4	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity	20%

*2024 National Standards

In this example, the unit should reflect that 50% of the Grade-span indicators/lesson outcomes, etc. should be aligned with Standard 1, 30% aligned with Standard 2, and 20% with Standard 4. All of which should be consistent with the philosophy and value of the program and teacher and reflect best practices for elementary physical education.

Grading Period Two Example:

*National Standard	Description	Weight
1	Develops a variety of motor skills	20%
2	Applies knowledge related to movement and fitness concepts	50%
4	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity	30%

*2024 National Standards

In this example, the unit should reflect that 50% of the Grade-span indicators/lesson outcomes, etc. are aligned with Standard 2, 30% aligned with Standard 4, and 20% with Standard 1. All of which should be consistent with the philosophy and value of the program and teacher and reflect best practices for elementary physical education.

Step Three: Translating Standards-based Assessments to Grade Component Score

A rubric should be used for all standards-based assessments that clearly identifies a student's level of performance. Teachers need to be able to compile the assessment scores from the various rubrics to determine the student performance. By using the grading rubric below, assessment scores for each identified grade component and translate those assessments to a grade component score. The grading rubric should be modified to reflect program needs, the number of assessments used, etc.

Rubric Example:	
Rubric Score	Rubric Level Description
5	Exceeds Standards
4	Meets Standards
3	Progressing Toward Standards
2	Advanced Beginner
1	Beginner
0	Did Not Attempt

Step Three: Translating Grading Component Assessments <i>For Each State or National Standard Determine the Students Score</i>		
Score		Examples of Level Description
5	Exceeds	<ul style="list-style-type: none"> Meets or Exceeds standards in all assessments for the particular standard (Exceeds standards in a minimum of 2 assessments), OR Scores a 4 or 5 in all assessments – with a score of 5 in at least two assessments
4	Meets	<ul style="list-style-type: none"> Meets standards in all assessments (may have one “Exceeds”), OR Scores no less than 4 in all assessments, but does score a 5 in more than one assessment
3	Progressing	<ul style="list-style-type: none"> Meets standards or is Progressing in most assessments, (no more than 3 Advanced Beginner level assessments), OR Scores a 3 or 4 in most assessments, with no more than three scores of 2
2	Beginner	<ul style="list-style-type: none"> More than 3 Progressing or Advanced Beginning level assessments and no more than 2 Beginner or one Did Not Attempt, OR More than three scores of 3 or 2 and no more than one score of 1 or 0.
1	Attempts	<ul style="list-style-type: none"> Beginning level in most, no assessments above Progressing level, and attempted more than 50% of the assessments, OR Scores a 1 in most assessments, no scores above a 3, and more than 50% of the scores were above 0
0	Did Not Attempt	<ul style="list-style-type: none"> Did not attempt more than 50% of the assessments, OR Scores a 0 on more than 50% of the assessments

Step Four: Calculating the Grade

Step Four - A: Translating to a Standards-Based Reporting System - Non Weighted		
<ul style="list-style-type: none"> For each Grade Component the student’s performance level can be reported using the score from the Rubric in Step Three. In a standards-based system, the ideal reporting system is one in which the students’ performance is reported by standard Example: Based on the score determined by using the Step One Rubric, a student might have the following results: 		
National Standard	Standard Score	Point Score
1	Meets Standards	4
2	Exceed Standards	5
4	Beginner	2

Step Four - B: Calculating The Grade or Performance Level - Weighted				
Standard	Component Value	Component Rubric Score	Multiplier	Numerical Value
1	50%	4	X 5	20
2	30%	5	X 3	15
4	20%	2	X 2	4
			TOTAL	39
			DIVIDE BY 10 FOR SCORE VALUE	3.9

Step Five: Translate Scores to Different Reporting (Grading) Systems

As mentioned earlier, elementary schools use a variety of systems to report student progress, including, but not limited to: letter grades (A, B, C, D, F); percentages (90%, 80%, 70%, etc.); performance levels (Excellent (E), Satisfactory (S), Unsatisfactory (U); and standards-based (or competency-based) performance levels (Exceeding, Meeting, Progressing Towards). Some elementary schools still use the narrative form of reporting that gives the teacher the opportunity to provide detailed information about a child's progress. The following chart can be used regardless of the system utilized, including grading software that may be adopted by the school or school district.

Step Five: Translate to Reporting System		
Score	Standards-Based Reporting System - Weighted - Total Performance on All Grading Components	Grade Reporting System
5	Exceeds Standards	A+
4.75	Exceeds Standards	A
4.5	Exceeds Standards	A-
4.25	Meets Standards	B
4.0	Meets Standards	B-
3.75	Progressing Towards Meeting Standards	C
3.5	Progressing Towards Meeting Standards	C-
3.25	Beginner	D
3.0	Beginner	D-
Below 3.0	Does Not Meet Standards or Did Not Attempt	F
**From example provided student scored a 3.9 - Translates to a letter grade of approximately "B-" or a Standards Based Grade of "Meets Standard"		

If a Narrative reporting system is used, the teacher can explain what was covered during the reporting period and report on how the student performed in each unit and assessment