



GRADING HANDBOOK
評分手冊



MORRISON ACADEMY
Grading Handbook

馬禮遜學校
評分手冊

Vision Statement

The vision of Morrison Academy is that every student will experience a quality, biblically-integrated education so that each one will be equipped to impact the world dynamically for Christ.

Please refer to [Morrison Procedure 260](#) for further information about grading.

願景

馬禮遜學校的願景是每一個學生都能體驗優質且結合聖經原則的教育，以期學生能主動且有效地為基督影響世界。

關於評分的細節，請參閱馬禮遜學校行政規章 [Procedure #260](#)。

Purpose of Grading at Morrison

The purpose of grading is to describe how well students have achieved specific learning targets based on evidence gathered from an assignment, assessment, or other demonstration of learning. Grades are intended to inform parents, students, and others about learning successes and to guide improvements when needed. (Guskey, Jung 2013)

馬禮遜學校評分的目的

評分的目的是根據作業、評量或其他學習表現收集的證據，來敘述學生是否達到特定的學習期望。成績是為了告知家長、學生和其他人學習是否成功，並在需要時進行指導改進。(Guskey, Jung 2013)

Standards-Based Education at Morrison

In pursuit of quality education, Morrison Academy strives to structure student learning of the written curriculum around a standards-based approach. Student learning is the measure of success. Every student learns and strives to meet or exceed unit learning targets within their God-given ability. There is an emphasis on the application of learning and knowledge through a biblical perspective or lens. Curriculum, instruction assessment/feedback, and recording/reporting are aligned.

A standards-based approach

- Indicates what students know and are able to do.
- Scores indicate a student's progress toward the attainment of a standard.
- Clearly communicates expectations ahead of time.
- Is based on complex tasks, as opposed to just rote memory.
- Occurs when appropriate, not just on scheduled days.
- Emphasizes the more recent evidence of learning.
- Multiple methods of grade calculation are used to determine grades.

馬禮遜學校的標準本位教育

為追求優質教育，馬禮遜學校致力於以標準本位的策略來建構學生的學習。學生學習是衡量成功的標準，上帝賦予每個學生不同的能力，教育的目的則是讓每個學生都能在自己的能力範圍內，學習並努力達到或超過各單元的學習目標。我們強調藉由聖經的觀點或出發點，將所學到的知識應用出來。課程、教學評估/回饋、和記錄/報告都是一致的。

標準本位的策略：

- 指出學生知道什麼並且能夠做什麼。
- 分數顯示學生朝向預期目標的學習過程。
- 事先清楚傳達所期望的結果。
- 根據多樣性的作業，而不只是死記硬背。
- 在適當的時間發生，而不僅是在預定的日期發生。
- 強調最近的學習證據。
- 使用多種計算方法來確定成績評分等級。

Traditional Grading System Vs. Standards-Based Grading System

Traditional	Standards-Based
Based on assessment methods. One grade per subject.	Based on learning goals with a grade for each.
Based on the % system; often norm-referenced, criteria not clear.	Criterion-referenced and proficiency-based using a limited number of levels with criteria and targets known to all.
Use an uncertain mix of achievement, attitude, effort, and behavior. Use penalties and extra credit.	Measure only achievement; behaviors reported separately. No penalties or bonuses are given.
Include group scores.	Includes individual evidence only.
Score - and include - everything - regardless of purpose.	Use only summative assessments for grading.
Include every score regardless of when it was collected.	Emphasize the more recent evidence of learning.
Grades calculated using the mean.	Use median, mode and professional judgment to determine grades.
Assessments vary in quality. Some evidence only comes from teacher recollection.	Use only quality assessments and carefully record data
The teacher makes decisions about grading and announces these decisions to students.	Discusses all aspects with students.

O'Connor 2008

傳統評分系統與標準本位評分系統之比較

傳統評分	標準本位評分
取決於評量方式。每科目一個評分等級。	根據學習目標而訂，每個學習目標一個評分等級。
採百分制計分，通常參照常模分佈表，標準不明確。	以學習指標和熟練度為參考基準，用大家所知道的指標和目的分為幾個等級。
使用不確定比例的學習成果、態度、努力、和行為。懲處扣分和特別作業加分會影響成績。	只評估學習成就，行為問題會呈現在另一份報告。沒有扣分或加分的情形。
包括團體作業的成績。	只包括個人的努力成果。
分數為主，所有一切都以分數呈現，與學習目的無關。	只用總結評量的方式來評分。
所有分數都計算在內，不論是何時取得的。	強調最近的學習成果。
用平均分數來計算成績。	用中位數、方式、和專業判斷來決定成績。
評估的品質各不相同。有些證據只來自老師的回憶。	只使用優質的評估方式及仔細記錄的資料。
老師決定分數，並向學生公佈其決定。	老師和學生討論學習各方面的問題。

O'Connor 2008

What does Standards-Based Grading (SBG) look like for your Elementary Student?

For each learning standard, descriptors are used to note the level of mastery achieved. The elementary school grading scale will use Mastery (M), Near Mastery (NM), Developing Mastery (DM), and Remediation (R) for standard grades. Please see the grading scales on page 11 for more details. All grading and reporting will be done through Mastery Connect. You may observe your child's progress using the MasteryConnect parent portal that will be shared with you by your child's teacher.

小學生標準本位評分的成績

每個學習標準都使用描述符號來記錄學生學習後所達到的程度。小學評分標準將使用Mastery (M, 精熟)、Near Mastery (NM, 近乎精熟)、Developing Mastery (DM, 朝精熟發展)、和 Remediation (R, 需加強) 四個等級評分。詳情請參閱第11頁的評分標準。所有評分和報告都經由 Mastery Connect 完成。您孩子的老師會將Mastery Connect的家長入口網頁分享給您，讓您可以上網觀察孩子的進步情形。

What does SBG look like for your Middle School Student?

The middle school grading scale will use Mastery (M), Near Mastery (NM), Developing Mastery (DM), and Remediation (R) for standard grades. These grades will be used to inform each standard with no final traditional letter grade calculation at the end of grading periods. All grading and reporting will be done through PowerSchool.

中學生標準本位評分的成績

中學的評分表將使用Mastery (M, 精熟)、Near Mastery (NM, 近乎精熟)、Developing Mastery (DM, 朝精熟發展)、和Remediation (R, 需加強) 四個等級。這些等級將用於每個學習標準，每段學習結束後，並不會轉換為傳統的字母等第。所有評分和報告都會在PowerSchool 完成。

What does SBG look like for your high school student?

High School will still have final traditional letter grades per course (A, B, C, D, F), transcripts, and GPA as before. Grades on individual tests and assignments will be listed within the standards that are graded and will be recorded on a 0-9 scale as opposed to points or percentages. Please see the HS grading scale below.

HS teachers may (but are not required) dedicate a percentage of the final grade to formative work (up to 10%) and a final test (up to 15%).

高中生標準本位評分的成績

高中生每一科目最後仍會有傳統的字母等第 (A, B, C, D, F)，也像以前一樣有成績單及 GPA。個別測驗和作業的評分將列在學習標準內，並以0-9的數字呈現，而不是以分數或百分比呈現。請參閱以下高中評分表。

高中教師可以（但不是必須）將期末成績的一定比例專門用於形成性工作（最多10%）和期末考試（最多15%）。

What you will NOT see in standards-based grading:

- 100 point scale
- Averaging within a standard (unless deemed appropriate to that standard)
- Extra credit or bonus points
- Heavy emphasis on grading homework
- Points deducted from grade for behavior or lateness
- Zeros (unless all options have been exhausted)

在標準本位評分中，您不會看到以下內容：

- 百分制計分
- 平均某個內容標準的成績 (除非該標準適合用平均方式呈現)
- 額外的加分或獎勵分數
- 特別強調作業的分數
- 因行為欠佳或遲交功課而扣分
- 零分 (除非所有選項都已用盡)

Grading Vocabulary

Assessment: Gathering and interpreting information about student achievement using a variety of tools.

Common Assessment: The same assessment that is given and graded by common grade level/subject classrooms at about the same time to collect data.

Formative Assessment: Periodic assessment tool for learning that is used to adjust instruction for individual students or a whole class.

Grade: A simple, clear, and concrete summary representation of student achievement based on what a student knows at the end of a given time period. The number (or letter) reported at the end of a period of time as a summary statement of student performance.

Power Standards: The standards that are essential for students to master to be prepared for and successful in the next grade level.

Product Grades: Product grades reflect student performance on specific curricular standards.

Process Grade: Process grades reflect student performance on common behaviors and attitudes necessary for learning, such as responsibility, respect, and engagement.

Reassessment: The opportunity to assess a student again on the same standard after additional learning and practice have occurred.

Rubric: A grading tool used to provide feedback on an identified learning goal. The score signifies the knowledge a student has towards that learning goal.

Standards: Statement that describes what and/or how well students are expected to understand and perform.

Standards-based Grading: Achievement level based on mastery/proficiency of essential standards—a grading system where scores denote progress toward the understanding of a specific standard.

Summative Assessment: An evaluation tool designed to show information about a student's achievement at the end of a period of instruction.

與「評分」相關的字彙

Assessment (評量): 使用不同工具/方式來收集並解釋資料，以期了解學生的學習成就

Common Assessment (共同評量): 在大約同一時間，針對同年級/科目所進行的相同評量。

Formative Assessment (形成性評量): 定期評量的方式，教師可參考其結果為個別學生或全班調整教學方式。

Grade (成績): 根據學生在特定時段結束時所了解的知識，用一種簡單、清楚、具體的方式總結學生的學習成就。在這段時間結束時，以數字(或字母)作為學生成績的總結說明。

Power Standards (課程主要標準): 學生能夠成功進入下一個年級所不可缺少的標準。

Product Grades (產出成績): 產出成績反映了學生在特定課程標準上的表現。

Process Grades (過程成績): 過程成績反映了學生在學習所需的常見行為和態度上的表現，如: 責任心、尊重、和參與。

Reassessment (重新評量): 進行額外的學習和練習後，以相同標準再次評量學生的機會。

Rubric (評量指標): 一種評分工具，用於提供同一學習目標的回饋。分數表示學生對該學習目標所擁有的知識。

Standards (標準): 期望學生明白和表現的內容和/或程度的陳述。

Standards-based Grading (標準本位評分): 根據學生對於學習內容標準的精熟/熟練程度之評分評估其學習成就。這種評分系統的分數代表該名學生對特定學習內容標準的理解程度。

Summative Assessment (總結性評量): 一種評量工具，目的是在授課結束時，提供有關學生學習成就的資訊。

Grading Scales

Grading Scale Kindergarten - 8th Grade

Scale	Definition	Explanation
M	Mastery	The student usually understands and can apply the concepts/skills of this subject area at the standard expectation.
NM	Near Mastery	The student is learning the basic concepts/skills of this subject at a developing level; he/she is working to reach the standard expectation.
DM	Developing Mastery	The student is beginning to show understanding of a concept or skill but still needs to spend more time in instruction and practice of this skill/concept.
R	Remediation	The student does not yet exhibit an understanding of the necessary concepts/skills and/or does not complete tasks; he/she is below the needed level of accomplishment.

成績表

幼稚園至八年級

等級	定義	說明
M	Mastery 精熟	學生通常能理解並能按所期望的標準應用該學科的概念/技能。
NM	Near Mastery 近乎精熟	學生正在不斷發展學習該學科的基本概念/技能；他/她正在努力達到所期望的標準。
DM	Developing Mastery 朝精熟發展	學生開始表現出對一個概念或技能的理解，但仍然需要花費更多時間來教導和實踐該技能/概念。
R	Remediation 需加強	學生尚未表現出對必要概念/技能的理解和/或未完成作業；他/她的表現低於學習成就的要求。

Grading Scale 9-12th

These are the grades that will appear for each assessment/assignment.

[full landscape version: go.ma.org.tw/9pointscale](http://go.ma.org.tw/9pointscale)

9 Point Conversion Scale

Descriptor	Definition	Standards Based
Exemplary	Demonstrates an advanced level of knowledge and understanding and clearly integrates higher level thinking skills.	9
		8
Proficient	Meets grade level standard. Demonstrates solid knowledge and understanding.	7
		6
Basic	Demonstrates progress toward grade-level standards, but not yet at standard. Demonstrates some knowledge and understanding.	5
		4
Below Basic	Not meeting grade level standard. Showing minimal progress. Additional support needed to develop knowledge and understanding.	3
		2
Failure	Little evidence of learning	1
	No evidence of learning	0

9-12年級成績表

以下是每個評量/作業會出現的成績。

full landscape version: go.ma.org.tw/9pointscale

9分制對照表

描述符	定義	標準本位
Exemplary 可為模範	表現出優越的知識和理解程度，並能清楚地整合較高程度的思考能力。	9
		8
Proficient 熟練	符合該年級的標準。展現出紮實的知識和理解程度。	7
		6
Basic 基本	展現出朝向該年級標準的進步目標，但還沒有達到標準。展現出部份的知識和理解程度。	5
		4
Below Basic 未達基本	未達到該年級的標準。僅有極小程度的進步。需要額外的支持來發展其知識和理解程度。	3
		2
Failure 不及格	學習的證據非常少	1
	完全沒有學習的證據	0

HS Standards-Based Grade Conversion to Final Grade for each course. Each standard grade will be averaged to determine a final grade that will fall in the final grade range.

Final Grade Ranges	Final Grade	GPA	AP
8.5 9	A+	4.0	5.0
7.56 8.49	A	4.0	5.0
7 7.55	A-	3.7	4.7
6.44 6.99	B+	3.3	4.3
5.89 6.43	B	3.0	4.0
5.33 5.88	B-	2.7	3.7
4.78 5.32	C+	2.3	3.3
4.22 4.77	C	2	3
3.67 4.21	C-	1.7	2.7
3.11 3.66	D+	1.3	2.3
2.56 3.10	D	1	2.0
2.00 2.55	D-	.7	1.7
0 1.99	F	0	0

高中每一科目的標準本位評分和最後成績之對照表。每個標準成績都會被平均，以決定最後成績屬於哪一個範圍。

最後成績範圍	最後成績	GPA	AP
8.5 9	A+	4.0	5.0
7.56 8.49	A	4.0	5.0
7 7.55	A-	3.7	4.7
6.44 6.99	B+	3.3	4.3
5.89 6.43	B	3.0	4.0
5.33 5.88	B-	2.7	3.7
4.78 5.32	C+	2.3	3.3
4.22 4.77	C	2	3
3.67 4.21	C-	1.7	2.7
3.11 3.66	D+	1.3	2.3
2.56 3.10	D	1	2.0
2.00 2.55	D-	.7	1.7
0 1.99	F	0	0

Process Grading Scale (K-12)

- 4 Consistently
- 3 Usually
- 2 Sometimes
- 1 Rarely/Never

過程成績表 (K-12)

- 4 一直如此
- 3 通常
- 2 有時候
- 1 很少/從未

Process Grading Descriptors Grades 6-8

Descriptor	Examples
Respect	Serving others Waiting your turn Being polite Following the rules Cleaning up Being encouraging
Responsibility	Doing your homework Being on time Using tech well Staying organized Being prepared Giving due credit
Engagement	Asking questions Taking risks Collaborating well Seeking Truth Staying on topic Doing your best

6-8年級過程成績的描述

描述符	舉例說明
Respect 尊重	Serving others 服務他人 Waiting your turn 排隊等候 Being polite 有禮貌 Following the rules 遵守規定 Cleaning up 清理 Being encouraging 鼓勵他人
Responsibility 責任	Doing your homework 做好作業 Being on time 準時 Using tech well 善用電腦科技 Staying organized 保持井井有條 Being prepared 做好準備 Giving due credit 引文的來源
Engagement 參與度	Asking questions 提出問題 Taking risks 承擔風險 Collaborating well 良好的團隊合作 Seeking Truth 尋求真理 Staying on topic 專注於主題上 Doing your best 盡力而為

Process Grading Descriptors Grades 9-12

Descriptor	*Examples
Respect	Offers constructive dialogue and feedback Responds to others with empathy Follows rules and expectations Interacts respectfully with teachers
Responsibility	Completes assignments on time Comes to school/class on time and prepared Makes use of class time Uses technology appropriately Does not cheat or commit plagiarism
Engagement	Asks Questions Collaborates effectively Takes academic and creative risks Demonstrates a genuine desire to learn

* Students do not necessarily need to fulfill all the criteria in a category to receive a 4 or 3 in that area- these are suggested examples.

9-12年級過程成績的描述

描述符	*舉例說明
Respect 尊重	Offers constructive dialogue and feedback 提供建設性的對話或回饋 Responds to others with empathy 以同理心回應他人 Follows rules and expectations 遵守規定和期望 Interacts respectfully with teachers 以尊重的態度與老師互動
Responsibility 責任	Completes assignments on time 準時完成指定作業 Comes to school/class on time and prepared 準時到校/課堂上，且是預備好的 Makes use of class time 充份利用上課時間 Uses technology appropriately 適當使用電腦科技 Does not cheat or commit plagiarism 不作弊或抄襲
Engagement 參與度	Asks Questions 提出問題 Collaborates effectively 有效地團隊合作 Takes academic and creative risks 承擔學術和創意風險 Demonstrates a genuine desire to learn 展現真正的學習意願

* 學生不是一定要完成所有標準才能在該項目拿到4或3分，這些只是舉例說明。

Frequently Asked Questions

Everyone knows what an A-B-C-D-F and 100 point scale stands for. Why change?

Traditional grading measures many factors, including achievement and behavior, all in the same grade. If you are using a 100 point percentage, the score many times is a mix of a variety of skills, knowledge, and behavior, and it is difficult to determine what a student is good at and what needs work. There is not criteria to express what is considered proficient and why, so it can be misleading. Additionally, the 100 point grading scale is numerically unfair as 60 points of grade is considered failure. Standards-based grading allows teachers to record and report on specific learning goals instead of just an overall running point total. Grades must be accurate and consistent to be useful. The use of a grading scale that is unequal, such as the 100 point scale, distorts the final grade as a true indicator of mastery. A smaller equal-interval scale (such as a 4 point scale) will cause grading practices to be more accurate and consistent.

常見問題

每個人都知道 A-B-C-D-F 和 百分制計分代表的意義，為什麼要改變？

傳統的評分考量許多因素，包括成就和行為都在同一個評分裡。如果您使用的是百分制，則分數常是多種技能、知識、和行為的綜合成績，因此很難確定學生擅長的是什麼，以及還有哪些地方需要加強。沒有一個標準可以指出什麼是熟練的，而且為什麼是熟練，因此可能會產生誤導。此外，60分在百分制的評分表裡被認為失敗，這在數字上也是不公平的。標準本位評分使教師可以記錄和報告特定的學習目標，而不僅僅是整體的學習分數總和。評分必須準確且一致才能發揮效用。使用不平衡的評分標準（例如百分制）會扭曲最終的評分，使之無法真正掌握學生學習的精熟度。較小的等間隔量表（例如4分制）將使實際評分更準確和一致。

What is the effect on the GPA?

Standards-based grading will have no effect on GPA. At the high school level, the 9 pt. scale will be converted to a letter grade which is used to determine GPA.

對 GPA 有何影響？

標準本位評分對 GPA 沒有影響。高中部分是用9分制，再轉換成字母成績，用以計算 GPA。

What student evidence determines grades?

Teachers will use a combination of the following in determining progress:

- independent daily written or oral tasks
- application of skills
- periodic assessments (quizzes, tests), performance tasks, and teacher-student questioning
- Consistent descriptive feedback (written or oral) will be given to let students know what improvements are needed and what they are doing right.
- The information that provides the most accurate depiction of students' learning is usually the most current information.
- If students demonstrate that past assessment information no longer accurately reflects their learning, that information may be dropped and replaced by the new information.

哪些學生的學習證據決定成績？

老師會綜合以下各項來決定過程成績：

- 獨立的每日書面或口頭作業
- 技能運用
- 定期評估（小考、測驗）、課堂活動的表現、和師生提問
- 一直提供描述性回饋（書面或口頭），使學生知道需要進行哪些改進以及他們做對的事情。
- 提供最準確描述學生學習情況的資訊通常是最新的資訊。
- 如果學生證明過去的評量資訊不再準確地反映出他們的學習，則該資訊可能被刪除，並被新的資訊取代。

Why is averaging scores to determine a grade not the best method?

Averaging does not always provide an accurate description of what students have learned. Teachers must consider other ways such as median, mode, or new learning replacing old.

用平均分數決定成績為什麼不是最好的方法？

平均分數有時無法準確描述學生學到了什麼。老師必須考慮其他方式，例如中位數，眾數、或新的學習方式來代替舊的方法。

What about homework?

Homework should be designed as practice for a test. Because it is practice work, it is not necessary for grading but IS necessary for learning and preparing for the test. Results of homework will be seen in the test scores, not as individual graded assignments. Teachers will still require practice work, and HS teachers may assign a percentage of the final grade to it - aka: formative work.

對家庭作業有何影響？

家庭作業應該設計為考試的練習。因為這是練習，所以不需要評分，而是學習和準備考試所必需的。家庭作業的結果將顯示在測驗分數中，而不是作為單獨的評分作業。老師仍然會要求練習作業，而高中教師可以在期末成績分配一定的百分比為家庭作業，也就是：形成性作業。

What about university admissions?

The university admission process is not affected by Standards-Based Grading. Students will still have transcripts and GPA to report to prospective colleges.

對申請大學有何影響？

標準本位評量完全不會影響大學申請過程。學生仍會有成績單和 GPA 交給所申請的大學。

What research has Morrison used in developing standards-based assessment and grading?

Morrison has utilized research from the following experts in the field: Dr. Robert Marzano, Ken O'Connor, Jay McTighe, Rick Wormeli, Thomas Guskey, Douglas Reeves, Rick Stiggins, and others.

在發展標準本位評量和評分時，馬禮遜學校參考了哪些研究報告？

馬禮遜學校使用了在這個領域的專家所提出的研究，如: Dr. Robert Marzano, Ken O'Connor, Jay McTighe, Rick Wormeli, Thomas Guskey, Douglas Reeves, 和 Rick Stiggins 等人。

For additional information, please visit the Morrison Academy website's Standards Based Education page:

go.ma.org.tw/sbg

其他資訊請見馬禮遜學校標準本位教育網頁：

go.ma.org.tw/sbg



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