Standards-Based Grading Design Worksheet

Elizabeth R. Corson and Alex J. Bertuccio
2026 KU Teaching Summit

Name: _____

Course: _____

Target (course, unit, assessment): _____

1. Write learning objectives

No more than one per week of the semester!

By the end of the semester, students will be able to . . . (use verb from Bloom's Taxonomy)

For today: write one learning objective

Learning Objective	How will you assess this objective?

2. Define mastery

Target 2N attempts for every N required successful demonstrations for mastery.

For today: define for one learning objective or one type of assessment

Learning Objectives: _____

Decision	Your Policy
Definition of mastery	
Reattempts	

Learning Objectives: _____

Decision	Your Policy
Definition of mastery	
Reattempts	

Learning Objectives: _____

Decision	Your Policy
Definition of mastery	
Reattempts	

Assessment plan

How many assessments will you need to give to provide the number of attempts planned for each learning objective?

For today: define for one type of assessment and/or one learning objective

Assessment Type	Number	Learning Objectives Covered

3. Set the rating scale

Cross out the ratings you will not use.

Mastery	Exceeds Standard	
	✅ Meets Standard	
	✍ Needs Revision	Revision policy:
	Not yet	

4. Roll up the final grade

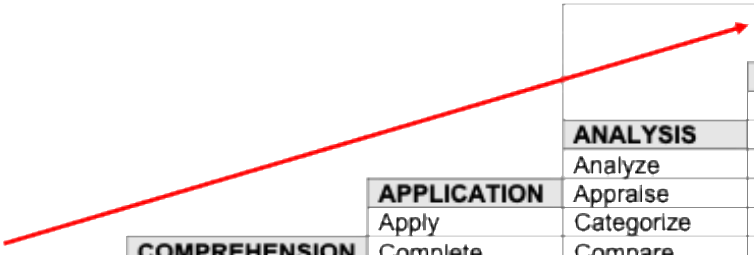
Cross out the grades you will not use.

For today: write your thoughts about what students must demonstrate to pass the course, and what they must demonstrate to get an A.

Grade	Requirements
A	
A-	
B+	
B	
B-	
C+	
C	
C-	
D	
F	

5. Bloom's Taxonomy of Measurable Verbs[1,2]

Verbs that measure critical thinking



KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
List	Compare	Apply	Analyze	Arrange	Appraise
Name	Describe	Complete	Appraise	Assemble	Argue
Recall	Discuss	Construct	Categorize	Collect	Assess
Record	Explain	Demonstrate	Compare	Combine	Choose
Relate	Express	Dramatize	Contrast	Comply	Compare
Repeat	Identify	Employ	Debate	Compose	Conclude
State	Recognize	Illustrate	Diagram	Construct	Estimate
Tell	Restate	Interpret	Differentiate	Create	Evaluate
Underline	Tell	Operate	Distinguish	Design	Interpret
	Translate	Practice	Examine	Devise	Judge
		Schedule	Experiment	Formulate	Justify
		Sketch	Inspect	Manage	Measure
		Use	Inventory	Organize	Rate
			Question	Plan	Revise
			Test	Prepare	Score
				Propose	Select
				Setup	Support
					Value

[1] Utica University, "Bloom's Taxonomy of Measurable Verbs," Utica University Academic Assessment, Utica, NY, USA. [Online]. Available: https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf

[2] B. S. Bloom, Ed., M. D. Engelhart, E. J. Furst, W. H. Hill, and D. R. Krathwohl, *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. New York, NY, USA: David McKay, 1956.