

# LEADERSHIP SUPPORT THROUGH THE TRANSITION TO STANDARDS BASED GRADING

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## ABSTRACT

This case study looks at the very controversial topic of grading. Some teachers feel grading is arbitrary and subjective in the traditional sense of grading and have become interested in the highly supported and researched method of standards based grading. As some teachers in a mid-western school district transition to the approach of standards based grading, administrative leadership can be a factor in the success of this type of transition. After several interviews, themes began to emerge. Three themes seemed to be obvious when a teacher makes this type of grading transition. These themes were presented as what impacts helped propel teachers to initiate and sustain this type of change; principal leadership, teacher leadership and personal beliefs. Through this dissertation, these themes are explored as related to the current research on standards based grading.