



Standards Based Grading

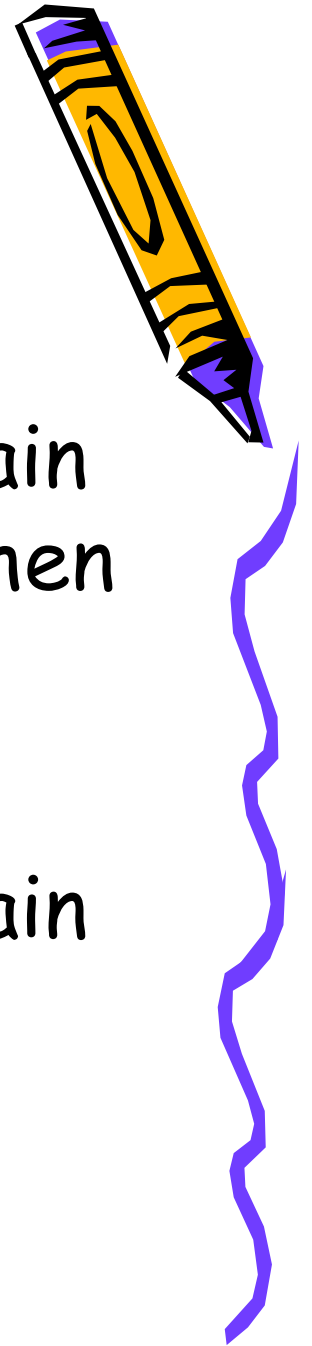
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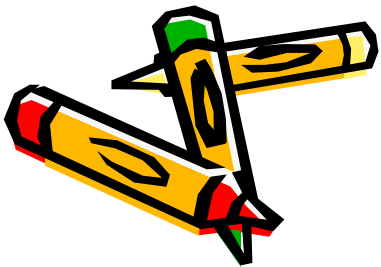
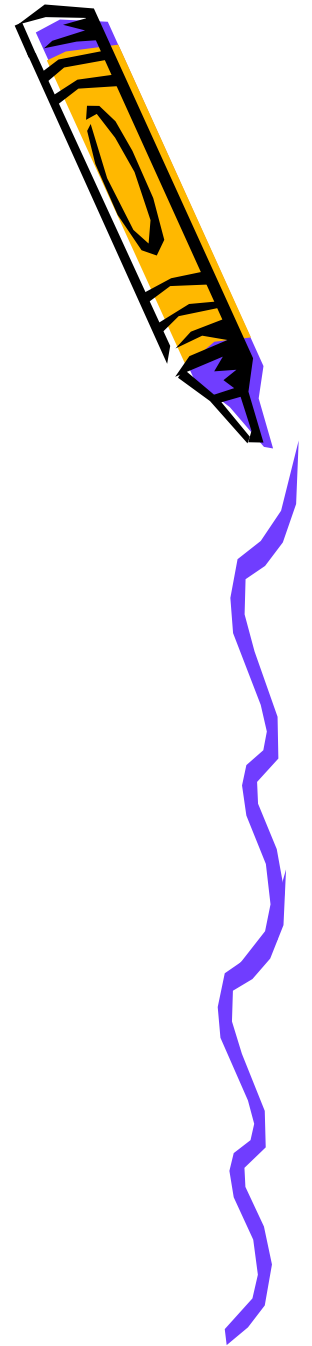
If the purpose of grading...

- Is for students to be able to explain how many questions they missed then percentages or points work best.
- Is for students to be able to explain what they learned or didn't learn, standards based is best.



Standards Based Grading

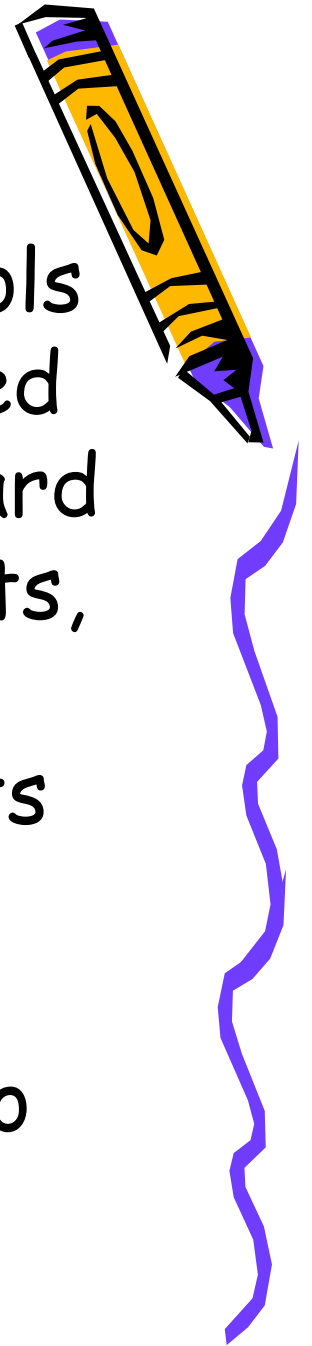
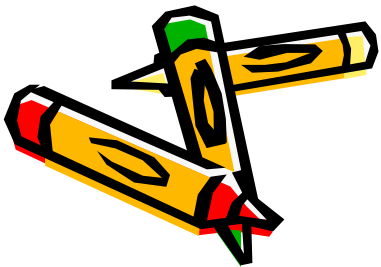
What do students
know and what can
they really do?



Making the Case

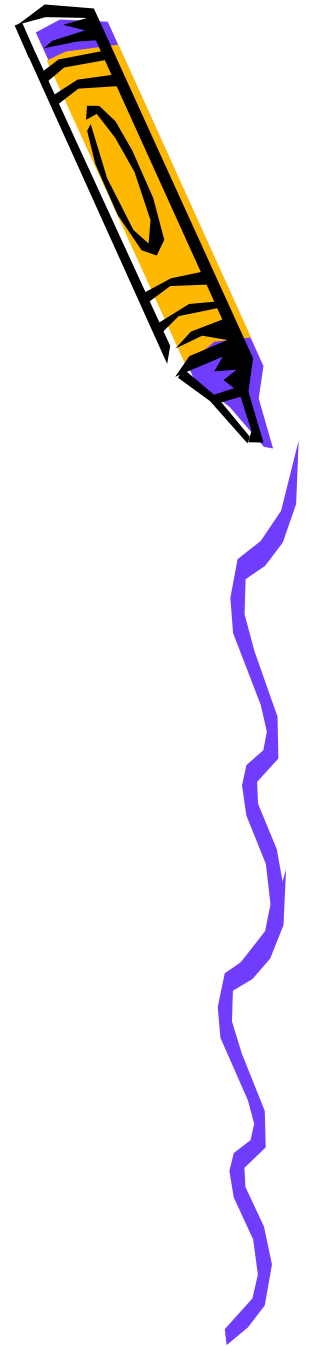
Ken O'Connor 2013

- In this 21st century, when all schools are supposed to be standards based (or outcomes based), to move toward focusing on learning for all students, there are two givens that are not open for discussion and eight musts about which...while there may be discussion of the details and implementation...there should be no discussion about the principles involved.



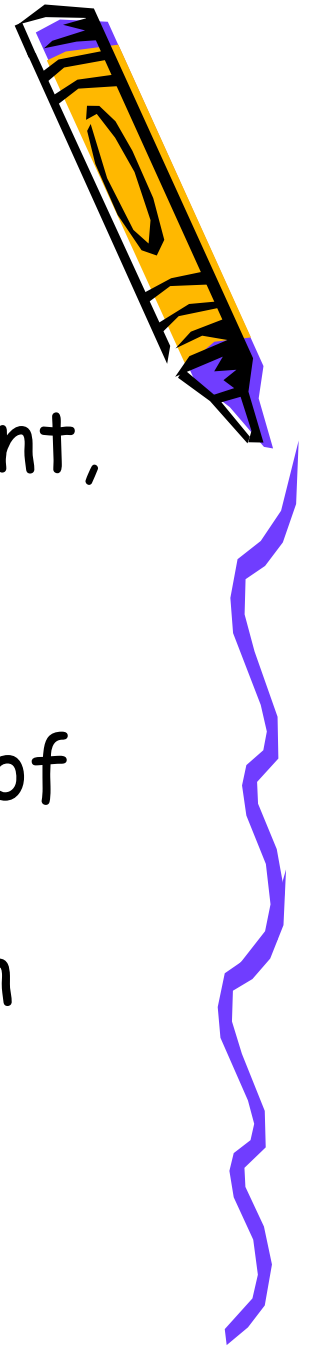
Givens

- Quality assessment- doing it right
- Student involvement-using it well

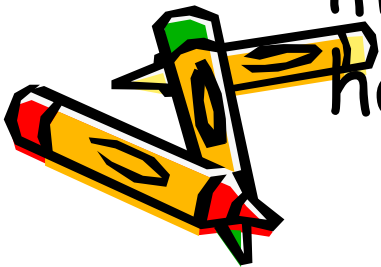


Eight Musts

1. Curriculum, instruction, assessment, grading must be standards based
2. Performance standards must be descriptions of a limited number of levels based on proficiency, and there should be no percentages in grading.

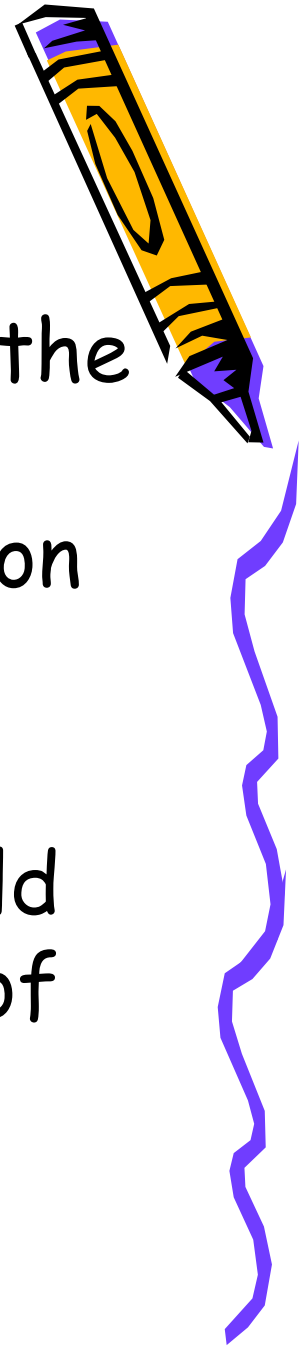


- 3. Achievement must be separated from behaviors on expanded-format report cards
- 4. There should be no mark penalties for late work, missing work, academic dishonesty, or absences.
- 5. Grades must be determined primarily from summative assessments
- 6. Formative assessments should be no mark, comment only, with homework having little or no part of grades



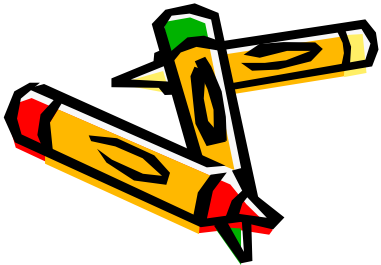
7. When learning is cumulative and developmental (as most learning is), the most recent evidence must be emphasized when in the determination of a grade.

8. Grades must be determined, not calculated: "number crunching" should be limited, and there should no use of the mean or zeroes



Student Perspective

- 4.0 I know (can do) it well enough to make connections that weren't taught.
- 3.0 I know (can do) everything that was taught without making mistakes
- 2.0 I know (can do) all the easy parts, but I don't know (can't do) the harder parts.
- 1.0 With help, I know (can do) some of what was taught.
- 0.0 I don't know (can't do) any of it.

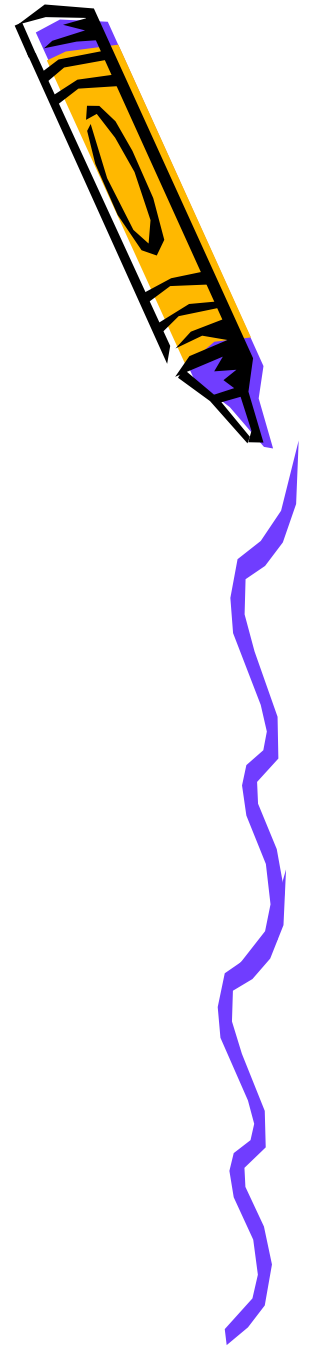
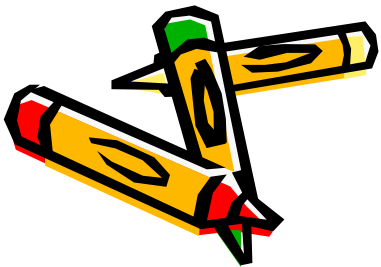


Marzano, 2006

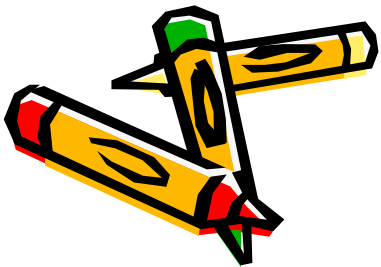
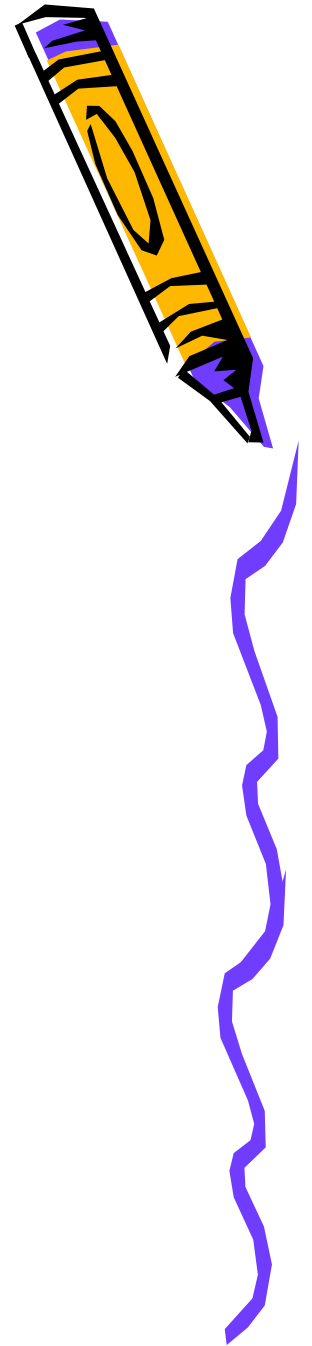


Additional Examples

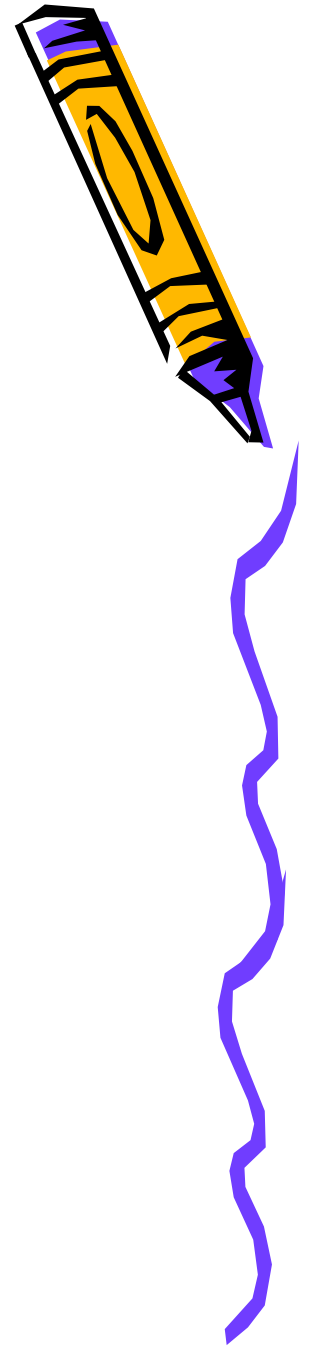
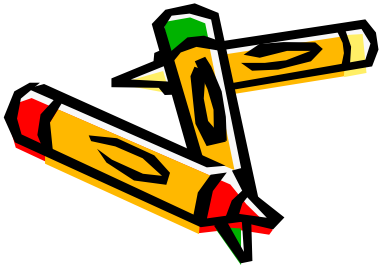
- E Excels-Consistently goes beyond academic expectations
- S Successfully meets academic expectations
- M Making progress in meeting academic expectations
- T Targeted for growth in order to meet academic expectations



- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Approaches Expectations
- 1 Does Not Meet Expectations

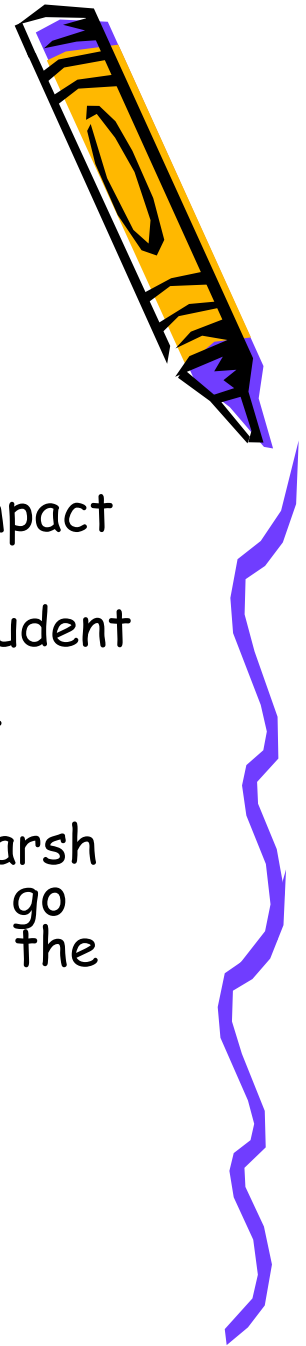


- Advanced
- Proficient
- Approaching Proficiency
- Limited Proficiency



Did You Know.....

- Two common causes of course failures - 1)missing homework; 2)poor performance on a single major assignment. Adjusting your policy would have a huge impact on student failures. (Reeves)
- Assessments are used to provide the ladder for the student to crawl from his/her hole. Whether it is due to immaturity, behavior or cognitive readiness level, great teachers still provide the ladder. (Wormeli)
- Distorted and inaccurate grades are little more than harsh punishment. Students want to throw down the ball and go home. They see no reason to play. Grades that reduce the negative effects of an imperfect grading system keep students in the game. (Marzano)



Better Students, Better School, Better Climate!

Douglas B. Reeves, Ph.D

- When grading policies improve, discipline and morale always improves!
- When student failures decrease, student behavior improves, faculty morale is better, resources allocated to remedial courses and course repetitions are reduced, and resources invested in enrichment and other meaningful opportunities increase.
- When was the last time a single change in a school accomplished all of that?



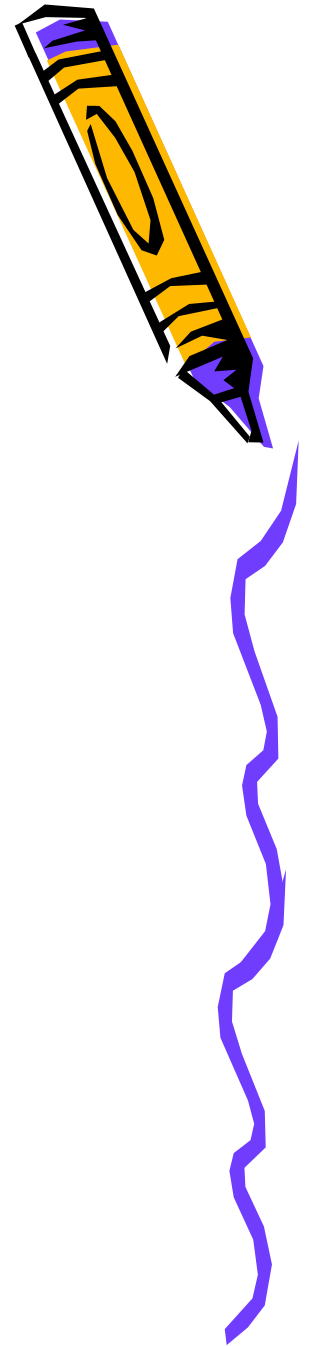
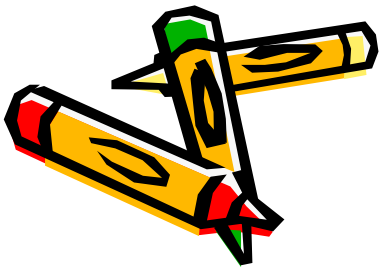
The Grade Book

- Concepts NOT assignments!
- "Page 33" tells us nothing!
- If concepts are listed in the grade book:
 - Teachers can easily tell parents, students, and administrators what concepts are mastered.
 - IEP goals and objectives are easily written.
 - Incomplete grades can be given to individual concepts- helping to identify areas that need more instruction.



What should NOT be included in a grade?

- Effort
- Participation
- Attitude
- Behavior
- Homework
- Group work



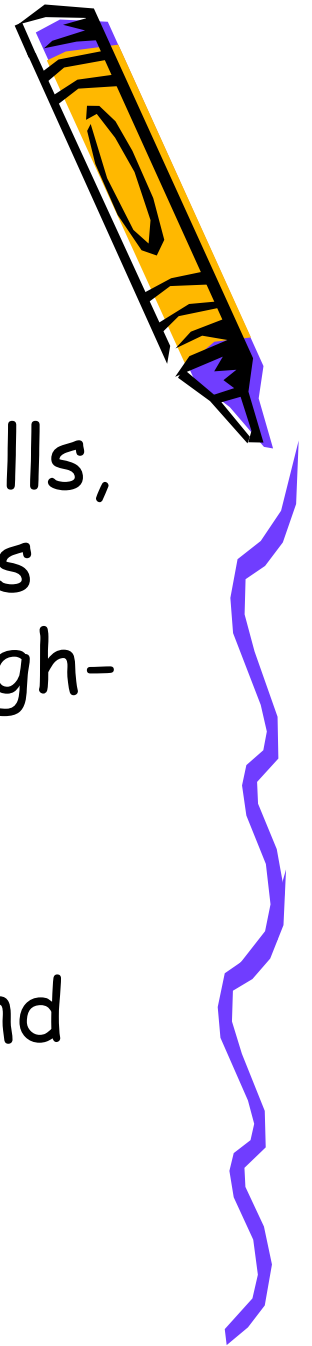
What do you think???

Traditional grading:

students and parents who are hooked on grades (and honor rolls, class rank, and bumper stickers boasting that their child is a high-achieving student),

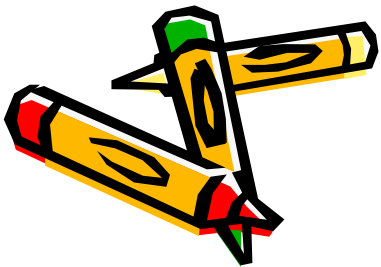
or

students and parents understand school is about learning not grades!



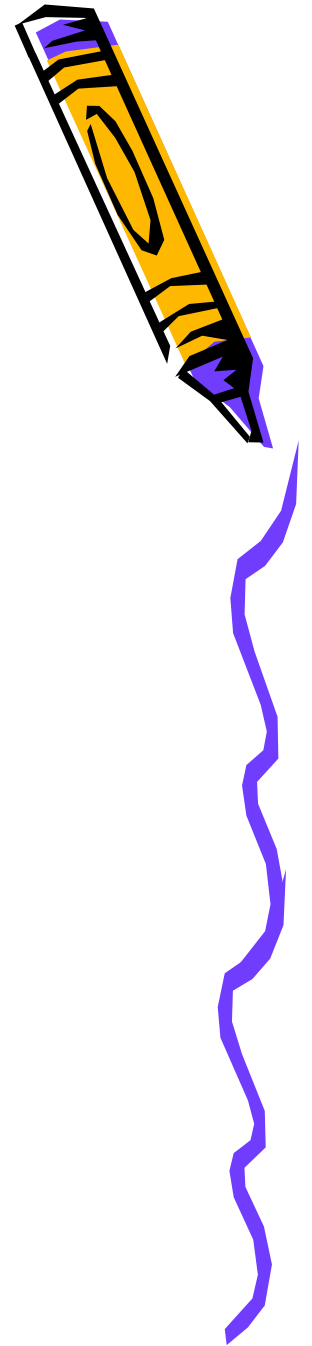
Important Decisions

- Most essential standards to be on report card
- Rubric/Scale must be determined
- Are grades going to be reported in relation to how a student is doing for a certain period of time (six weeks/nine weeks) or for what is expected at the end of the year.

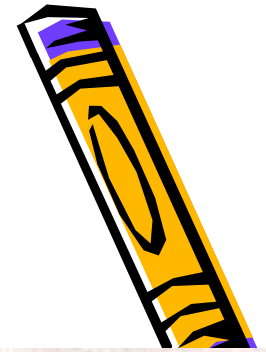


Transparency

Educating students, teachers, and parents will be essential. If you go with the end of year approach everyone must understand few students will be proficient until the third quarter at the earliest.



What is the point of homework?



GRAND AVENUE

By Steve Breen

