Healthy Grading

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One of the first Nationally Board Certified teachers in America, Rick brings innovation, energy, validity and high standards to both his presentations, and his instructional practice, which includes 36 years teaching math, science, English, physical education, health, and history, and coaching teachers and principals. Rick’s work has been reported in numerous media, including ABC’s “Good Morning America,” “Hardball with Chris Matthews,” National Geographic and Good Housekeeping magazines, What Matters Most: Teaching for the 21st Century, and the Washington Post. He is a columnist for AMLE Magazine, and a frequent contributor to ASCD’s Education Leadership magazine. He is the author of the award-winning book, Meet Me in the Middle, as well as the best-selling books, Day One and Beyond, Fair Isn’t Always Equal: Assessment and Grading in the Differentiated Classroom, Differentiation: From Planning to Practice, Metaphors & Analogies: Power Tools for Teaching any Subject, all five from Stenhouse Publishers, as well as Summarization in any Subject, published by ASCD. His book, The Collected Writings (So Far) of Rick Wormeli: Crazy Good Stuff I Learned about Teaching Along the Way, is collection of his published articles, guest bloggings, and more through 2013. His classroom practice is a showcase for ASCD’s best-selling series, “At Work in the Differentiated Classroom.”

http://www.rickwormeli.com/

Ken O’Connor, a.k.a. The Grade Doctor, is an independent consultant who specializes in issues related to the communication of student achievement, especially grading and reporting. Through books and articles, presentations and working with small groups Ken helps individuals, schools and school districts to improve communication about student achievement.

In 1995 Ken developed eight guidelines for grading, and he has continued to refine those guidelines. In 2007 the same ideas were organized into fifteen fixes for broken grades. He has also designed eleven guidelines for standards-based reporting. He is now generally acknowledged to be one of a small group of leading experts on how to grade and report effectively.

http://www.oconnorgrading.com/
Dylan Wiliam is a British educationalist who is now the Emeritus Professor of Educational Assessment at Institute of Education, University of London. His research focus is the professional development of teachers. His 1998 book, *Inside the Black Box*, which he wrote with Paul Black, was a successful polemic about formative assessment, selling over 100,000 copies. He demonstrated his ideas in a 2010 BBC documentary series, *The Classroom Experiment*, in which a class at Hertswood School was encouraged to participate more widely in activities such as answering questions. [http://www.dylanwiliam.org/](http://www.dylanwiliam.org/)

Thomas R. Guskey is a professor of Educational Policy Studies and Evaluation at the University of Kentucky. He has taught at all school levels, worked as a school administrator in the Chicago Public Schools, and was the first director of the Center for the Improvement of Teaching and Learning, a national educational research center.
“...one of the most valuable aspects of learning in collaborative spaces such as conferences... is the opportunity to discuss, question and challenge the ideas or practice being presented.

Through this questioning and examination, new understandings emerge and perspectives are confirmed, strengthened or disrupted.”

~Rhoni McFarlane

https://rhonimcfarlane.com/2017/08/18/great-conference-just-something-missing/
DIRECTIONS: Take the words on the right and put them in the corresponding circles - what do we NEED to have in a final grade, what is NICE to have in a final grade, and what should be trashed (not included in a final grade).

What belongs in a final grade?

**Need to Have**

...but not in the final grade.

**Nice to Have**

- behavior
- effort
- extra credit
- feedback
- formative assessment
- group work
- homework
- late work penalty
- neatness
- prepared for class
- redos / revisions
- reflection
- standards
- summative assessment
- zeroes for missing work
but not in the grade...

Need to Have

Nice to Have

What belongs in a final grade?
Which of these students should get the “A”?

<table>
<thead>
<tr>
<th></th>
<th>100</th>
<th>100</th>
<th>100</th>
<th>100</th>
<th>100</th>
<th>100</th>
<th>100</th>
<th>100</th>
<th>Final %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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</tr>
<tr>
<td>Brett</td>
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<td>100</td>
<td>100</td>
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<td>100</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Jordan</td>
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<td>93</td>
<td>95</td>
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<td>94</td>
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<td>92%</td>
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<tr>
<td>Lane</td>
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<td>75</td>
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<td>95</td>
<td>95</td>
<td>97</td>
<td>97</td>
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<tr>
<td>Quinn</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Rory</td>
<td>95</td>
<td>50</td>
<td>95</td>
<td>50</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>82%</td>
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</table>
Which of these students earned a “C”?

<table>
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<tr>
<th>Student</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Ave.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>59</td>
<td>69</td>
<td>79</td>
<td>89</td>
<td>99</td>
<td>79</td>
<td>C</td>
</tr>
<tr>
<td>2</td>
<td>99</td>
<td>89</td>
<td>79</td>
<td>69</td>
<td>59</td>
<td>79</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>77</td>
<td>80</td>
<td>80</td>
<td>78</td>
<td>80</td>
<td>79</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>49</td>
<td>49</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td>79</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>99</td>
<td>98</td>
<td>49</td>
<td>49</td>
<td>79</td>
<td>C</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>98</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td>79</td>
<td>C</td>
</tr>
<tr>
<td>7</td>
<td>100</td>
<td>99</td>
<td>98</td>
<td>98</td>
<td>0</td>
<td>79</td>
<td>C</td>
</tr>
</tbody>
</table>
Student
Next Steps..

What language can you change - in front of students? ...in front of peers?

What can we teach without a grade attached?

How can we make our grades more fair?

How can we make our curriculum more relevant?

How can we continue the conversation with parents?

How can we nudge coworkers to shift their grading practices?

THANK YOU! Contact me with any questions: 
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Find this doc here:
tinyurl.com/HealthyGradingCircles