Grading For Learning: What Counts?

Lauren Baucom
@lbmathemagician
lnbaucom@gmail.com
Forest Hills High School
Marshville, NC

- 1000+ students
Forest Hills High School
Marshville, NC

- 1000+ students
- Rural
ContCon

Forest Hills High School
Marshville, NC

- 1000+ students
- Rural, Adjacent to Suburban Sprawl of Charlotte
Forest Hills High School
Marshville, NC

- 1000+ students
- Rural, Adjacent to Suburban Sprawl of Charlotte
- 8 math teachers
Forest Hills High School
Marshville, NC

- 1000+ students
- Rural, Adjacent to Suburban Sprawl of Charlotte
- 8 math teachers
- Block schedule: 4 x 4
Lauren Baucom
High School Math Teacher
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High School Math Teacher

- Teaching Experience: 11 years
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- Moved to Forest Hills HS in 2013
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- Introductory Math → AP Calculus
- Department Chair → 2014
- UNC-Greensboro → 2017
<5%
<5 years of experience
Zay’s Story

“I was making an A in your class, Mrs. B, but when I switched to Mr. G’s class, I got a C.”
Jana’s Story

“Why should I work harder? I can get a 70 and pass.”
The Essential Question

How confident are you that the grades students get in your school are:

• accurate (do grades reflect student achievement)
• consistent (across teachers)
• meaningful (tied to standards/learning goals) &
• supportive of learning? (formative in nature)
How confident are you that the grades students receive in your school/district are:

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<thead>
<tr>
<th></th>
<th>1</th>
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<tr>
<td>Consistent</td>
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<tr>
<td>Meaningful</td>
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<tr>
<td>Supportive of Learning</td>
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1 Not at all 5 Somewhat 10 Very
Perspectives on Grading

1. Grading is not essential for learning
2. Grading is complicated
3. Grading is subjective/emotional
4. Grading is inescapable
5. There is not much “pure” research on grading practices
6. No single best grading practice from research but an emerging consensus
7. Faulty grading damages students and teachers
## Gun Safety Test

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<th>Name</th>
<th>Attempt #1</th>
<th>Attempt #2</th>
<th>Attempt #3</th>
<th>Attempt #4</th>
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<th>Attempt #6</th>
<th>Attempt #7</th>
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## Chris Brown’s Science Class

<table>
<thead>
<tr>
<th>Name</th>
<th>Lab Reports</th>
<th>Tests/Exams</th>
<th>Miscellaneous</th>
<th>Final Total</th>
<th>Final Grade</th>
<th>Letter</th>
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<td>100</td>
<td>200</td>
<td>400</td>
<td>%</td>
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<td>3</td>
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<td>10</td>
<td>60</td>
<td>15</td>
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<tr>
<td>Dennis</td>
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<td>8</td>
<td>24</td>
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<td>8</td>
<td>32</td>
<td>243</td>
<td>61</td>
<td>C</td>
</tr>
</tbody>
</table>

A = Absent = 0 (for Lab Reports and Tests/Exams)
* Miscellaneous
1-Attendance; 2- Care of Equipment; 3- Attitude/Participation; 4-Notebook; 5-Reading Reports (4x5 marks)
Letter Grade Legend (in Ontario)
A = 80%-100%; B = 70%-79%; C = 60%-69%; D = 50%-59%; F = 0%-49%
Note: This chart was adapted with permission from workshop material presented by Todd Rogers, University of Alberta
A Repair Kit for Grading:
15 Fixes for Broken Grades

1. Don’t include student behaviors (effort, participation, adherence to class rules, etc) in grades; include only achievement.
2. Don’t reduce marks on ‘work’ submitted late; provide support for the learner.
3. Don’t give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.
4. Don’t punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.
5. Don’t consider attendance in grade determination; report absences separately.
6. Don’t include group scores in grades; use only individual achievement evidence.
7. Don’t organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals.
A Repair Kit for Grading:
15 Fixes for Broken Grades

By Ken O’Connor

8. Don’t assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.
9. Don’t assign grades based on student’s achievement compared to other students; compare each student’s performance to preset standards.
10. Don’t rely on evidence gathered from assessments that fail to meet standards of quality; rely only on quality assessments.
11. Don’t rely on the mean; consider other measures of central tendency and use professional judgement.
12. Don’t include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use “I” for Incomplete or Insufficient evidence.
13. Don’t use information from formative assessments and practice to determine grades; use only summative evidence.
14. Don’t summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances emphasize more recent achievement.
15. Don’t leave students out of the grading process.
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15. Don’t leave students out of the grading process.
Grades are broken when they...

- include ingredients that distort achievement
- arise from low quality or poorly organized evidence
- are derived from inappropriate number crunching
- do not support the learning process
Grading on Percentage vs Grading on Total Points

- If a student gets a question right on a quiz, does it have a different value than if they get a question right on a test?
Grading on Percentage vs Grading on Total Points

- Every question a student answers (summatively) equals 2 points.
Growth Mindset Grading
Why 2 points?

- 0 points = no mastery
- 1 point = partial mastery
- 2 points = complete mastery
NC.M1.S-ID.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

NC.M1.S-ID.3: Examine the effects of extreme data points (outliers) on shape, center, and/or spread.
Check out the Median

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**NC.M1.S-ID.3:** Examine the effects of extreme data points (outliers) on shape, center, and/or spread.
Homework

- There is no equitable way to grade homework.
  - Students work
  - Students take care of siblings
  - Parents want family time
  - This is not different for honors level students than standard level students

- I no longer assign any question for homework unless I think it is more valuable than family time.
PLC Decisions

- 60% of the grade is retakeable
  - Based on effort
  - 60% is a D.
  - Quizzes
  - Homework
  - Projects

- 40% of the grade is summative
  - Tests
PLC Decisions

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  - Based on effort
  - 60% is a D.
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  - Homework
  - Projects

- 40% of the grade is summative
  - Tests

Our grading scale dictates these numbers. Used to be 70/30
Grading Less = Learning More

- Standards Based Grading
-
“Demographics are not predictive of achievement.”
What did you learn?