Student Learning, Not Student Earning

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Our Objective:

To give you a better understanding of standards based grading and how it can benefit your district.
Remember way back...when school was about the teacher....

When, if we guessed what the teacher wanted, followed all of the directions, and played the game well....
We got a good grade!
Think about this...

Student A: Got an ‘A’ in the class, not because they knew the material, but because of coming to class everyday, handed in extra credit assignments and got participation points (ex: Charge Chromebooks or lose points)

Or

Student B: Got an ‘A’ in class because he/she worked hard to demonstrate mastery on all skills

Who would you want packing your parachute?
Traditional Grading

Just because it’s mathematically easy to calculate doesn’t mean it’s pedagogically correct.
What is Standards Based Grading?
<table>
<thead>
<tr>
<th>Date Due</th>
<th>Category</th>
<th>Possible Pts</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22</td>
<td>Home</td>
<td>10</td>
<td>91.16 A</td>
</tr>
<tr>
<td>8/23</td>
<td>Clas</td>
<td>10</td>
<td>93.72 A</td>
</tr>
<tr>
<td>8/25</td>
<td>Clas</td>
<td>15</td>
<td>91.14 A</td>
</tr>
<tr>
<td>8/26</td>
<td>Home</td>
<td>100</td>
<td>88.97 B</td>
</tr>
<tr>
<td>8/7</td>
<td>Test</td>
<td>10</td>
<td>94.43 A</td>
</tr>
<tr>
<td>9/1</td>
<td>Home</td>
<td>100</td>
<td>93.52 A</td>
</tr>
<tr>
<td>9/9</td>
<td>Clas</td>
<td>10</td>
<td>93.52 A</td>
</tr>
<tr>
<td>9/15</td>
<td>Quiz</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>9/20</td>
<td>Home</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>9/23</td>
<td>Clas</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

| Brown, Louise | 93.72 A | 9 8 9 15 | 99% B 10 97% 10 18 | 28 |
| Carr, Harry   | 91.14 A | 9 8 8 15 | 98% B 10 100% 5 17 | 30 |
| Cox, Robert   | 88.97 B | 8 9 8 12 | 97% A 10 88% 7 16 | 27 |
| Ford, Frances | 94.43 A | 9 10 9 12 | 97% A 10 88% 10 20 | 26 |
What are the student strengths and weaknesses?
# Standard Based Gradebook

<table>
<thead>
<tr>
<th>Student Name</th>
<th>9/8</th>
<th>9/15</th>
<th>9/17</th>
<th>9/25</th>
<th>10/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mickey Mouse</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Minnie Mouse</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Donald Duck</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Goofy</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Pluto</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Option 1
What are the student strengths and weaknesses?

<table>
<thead>
<tr>
<th></th>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
<th>Student D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>70</td>
<td>50</td>
<td>87</td>
<td>100</td>
</tr>
<tr>
<td>Non-Fiction</td>
<td>70</td>
<td>90</td>
<td>87</td>
<td>60</td>
</tr>
<tr>
<td>Writing</td>
<td>70</td>
<td>60</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>Speaking</td>
<td>70</td>
<td>80</td>
<td>87</td>
<td>60</td>
</tr>
<tr>
<td>Listening</td>
<td>70</td>
<td>70</td>
<td>87</td>
<td>70</td>
</tr>
</tbody>
</table>
Feedback is essential!

Learning should be equipped with endless feedback, not just a terminal grade.

-Starr Stackstein
<table>
<thead>
<tr>
<th>Score</th>
<th>Independently, the student can:</th>
</tr>
</thead>
</table>
| 3.0   | • solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction (4A)  
      • round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems (4B)  
      • represent real-world relationships using number pairs in a table and verbal descriptions (5E) |

<table>
<thead>
<tr>
<th>Score</th>
<th>The students demonstrates some independence in the 3.0 goals. With guidance, the student can:</th>
</tr>
</thead>
</table>
| 2.0   | • represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations (5A)  
      • identify consecutive 10s and 100’s  
      • identify the rule in a number pair (in & out) table  
As foundation for rounding, circle tens and/or hundreds on a number line; skip count by tens and hundreds.  
As a foundation for in/out tables, have students identify how the numbers are changing (crossways) – getting bigger or smaller. Bigger = addition or multiplication. Smaller = subtraction or division. |

The student can recognize or recall specific terminology, such as:

**Depth Words:** number lines, equations, number pairs, table

**STAAR Words:** number sentence, closest, model, sum, difference, total, equally, less than, more than

**Other words:** addition, subtraction, place value, one-step problem, two-step problem (multi-step), strategies, pictorial models, real world, relationships, verbal descriptions

**Cognitive:** represent, use
SBG Without Scales – Not Recommended

- Hard to align all teachers for accuracy of scale level when grading - not a true reflection of student learning
Student Accountability

- Students annotate the scales as you discuss each level = ownership of the document
- Okay to be a level 1 or 2, and that obtaining a level 3 is mastery = students rate themselves accurately
- Feedback for/by students regarding their level = goals and growth
- Students rate themselves as part of the daily routine = comfortable with rating themselves accurately

***Vocabulary of the standards is essential! (can use a word wall to display vocabulary for daily reference)***
It’s okay to fail forward!

Learning should be equipped with endless feedback, not just a terminal grade.

- Starr Stackstein

We tell our children it’s okay to fail at something as long as they keep practicing....

- Learning to walk
- Riding a bike
- Roller skating
- Playing sports
- Driving

....so why don’t we do this in schools?
Rick Wormeli (2006) explained what a grade ought to be: *A grade is supposed to provide an accurate, undiluted indicator of a student’s mastery of learning standards. That’s it. It is not meant to be a part of a reward, motivation, or behavioral contract system. If the grade is distorted by weaving in a student’s personal behavior, character, and work habits, it cannot be used to successfully provide feedback, document progress, or inform our instructional decisions regarding that student—the three primary reasons we grade.*

*Behaviors deserve a separate category.*

*(Great Schools Partnership)*
How else does SBG improve schools?

Doug Reeves (2011) found that **effective grading policies reduced student failures leading to a cascade of unexpected benefits:**

- reduced discipline problems
- increased college credits
- more elective courses
- improved teacher morale
- fewer hours of board of education time diverted to suspensions and expulsions
- added revenues for the entire system based on a higher number of students continually enrolled in school
Shifting the grading mindset...starts with us!

**Language matters!**

What we say has a big impact on how our students and other stakeholders respond to our choices.

Making this shift is a big step, so start with the words you use to communicate learning.

Instead of saying “This will be graded/scored”, which reduces the work to what we are trying to do, say “I will be assessing your growth”, which shows we are spending time trying to see what students know and can do.
Instead of students asking, “What did I get?”, which is not a question most teachers enjoy having to answer, students will begin asking, “What did I learn?”, which has the opportunity to transform into rich conversation.

Instead of handing back papers with grades listed at the top, which is passive, judgemental and causes students to shut down, begin to say, “you are not there yet” or “try another way”, which encourages students to keep going. They can use this information to set personal goals.
Parents will begin to ask the right questions...

Instead of asking:

Did you do your homework?
Did you turn in your assignment?
Did you study for the test?

**These questions all focus on student behavior doing something rather than student learning**

Begin to ask:

Have you practiced your learning targets?
In what standards are you proficient?
In what standards are you not proficient?
What standards do you plan to reassess?
When will you see your teacher to schedule a reassessment?
How to Assess: Effective/Continuous Feedback is Key!

Assess Formatively:
- Observe daily work, discussions, small group setting, etc.
- Multiple Standards can be assessed and recorded individually by teacher
- Student self-assessment
- Report standard level to parents

Assess Summatively:
- One standard per assessment OR multiple standards
  - If multiple, level out questions according to levels on scale and break down scores for reporting by standard
- Report each standard level to parents
Making the shift to SBG

Once your district is ready for the shift from traditional grading to SBG:

1. Meet as grade levels/departments and determine the Power Standards on which you will focus.
   (Teachers prioritize the standards, not eliminate the others)

   **These standards will be the ones which the teacher teaches in-depth**

2. Compare the chosen standards to those assessed most on state assessments.
   **You can find this information in the PARCC reports**

5. Align vertically and horizontally.

6. Map out the order of the standards according the NJ Frameworks.
Criteria for choosing power standards:

1. **Endurance**: When the standard represents learning that goes beyond one course or grade level and is representative of a concept or skill that is important in life, it has endurance.

2. **Leverage**: When the standard represents learning that is applied both within the content area and in other content areas, it has leverage.

3. **Readiness**: When the standard represents learning that is essential for success in a new unit, course of study or grade level, it has readiness.
Begin creating scales

- Start with one standard
- What criteria will be placed in each level of the scale (unpacking the standards)?
- How will this be introduced to students?
- How will this be tracked by the teacher? Student?
- How will the data be used? Communicated to parents?

Scheduled professional development is essential!

Examples have been attached which include instructions and examples.
Resources

Facebook Page: Standards Based Learning and Grading (Join!)

Marzano Research

Rick Wormeli

Ken O’Connor

Thomas Guskey

USA Today: Grades Pointless? Some Colleges Don’t Care About GPAs

Power Standards: Focusing on the Essential
Thank you for joining us! Please feel free to contact us with any questions.

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“Grading is NOT essential to the instructional process” – Tom Guskey