Implementing Standards Based Grading: Theory to Practice

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Plan for Today: Theory to Practice
Starting Point- Research
Practice- Dive in!
Looking ahead

Introductions
Who's in the room?

Starting Point
Nothing was broken, but all constantly evolving
PLCs- more conversation than action

Theory: Professional Development

Growth Mindset- Carol Dweck

Test scores and measures of achievement tell you where a student is, but they don’t tell you where a student could end up.
Carol Dweck
EverydayEducation.com
Purpose of Grading (Guskey)

- Six Major Categories:
  1. To communicate information about students’ achievement in school to parents and others
  2. To provide information to students for self-evaluation
  3. To select, identify, or group students for certain educational paths or programs
  4. To provide incentives to learn
  5. To evaluate the effectiveness of instructional programs
  6. To provide evidence of students’ lack of effort or inappropriate responsibility.

Purpose of Grading - Asked myself

- Why do I give grades?
- Am I grading learning or behaviors or both?
- What information do students receive from grading?

Purpose of Grading - Albrecht

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"Grading Smarter Not Harder" - Myron Dueck

- "Doing School"
- Who’s doing the homework?
- Item analysis, rubric for tests

My new questions:

- How can I show that the process of learning is more important than grades?
- How can I stop overtly supporting the "doing school" mentality?
- How can I help students like Wes?

Practice: Baby steps

- Planning phase- definitions/standards
- Dropped homework grades
- Introduced testing rubric
- Recognize school culture
Practice: Introduce to Students
- First day
- Explain rationale
- Explain policies and retesting procedures

Introduce to Parents
- Back to school night
- Explain rationale/research
- Explain policies and retesting procedures

Process
- Rubrics, rubrics, and more rubrics
- Kids learn and study with standards
- Take tests and then line up performance with the standards
  Sample Rubric:
  Ultimate Goal: Test, Learn from Mistakes, Retest, and Retain learning

Policies & Procedures
- Meet with me outside of class 24 hours prior to retest
- Can retest for full points
- Must earn higher than a 70% or they took entire test over again
- The catch:
  - Lose points from next test if they missed review questions

Practice: Retesting
- Designed individualized tests based on their learning objectives/needs
- Formats of retesting varied
  - Graphing on board
  - Conversation
  - Short Answer
  - Multiple choice
  - FRQs

Student Feedback: Oct 2018
- “I like standards based grading because it helps me learn from my mistakes unlike other classes. I believe learning from mistakes is a crucial component to learning.”
- “I like because it gives incentives to actually learn what you don’t know rather than moving on.”
- “It allows you to have a second chance and redeem yourself after mistakes.”
- “The standards based grading provides confidence, as I don’t feel crushed if I get a bad test grade.”
Student Feedback: January 2019

- "I feel better prepared for the AP test because of SBG and I love how I saw the effect of retesting on my December semester exam."
- "SBG has really helped me this year. Even though I still put in a great amount of time studying for the first test, this type of grading puts less pressure on one single test which has really been helpful for me. It has really allowed me to learn and have a better grasp on econ. It has also helped me to be better about coming in to see the teacher."
- I think SBG is a much needed, modern method of assessing students. It would be more beneficial and effective if other classes adopted this policy. Not only does it reduce stress but it provides a more accurate representation of each student's knowledge.

Outcome:

They learned, retained learning, and learned about their learning!

Unexpected Wins

- Improved test design
- Individualization of learning
- Feedback on my teaching (commonly missed standards)
- Equity for learners
- Empathy for learners
- Learning from mistakes
- Reduced anxiety & stress
- Focused on process of learning
- Increased retention of material
- Teacher turned into coach
- Kids really knew I cared about them and learning

What's Next

- Compare AP Scores
- Abandon percentage grades all together
- Implement in all of my courses- it's the right thing to do!
- Use Sign-Up Genius for Review Sessions and into review weeks
- More peer teaching/review sessions during class
- New AP redesign for all my courses
- Formative assessments online