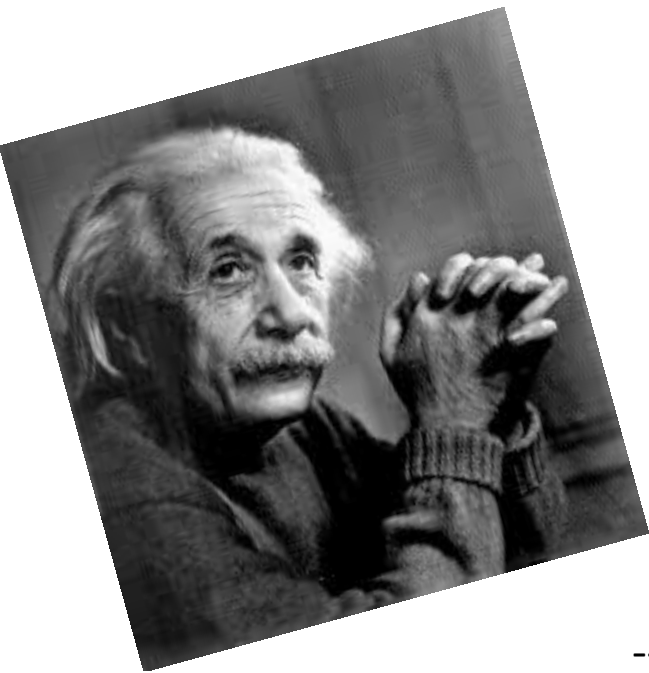


***WELCOME
PARENTS!
STANDARDS
BASED GRADING***

Olive Chapel Elementary

A Wake County Public School



“Not everything that counts can be counted, and not everything that can be counted counts.”

--sign hanging in Albert Einstein's office at Princeton University



Teaching and learning are a part of our experiences from the minute we are born. In fact both can and do take place just fine without grades. Research has shown that student learning benefits as a result of many instructional uses of assessment information such as effective feedback, but it seldom benefits directly from grading practices.

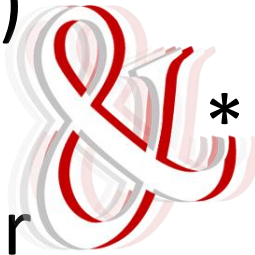


Purpose of Assessments

Assessment *of*

Learning (Summative)

* To demonstrate the “sum” of what has or has not been learned



Assessment *as/for*

Learning (Formative)

* To provide information and feedback that improves student learning and instructional decisions

Intent Matters!



Types of Assessments/Assignments

Formal Examples	Informal Examples
Classroom tests	Observations
District tests	Anecdotal notes
Portfolios	Student conferences
Standardized tests	Informal conversations
Projects	Exit tickets
Performance tasks	Whiteboard responses
Common PLT assessments	Student response clickers

When can teacher's record the results in their gradebook?

Let your Intent be your Guide!

- If your assignment/assessment is meant to give students an **opportunity** to **practice** their understanding of the learning target, then the results are left out of grade calculations.
- If your assignment/assessment is meant to **document** a student's **achievement/mastery** of a learning target at a point in time, then the results are included in grade calculations.



In/Out the Dusty Gradebook



- You have given students 5 sentences to practice verb/subject identification for homework.
- After learning about operations with rational numbers, students are given a unit test.
- Teacher does a dip-stick activity to gauge students' knowledge of the scientific method process.
- You have given students a warmup activity with 3 questions related to yesterday's learning target and 2 questions related to a learning target from the previous quarter.

Purposes for Grades

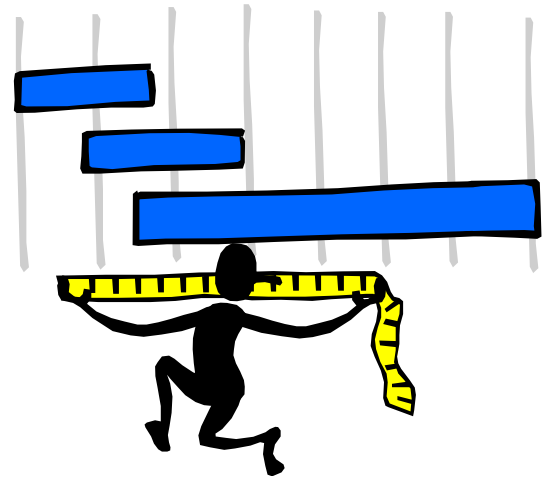


- ✓ To make administrative decisions about students
- ✓ To provide feedback about student progress and achievement
- ✓ To provide guidance to students about future pathways or programs
- ✓ To help teachers make instructional decisions
- ✓ To motivate students

What is standards-based grading?

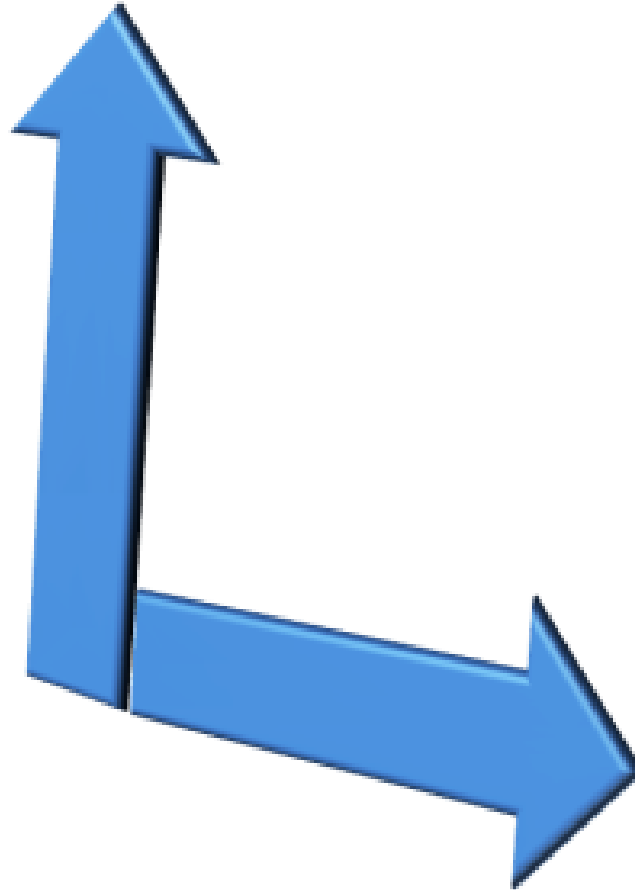
- Take two minutes to write your own definition of standards-based grading.
- Now find a partner (not at your table) and share definitions, listening for similarities and differences.
- How would you modify your definition based on what was shared?





Standards-based grading is the reporting of student proficiency based on standards.

A Tale of Two Views



Horizontal View

- When looking horizontally across a standard to determine mastery of that standard, teachers should make sure that they have multiple measures and take into account a student's most recent evidence of performance.

	Objective	1	2	3	4	5	6
7.1 A	I can use words, diagrams, pie charts, and bar graphs (LOLs) to represent the way the flavor and total amount of energy in a system changes (or doesn't change).	2	2	—		2	2
7.2 A	I can identify when the total energy of a system is changing or not changing, and I can identify the reason for the change.	2	2	—		2	
7.3 A	I can calculate various types of energy present in a system, given the simple equations, and I give them a proper sign (not direction) and units.	1	1	2	—	2	

Vertical View

- When looking vertically along a set of standards to determine a summative score, teachers should look for a pattern of ratings.

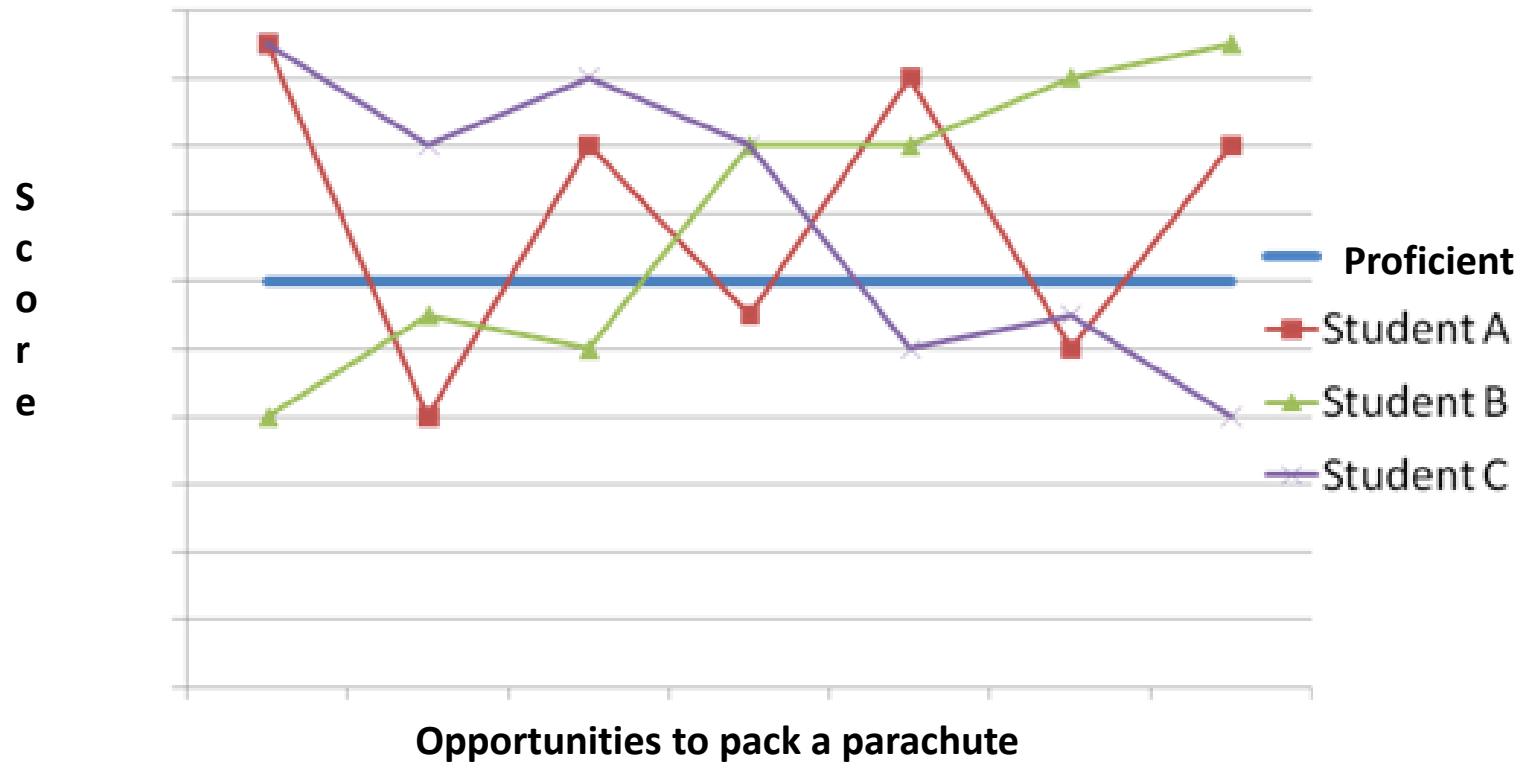
	Objective	1	2	3	4	5	6
7.1 A	I can use words, diagrams, pie charts, and bar graphs (LOLs) to represent the way the flavor and total amount of energy in a system changes (or doesn't change).	2	2	—		2	2
7.2 A	I can identify when the total energy of a system is changing or not changing, and I can identify the reason for the change.	2	2	—		2	
7.3 A	I can calculate various types of energy present in a system, given the simple equations, and I give them a proper sign (not direction) and units.	1	1	2	—	2	

Let's go Skydiving



- I've decided to go tandem skydiving. When I get there, I am told they have 3 student instructors that have just completed their skydiving class.
- Thinking that packing a parachute is the most important skill, I ask to see evidence of how these students performed on this skill (standard).

Let's Go Skydiving: Horizontal View



Which student(s) should I pick
and why?

Let's Go Skydiving: Vertical View

Course Skills	Student A	Student B	Student C
Freefall Body Positions	3	4	3
Parachute Packing	4	4	2
Parachute Deployment & Control	2	3	3
Safety Routines	Abs	3	4
Loops & Turns	2	4	3
Landings	3	4	3
OVERALL COURSE SCORE	3	4	3

Which student(s) should I pick
and why?

LEVEL	DESCRIPTOR
4 - Exemplary	Student consistently demonstrates an in-depth understanding of the standards, concepts and skills taught during this reporting period.
3 - Proficient	Student consistently demonstrates an understanding of the standards, concepts and skills taught during this reporting period.
2 – Approaching Proficiency	Student is approaching an understanding of the standards, concepts and skills taught during this reporting period.
1 – Non-Proficient	Student does not yet demonstrate an understanding of standards, concepts and skills taught during this reporting period.



What is a Level 4?

- All students should have opportunities to demonstrate Level 4 understandings/ work
- Level 4 shows the application and extension of the standard in a variety of contexts
- Not all standards have Level 4 opportunities



Level 4 is not ...

- Level 4 is NOT more!
- Level 4 is not necessarily the next grade level
- Level 4 is not just for AG students or for all AG students.
- Level 4 is not based on products.
- Level 4 is not longer, neater, prettier.
- Level 4 is not solely student initiative or teacher directed.
- Level 4 is not getting the work done quickly.



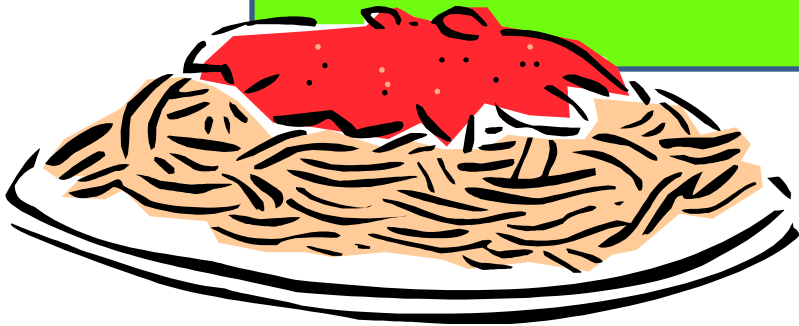
Questions to Consider



- What are the characteristics of each level?
- How does this compare to the previous rubric?
- What are the main differences between each level?
- Where does one level end and another begin?

Let's Explore Some Examples

Cooking a Spaghetti Dinner





Cooking a Spaghetti Dinner

Spaghetti 1.1

Follow a recipe to prepare spaghetti and meatballs for 6 adults using noodles, meat, and sauce.

2

Student is able to follow the recipe, but several of the steps were reversed. This resulted in a meal that only fed 4 adults.

3

Student is able to follow the recipe, all food items were prepared accurately, and a meal was provided for 6 adults.

1

Student is unable to follow a recipe to cook spaghetti. Some of the ingredients are uncooked & the food is inedible.

4

Student is able to follow the recipe, but supplements additional ingredients to improve the taste of the meal for 6 adults.



Things to listen for...

- Teachers have to provide activities and opportunities for Level 4
- More is 4
- There are only certain times of year when students can get a 4.
- All AG students deserve 4's
- The number of Level 4's should be limited
- Level 4 is above grade-level work



Misconceptions

- Teachers have to provide activities and opportunities for level 4
 - Teachers shouldn't be saying, "Now we're going to work on some level 4 work."
 - Your instruction should aim for including examples of level 4.
 - The students can do this on their own as well whether you included it in your instruction or not.



Parents may think ...

- AG students should get Level 4
- Level 4 = A
- Only above grade level = Level 4 (next grade)
- Level 4 needs to be a paper experience
- Extra credit = 4
- All correct = 4



Principles of Grading

- Assignments/assessments should be based on clearly-specified learning goals and performance standards
- Assignments in Gradebook should be linked to standards
- Not everything should be included in Gradebook
- Focus on achievement and report other grades separately



Principles of Grading

- Grading is based on most recent evidence of learning of a standards as well as trends
- More than one opportunity should be given to demonstrate mastery of standards
- Incomplete or missing work should not be graded with a “0”
- Students should be given a variety of assessments/assignments to show competency



Burning Questions



Thank You!

Monica Kuznar

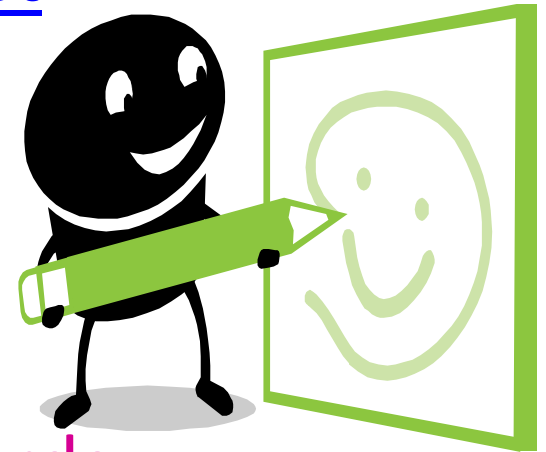
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Olive Chapel IRT

Next times topic:

Common Core Standards

September 22 at 9:30 and 5:30



Go Forth and
Continue Great Work!

