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Implementation Of Standards-Based Grading In Secondary Settings

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**IMPLEMENTATION OF STANDARDS-BASED GRADING IN SECONDARY
SCHOOLS**

By

David John Schreiner

A capstone project submitted in partial fulfillment of the requirements for the degree of
Masters

of Arts in Teaching.

Hamline University

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Artifact Paper

This project, in furtherance of completion of a Masters of Arts in Teaching degree, sought out to answer the research question *how can Standards Based Grading be successfully implemented in secondary settings*. My motivation for pursuing this question is rooted in my experience working with students for the ten years prior. Grading and communication with students has been muddled at best and outright misleading at worst. My project sought to replace traditional grading techniques that lack any research to support their efficacy with a grading system that is firmly placed in data driven practices. Standards Based Grading and Standards Based Instruction deserve serious consideration as replacement grading schemes in secondary classrooms and my project seeks to provide a roadmap for school districts to follow in their journey.

There are three distinct pieces to this project. All three pieces have the same aim; to provide practical information about Standards Based Grading and Standards Based Instruction for staff, students, and families. For staff, I have developed a professional development seminar that seeks to align with Malcolm Knowles' adult education theory (1980).

Staff participate in a half-day of learning and facilitated discussions of Standards Based Instruction as well as Standards Based Grading. Staff work together in content area teams as they work to move beyond the theoretical discussion of a standards-based approach to

education. These content area teams have opportunities to think about their personal and team reactions to the main tenants and practical realities of Standards Based Grading for their classrooms; 1) Most recent evidence matters most, 2) Practice work is left out of the final grade, 3) Relearning and reassessment opportunities must be given, 4) Final grades are objective reporting of what students know, not how much they have done. Content area teams are lead through an examination of one of their current curricular units seeking areas of improvement for these basic tenets of Standards Based Instruction. This portion of my project is intended to be repeated throughout several consecutive school years in order to further the conversation amongst veteran staff as well as bring new staff up to speed on district policies and goals.

The second component of my project is a short presentation that is to be given to students in the first weeks of each trimester of class. This presentation lays the foundation for what students are going to experience in the classroom and details why their grades might look different than in previous years.. In my experience, students are far more flexible than we as adults give them credit for. This presentation provides the general argument for Standards Based Instruction and Grading and utilizes content examples. For example, teachers might in the past have graded artwork with a letter grade rather than using actionable feedback. My example to students explains why grading using feedback is more effective. Students are also introduced to a common 1-4 (approaching to extending) grading scheme that will be used on all assignments. They will also be introduced to the rubric that this 1-4 scale represents. This grading rubric will be uniform across all classes in an effort to reduce the confusion that students may experience with a lack of consistency.

The third component of my project is a form letter to be sent home to parents. Parents must understand and buy in to this system in order for it to be successful. Unfortunately, parents can also represent a significant roadblock to change if the system they are familiar with is suddenly challenged. In order for this letter to achieve a positive result, the school district must also pair it with significant community outreach to help lay the foundation for the need for this change. The letter is intended to be provided to parents at the beginning of each trimester. By working with administration and community outreach the letter home to families will be provided in multiple languages. Its contents include a shortened rationale for SBG by highlighting the need for a grade to represent an accurate and fair representation of exactly what students know concerning the prescribed learning targets. Parents having questions are encouraged to contact the building achievement coach for further information. Achievement coaches have unique training in communicating the district's goals as far as grading reform. This role is critical given that parents need to hear clear explanation for how and why grade reporting will look different for their child.

This project represents one step along the road to a district wide shift in grading policies to increase accuracy and fairness of grades. This pursuit is a worthy cause given the importance that grades play in shaping the lives of students at critical points in their development. Transitioning from traditional grading practices to a standards based approach to grading and instruction should be measured on the order of years, not months. This project fits in the middle of this timeline. Future areas of adjustment and calibration could only happen after feedback from staff after this initial professional development.

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[School Name]

[Street Address]

[Date]

Dear Parents/Guardians

Welcome to another school year at [school name]! Throughout the previous school year and during the summer, [District name] has been engaging in discussion concerning grading practices. Grading is one of the primary ways in which staff communicate to students their level of success in the classroom and must be fair and accurate. With this in mind, it is of paramount importance that students and families understand the message behind the grades they are given.

With this in mind, staff were asked a simple question, “By looking at the grades you assigned each student, can students and parents understand the level of mastery that their child has reached in your classroom?” Unfortunately, upon closer examination, the answer was “no”. A “B” in social studies provides very little to answer the question, “what does my child know or not know”. This led us to our work over the summer.

Standards Based Grading

After carefully studying the research in effective grading practices, we adopted a Standards-Based Grading approach. Simply put, this grading system means that staff are grading and reporting *what students have learned* rather than *how much have students completed*. There are three guiding principles reflecting in this new grading system:

1. Grades represent the most recent attempt taken by students.
2. Practice (classwork/homework) is not formulated in to the final grade.
3. Non-academic (tardiness, respectful behavior) behavior is left out of the final grade but will be reported back to parents through another means.

These ensure parents/guardians will know that grades represent an objective reporting of academic achievement of your students.

Our new grading policy will be rolled out over the next three academic years. We expect to have growing pains to work through and ask for your patience as well perfect this system over time. We expect and encourage questions from families. On top of our staff trainings, our building has a trained staff member dedicated to answering your questions and pass on your concerns about this transition. We undertake this challenge to better

understand where your child is succeeding and where your child may need more attention in the classroom.

Sincerely.

[Principal's name]

Standards Based Grading and Instruction.

What practical steps do we take?

As you arrive today.....

Please sit with your content area teams

If you are a one person content area team or team members are missing, sit with colleagues of the same discipline.

I would like you all to be seated with your content teams today. We will be doing an extensive look at at least one unit that you are going to be teaching later this year.

Professional Goal.....

Each staff member will examine at least one unit learning target and make changes to align with SBI/SBG

Standards Based Grading is a concept that we have heard before. Some of us have heard horror stories about implementation methods that went poorly. Some of us have heard about students not doing work in the classroom anymore. Today we are going to set a firm footing to what Standards Based Grading is both in theory and in practice. We will also be able to take practical steps to implementation within our content areas. I know this sounds like I am proposing deep structure changes to your curriculums that have been in place for years. What I hope you come to realize today is that I am not asking you to reinvent the wheel when it comes to your teaching. What I am asking from you is to simply reorganize what you already do in your content areas to help us clarify what it is our grades are telling students. Standards Based Grading is in its essence about taking the best practices that you already use in your rooms and organizing it in a way in which we are accurately reporting to students and parents what level of mastery that they have achieved in your classrooms. Standards Based Grading is about conveying to the affected parties how much students *know*, not how much students have *done*.

Questions we will be able to answer...

- What does Standards Based Grading mean for your classroom?
- What are the components of your final grade?
- What should our grades communicate to students/parents?

By the end of our work today we should have a firm grasp on these questions. We all have significant feelings when it comes to grades. Many of those feelings are born of traditions and habits that have been formed over decades of teaching work. What I am asking of the group today is that we all honestly and openly discuss the grading methods that are used in the classroom and what they communicate to students and parents.

The first question asks you to think about what Standards Based Grading means for your classroom. Does this represent a seismic event for your teaching where your world is going to be upended? Hopefully not. Hopefully it means simply a shift in mentality towards what you are asking of your students.

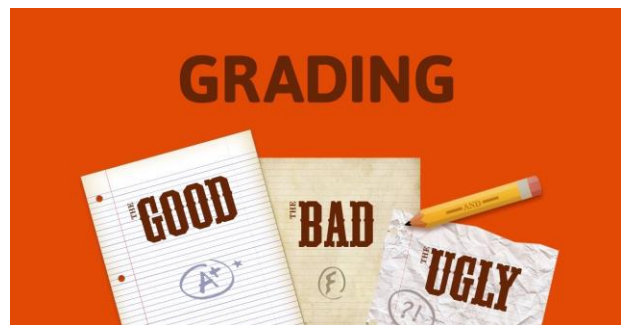
Secondly, What are the components of your grades? How do students succeed in your classroom? Are students aware of this? Obviously as professionals we tell students that homework makes up this much of your grade and tests make up this much. But do students understand the what in which they succeed, not the way in which they get by.

Thirdly, and most important of all, What should our grades communicate to students and parents. What do you want an 85% to mean to a student. Surely that is going to depend on the students in question, kids are unique afterall. But do you have a means through which you are communicating to students what their “B” actually means?

Where are we coming from.....

Traditional grading methods:

- Percentages
- Averaged Grading
- “Piles of Points”
- Hodgepodge Grades



Although my professional development is focused on a group of teachers that are fairly familiar with SBG and many are at the early stages of transition models in their classrooms, I find it important to go back and look at where we are coming from. All too often I talk with teachers that see nothing but problems with a transition away from traditional grading practices while not acknowledging the problems that persist within this grading paradigm. It is useful to remind teachers that are on the fence about SBG that it is not like they are leaving a system of grading behind that was accurate and effective. SBG is not the answer to all of

our educational systems issues, but it is at its core a more accurate and fair representation of student knowledge which allows practitioners the means to better serve their populations.

Think about a student you had last year.

Could your grading practices answer these questions:

1. What level of mastery did this student achieve within your learning targets?
2. Where specifically did this student fall short?

This will be a chance for staff to turn and communicate amongst themselves and reflect upon their students. It is important to me to reiterate the point that we are taking the notion of Standards Based Grading out of the abstract and bringing it in to the practical realm of thought. Throughout this presentation there will be numerous opportunities for staff to do some real world reflection on their work.

Traditional grading provides a scheme that makes sense to us all. On a practical level, evaluating student performance based on a pile of points makes our job easier. Our electronic gradebooks are very good at counting points for us; weighting various categories, and spitting out a result at the end. However, our gradebooks and grading methods do not

tell us very much about what students actually know. By assessing students through an accumulation of points averaged at the end we leaves open the chance that serious short comings in necessary skills will go unchecked in to students high school careers. Middle school is a wonderful opportunity for skill deficiencies to be identified and remedied before students enter the big time of high school. Unfortunately, when we think about our worksheets and other classwork, we realize that there is a disconnect between teacher and student when it comes to identifying problems.

At this time I would like you to turn to those at your table and have a conversation about the three questions on the screen. No names should be used in order to minimize the distractions about behaviors from last year. Lets focus on our own grading practices. I will give you 15 minutes to do this.

Think about a student you had last year.

Did your student then know the answers?

How will you ensure your future students know?

_Now that you all have had a chance to discuss your grading practices from last year, lets flip this question on its head. I expect that you all were able to answer the questions on the

previous slide easily. I am guessing that each one of you had answers ready for all of those questions. As professionals we all know that it is important to know where our students are at, what they are struggling with, and what we are doing about those struggles. It is clear to us because we are the ones running the show. But for the participants, our students, I am guessing that those questions may have been harder. I am guessing that the answers to these questions are more difficult. Talk with your tables about the questions on the screen. I will give you 5 minutes for this.

I mentioned before that there is a disconnect between what we want our grades to be telling kids and what the kids are hearing. On the one hand I do understand that students bear some of the responsibility for this disconnect. You can lead a horse to water but you cannot make it drink and all. But Grades are one of the primary means through which we communicate with our kids, it is imperative that we mean what we say and we say what we mean. It does you no good as a teacher if you are the only one that understands the deficiencies of your students. We need to try to make it as clear to them as possible. This is what our work today is going to be focused around. How do we do what we can to make it painfully, explicitly clear to not just our students, but our parents what skills and critical pieces of knowledge are our students missing.

Robert Marzano

“Traditional grading practices have been used for over one hundred years, and to date, there have been no meaningful research reports to support it”

Here is the crux of the matter. We live in an era of data driven practices in everything from sports to finance. Yet in the most important and formative years of children’s lives we use a grading and evaluation method that has no theory, nor data to support it as the approach best suited for students. Indeed, we have new approaches to grading that are emphatically supported by educational and assessment theorists. We owe it to our students, our profession, and ourselves to be honest about why grades have been done they way they have been done over all this time, because it is easy. It is very easy, especially in the day of modern electronic gradebooks that take care of the weighting for us, to assign students grades in this traditional manner. What I am going to be calling on all of us to do today is to reject the easy and embrace the more accurate. Let us begin with a discussion of what our core principles are as educators.

Marzano, R. (2000). Transforming classroom grading. Alexandria, VA: ASCD.

Growth Mindset — Standards Based Instruction

IF WE BELIEVE

- Intelligence and Ability can be developed...
- Learning is continuous.....
- Learning and improving is the ultimate goal...
- Practice/mistakes are a part of the learning process.....

THEN WE MUST

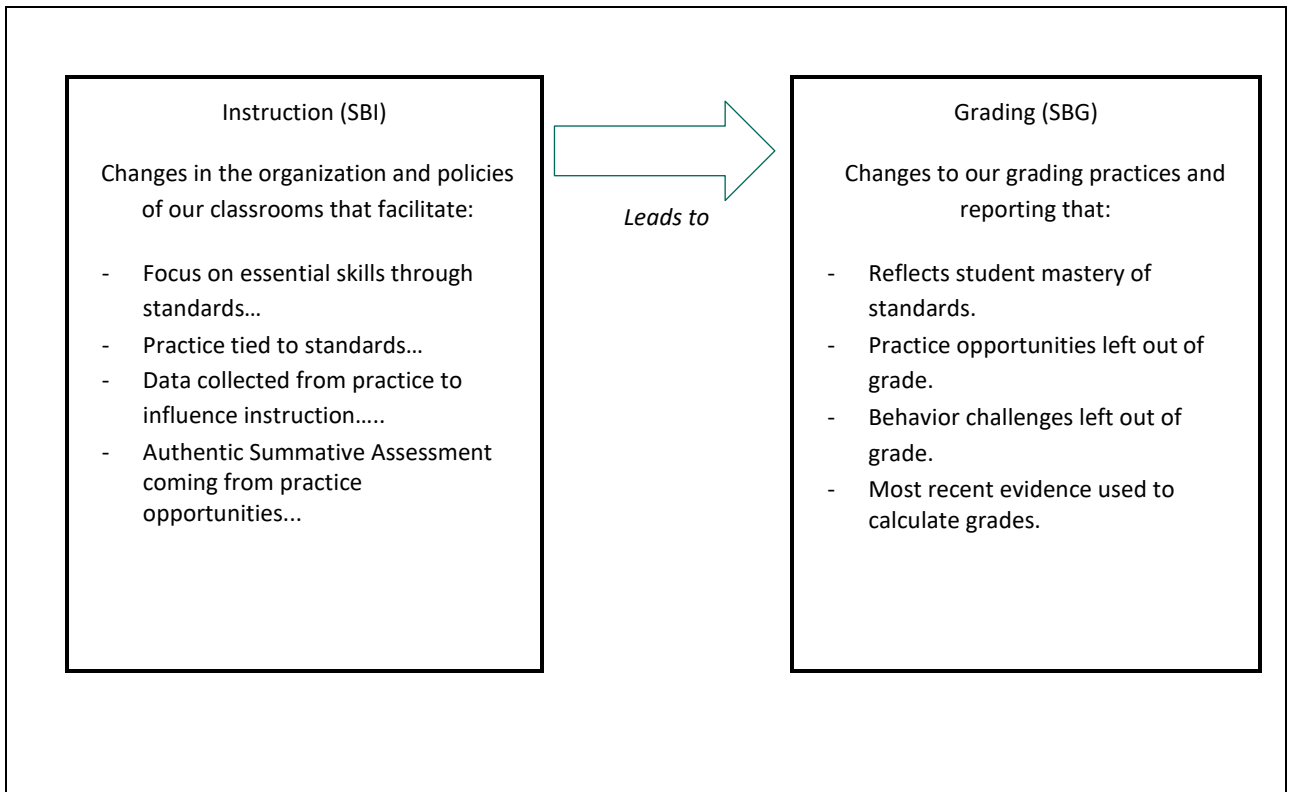
- Provide structures and interventions to develop ability and intelligence.
- Provide multiple chances to demonstrate mastery.
- Be flexible with timelines allowing students to show their mastery.
- Practice/mistakes cannot be calculated in final grade.

In her now famous book, Carol Dweck provides the most exhaustive argument that learning is a process that students go down at different speeds and at different times. But the core fact remains, our brains are just like other muscles, they need to be challenged, they need to be pushed to reach their highest potential. What is also true is that intelligence is earned and learned. Rather than being born with a certain level of intelligence like some sort of cosmic lottery, students of every background have the potential to develop higher levels of intelligence through practice. That is why we do what we do. This is not a point of argument, Dweck has demonstrated scientifically that this is the case. We as professionals have spent the last few years grappling with the weight and gravity of her findings. I, like most I suspect, found the news to be heartening. It means that we are not living in a world of simple haves and have nots, but rather that we are working on the forefront of finding the have-nots and putting them on the road towards the haves.

On the left side of the slide we see the core, basic principles of what Carol Dweck arrived at with her research. Intelligence and abilities can be developed, learning is continuous, learning and improving are in fact the ultimate and only goal that we should have in our classroom, and finally the road to all of these goals goes through a series of practice options and those options should be left out of the final calculation of the grade. The performance is all that matters. These are core principles of what having a growth mindset means. When we consider those facts, it follows logically that we must also believe in the core principles of what Standards Based Instruction tells us based on the work of researchers such as Robert Marzano, Tom Schimmer, Tammy Heflebower and many others. These two seemingly separate concepts are linked in the mission of developing students, not simply assessing students.

Dweck, C. S. (2008). *Mindset: The new psychology of success*. Random House Digital, Inc.

K. Bross. Personal Communication, July 14, 2019.



Before we dive in to the practice impacts that SBI and SBG have on our classrooms and our teaching lets make sure that our understanding of the definitions is clear. I have heard SBI and SBG being used interchangeably around our building but it is important that we understand the differences between these related concepts. SBI is going to manifest itself in the changing of classroom policies and organization that will reflect the items on the screen. When we think about the major changes that Standards Based Grading will have for our gradebooks and how we are grading students we often neglect an honest discussion of how changing our classroom functions will make the reporting aspects of SBG and easier challenge to tackle. SBI goes back to what we were just talking about concerning the core beliefs of a growth mindset classroom but it is also more than that. What SBI challenges us to do as educators is to make it painfully clear to our students what is needed to be successful in our classrooms. Written down in clear language, changes in our instruction allow students and

teachers to be more responsive to what is necessary to succeed in the classroom. As far as the student is concerned, if done properly, they will know at any given time what is expected of them to demonstrate mastery on an assignment, formative assessment, summative assessment, or the unit at large. I will be spending a significant amount of time discussing what the mechanics of these ideas could look like in classrooms later in the presentation.

What follows from effective SBI is the reporting of where students have succeeded or not yet succeeded. SBG is simply the recording of student success in your SBI classrooms. Depending on how you would like to approach this challenge this could take several different forms within your classrooms but the core principles remain.

When we report grades to students and parents, what we are saying is that based upon the most recent evidence I as your teacher have is that you the student have mastered X number of standards based upon the evidence I have in my gradebook. There should be no discussion in the grade calculation about when assignments were turned in or how that student behaves as a person. Again there will be much more to discuss on this subject later.

Walk then Talk

- 10 minute walk around the building.
 1. On your own, write down what SBG means to you.
 2. Write down where you think some struggles might occur for your classrooms and curriculum when it comes to making this grading transition.
- When you return, chat with your teammates about their concerns.



We are going to do a modified walk and talk to discuss your thoughts about Standards Based Grading. This is a subject that we all have feelings about, let's get them out in the air right now with those who are best placed to be supports for us while we go through this transition. On the second page of your packets today I have a T chart that asks you to record on the left side the challenges that you see within your classrooms when it comes to transitioning to SBG. I want you to go on a walk for the next 10 minutes around the building. Your job is to come up with a few initial challenges that you see coming from this transition. Sound research, as well as my mother's sage advice, tells us that problems seem more solvable and simple when we take the time to write down exactly what the problems are. When you return, you are going to talk with your team members to compare the items they wrote down.

Motivating Students

Goal Oriented Students	Performance Oriented Students
<ul style="list-style-type: none">- Values process- Values bigger picture of learning- Perseveres in the face of struggle	<ul style="list-style-type: none">- Product oriented- Learning ends after assignment is turned in- More likely to quit when struggle occurs.

Based on the responses of our walk then talk much of the challenge of transitioning away from the pile of points to assessing students on mastery of standards or learning targets arises out of student motivation or the lack thereof. This is the classic “if its not worth anything, I am not doing it” problem associated with grading. Let me ask you this question though, how does traditional grading practices address this problem? The latest grading scheme I have seen says that students tests are worth Educational theorists break students in to two different camps generally speaking, Performance and Goal oriented students. In reading the brief introduction to these types of students on the screen I am sure you are seeing students from your own classes in your minds. Students that worry about how many points assignments are worth and how each individual assignment will affect their pile of points fall in to the performance oriented category. For them, learning happens in one off assignments that they need to achieve on in order to make their pile of points larger. What

they care about is the product of learning. Meanwhile, there are students in your room whether you are aware of it or not that fall in to a goal oriented group. Learning for them is a never ending process that links lectures and notes to assignments, assignments to formatives, and formatives to summatives. I am not suggesting that they would say this to you as the teacher. I would be shocked if they were that self aware even in a secondary setting. But the fact remains that these types of students have very different outlooks on the work we are giving students in our classrooms.

The question before us is how do we move students from one column to the other?

Obviously this very simple chart does not describe the full range of challenges that students face in our rooms when it comes to socioeconomic status and its related problems for students. But overall, the most successful students are ones that value the process over the product. Following the research of Carol Dweck and growth mindset, developing students that have the ability and desire to persevere in the face of struggle will never be a negative for kids. Again, it is not as though we have been actively focusing on developing Performance oriented students, but our grading methods may be inadvertently communicating this fact to students.

What is Standards Based Grading?



Look back at your response to what standards based instruction and grading means to you, is there anything you would like to add after seeing this short video?

SBI in your classrooms

1. Initial Steps
2. Pre-Summative Work
3. Summative Work and Reassessment

Enough theory. I would be shocked if there was a wave of revolt over what I have been presenting so far today. Let's move towards what our original purpose was for being here today. I want us to take some practical steps as teams towards instructing and grading students in a research supported manner such as SBI/SBG. Let's move through this logically and start with what it is that we are doing with our content to teach students. I am going to be providing you with my vision for what SBI could look like. It is important that you understand that this is not the be all end all of teaching methods. Teaching is an artform, when we try to make art a science we end up destroying both. I am simply going to provide you with a frame of thought for you to be working through and some general principles of effective SBI instruction. Be the professionals that you are and adapt these to work within your own classrooms. I am going to be providing some discussion questions for your teams to be answering through your packets. We will then have a chance to share thoughts that we have about what I have been presenting in a larger group setting. What you need to know

right now is that you should record your thoughts in your packet in any way you see fit; bullet points, list format, reminders. We have posters around the room that have the headings we see on the screen right now. At the end of your group discussions you will have a chance to put some post-its on the large posters with some of the ideas that you have come up with as a group. For now lets focus on our individual and team work.

I have broken SBI down in to three simple sections that correspond with the order in which we teach. Initial steps, Pre-Summative, Summative and Reassessment. I asked you to bring with you today an example of the work that you do within one Unit or Learning Target. The deliverable that I want at the end of our work today is at least one learning target that is organized in to a SBI format. By that I mean you have considered all of the questions from these three steps and have a concrete plan as to how you would implement them. I will show you one option of how to think about SBI but in the end it is going to be unique to each team here today.

SBI Step 1- Learning Targets and Standards

1. How many learning targets does your unit have?
2. Are these the essential pieces for students to learn?
3. Are your learning targets understandable by students?
4. Is there a common understanding within your team as to what evidence will be accepted as mastery evidence?
5. How is this communicated to students?

For all teams, this is the initial step to be taken when you examine your units. The good news is I am guessing that by and large this work has already been done for you. The district takes responsibility for taking our learning targets at the middle school level and pairing them down to what they have determined to be the essential learning targets and standards. With the exception of a handful of elective courses, we are given the targets that our students are supposed to master by the end of the unit and are written in a way that has been determined to be accessible by students. The 4th and 5th questions are what I want you to discuss with your teammates now. Looking at the work that you brought with you today, write down some thoughts about questions 4 and 5 on page 3 of your packets. We all have unit tests that students take, but are there other means of acceptable evidence that could be used to demonstrate mastery? If that is the case, and even if it isn't, how are you as a team communicating to your students what they need to do to demonstrate mastery on learning targets at the beginning of units. Please take 10 mins to do this.

SBI Step 2- Pre-Summative Work

1. Are the coursework items connected?
2. Are assignments used to inform your instruction?
3. Is authentic feedback given to students?
4. How are students informed of their progress?

Here is where our work is going to get individualized by team. Teams are going to have different answers to these questions and that is perfectly fine. My hope is that my questions provoke and facilitate a discussion at first within your teams and then with the staff at large. These questions are intended to get teams grappling with what they do prior to a summative assessment of some kind.

1. Are your course work items connected? Does each piece of your teaching connect in a rational way? Is there a method to the madness?
2. How are assignments used to inform your work? Are assignments simply one off tasks that students do and forget about?
3. How do you go about giving feedback to your students? Do you expect them to respond and make changes?
4. How do kids know where they are at?

I think it would be useful to have another chance to get up and move around. I would like you all to bring your packets with you and to read through these questions while you walk around for 10 mins. I want you to think about the work that you do individually and how you would answer these questions concerning the unit that you brought with you today.

SBI Step 2- Pre-Summative Work

1. Connected Course items to standards?

Evidence

- Do assignments build off one another?
- Are assignments centered around a discernible theme?
- Do the concepts show up on the Test?

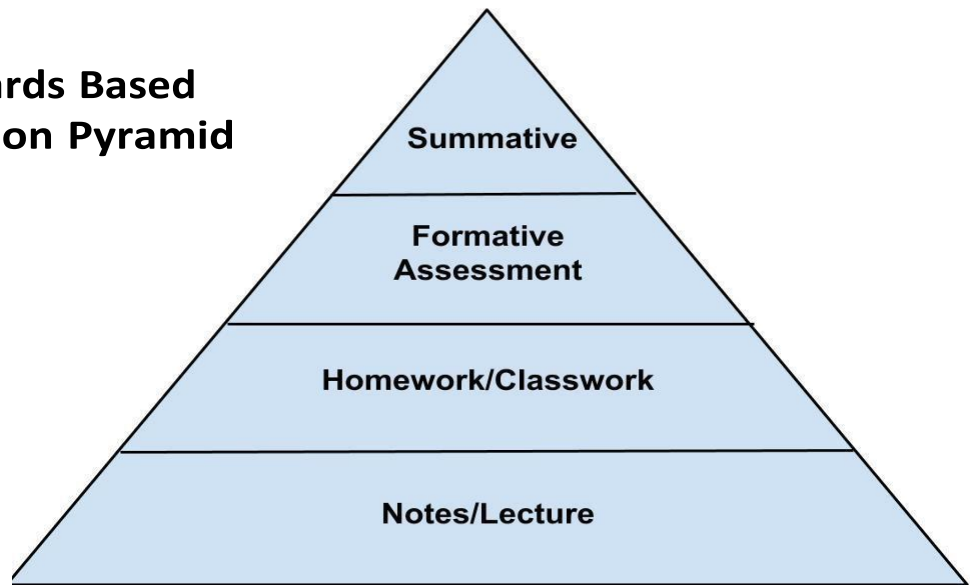
After walk around. Working as a team.

Now the team work begins. I am guessing that we all have answers to these 4 questions primed and ready to go. However I want more than just answers. Looking at your units I want you to check off each question as you go in your packet. We will take them one at a time.

1. With your unit work in front of you, I want you as a team to walk through everything that you teach and ask students to do and make sure that it is all connected to the standard you are assessing. Essentially I am asking you to make sure that you could draw a thread through everything that you are teaching up to the summative assessment. If something is an outlier and doesn't directly tie to the learning target you as a group need to ask yourselves if either the assignment needs to be gotten rid of, or perhaps the assessment needs to better reflect that work. We need to keep a

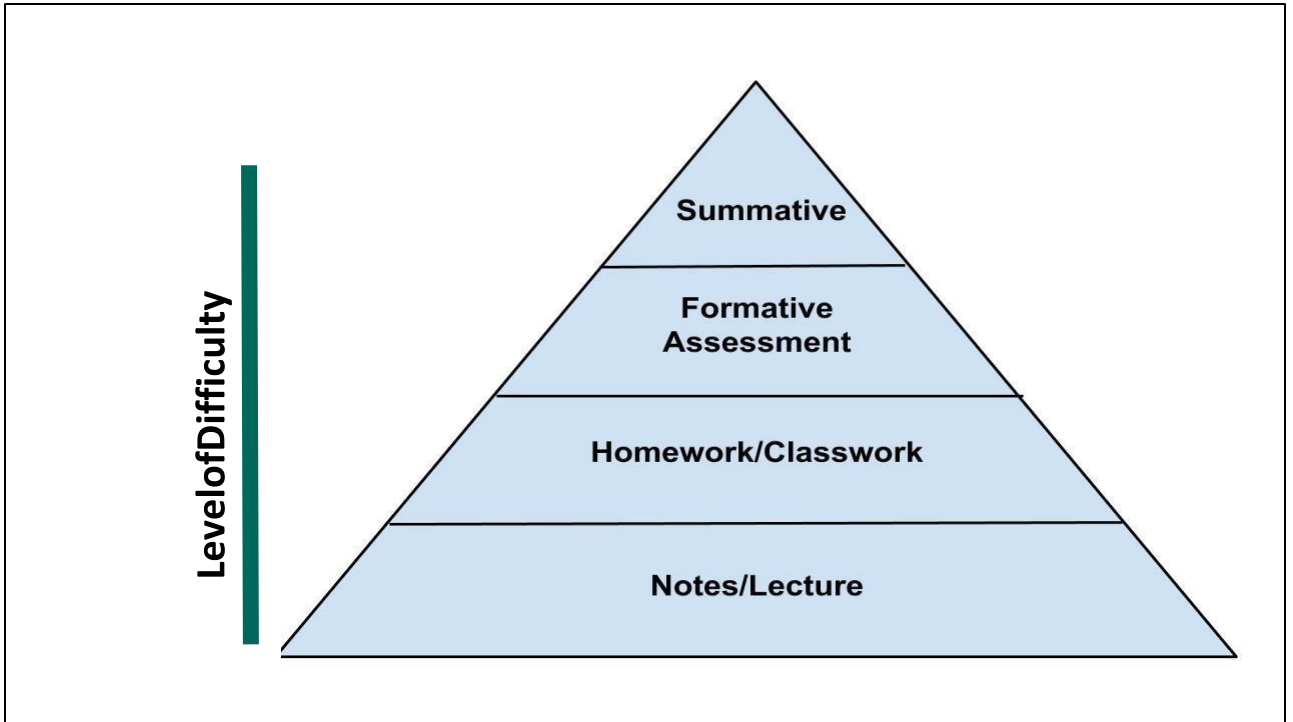
laser focus on giving the kids work that is relevant to what they are going to be assessed on.

Standards Based Instruction Pyramid

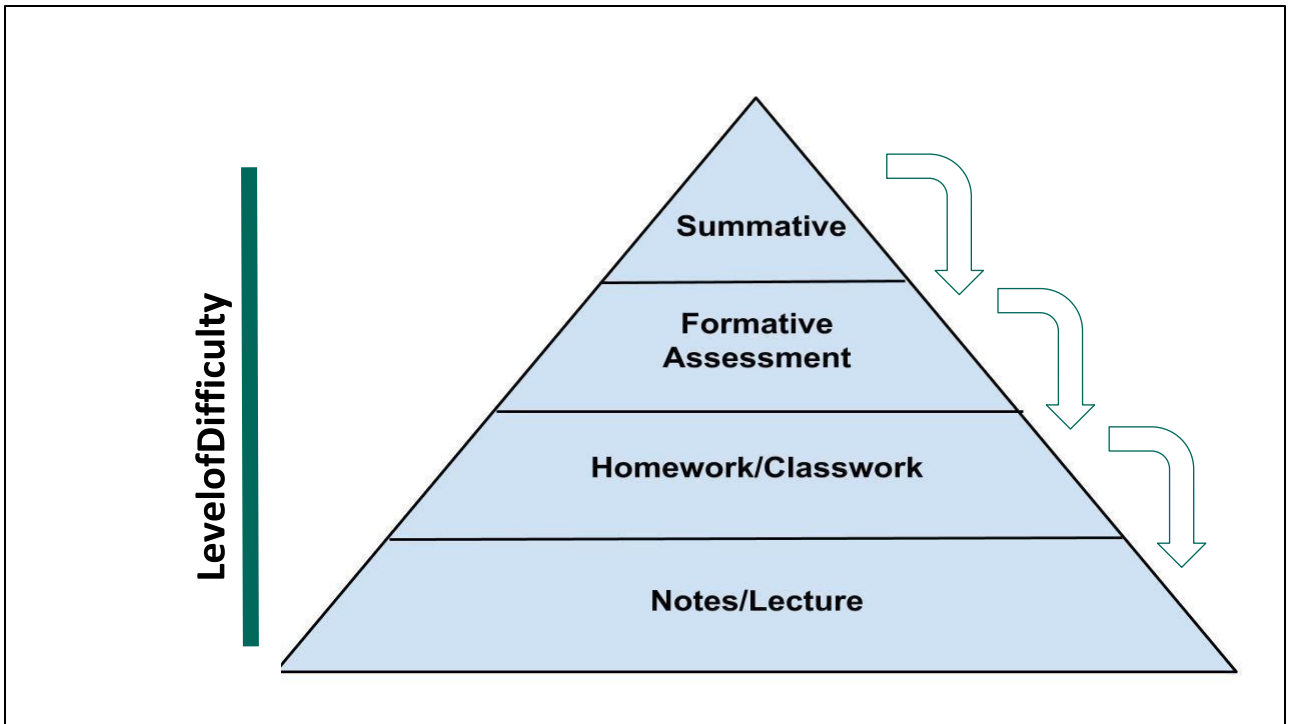


The SBG pyramid is a useful way to help organize our work. Remember that SBG is simply a different way to organize the work that we are already doing. We do not need to reinvent the wheel in order to help improve the meaning and accuracy of the grades that we give to students. I am guessing that most of us follow this pyramid implicitly as a matter of best practice. As professionals we understand the importance and power of scaffolding work for our students. But are our students aware of this? Do they understand the progression that we are trying to walk them through? What if we made it more explicit for them?

Turn and talk with your neighbors about ways in which we could make this progression more accessible for our students. Record your groups thoughts in your packet. 10 mins.



One of the myths about SBI is that all we are doing is boiling down education to essential elements and are leaving out the true art of teaching. I could not disagree with this idea more.



In a well designed unit, each level builds off of one another and reinforces one another.

Homework should be based on the notes/lectures given. Formative assessment should be based on the homework and lectures that were given. So on and so forth. Again, this is simply best practice to teach in this manner, this is not unique to SBI. What is unique to SBI are the way in which we evaluate and use each of these elements to teach the whole student. We all agree that each of these elements is necessary to educate most students. I say most students because of course we all have students that are capable of jumping from the notes to the exam without anything in between. But when it comes to most students, they need this progression. The problem with the way in which we are currently teaching and assessing is that

SBI Step 2- Pre-Summative Work

2. Are assignments used to inform your instruction?

3. Is authentic feedback given to students?

Evidence -

Formative cycles?

- Remediation/Extension

work?

- Actionable feedback?

- Assignment Rubrics?

Let's take the next two questions together:

2. Do the assignments that you give out inform your instruction? Anything given to students and used to shape instruction falls under the umbrella of formative instruction or practice. Where are those opportunities in your classroom? One of the core pieces of SBI is its focus on data driven approaches to the classroom. Formative instruction is the most critical and relevant way to collect data on our students. Data does not necessarily need to be formal and recorded. We could simply be talking about verbal check-ins with students, informal meetings with groups of students that are struggling with a concept. Again, examine your unit to highlight places that formative data could be collected and how it affects what you are teaching your students.

3. Is authentic feedback given to students on a regular basis? This doesn't necessarily mean that for every assignment that students are given they will get a hand-written paragraph explaining what and where they struggled. This could take the form of a short rubric for the assignment being given with a clear communication to the students what each level of the rubric means. Here is an example of a [short rubric](#) that could be attached to assignments to communicate to students where they are performing.

SBI Step 2- Pre-Summative Work

4. How are students informed of their progress?

Evidence -
Rubrics?

- Gradebook set up?
- Google Sheets?

Finally, looking at your unit, how are you informing students of the progress that they are making? This may be tied in with your actionable feedback but where is the place that students can go to see where they are currently performing prior to their summative assessments? I would suggest that you create something that could be accessed by students separate from their gradebooks that would inform them of their progress so as to not mix formative grading and summative grading. The next slide is an example of how students could be informed of their current progress on their learning targets.

SBI Step 3-Summative and Reassessment

1. Is proficiency clearly defined?
2. Are there relearning opportunities for students who do not show proficiency on learning targets?
3. Are there multiple ways through which students could demonstrate proficiency?

Step three of SBI is when the rubber hits the road. This is where students are going to perform and show you exactly how much they have learned. Here is the kicker, if the first two steps of SBI have been done correctly, you as the teacher should have a good idea as to how this step is going to go. Given that you have directly instructed students, provided them classwork, formatively assessed and adapted your work. The summative process is simply the affirmation of what you have already collected data on. The questions above are key. Lets challenge ourselves to be creative though. It is very easy to say for question 1 that proficiency means 75% or higher on your summative test. Lets challenge ourselves to think outside of the box and create a new kind of summative exercise for our students if they should struggle on a particular learning target. In this way we are likely going to be answering these questions all together at once.

As a team I want you to look at all the work you have done so far today examining your learning targets and your classwork that you give students. Let's imagine you need to reassess a student on a single learning target. As a team I want you to pick on of your

learning targets and create a summative assessment that could be given to a student to demonstrate mastery of that learning target. An example of a rubric that could be used for a learning target in social studies can be found in your packet along with a blank copy for you to add information to. I am hoping that you can get a rough outline of what this summative assignment could look like in the next 25 mins.

SBG ASSESSMENT RUBRIC

(Sample Rubric that could be used with a summative assessment in social studies unit about the Civil War)

Learning Target 3.1: I can explain the advantages and disadvantages of the North and South during the Civil War.			
APPROACHING: I can explain what life was like during the American Civil War.	BASIC: I can use information/text to summarize Northern and Southern life during the American Civil War	MEETS: I can interpret information/text and provide evidence of Northern and Southern life during the American Civil War.	EXTENDS: I can analyze information/text and provide evidence of Northern and Southern life during the American Civil War
<ul style="list-style-type: none"> • Student completion of Life in the Civil War investigation (submit the worksheet on Empower) 	<ul style="list-style-type: none"> • Information to include: <ul style="list-style-type: none"> ◦ Advantages/Disadvantages ◦ How Battles Were Fought ◦ In Between Battles ◦ Life as a Civilian • The summaries provided basic information from the resources • 2-3 examples are provided for each section 	<ul style="list-style-type: none"> • Information to include: <ul style="list-style-type: none"> ◦ Advantages/Disadvantages ◦ How Battles Were Fought ◦ In Between Battles ◦ Life as a Civilian ◦ After the War • The explanations are more than simple summaries and include more details • 4-5 examples are provided for each section 	<ul style="list-style-type: none"> • The information from the previous levels • Life in Battles • Life in Between Battles • Homefront • The explanations are more than simple summaries • The final evidence includes opinions on each section using the evidence provided • 4-5 examples are provided for each section

Instruction (SBI)

Changes in the organization and policies of our classrooms that facilitate:

- Focus on essential skills through standards...
- Practice tied to standards...
- Data collected from practice to influence instruction....
- Authentic Summative Assessment coming from practice opportunities...

Grading (SBG)

Changes to our grading practices and reporting that:

- Reflects student mastery of standards.
- Practice opportunities left out of grade.
- Behavior challenges left out of grade.
- Most recent evidence used to calculate grades.

Standards Based Grading

Leads to



Tom Schimmer on Grading Practices



Now that we have discussed our instructional methods and how we can better align them with Standards Based Instruction, Let us examine how this will effect our grade reporting.

Grade Reporting

Principles of SBG

- Students/Parents can see where exactly students are struggling.
- Objective academic performance.
- Non-academic behaviors to be reported in other means.

Simple Levels of Proficiency

Approaching-1.

Basic-2

Meeting-3

Extending-4

When it comes to reporting of grades to parents, SBI leads us directly to SBG. What we are reporting to parents is nothing more or less than what level of mastery has their child reached on the specific learning targets that we have outlined in our syllabi. Our gradebooks are not the place for our judgements about character and moral standing of our students. That is where things such as conferences with parents and the “non-academic grade report” come in to play. Our gradebooks should be a simple retelling of the information that we have.

Non-Academic Grade Reporting Slide

- Soft skill grades
- Separate from academic grades.
- Tardiness, poor behavior, lateness reported separately from academic scores.

Given that education is about shaping the minds and attitudes of young people I do hear and recognize the importance of discussing non-academic factors to student behavior. However, the gradebook is not the place to do that. As teams, the last thing that we are going to do today is to create a 5 question google form that could be used to send home to parents of students that need additional attention in the non-academic arena of behavior.

SBI/SBG recap

Today we...

1. Examined our grading practices for relevancy and accuracy.
2. Examined our coursework for a given unit.
3. Created rubrics for daily course work.
4. Created an alternative method of summative assessment.
5. Created a survey for non-academic behaviors for parents.

Standards Based Grading Professional Development.

“Traditional grading practices have been used for over one hundred years, and to date, there have been no meaningful research reports to support it” -Robert Marzano.

Name: _____

Content Area: _____

Professional Goal:

Staff will be able to take practical steps towards Standards-Based Grading within their content area.

Questions to Consider Today:

1. What does Standards Based Grading mean for your classroom?
2. What makes up the components of your final grades?
3. What should our grades communicate to students/parents?

1. What does Standards-Based Instruction and Grading mean to you and your content area?

Write down the challenges/plans to overcome you discussed with your teammates here.

Challenges of SBI/SBG (Complete this side first)	Plans to Overcome (Complete at end of seminar)

SBI Steps

1. Initial Steps

2. Pre-summative Work

3. Summative Work

Initial Steps

Write down your team's discussion about the questions in the table below.

Is there a common understanding within your team as to what evidence will be accepted as mastery evidence?	
How is this communicated to students?	

Pre-Summative Work

Using one of the guides below, examine the unit you brought with you today complete these two tasks:

1. Choose one learning target from your unit and fill in the SBI planning guide at the back of your packet as a group.

2. Discuss the questions in each table as you work your way down this page as a team, can you point out these elements of SBI in your learning target? Check them off on your planning guide.
3. Repeat this process with another learning target.

Learning Target(s):	
Direct Instruction	Notes/Lecture:
Student Work	Classwork/Homework:
Formative/Summative	Product:
<p><u>Check each element off</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Is all work connected/relevant?<input type="checkbox"/> Are assignments used to inform your instruction?<input type="checkbox"/> Is authentic feedback given to students?<input type="checkbox"/> How are students informed of their progress?	

1. Are the coursework items connected throughout the learning target?
2. Are assignment results used to inform your instruction?

Learning Target:			
Basic-1	Approaching-2	Meeting-3	Extending-4
Criteria:	Criteria:	Criteria:	Criteria:

3. Is authentic feedback given to students?

4. How are students informed of their progress?

Summative Work and Reassessment

After examining your pre-summative work as a team, create an alternative summative assessment for one of your learning targets.

- Answer the questions below as a group

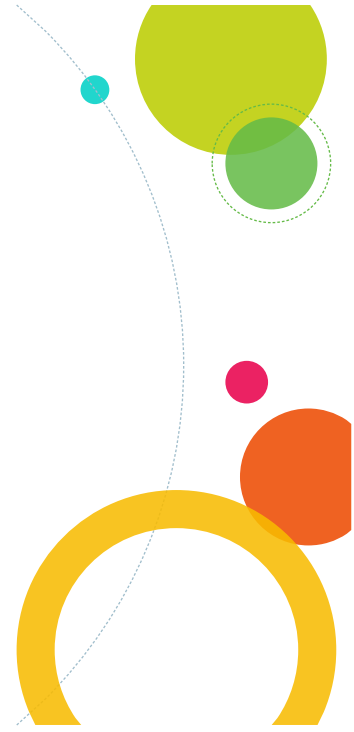
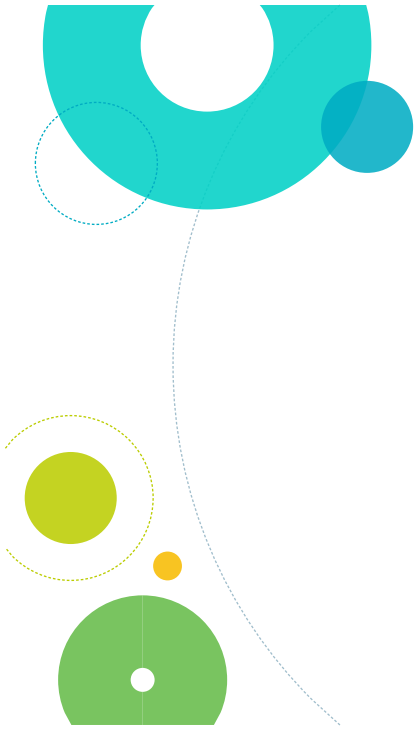
1. Is proficiency clearly defined?
2. Are there relearning opportunities for students that do not show proficiency on learning targets?
3. Are there multiple ways through which students could demonstrate proficiency?

Assignment Directions:

-
-
-
-

Learning Target(s):			
APPROACHING:	BASIC:	MEETS:	EXTENDS:

Standards Based Grading



Why Standards Based?

- What does it mean when you get a B+?
- What does a B+ tell you about how much you know about a topic?
- What if you were given a description of your work instead of a letter or number? Would that help you understand your grade?

Standards Levels

APPROACHING-1

- Learner is in progress towards meeting the learning target or standard

BASIC-2

- Learner has demonstrated the basic knowledge and skills of the learning target or standard

MEETS-3

- Learner has demonstrated the complex knowledge and skills of the learning target or standard

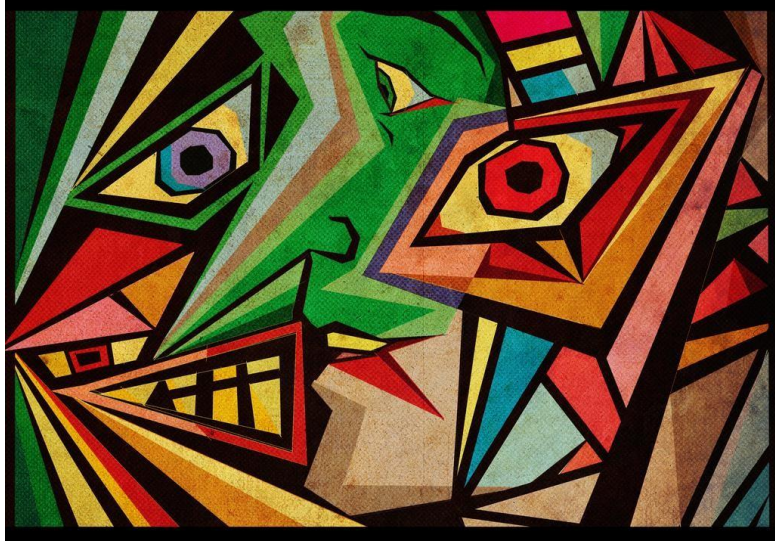
EXTENDS-4

- Learner has demonstrated extension beyond the complex knowledge and skills of the learning target or standard



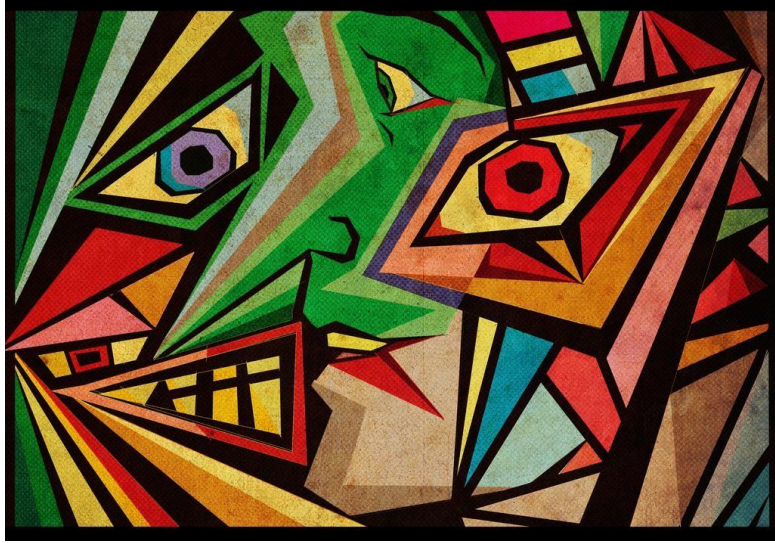
For Example

- Let's say that I am an art teacher and I give an assignment where the students are required to draw a face ● In that picture you need to include:
 - A single face
 - At least six different colors
 - The face must be clear and recognizable as a single face

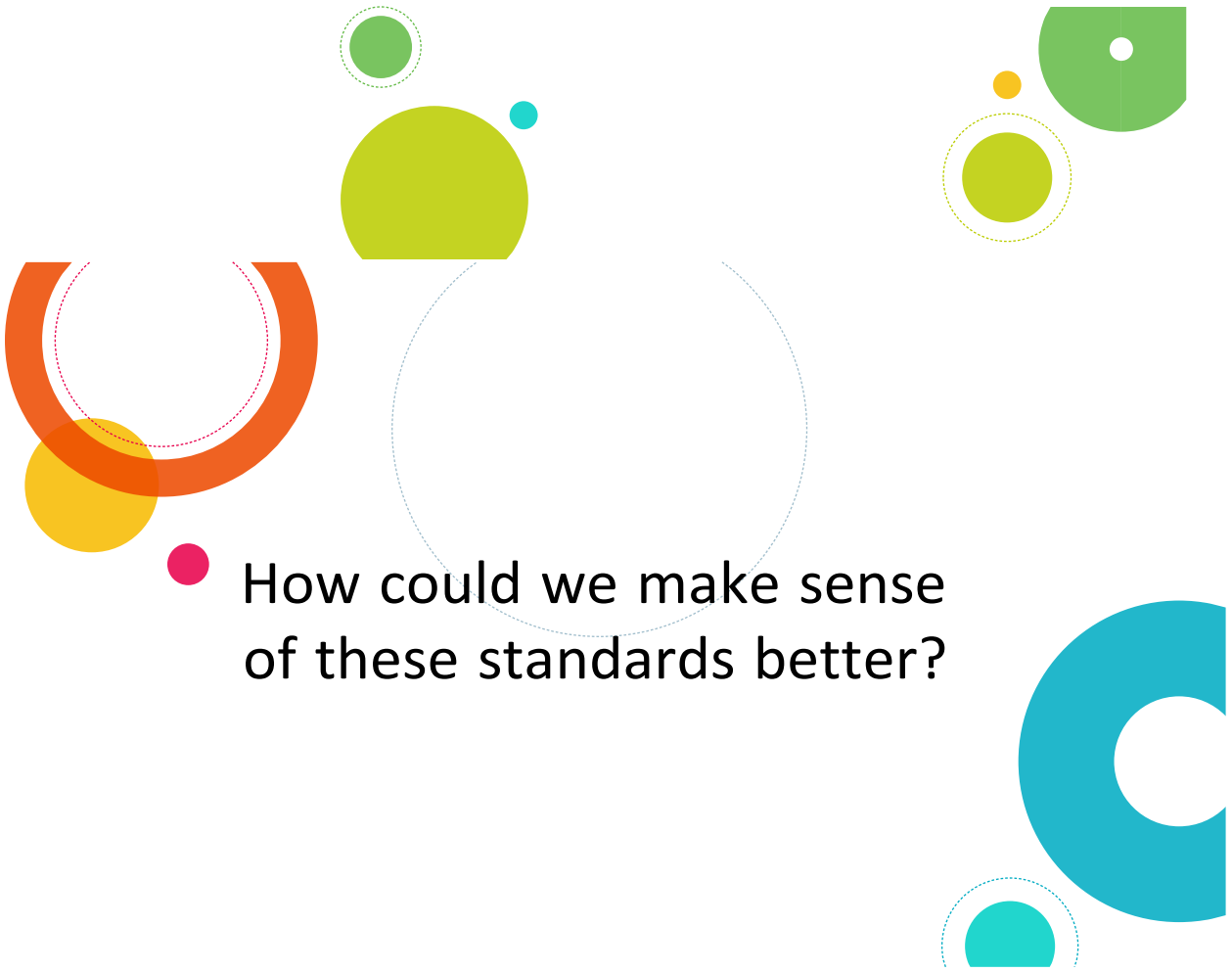


Imagine that this is the picture that Picasso painted for the art class assignment. As a teacher I grade his art work and I give it a B.

What does that mean?



What if instead of a B, I told Picasso that he got a Basic because it looks like there is more than one face in the picture and it isn't a clear picture of a face?
How does that change what Picasso knows about his learning?



How could we make sense of these standards better?

Have students walk around to papers with each standard level written on it and write other words to help them understand the levels better.