

STANDARDS-BASED GRADING

Incorporating & Implementing a Meaningful Grading System

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"What Matters in Which Classroom?"

"If a student is in one of the most *effective* classrooms, he/she will learn in 6 *months* what those in an average classroom will take a year to learn. And if a student is in one of the *least effective classrooms* in that school, the same amount of learning takes 2 years."

- Deborah Loewenberg Ball, Dean of Education, University of Michigan

Take-Away #1

YOU Make a DIFFERENCE in the LIVES THAT YOU TOUCH Teachers matter immensely!

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More Insightful Thoughts ...

"The single most influential component of an effective school is the individual teachers within the school." - Robert Marzano

"... the single greatest determinant of learning is not socioeconomic factors or funding levels. It is instruction."

Take-Away #2

"Schools can have a tremendous impact on student achievement if they follow direction provided from the research."

So What Should We Focus On?

What Is Standards Based Grading?

"A system of clear learning goals connected to student feedback and evaluation at the classroom, school, and district levels."

- Robert Marzano





Let's Score This Test

A. Items 1-10 Ten items that require recall of important, but simpler, content that was explicitly taught.	Total for section =	
B. Items 11-14 Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.	Total for section =	
C. Items 15 & 16 Two items that ask for application in novel situations that GO BEYOND what was explicitly taught.	Total for section =	

TOTAL =



Problems with Current Grading System

- **1. Score Range** not an equally proportionate scale, and you can't recover from a poor score.
- 2. Teachers Weigh Items Differently on a Single Test
- 3. Tests Differ Even on the Same Skill

0-50 (or 60) for "F"?

100-pt. scale:

0, 100, 100, 100, 100, 100 = 83% (C+) 60, 100, 100, 100, 100, 100 = 93% (B+)

When working with students, do we choose the most hurtful, unrecoverable end of the "F" range, or the most constructive, recoverable end of the "F" range?

Imagine the Reverse ...

A = 100-40	What if we reversed the proportional influences of the grades? That "A" would have a huge, yet undue, inflationary effect on the overall grade
B = 39-30	initationally effect on the overall grade.
C = 29-20	Just as we wouldn't want an "A" to have an inaccurate effect, we don't want an
D = 19-10	"F" grade to have such an undue, deflationary, and inaccurate effect.
F = 9 - 0	Keeping zeros on a 100-pt. scale is just as absurd as the scale seen here.

Consider the Correlations

100	4
90	3
80	2
70	1
60	0
50	-1
40	-2
30	-3
20	-4
10	-5
0	-6

A (0) on a 100-pt. scale is a (-6) on a 4-pt. scale.

If a student does no work, he should get nothing, not something worse than nothing.

How instructive is it to tell a student that he earned six times less than absolute failure? Choose to be instructive, not punitive.

Based on an idea by Doug Reeves, The Learning Leader, ASCD, 2006

So Where Did Points Come From?

- **1917** US Army develops Alpha test, multiple choice and true false questions to determine training placement of recruits. (Evolves into ASVAB.)
- **1926** The SAT was founded as an adaptation of the Army Alpha, an IQ test which had been used to check the intelligence of US Army recruits. From this test, taken only by a few thousand college applicants, eventually came the modern SAT as we know it, which include the multiple-choice format style of questioning and eventually essays.
- **1950's** Textbook publishers begin to adopt correct/incorrect model of assessment.
- Test results begin to be reported as percentages, and single scores become indications of general achievement in content areas.
- Items that could not be scored as correct or incorrect are given points (essay, oral presentations, etc.).

Interesting



"We've come to think of real intelligence in terms of logical analysis: believing that rationalist forms of thinking were superior to feeling and emotion, and that the ideas that really count can be conveyed in words or through mathematical expressions.

In addition, we believed that we could quantify intelligence and rely on IQ tests and standardized tests like the SAT to identify who among us is truly intelligent and deserving of exalted treatment."

- Sir Ken Robinson



A Better Option: Rubric/Scale

The Scale

- One that assures that the scale (the size of an inch) stays the same from one assessment to the next and that a teacher employs the same logic to scoring each assessment.
- Grading is inherently subjective regardless of the method you use (points, percentages, rubrics), BUT there's strong evidence that assigning a rubric score to represent performance is almost always more accurate.

Score 4.0	In addition to exhibiting level 3 performance, demonstrate in-depth inferences and applications that go BEYOND what was taught in class.
Score 3.0	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught.
Score 2.0	No major errors or omissions regarding the SIMPLER details and processes, BUT major errors or omissions regarding the more complex ideas and processes.
Score 1.0	With HELP, a partial knowledge of some of the simpler and complex details and processes.
Score 0.0	Even with help, no understanding or skill demonstrated.

Clean Refrigerator Rubric

4	The entire refrigerator is bright and glowing and smells clean. All items are fresh, organized by food categories, and in the proper containers.
3	Refrigerator is mostly wiped clean. All items are relatively fresh, in some type of container (some Tupperware lids missing or don't fit), and are upright.
2	Some of the shelves are wiped clean while others have crusty spots. The walls have some spots. There are some suspicious smells and it looks like there's green stuff growing on some of the Tupperware.
1	Items stick to the shelves when you try to pick them up. The smells are strong. Several items need to be thrown away, along with the Tupperware they are in.

Take-Away #3

Using rubrics as opposed to points may have a direct effect on student learning.

"Asking teachers to make decisions about students using rubrics rather than points enhanced students achievement by 32 percentile points." – Marzano

A Guaranteed and Viable Curriculum?

- A viable curriculum is a well-articulated K-12 set of knowledge and skills every child should learn.
- Viable also means we are able to teach this for understanding in the time available.
- A guaranteed curriculum means that we ensure it is taught in every classroom at every school. (Not taught exactly the same way. Instruction can vary.)

A Guaranteed and Viable Curriculum is Comprised of ...



The Steps

- 1. First, prioritize essential learning goals/standards from existing work or state standards.
- 2. Then, develop a proficiency scale for each priority standard.
- 3. Next, create common assessments aligned to one or more proficiency scales.
- 4. Finally, design and adopt a standards-based reporting system.
- 5. Throughout the process, make sure there is horizontal and vertical alignment.

Step 1: Priority Standards

Sometimes called power standards, learning targets, outcomes.

1. Analyze the Standards to Identify Important Content

Read them, label their Depth of Knowledge, use state resource guides, etc.

2. Select Preliminary Priority Standards and Write Them on Sticky Notes

Identify 3 Levels:

- Priority: Content that is important for students to know. 50-75% of instruction time.
- Supplemental: Content that is helpful to know or is a subcomponent of priority standards (sometimes clustered with yellow content). 25-50% of instruction time.
- Let it go: Content you can let go of or reduce greatly. Less than 10% of instruction time.

Criteria for Priority Standards

- 1. **Endurance:** Will this provide knowledge and skills that are valuable beyond a single test date?
- 2. **Leverage:** Will this provide knowledge and skills that are valuable within multiple disciplines?
- 3. **Readiness for next level of learning:** Will this provide students with tools for success at the next level or grade?
- 4. **Teacher judgment:** Is this skill or knowledge critical for all students to know or be able to do?
- 5. **Assessment connection:** Will this skill or knowledge be assessed on an instrument used for instructional decision-making?

SOURCE: Hoback, M., McInteer, M, & Clemens B., A School Leader's Guide to Standards-Based Grading, pg. 18

3. Use Criteria Matrix to Further Determine Criteria

SOURCE: Adapted from Hoback, M., McInteer, M, & Clemens B., A School Leader's Guide to Standards-Based Grading, pg. 19

Standards	Endurance	Leverage	Readiness	Teacher Judgment	Assessment
RL. 4.7	х	х	Х	Х	Х
SL. 4.5	Х	х			

4. Categorize Priority Standards

Write priority standards on sticky notes and group by domain, strand, etc., and place on charts around the room.

5. Review Final Categories

Teams spend time looking at grade level below and above for vertical alignment.





(Enter Name of School) - Grade 2

1	2	3	4	Standard	Vertical Alignment
				Reading Foundations: Phonics	
ID	М			2.RF.4.2 Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.	<pre> < < 1.RF.4.2 </pre> → 3.RF.4.2
				2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	
ID	М			2.RF.4.4 Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., <i>through</i> , <i>tough</i> ; <i>Jan., Fri</i> .).	\leftarrow ← 1.RF.4.4 \rightarrow → 3.RF.4.4
				2.RF.4.5 Know and use common word families when reading unfamiliar words (e.g., <i>-ale, -est, -ine, -ock</i>).	
				2.RF.4.6 Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., <i>kitten's, sisters'</i>), and compound words.	
				Reading Foundations: Fluency	
I	D	D	М	2.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	\leftrightarrow ← 1.RF.5 \rightarrow → 3.RF.5
				Reading Literature: Key Ideas and Textual Support	
IDM				2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	\leftarrow ← 1.RL.2.1 \rightarrow → 3.RL.2.1
	ID	М		2.RL.2.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	\leftrightarrow ← 1.RL.2.2 \rightarrow → 3.RL.2.2

Pacing Guides/Priority Map

Example #1



Science Pacing Guide by Strand

Hancock County Middle School - Grade 7

Pacing Guides/Priority Map

Example #2

1	2	3	4	Standard	Vertical Alignment
				Science Foundations: Matter and its Interactions	
ID	М			07-PS1-2 - Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	
ID	М			07-PS1-5- Develop and use a model to describe how the total number of atoms does not change and a chemical reaction and thus mass is conserved.	
				07-P51-6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	
				Science Foundations: Forces and Interactions	
				07-PS2-3- Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	
	ID	М		07-PS2-4- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	
	ID	м		07-PS2-5- Conduct and investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	

achievethecore.org



Resources

Coherence map



Assessments (for pre-assessing)

Step 2: Proficiency Scales

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Step 2: Proficiency Scales/Rubrics

- Clear understanding of what we want our students to know and be able to do.
- Articulates the learning progression.
- Let's us move priority to a very usable format (the scale) that provides instructional information and serves as a foundation for assessment development.

* Using scales means it doesn't matter which teacher a student has for Biology, because all Biology teachers use common assessments and scales, and they all have the same expectations for competency.

Example 1: Generic Scale

Score 4.0	In addition to exhibiting level 3 performance, demonstrate in-depth inferences and applications that go BEYOND what was taught in class.
Score 3.0	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught.
Score 2.0	No major errors or omissions regarding the SIMPLER details and processes, BUT major errors or omissions regarding the more complex ideas and processes.
Score 1.0	With HELP, a partial knowledge of some of the simpler and complex details and processes.
Score 0.0	Even with help, no understanding or skill demonstrated.

Example 2: Simple Scale

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5: In addition to score 3.0 performance, partial success at score 4.0 content.	
Score 3.0	Target Goal	
	Score 2.5: No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.	
Score 2.0	Simpler Goal	
	Score 1.5: Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
	Score 0.5: With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success	

Example 3: Even Simpler Scale

Score 4.0	More Complex Content
Score 3.0	Target Learning Goal
Score 2.0	Simple Content
Score 1.0	With HELP, a partial success with simpler or complex content
Score 0.0	Even with help, no success

Simplified: Goal Is to Ride a Bike by Yourself

Score 4.0 <i>Exceeding the Standard</i>	You are an expert! You ride a bike on your own, but also can pop wheelies, jump ramps, ride all different types of terrain, and perform other bike stunts.
Score 3.0 <i>Meeting the Standard</i>	You are successfully riding a bike by yourself.
Score 2.0 Progressing Toward the Standard	You are pedaling well and staying upright, but someone is sometimes holding on to you and giving you a little push.
Score 1.0 Not Meeting the Standard	You are riding a bike, but using training wheels.

Elementary

1st Grade Math Proficiency Scales

Number Sense

1.NS.1: Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.

SCORE	Skill Level Description	Sample Tasks
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. • Reads and writes numbers above 120. • Counts by twos to 120.	
3.0	Student meets grade level expectation. Counts by ones, fives, and tens. Writes numbers to 120. Identifies numbers to 120. Q1-75, Q3-100, Q4-120 (count, read, write)	-Students independently write numbers to set goal. -Math station notes, assessments. -Students orally count or read numbers w/o timer. -Count with base ten blocks.
2.0	 Student meets part of the grade level expectation. Counts by only, ones, fives, or tens (not all three). Counts to 120 but cannot write numbers to 120. Counts to 120, writes to 120, but cannot read to 120. Q1-75, Q3-100, Q4-120 (count, read, or write). Numeral – a symbol or name that stands for a number; 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 	-Counts and writes numeral for a given set of objects. -When given a number can build with base ten blocks to represent given number. a) Count to 120 by ones, fives, and tens. b) Count to 120 by ones, fives, and tens beginning at 40. c) Read the following numbers: 43, 116, 79 d) How many bananas are below?



School: GJCS

Strand: Number Sense

5.NS.1: Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths.. Write the result using >, =, and < symbols.

Score	Skill Level Description	Sample Tasks
4.0	In addlbon to Score 3.0, in-depth Inferences and applications that go beyond what was taught. • Student can explain how you can use place value to compare decimals • Place fractions, mixed numbers, and decimals on a number lme	Explain how to use place value to compare 12.8 and 12.087 Place the following fractions, mixed numbers, and decimals on the number line: 3/4, 0.5, 1 5/9, 1 1/3
	3.5 In addition to score 3.0 performance, in-depth Inferences and applications with partial success.	
3.0	 The students are expected to: Compare and order fractions, mixed numbers, and decimals to the thousandths using>, <, or = symbols Convert decimals to frac.tioos Convert fractions to The student exhibits no major errors or omissions	- Compare 1 1/2 to 2 2/3 on a number line - Compare .25, . 75 and1 3/4 on a number line - Put fractions in order from least to greatest
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	 There are no major errors or omissions regarding the simpler details and processes as the student: Recognizes or recalls specific terminology. decimal. tenth, hundredth, thousandth Performs basic processes such as: Read decimals to the thousandths place using base 18'1 numerals and number names. Write decimals to the thousandths place using base ten numerals and number names. Identify decimals to the thousandths place on a number line. Recognize the following symbols:>,<, and = Create equivalent fractions and decimals on a number line However, the student exhibits major errors or omissions regarding the more complex Ideas and processes. 	Convert .25 to fraction form Convert 1 1/4 to decimal form Create equivalent tractions so that 1/4 and 1/8 have common denominators
	1.5 Partial knowledge of the 2.0 content but ma, or errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex Ideas and processes.	
	0.5 With hetp, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	Even with help, no understanding or skill demonstrated.	

Middle School Science: Atmospheric Processes and Water Cycle

Score 4.0	The student will:Infer relationships regarding atmospheric processes and the water cycle.
Score 3.0	 The student will: Understand how the water cycle processes impact climate changes. Understand the effects of temperature and pressure in different layers of Earth's atmosphere.
Score 2.0	 Recognize and recall basic terms such as: Climatic patterns, atmospheric layers, stratosphere, troposphere. Recognize or recall isolated details such as: Precipitation is one of the processes of the water cycle. The troposphere is one of the lowest portions of the Earth's atmosphere.
Score 1.0	With help, student will demonstrate partial understanding of some of the simpler and more complex content, and processes.

Middle School

Health: Benefits and Components of a Healthy Lifestyle

Score 4.0	 The student will: Designs an aerobic endurance program that includes training for a variety of physical activities.
Score 3.0	 The student will: Describe activities designated to improve and maintain aerobic endurance (e.g., sprinting, soccer, basketball, or geocaching) that include continued or quick spurts of intense running. Describe proper warm-up, condition, and cool-down techniques (e.g., stretching, short jog, walking or anaerobic exercises) for conditioning to target certain muscle groups.
Score 2.0	 Recognize or recall certain terminology such as: Aerobic endurance, warm up, cool down, conditioning. Recognize and recall: Accurate statements about warm-up, conditioning, and cool-down activities. Accurate statements about activities that maintain aerobic endurance.
Score 1.0	With help, partial understanding of some of the simpler and more complex content, and processes.

High School History Grade 11 - WWII: Emergence of US

4.0	In addition to Score 3.0, student demonstrates in-depth inferences and applications that go BEYOND what was taught. Student is able to meet all expectations for Level 3, plus is able to connect a current example to the continued evaluation of the global role of the US	Connecting to a relevant Current Event: Locate a current event or issue which relates to the role of the US in the world today.
3.0	 Student will understand how the US moved from isolationism to global superpower during, and a result of, its role in WWII. The student exhibits no major errors or omissions. 	Writing Prompt: How did the US move from neutrality to superpower as a result of its involvement in WWII? Use specific vocabulary and events to define this journey.
2.0	There are no major errors or omissions regarding the simpler details and processes. Recognizes or recalls terminology and concepts such as: • isolationism, neutrality, cash and carry, lend lease, Allies, 0-Day, island hopping, total war, atomic bombs (Hiroshima and Nagasaki), Yalta and Potsdam Conferences, superpowers, United Nations, Marshall Plan, Occupation of Japan.	Moodle Quiz over foundational knowledge.
1.0	With help, student demonstrates a partial understanding of some of the simpler or complex ideas or processes.	
0.0	Even with help, no understanding.	

Learning Goal Unpacking Template

Essential Learning Goal: The Standard	Skills, Knowledge, Procedures
Students will tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	

Important Ideas About Proficiency Scales

- Provide clear focus for instruction to priority learning goals.
- Serve as the framework for a high-quality classroom assessment.
- Ensure alignment of curriculum, instruction, and assessment.

"When students understand more clearly what was expected on each assignment and how their grades are computed, they feel more ownership for both their learning and their grades." – R. Marzano

Step 3: Assessments

What Assessments Do

- Assessments are used to make inferences about student learning.
- Primary purpose of classroom assessment is to inform teaching and improve learning, not to sort and select students or to justify a grade. (Educate your parents!)
- Assessments should give all students a chance to show what they know and can do.
- Effective assessments allow educators to continuously and accurately monitor student achievement.
- Feedback on classroom assessments should encourage students to improve.
- Classroom assessment should be formative in nature.
- Formative classroom assessments should be frequent.

Formative vs. Summative Assessments

Formative	Summative
Occurring while knowledge is being learned.	Occurring at the end of a learning episode or course.
Those that are interactive and primarily used to form or alter an ongoing process or activity.	Those that come at the end of a process or activity, when it is difficult to alter or rectify what has already occurred.
All those activities undertaken by teachers and/or students which provide information to be used as feedback to modify teaching and learning activities in which they engage. (Marzano)	

Assessments

Large Scale	Mid-Scale	Small-Scale
(Assessment of)	(Assessment for)	(Assessment for)
 Summative Norm referenced or criterion referenced Aptitude Achievement 	 Formative Criterion referenced Often teacher, grade level, building, or district created Achievement 	 Questioning Day by day, minute by minute Achievement
Essential Question:	Essential Question:	Essential Question:
What have students already	How can we help students	How can we help
learned?	learn more?	students learn more?

3 Types of Assessments

Obtrusive - Formalized, interrupt the normal flow of activity in the classroom.

Examples: pencil/paper tests, projects, quizzes.

Unobtrusive - Informal, do not interrupt the normal flow (students don't know they are being assessed).

Examples: observations, listening for key ideas, watching for key actions or processes, probing questions.

Student Generated - Students generate their own ideas to show their current level of knowledge or skill.

Making Decisions About Student Learning

- Don't rely on a single assessment.
- WHY? Because everyone has a bad day and there are different types of learners.
- Be open to doing more unobtrusive.

Importance of Frequency

The frequency of assessments is related to student academic achievement.

Gain Associated wit	h Number of Assessme	ins over 15 wee
Number of Assessments	Effect Size	Percentile Point Gair
0	0	0
1	34	135
5	.53	20.0
10	.60	22.5
15	.66	24.5
20	.71	26.0
25	.78	28.5
30	.80	29.0

Source: Classroom Assessment & Grading That Work by Robert J. Marzano

How Many Assessments Should Be Administered?

At least 3 scores are required, but I recommend 4-5 per topic, per grading period.

Assessments Need to Be

- **1.** Valid The assessment truly measures what the team thinks the students have learned.
 - Example of Measurement Goal: Students must be able to know and understand the concept of *permeability* across a membrane.
 - Definition of permeability.
 - Describe what permeability means.
 - · What does it look like at the cellular level?
- 2. **Reliable** The students who appear to have learned the concept have actually learned it, and the ones who haven't, truly haven't.

Assessments Need to Be

3. Fair

- Assessment level is appropriate.
- Students have an opportunity to learn and retain.
- Assessments are as free from bias as possible.

Types of Bias

- Offensive content
- Stereotyping
- Use of situations that are unfamiliar to subgroups
- Poorly written items
- Literary bias (using too sophisticated of language for nature of content)

Fairness Format

- Directions
- Enough space
- Visually appealing

Creating Assessments

Step 1: Identify the measurement topics to be addressed during the grading period and determine how many assessments will be administered for each measurement topic.

Step 2: Identify the proficiency scale that needs to be measured by existing assessment.

Designing Classroom Assessments

Step 1: Identify the measurement topics to be addressed during the grading period and determine how many assessments will be administered for each measurement topic.

Science Measurement Topics for Quarter 1

- 1. Matter and Energy
- 2. Force and Motion
- 3. Reproduction and Heredity
- 4. The Earth and the Processes That Shape It
- 5. Adaptation and Interdependence of Life
- 6. Scientific Investigations and Communication

Math Standard

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

Possible Learning Targets

- Add and subtract fractions.
- Know the terms numerator and denominators.
- Understand what fractions with like and unlike denominators are.
- Know how to find the least common denominators.
- Understand and be able to apply the algorithm to add fractions (convert all fractions to their equivalent fractions with a common denominator, add the numerators, and keep the same denominator).

Science: Quarter 1

General Plan for Assessing 6 Measurement Topics over 9 Weeks

Week	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
1	x	x				
2	х	x	x			
3			x			
4				x		x
5					x	
6				x	x	х
7	х	x	x			
8				x	x	х
9	х	x	x	x	х	х

Creating Assessments

Step 2: Identify the proficiency scale that needs to be measured by existing assessment.

Step 3: Examine each assessment item to determine the level of proficiency scale that it corresponds with and label it.

Step 4: Identify assessment items that do not correspond to any levels of the proficiency scale and remove them.

3 Types of Assessment Items to Measure the Knowledge and Skills Defined

Level 2 Items: Simpler details and processes that have been explicitly taught.

Level 3 Items: Complex ideas and processes that have been explicitly taught.

Level 4 Items: Inferences and applications that go beyond what was taught.

The Verb Doesn't Necessarily Make It More Difficult

	Simple Cognitive Demand	Complex Cognitive Demand	More Complex Cognitive Demand
Describe	Describe three characteristics of metamorphic rocks	Describe the difference between metamorphic and igneous rocks	Describe a model that represents the relationship that exists within the rock cycle.
Level of Thinking	Requires simple recall.	Requires cognitive processing to determine the differences in the two rock types.	Requires deep understanding of the rock cycle and a determination of how best to represent it.

SOURCE: Adapted from Hoback, M., McInteer, M, & Clemens B., School Leader's Guide to Standards-Based Grading, pg. 44, Table 3.1

Creating Assessments

Step 5: Add items for levels of the proficiency scale not already represented on the assessment.

Level 4 Items

Complete the following analogy. Condensation is to evaporation as ______ is to ______ Why is this analogy accurate?

Level 3 Items

- 1. Explain how evaporation affects the climatic pattern in areas around large bodies of water, such as the shoreline communities of Lake Superior.
- 2. A weather balloon travels up into the stratosphere. Explain what would happen to it as it progresses through the various layers of the atmosphere.

Level 2 Items

- 3. Define climatic pattern
- 4. Define atmospheric layers.
- 5. Define stratosphere

Identify the true statement with the letter T:

- 6. _____ The atmosphere is between the troposphere and the stratosphere.
- 7. _____ The Earth's atmosphere helps protect life on Earth by absorbing ultraviolet radiation.
- 8. The temperature of the Earth's atmosphere varies with altitude.

Assessment Blueprint

Scale Descriptor	2.0	3.0	4.0
The student will recognize or recall specific vocabulary such as: fraction, ratio, unit, unit rate, like, unlike, compute.	7 matching items		
The student will perform basic processes, such as: Decide whether two quantities are in a proportional relationship.	1 short-answer item		
The student will compute unit rates associated with ratios of fractions measured in like or unlike units.		3 short-answer items	
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.			1
For example, the student will find the best deal on soda sold at the local market by comparing various unit rates and figuring various taxes when purchasing the soda in different counties and states.			extended

SOURCE: Hoback, M., McInteer, M. & Clemens B., A School Leader's Guide to Standards-Based Grading, pg. 45, Table 3.3

Level 4 Items

Complete the following analogy. Condensation is to evaporation as ______ is to ______. Why is this analogy accurate?

Level 3 Items

- 1. Explain how evaporation affects the climatic pattern in areas around large bodies of water, such as the shoreline communities of Lake Superior.
- 2. A weather balloon travels up into the stratosphere. Explain what would happen to it as it progresses through the various layers of the atmosphere.

Level 2 Items

- 3. Define climatic pattern
- 4. Define atmospheric layers.
- 5. Define stratosphere

Identify the true statement with the letter T:

6. _____ The atmosphere is between the troposphere and the stratosphere.

7._____ The Earth's atmosphere helps protect life on Earth by absorbing ultraviolet radiation.

8._____ The temperature of the Earth's atmosphere varies with altitude.

Assessment Blueprint

Scale Descriptor	2.0	3.0	4.0
The student will recognize or recall specific vocabulary such as: fraction, ratio, unit, unit rate, like, unlike, compute.	7 matching items		
The student will perform basic processes, such as: Decide whether two quantities are in a proportional relationship.	1 short-answer item		
The student will compute unit rates associated with ratios of fractions measured in like or unlike units.		3 short-answer items	
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.			
For example, the student will find the best deal on soda sold at the local market by comparing various unit rates and figuring various taxes when purchasing the soda in different counties and states.			1 extended

3 Techniques for Creating Assessments

Technique 1: Design all assessments so they include the full range of scores on the scale.

Technique 2: Start with level 2 design assessments so that they represent one level only of the scale and then progress to assessments with level 3 questions, etc.

Technique 3: Begin with a comprehensive pre-test, covering all values of the scale and then individualize after that. (For any given student, use as many or as few assessments as needed to make a valid and reliable judgment.

Helpful Websites

www.newsela.com

www.readworks.org

www.engageNY.org

www.readinga-z.com

www.helpteaching.com Includes the scales and a list of tasks per grade level

www.tes.com/us/teacher-lessons Great for Teachers with Assessments (some free and some paid)

https://www.commoncoresheets.com (Good for Score 2.0 content) www.teacherspayteachers.com Alyssha Swanson, Jodi Southard, LearnZillion-math

www.lexile.com/analyzer

www.mrslsleveledlearning.com

www.achievethecore.org

www.kenmattingly.weebly.com Middle School Science Teacher

Books: Math Resources: Common Core Progress Monitor Mathematics Benchmark Assessments



Step 4: Adopt a Standards Based Reporting System





How Do I Grade English Language Learners (ELL)?

Principles/Tenets Involved:

- Teachers must be ethical. They cannot knowingly falsify a score or grade.
- To be useful, grades must be accurate reports of evidence of students' performance against standards.
- Regular report cards report against regular, publicly declared standards/outcomes. They cannot report about irregular standards or anything not publicly declared.
- Any test format that does not create an accurate report of students' degree of evidence of standards must be changed so that it does or replaced by one that does.

How Do I Grade English Language Learners (ELL)?

- English Language Learners have a right to be assessed accurately.
- Lack of language proficiency does not mean lack of content proficiency.
- Effective teachers are mindful of cultural and experiential bias in assessments and try to minimize their impact.

If teachers act upon these principles, what decisions/behaviors/ policies should we see in their assessment and grading procedures?

IEP Students

IEP kids, who are still on diploma track, receive a grade level report card, and they usually get 1's and 2's. They also get a report card from their special education (teacher of record) that shows how they are progressing toward their IEP goals.

Accommodations

- Changes to how information is presented, how students are asked to respond, where instruction takes place, and the timing of instruction.
- Students are still expected to achieve the same levels of proficiency as students without accommodations.
- They simply allow students to demonstrate their learning in ways that work best for them.
- The do not result in lower or higher expectations or require a different grading system.
- The learning expectations are the same, but students may have different ways to demonstrate their competence as reflected on the right side of the scale.

Modifications

Characteristics of Effective Feedback

- Changes to students' learning expectations.
- Only for students with IEPs, which specify these changes.
- Might be administering a lower-grade-level assessment, reducing the amount of content to be mastered, or reducing the difficulty and complexity of their priority standards.
- When modifications are made for a student, their grades show progress toward their modified standard, which are different from the general student population. The expectation is different.
- The scale descriptors on the left side of the scale change.

- Timely
- Specific and clear
- Corrective
- · Fosters a growth mindset



Figure 3.2: Student progress over time.

*** When students received feedback about their academic performance that is connected graphically with their effort and participation, they see a stronger connection between what they do and how they perform.

SOURCE: Adapted from Hoback, M., McInteer, M, & Clemens B., A School Leader's Guide to Standards-Based Grading, pg. 53, Table 3.2

Komeron 2 2 0 3 2 1 3 </th <th></th> <th>Math 1.NS.1 Count, read, and write numbers to 120 (Goal 75) (Q1.Teach & Report)</th>		Math 1.NS.1 Count, read, and write numbers to 120 (Goal 75) (Q1.Teach & Report)
Riley 3 3 3 4 5 2 3 2 Jancarlos 3 3 3 3 3 3 3 3 Masen 2 3 3 3 3 3 3 3 Brecklyn 3 3 3 3 3 3 3 Izoyah 3 3 3 3 3 3 Alexandra 3 2 3 3 3	Sample Tracking Sheet	Kameron 2 3 2 0 3 2 1 3<



Some Grading Perspectives

- Grading is not essential for learning.
- Teachers don't need grades or reporting forms to teach well. Further, students don't need them to learn. (How many of you have learned something but not received a grade for it?)
- Checking is diagnostic teach as an advocate.
- Grading is evaluative teach as a judge.

Thomas R. Guskey, (Ed.) Communicating Student Learning: ASCD Yearbook 1996, ASCD, Alexandria.

Another Grading Thought

- Grading is subjective and emotional (juggling).
- Teachers claim grades are objective because they are calculated, often by a computerized program.
- Teacher use their own discretion about:
 - Different types of knowledge and skills that are important
 - How to weigh sections on an assessment.
 - What goes into a final grade. (We don't all consider the exact same things.)

Determining Grades

- Examine the student's performance on assignments and assessments.
- Give more weight to recent information (information from later in unit).
- If necessary, discuss the content with the student to shed light on his or her learning progress.
- Limit the use of zeros. "There are far better ways to motivate and encourage students to complete assignments than by assigning them zeros." —Guskey

Average vs. Trend

Standard: Uses the four operations with whole numbers to solve problems.

1 st Try	2 nd Try	3 rd Try	4 th Try	5 th Try	6 th Try	7 th Try	8 th Try	Final Score
45%	54%	67%	70%	80%	87%	93%	90%	63%
1.0	1.0	2.0	2.0	3.0	3.0	3.5	3.0	3.0

Practicing Trend

Learning Goal	Artifact #1	Artifact #2	Artifact #3	Artifact #4	Artifact #5	Artifact #6	Overall
#1	1.5	2	2	2	2.5	2.5	
#2	3	3	3	3			
#3	2	2	2	2	2.5	2	
#4	2	2.5	2.5	3	3		
#5	3	3.5	3.5	3			

What About the Use of Zeros?

- Zeros have a large effect when the mean is used to measure central tendency (averaging). Kids typically get them early on and then can't recover.
- Their use shows lack of proportionality between 0 and the 60 passing score. Other grading ranges have smaller scales.
- Zeros often convey inaccurate information. Was work partial, or was it missing? Are you sure the student knows nothing? (Sometimes a parent sees them and spurs them to get it on.)
- Zeros typically don't work in increasing student responsibility. It de-motivates most students. Maybe true for a sick kid, but for your least motivated students they don't care. "Give me another one because I would rather take a zero than do the work."

What Instead?

Use incomplete grade?

If student doesn't obtain proficiency, he continues to work with content and skills until he becomes proficient.

When do students do this?

- Rotating study hall
- Saturday School
- Workshop time

Converting to a Percentage

Example 1	Example 2
3.51-4.0 = A	3.75 - 4.00 = A+
3.0-3.5 = A-	3.26 - 3.74 = A
2.84-2.99 = B+	3.00 – 3.25 = A-
2.67-2.83 = B	2.84 - 2.99 = B+
2.50-2.66 = B-	2.67 – 2.83 = B
2.34-2.49 = C+	2.50 - 2.66 = B-
2.17-2.33 = C	2.34 - 2.49 = C+
2.0-2.16 = C-	2.17 – 2.33 = C
1.84-1.99 = D+	2.00 - 2.16 = C-
1.67-1.83 = D	1.76 - 1.99 = D+
1.50 - 1.66 = D-	1.26 - 1.75= D
0-1.49 = F	1.00 -1.25= D-
	Below 1.00 = F

Example 3 (if 90-100% is A)
3.0 - 4.0 = A = 95%
2.50 - 2.99 = B = 85%
2.00 - 2.49 = C = 75%
1.50 - 1.99 = D = 65%
Below 1.50 = F = 60%

The low A is the cut score for proficiency.



Behavior Scale

1 (Needs Development) Does Not Meet Expectations While	2 (Approaching) Inconsistently Meets Expectations While	3 (Proficient) Consistently Meets Expectations While	4 (Exemplary) Consistently Exceeds Expectations While
Following rules/direction	Following rules/directions	Following rules/directions	Following rules/directions
Showing respect	Showing respect	Showing respect	Showing respect
Listening attentively	Listening attentively	Listening attentively	Listening attentively

Work Habits Scale

1 (Needs Development) Does Not Meet Expectations	2 (Approaching) Inconsistently Meets Expectations	3 (Proficient) Consistently Meets Expectations	4 (Exemplary) Consistently Exceeds Expectations
Completes work on time	Completes work on time	Completes work on time	Completes work on time
Has class materials and is prepared to learn	Has class materials and is prepared to learn	Has class materials and is prepared to learn	Has class materials and is prepared to learn
Needs frequent reminders to	Needs to be reminded to stay	Works independently	Is self-directed
perform classroom work.	on task.		
Neatness	Neatness	Neatness	Neatness

Class: 3RE / 02 3rd Gr Reading

	T1	T2	T3	T4
Reading	A-	В	A-	B+
Phonics and Word Study		2		
Key Ideas and Details	3	3.5	3	3
Ask and Answer Questions about Text	3	2.5	3	2.5
Text Features	3.5		3.5	
Compare and Contrast Literary Text		3		
Fact and Opinion		3.5	3.5	4
Reading Vocabulary	3	2	3.5	3

Class: 3WR / 02 3rd Gr Writing Teacher: Jacquelyn Jarboe

	T1	T2	Т3	T4
Writing	B-	B-	B+	B-
Narrative Writing	2.5			2.5
Informative Writing			3.5	
Persuasive/Opinion Writing		2.5	3.5	
Research Process and Writing		2.5		3
Writing Process		2.5	3.5	3
Grammar and Usage		2.5	3	3
Language Conventions	2.5	3	2	2

Class: 3MA / 02 3rd Gr Math

1	T1	T2	Т3	T4
Math	A-	B+	Α	A-

Number Sense	3.5			
Understand, Represent & Compare Fractions		3.5		
Equivalent Fractions		3.5		
Add & Subtract within 1000	2.5			
Solve Real World Addition & Subtraction Problems		4		
Multiplication	3.5	3	4	4
Division			4	
Problem Solving with Multiplication & Division		2.5		
Shapes			3.5	
Lines & Line Segments			3.5	
Measurement		2.5		3
Counting & Solving Problems with Money		3		
Area of Rectangles			3.5	
Telling Time		4		
Data Analysis				3
Perimeter of Polynomials			4	

Class: 3SU / 02 3rd Gr Success Skills Teacher: Jacquelyn Jarboe

Behavior

	T1	T2	Т3	T4
Success Skills	A-	B+	B+	B-
Life and Career Skills	4	3	3	3
Collaboration & Communication				3

3

3

3

2

STANDARDS-BASED GRADING WORKSHOP	www.strobeleducation.com
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		1.0 Does not meet expectations	2.0 Inconsistently meets expectations	3.0 Consistently meets expectations	4.0 Consistently exceeds expectations
: :	Completes work Turns in work punctually Is neat Makes up work				
•	Is prepared to learn Arrives on time Has materials				
•	Participates in learning Works well w/others Shares ideas				
•	Follows classroom expectations Stays on task Follows rules				

Teacher Action	Result on Student Achievement
Just telling students number of responses correct and incorrect	Negative influence on achievement
Clarifying the scoring criteria	Increase of 16 percentile points
Providing explanations as to why their responses are correct or incorrect	Increase of 20 percentile points
Asking students to continue responding to an assessment until they correctly answer the items	Increase of 20 percentile points
Graphically portraying student achievement	Increase of 26 percentile points

-- Marzano, CAGTW, pgs 5-6

Professional Resources

Grades are one type of feedback that we provide to our learners. Teaching is occurring; we must know learning is occurring.







Implementation Example 1

Year 1: Curriculum and Communication

- Identify priority standards
- Create or revise scales
- Create or revise assessments
- Develop a communication plan (emails, handouts, study groups, presentations, videos, newsletters)

Year 2: Build Capacity

- Assemble teams
- Uncover current beliefs and attitudes about grading
- Enlist consultants/provide ample PD time for teachers
- Educate your board and the public

Year 3: Implementation

- Implement new report cards
- Encourage small-group collaborations
- Organize book studies
- Involve parents
- Involve technology staff

Implementation Example 2

Year 1: Curriculum and Communication

- Uncover current beliefs and attitudes about grading
- Enlist consultants/provide ample PD time for teachers
- Work with one grade level team at a time to identify priority standards, create proficiency scales, and revise assessments

YOU WILL ALSO NEED TO:

- Develop a communication plan
 - (emails, handouts, study groups, presentations, videos, newsletters)
- Implement new report cards
- Educate your board and the public
- Involve parents
- Involve technology staff

Year 2: Implementation for Current Grade Level (Spend time reviewing scales, assessments, and also answering all the questions that will come up during implementation. Begin with next grade level.

Grading Practices that Inhibit Learning

1. Inconsistent grading scales	The same performance results in different grades, in different schools or classes.
2. Worshipping averages	All of the math to calculate an average is used, even when "the average" is not consistent with what the teacher knows about the student's learning.
3. Using zeros indiscriminately	Giving zeros for incomplete work has a devastating effect on averages and often zeros are not even related to learning or achievement but to nonacademic factors like behavior, respect, punctuality, etc.
4. Following the pattern of assign, test, grade, and teach	Students are often told to read material and prepare for a test. The real discussion and teaching then takes place—after the test. It is far more logical to teach before testing, but we continue to an alarming extent to follow the pattern of assign, test, grade, and teach.
5. Failing to match testing to teaching	Too many teachers rely on trick questions, new formats, and unfamiliar material. If students are expected to perform skills and produce information for a grade, these should be part of the instruction.
6. Ambushing students	Pop quizzes are more likely to teach students how to cheat on a test than to result in learning. Such tests are often control vehicles designed to get even, not to air understanding.
7. Suggesting that success is unlikely	Students are not likely to strive for targets that they already know are unattainable to them.
8. Practicing "gotcha" teaching	A nearly foolproof way to inhibit student learning is to keep the outcomes and expectations of their classes secret. Tests become ways of finding out how well students have read their teacher's mind.
9. Grading first efforts	Learning is not a "one-shot" deal. When the products of learning are complex and sophisticated, students need a lot of teaching, practice, and feedback before the product is evaluated.
10. Penalizing students for taking risks	Taking risks is not often rewarded in school. Students need encouragement and support, not low marks, while they try new or more demanding work.
11. Failing to recognize measurement error	Very often grades are reported as objective statistics without attention to weighting factors or the reliability of the scores. In most cases, a composite score may be only a rough estimate of student learning, and sometimes it can be very inaccurate.
12. Establishing inconsistent grading criteria	Criteria for grading in schools and classes often change from day to day, grading period to grading period, and class to class. This lack of consensus makes it difficult for students to understand the rules.

O'Conner, K., How To Grade For Learning, Third Edition, Corwin, 2009, 35

Creating a Scale

SCORE 4.0	Demonstrations of learning that go ABOVE and BEYOND what was explicitly taught. The student will:
SCORE 3.0	The learning goal, standard, or expectation. The student will:
SCORE 2.0	Foundational knowledge, simpler skills and procedures, vocabulary. Recognizes and recalls specific vocabulary such as: Performs basic processes such as:
SCORE 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.
SCORE 0.0	Even with help, the student cannot perform expectations.

On-site Professional Development: Bring Strobel Education to Your School

Customized Training, Classroom Modeling, and Coaching

During on-site training, the Strobel Education team will present best practice strategies and the most up-to-date research and theory to help support teachers in their teaching practice.

Reading Topics

- The 90-minute Reading Block
- Fluency Strategies
- Comprehension Strategies
- Differentiated Literacy Stations
- Vocabulary
- Mini-Lesson Modeling
- Close Reading & Text Complexity
- Strategies for Struggling Readers

Writing Topics

- Writer's Workshop
- 6 Traits of Writing
- Assessing Writing
- Writing Process
- Mini-Lesson Modeling

Staff Motivation & Keynotes

- Remembering Your Why
- Reimagining Education
- The Science of Happiness
- Positive School Culture
- Growth Mindset
- Genius Hour

All Content Areas

- Standards-Based Grading
- Formative Assessment
- Close Reading Strategies
- Text-Dependent Questioning
- Depth of Knowledge & Rigor
- Socratic Questioning and Accountability Talk
- Trauma-Sensitive Classrooms

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