

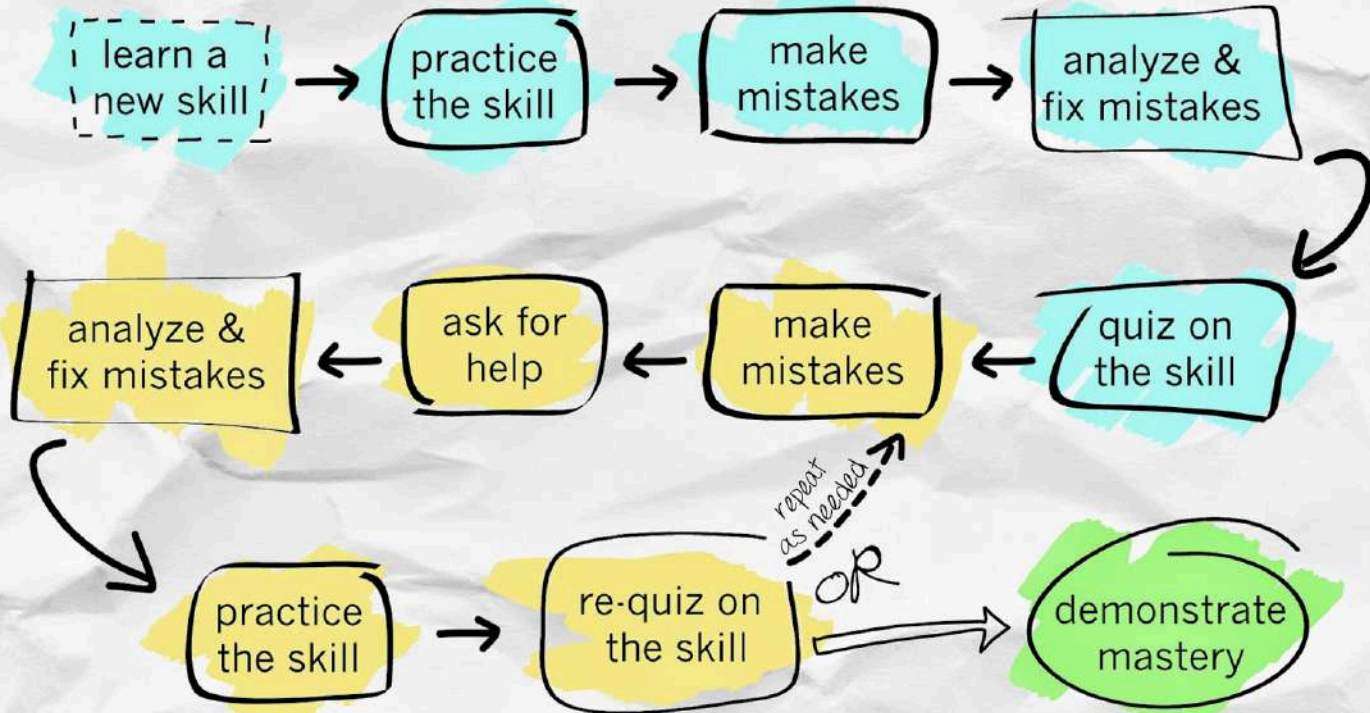


Standards Based Grading

Pioneer Middle School
2018-2019



What is standards based grading?



stan·dard *noun* \ˈstan-dərd\
1: statement of what students should know and be able to demonstrate.

SYNONYMS: *learning target, objective, outcome, learning goal, L.G., CCS*

STANDARDS-BASED LEARNING PROGRESSION

1

Developing Proficiency:

Student demonstrates progress toward initial foundational skills of the topic.



2

Approaching Grade Level Standards:

Student demonstrates proficiency on foundational skills of the topic.



3 (Target)

Meets Grade Level Standards:

Student demonstrates proficiency on all grade level skills of the topic.



4

Exceeds Grade Level Standards:

Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.



This is a **Pilot Year** at Pioneer MS

Our grading system is based around three philosophies:

- Learning improves when teachers give students meaningful evaluation during the learning process.
- Grades should only reflect what a student knows and is able to do at any given point in time.
- Learning is a continuum, and reassessment is an important part of that process.

Who is Piloting this Year?

ELA – Grades 6, 7, 8

Science – Grade 6

Social Studies – Grade 8

Math – Grades 6, 7, 8 (not Algebra or Geometry)

Spanish (currently out on leave)

Video Production

Types of Assessment

- Formative (assessments during the process of knowledge acquisition)
- Summative (assessments which occur after the process of learning has been completed)
- Grade Breakdown by Weight
 - 80% Summative Grades
 - 10% Formative Grades
 - 10% 21st Century Skills (often referred to as Success Skills)

FORMATIVE SUMMATIVE



WHEN THE **CHEF**
TASTES THE SOUP



WHEN THE **GUESTS**
TASTE THE SOUP

@bryanmathers

FROM STEVE WHEELER'S BLOG "THE AFL TRUTH ABOUT ASSESSMENT"



Traditional Grading System	Standards-Based Grading System
1. Based on assessment methods (quizzes, tests, homework, projects, etc.). One grade/entry is given per assessment.	1. Based on learning goals and performance standards. One grade/entry is given per learning goal.
2. Assessments are based on a percentage system. Criteria for success may be unclear.	2. Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.
3. Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.	3. Measures achievement only OR separates achievement from effort/behavior. No penalties or extra credit given.
4. Everything goes in the grade book – regardless of purpose.	4. Selected assessments (tests, quizzes, projects, etc.) are used for grading purposes.
5. Include every score, regardless of when it was collected. Assessments record the average – not the best – work.	5. Emphasize the most recent evidence of learning when grading.

Extra Credit and Homework??

- No Extra Credit will be given; SBG mean giving frequent opportunities to exceed the standard.
- We are no longer using the term *homework* so that we can build a new understanding. Work will still be done at home, but we're calling it *practice work*.

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What about Practice Work?

Practice work should

- reinforce learning correctly
- should be done by the student, nearly independently of parent support
- clearly identified and articulated by the teacher, not just a worksheet as students walk out the door

- We want students to practice at home, but it may not make sense that they have something new to do every night.
- **You can't play in the game (assessment) if you don't participate in the practice.**

The Power of Zero

How did we get here? The “Why?”

The Power of Zero

Student A	Student B
78	78
71	71
74	0
68	68
81	81
<i>Final Score</i>	<i>Final Score</i>
74.4	59.5

Train to standard,
not to time.

Campbell, and the high-end students.

Three Outdated Ideas

1. Grades motivate all learners.
2. *Good* teachers give *bad* grades.
3. The evaluative systems of a decade ago are still sufficient.

#ParadigmShifting



Courtesy of Cingular Wireless

What do kids really need?

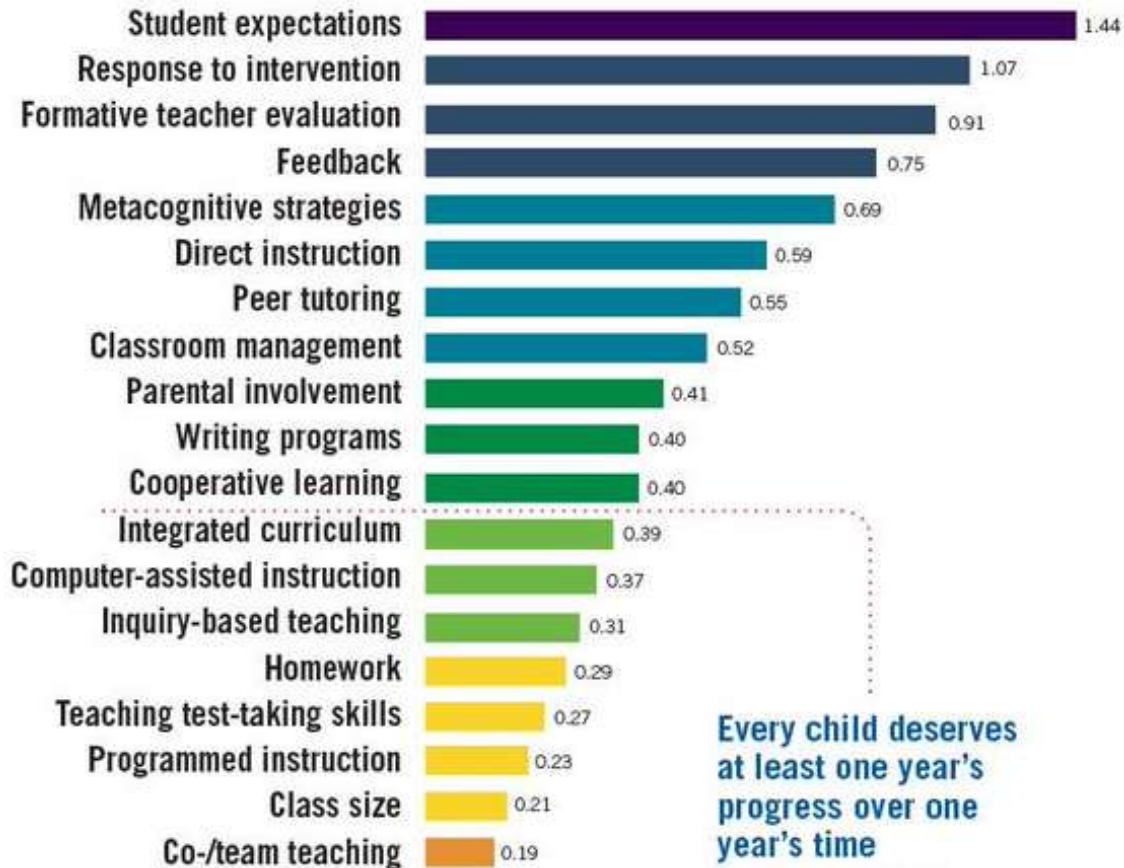
Persistence & Meaningful Practice.

Dr. Arwin Smalley, St. Martin's University

“The biggest thing I notice about my freshmen students is that they **consistently lack persistence** due to a lack of confidence. They lack confidence because they aren't asked to think critically enough.”

“The question, ‘What equation do I use?’ is a question rooted in **fear, not curiosity.**”

Hattie's Visible Learning (2009).



Every child deserves
at least one year's
progress over one
year's time

Our Vision

Depth over breadth.

Challenge fixed-mindset, “Solve for X” thinking.

That's preparation. That's elite.

Steilacoom High School will be steadfast and innovative in the pursuit of academic success and post-secondary preparation in order to become an elite institution and represent our communities with pride.

SBG In Practice

What it is...

1. A system which allows teachers to differentiate skill acquisition from skill evaluation.
2. A system which gives students the most accurate picture of what their skill set is currently.
3. A statement that we believe learning is a continuum, and that it should be evaluated as such.

What it is not...

1. Lowering the bar.
2. A participation trophy.
3. Unlimited, penalty-free retakes.

How does this impact GRADES?

- It doesn't.
- Student work is still calculated and turned into a letter grade.
 - ◆ The biggest difference is SBG uses a common **four-point scale**.

How does this impact report cards?

- It doesn't.
 - ◆ With one exception...
- There will be a second report card for those piloting SBG.
- Grades are broken out on report cards by individual standard.
 - ◆ Instead of appearing as a single net-score.

How does this impact curriculum?

→ It doesn't.

→ That is to say, no different than before.

- ◆ Common standards were adopted by our state in 2009.

- ◆ Our teachers spent the majority of their PD last year developing our system.

 - Reviewing their current curriculum maps.

 - Finding resources and preparing assessments.

 - Selecting standards to leverage for long-lasting learning.

So, what are the changes?

Assessment Definitions.

Performance Rubrics.

Reassessment Opportunities.

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Formative vs. Summative Assessment

We can learn without grades.

We can't learn without **descriptive feedback**.

Descriptive Feedback vs. Feedback & Grade vs. Feedback & Praise.

Lipnevich & Smith (2008)

Performance Rubrics

→ All coursework will be **aligned to a standard** and evaluated using a rubric.

Scale	Correlating Grade	Language
4	A	Exemplary Work. Mastery. (Above Standard)
3	B	Proficient Work. Accomplished. (Meets Standard)
2	C	Emerging Work. Developing. (Approaching Standard)
1	D	Insufficient Work. Basic. (Below Standard)
0	F	No Evidence of Work. Missing. (Well Below Standard)
INC	INC	Incomplete Work. Unfinished. (No Basis for Judgement)

Reassessment

Time is a variable, **not an absolute**.

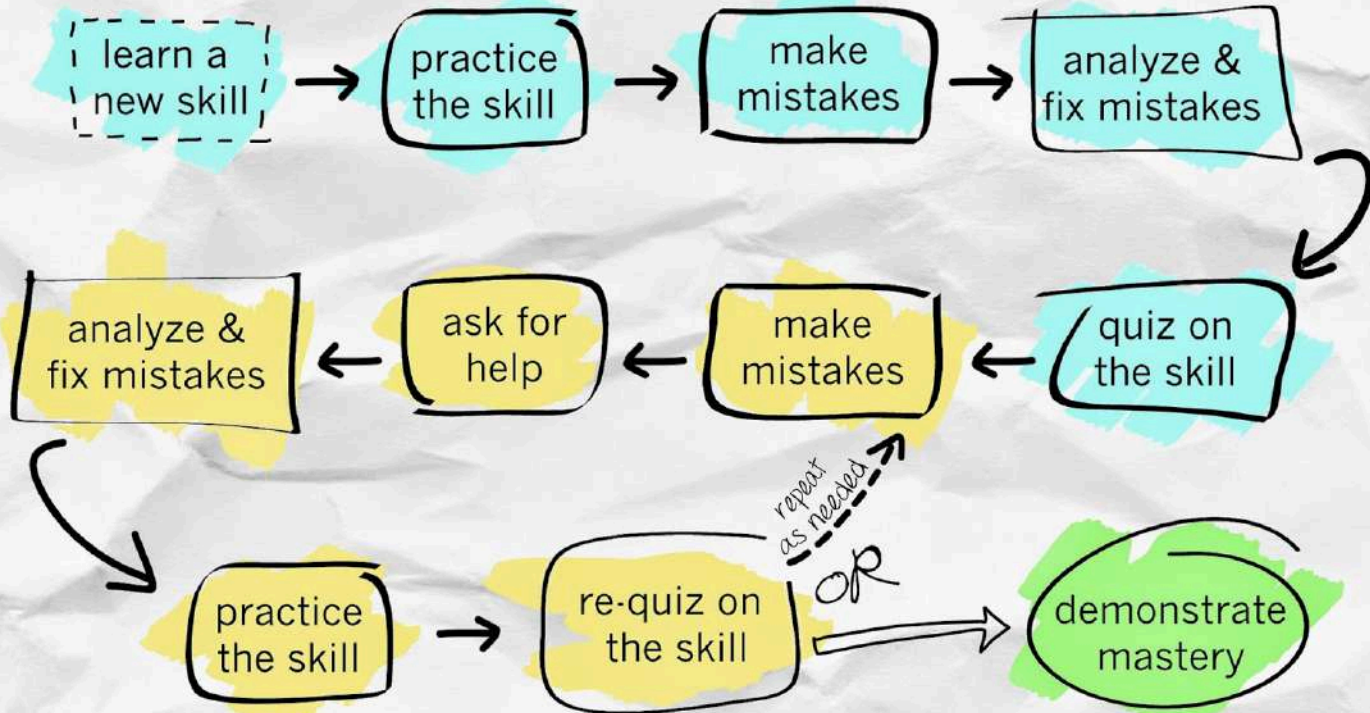
Nobody knows ahead of time how long it will take to learn something!

Students will be allowed to reassess their work if they fail to meet standard.

→ *“Reassessment opportunities do not prepare students for college and the real world.”*

- ◆ That does not mean that reassessment comes **without consequence**.
 - Mandated study time.
 - Always at the teacher’s discretion.
 - Completion of all formative activities to proficiency.

What is standards based grading?



Reassessment

“Grades are shorthand reports of what you know and can demonstrate at the end of learning’s journey, **not the path you took to get there.**”

- Rick Wormeli (NBCT & Best-Selling Author)

Grade Breakdown

80% Summative, 10% Formative, 10% Success Skills

Success Skills

	4	3	2	1
<u>9.A.2</u> <i>Conducts self in a respectable, professional manner.</i>	Demonstrates professional appearance for various settings, as well as utilizes time management skills consistently.	Demonstrates professional appearance and utilizes time management skills.	Attempts to demonstrate professional appearance and or utilizes time management skills.	Does not demonstrate professional appearance or time management skills.

Parent's Guide

Check Skyward Regularly!

What you will hear from your student...*and what to ask if you don't!*

→ "Do you have any homework tonight?"

vs.

→ "What standards are you working on in class right now?"

→ "Is this a formative or a summative assessment?"

→ "When can you reassess?"

→ What PRACTICE WORK do you have?

Helpful Resources

“Grading Smarter, Not Harder”

Myron Dueck

“Fair Isn’t Always Equal”

Rick Wormeli

Other Districts with SBG

1. Tacoma
 2. Franklin Pierce
 3. Sumner
 4. Federal Way
 5. Kent
 6. Seattle
 7. Kennewick
 8. Spokane
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Questions & Answers