

Standards-Based Grading

MSTC

February 14, 2019

Lena Nemeth & Ellen Vorenkamp

Welcome & Introductions



Community Builder

- On the Kleen Slate write down your GPA from either high school or undergraduate college experience.
- Line up according to your GPA...highest to lowest
- Pair up
- Dialogue around how your grade made you feel...good experience?
bad experience?
- Debrief conversations and activity

Agenda

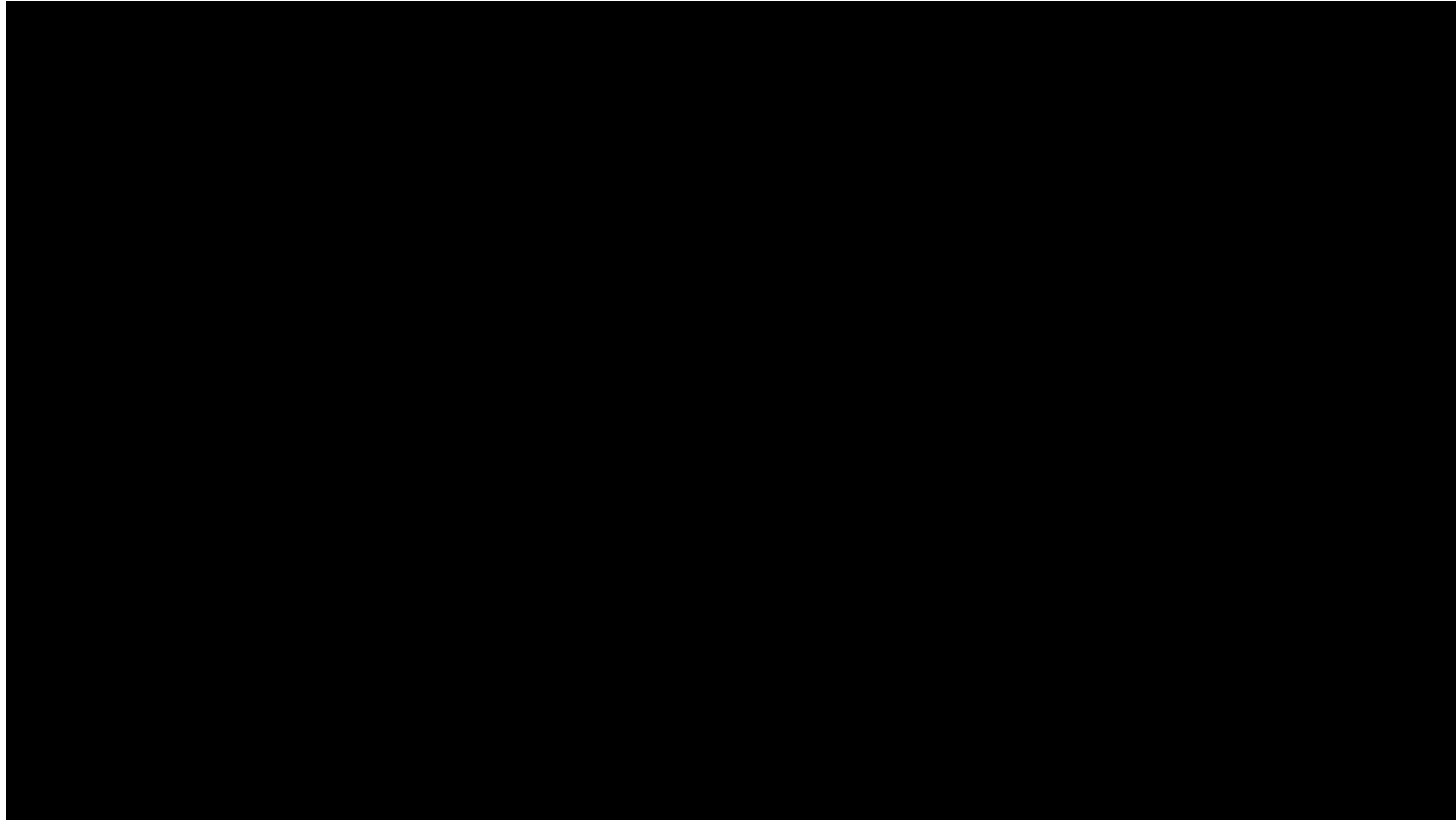
- Explore purpose of Grading
- Explore Grading Models
- Define Standards-Based Grading
- Define the need for Standards-Based Grading
- The Learning Journey that Leads to Standards-Based Grading

Purpose of Grading

What is the Purpose of Grading?

- Brainstorm at your tables...
- If you were to ask the question...*what is the purpose of grades?* to each of these groups of stakeholders...what would their responses sound like?
 - Students
 - Teachers
 - Parents

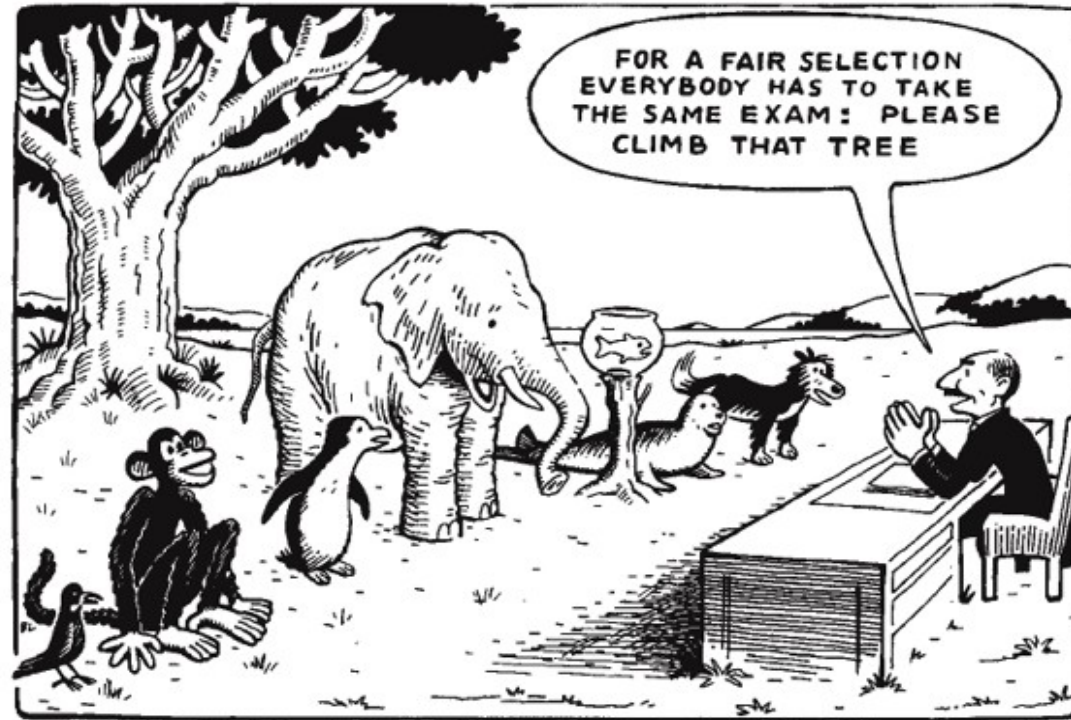
Video—Purpose of Grading



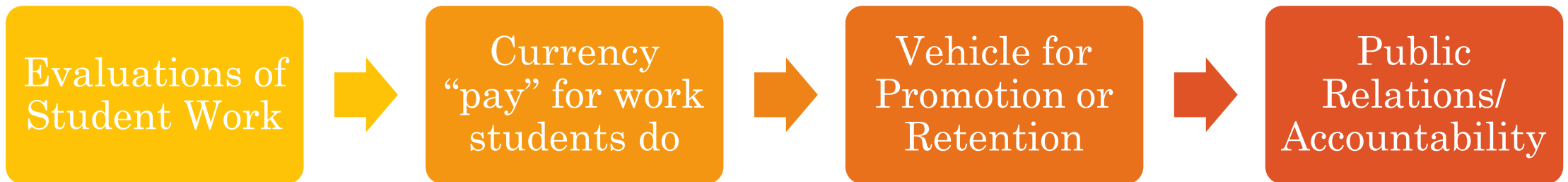
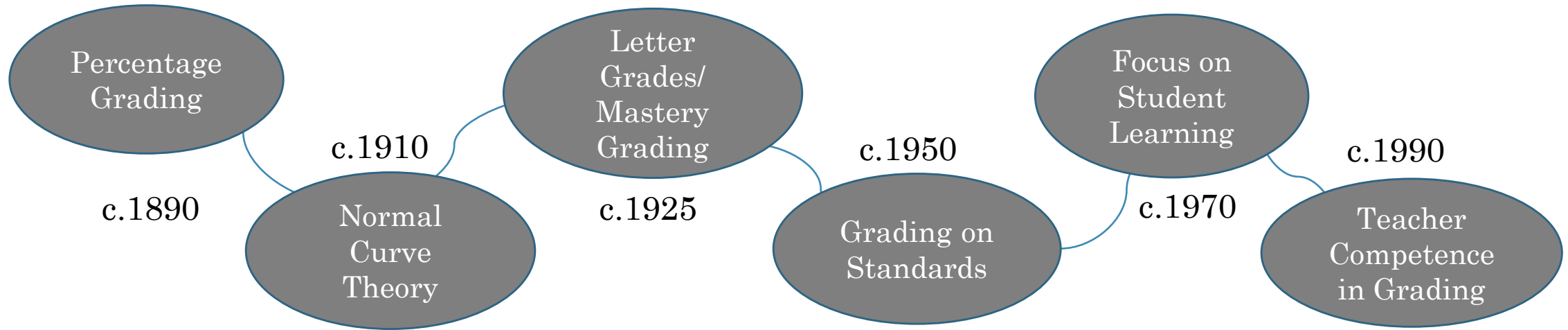
History of Grading

Grading Time Line

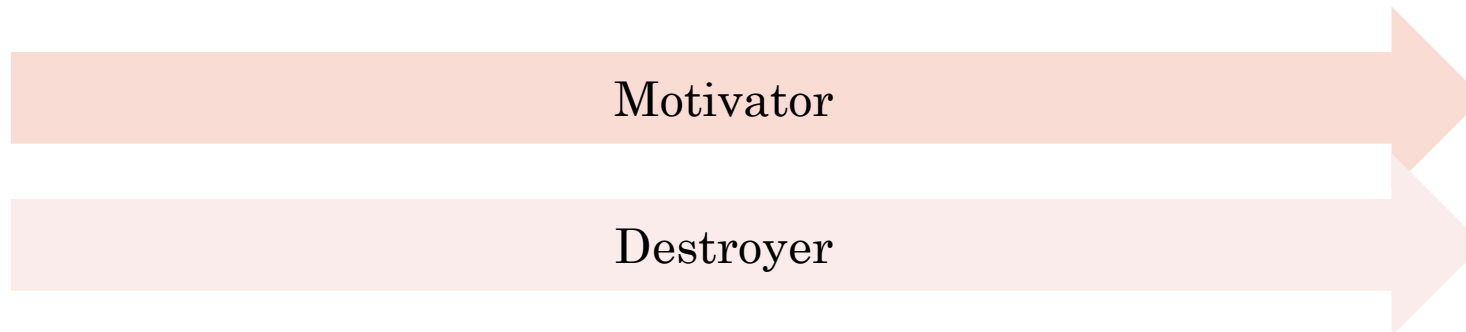
- So how did grading become so convoluted?



History of Grading



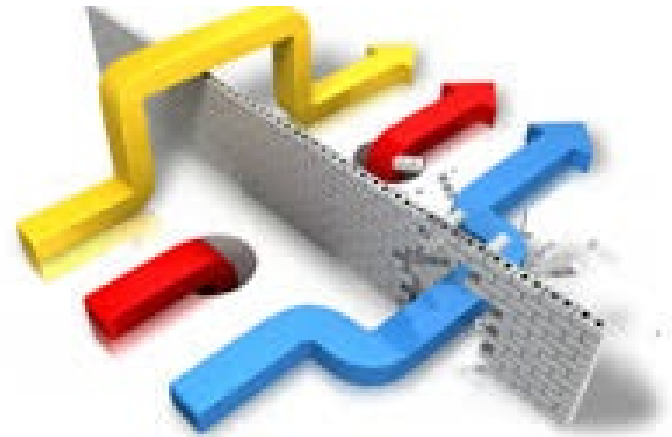
University/High Ed



Research on Grading

What does the research indicate?

- Looking at Research by Exploring Obstacles to Grading Reform



Reading Protocol

- Read Text
 - ✓ = Makes sense; affirms my thinking
 - ! = “aha”; new insight
 - ? = Raises a question, challenges my thinking

Grading Models

Traditional Grading

- Traditional grading is easy to spot because it typically involves:
 - Simple letter grades.
 - Assessments based on teacher-defined criteria.
 - A single overall grade per student based on a combination of related and unrelated assessments of skills, knowledge, performance and conduct over a period of time.
- The main advantages of this method are simplicity and professional freedom. However, it results in a very limited measure of a student's abilities. The A on a child's report card might thrill the parents, but this grade obviously doesn't convey any precise information.
 - [Blackboard help.com](https://help.blackboard.com)

Traditional Grading

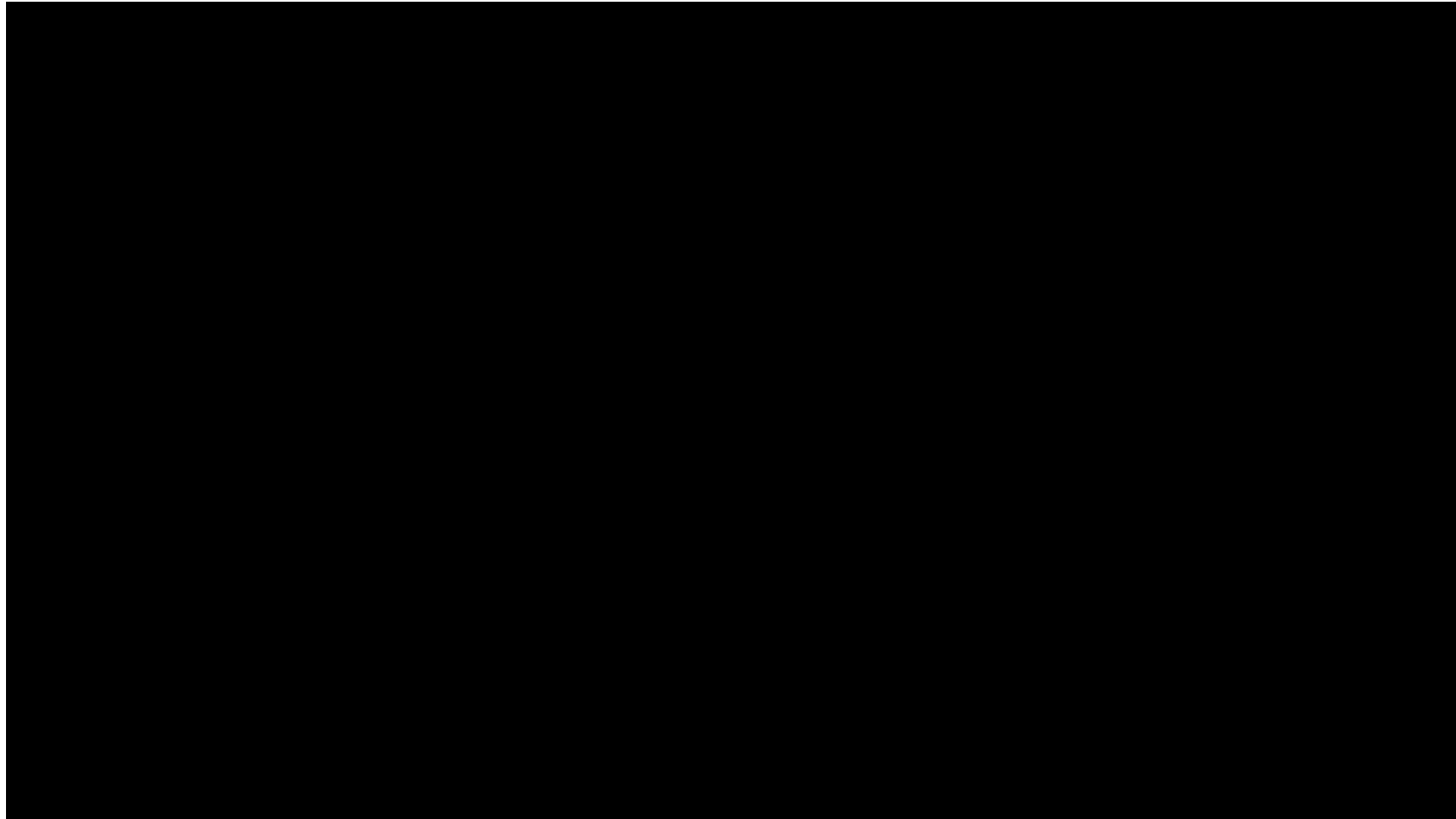
- 1. Based on assessment methods (quizzes, tests, homework, projects, etc.). One grade/entry is given per assessment.
- 2. Assessments are based on a percentage system. Criteria for success may be unclear.
- 3. Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.
- 4. Everything goes in the grade book – regardless of purpose
- 5. Include every score, regardless of when it was collected. Assessments record the average – not the best – work.
 - Mark Townsley @ comptencyworks.org

Traditional Grading

- In a traditional grade book, one usually sees student names listed down the left side of the page and a variety of headings across the top of each page. The titles across the top of the page might include descriptors such as chapter test, homework, pop quiz, class participation, extra credit, unit test, and in some cases, student behavior. The scores or grades for each of these designations may or may not be clearly and precisely linked to the standard which was addressed. In the best case scenario, the teacher using the traditional approach had made sure to connect the assessment instrument to the standards the students were expected to learn, while in the worst case scenario, there may be only a loose or fuzzy link to the standards, connections that are almost accidental rather than deliberate, or no connection at all.

- Bruce Oliver @ Just Ask Publications

Standards-Based Grading An Overview



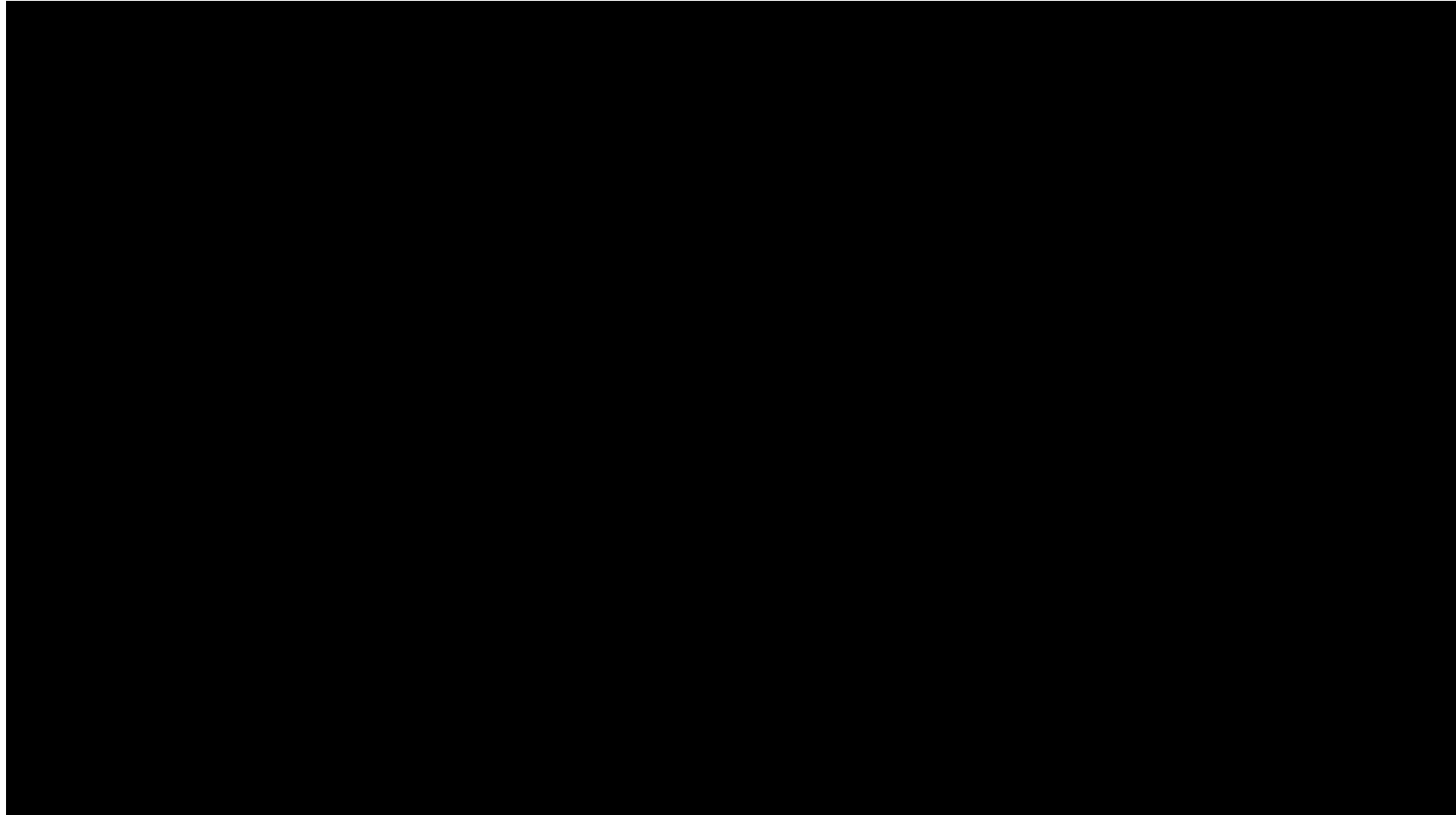
What is SBG?

Standards-Based Grading is a method of reporting what students have learned and how they demonstrated their learning of the content standards required by the state in which they reside.

The U.S. Department of Education includes the following guidelines for standards-based grading:

- Grades must be related to academic standards and course expectations
- Public success criteria and student work samples (exemplars) are reference points for grading
- Grades should be based only on individual academic achievement
- Grades are based on quality assessments and properly recorded achievement evidence
 - Bruce Oliver @ Just Ask Publications

What is SBG?



What is the purpose of standards-based grading?

- Most states and school districts have published content standards that teachers are expected to teach in their courses or at their grade levels.
- The purpose of standards-based grading is to align grading practices with the content standards by more accurately measuring and reporting students' proficiency in meeting those standards.

- Bruce Oliver @ Just Ask Publications

Why Standards- Based Grading

Why SBG?

- Grades should be meaningful and consistent to students, teachers, and families
- Grades should be objective and not subject to teacher opinions
- Grades should provide specific feedback to students about their performance and learning opportunities
- Grades should support learning targets

Turn and Talk

- How confident are you that the grades students receive in your school/district are:
 - consistent,
 - accurate,
 - meaningful, and
 - supportive of learning?

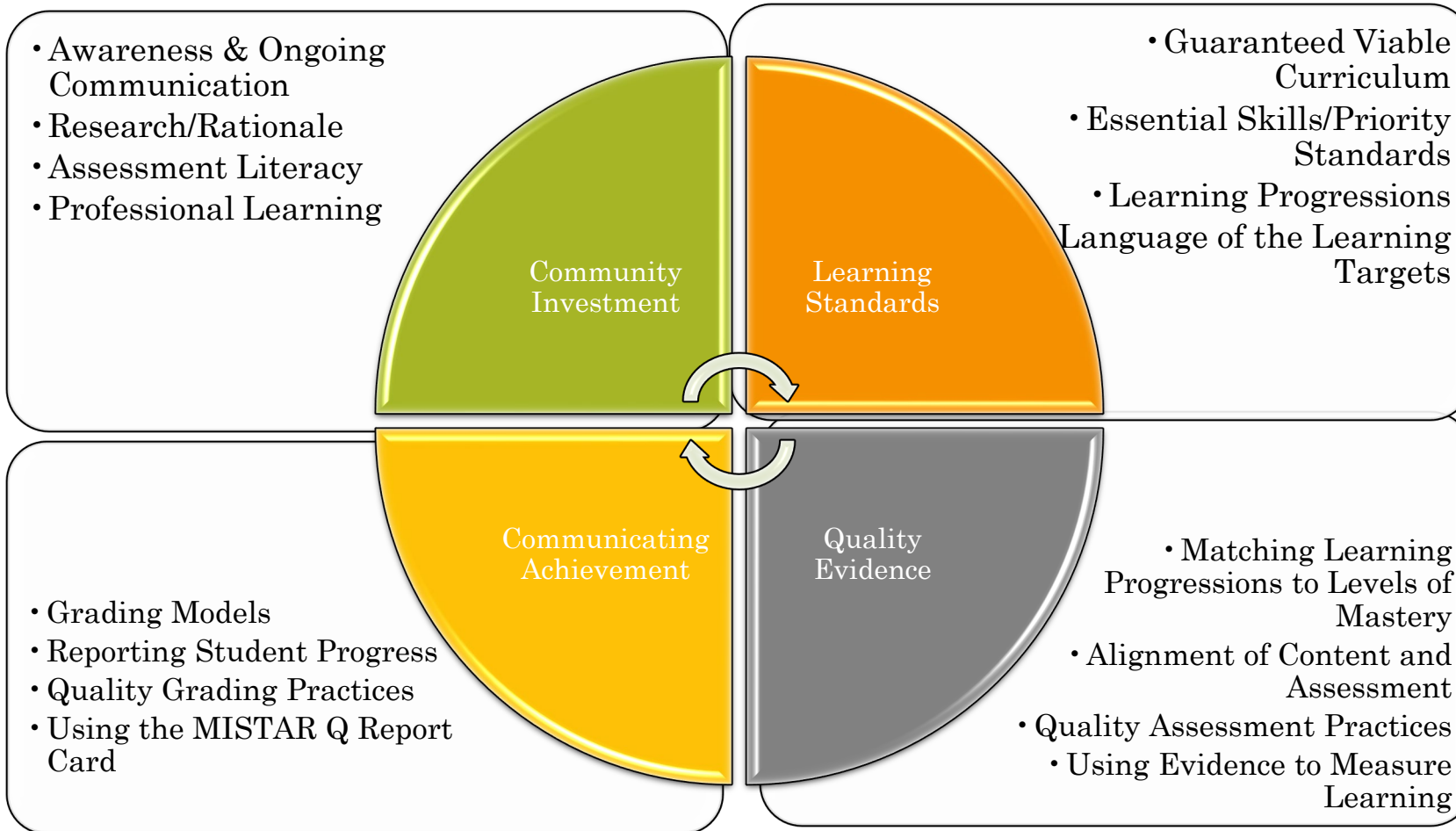
Why is standards-based grading important and why now?

- Vital components of the standards-based reform movement are **clear measurable course or grade level outcomes** and **accurate measures** to determine where each student stands in relation to the standards.
- With the adoption and adherence to standards-based learning, it can be easily and readily assumed that all teachers link their planning and lesson implementation to the identified standards. And yet, in some schools, there still remains a disconnect between the teaching of required standards and **how student mastery of these standards is determined**.

Why is standards-based grading important and why now?

- Many teachers still follow more established grading practices, and, in fact, there is little clear articulation between the grades students receive and the content standards which are taught. Some have even surmised that our current grading practices lack real meaning as reported achievement data is inconsistent and imprecise. As Robert Marzano has concluded, “**grades have become almost meaningless.**”

The Journey to SBG



Community Investment

- Awareness & Ongoing Communication
- Research/Rationale
- Assessment Literacy
- Professional Learning

Learning Standards

- Guaranteed Viable Curriculum
- Essential Skills/Priority Standards
- Learning Progressions
- Language of the Learning Targets

Quality Evidence

- Matching Learning Progressions to Levels of Mastery
- Alignment of Content and Assessment
- Quality Assessment Practices
- Using Evidence to Measure Learning

Communicating Achievement

- Grading Models
- Reporting Student Progress
- Quality Grading Practices
- Using the MISTAR Q Report Card

Reflection

Contact Information