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We cannot conflate reports of compliance with evidence of mastery. Grades are reports of *learning, not doing.*

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*'Time to Change the Metaphor:*

Grades are NOT **compensation.**  
Grades are **communication:**  
They are an accurate report of what happened.

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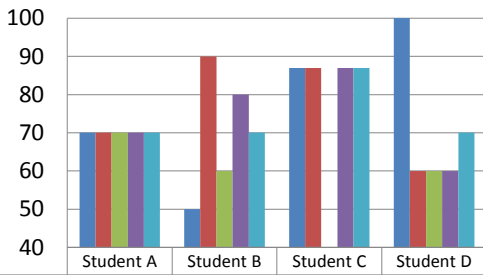
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	Student A	Student B	Student C	Student D
Fiction	70	50	87	100
Non-Fiction	70	90	87	60
Writing	70	60	0	60
Speaking	70	80	87	60
Listening	70	70	87	70

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## 'Time to Stop Averaging

1. Society's definition of normal/"average" changes over time
2. Averaging tells us how a student is doing in relation to others, but we are criterion-referenced in standards-based classrooms.
3. Averaging was invented in statistics to get rid of the influence of any one sample error in experimental design, not how a student is doing in relation to learning goal.
4. Mode and in some cases, median, have higher correlation with outside the classroom testing.

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Comment from Grading Expert, Tom Schimmer:

"Adults are rarely mean averaged and certainly, it is irrelevant to an adult that they used to not know how to do something. Yet for a student, these two factors are dominant in their school experience."

-- From, "Accurate Grading with a Standards-based Mindset (Webinar, December 2013)

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Disaggregate. The more curriculum we pool into one symbol, the less valid is the symbol for reporting on any one standard.

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Accuracy increases with sample size; use clear and consistent evidence over time.

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We can learn without grades, we can't learn without descriptive feedback.

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The better question is not,  
“What is the standard?”

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The better question is,  
“What evidence will we  
tolerate?”

“The student understands  
fact versus opinion.”

**Identify**

**Create**

**Revise**

**Manipulate**

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**Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.** (From the Common Core Standards)

- What is the proper way to cite textual evidence in a written analysis?
- How much textual evidence is needed to support the student’s claims?
- What if the student cites enough evidence but it’s for an incorrect claim?
- What if the student is novel or stylistic in some way – will that be acceptable as long as he fulfills the general criteria?
- How specific does a student need to be in order to demonstrate being explicit?

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- ❑ Is the analysis complete if he just makes the claim and cites evidence without a line or two to tie it all back to the theme?
- ❑ And what does, "...as well as inferences drawn from the text," mean? Does it mean students make inferences about the text and back them up with text references or outside-the-text references? Are students supposed to comment on quality of inferences within the text? Are they supposed to make inferences when analyzing the text?
- ❑ What if they can do it with one piece of text, but not another, or they can do it this week, but not another?
- ❑ What text formats will we require students to analyze in this manner?
- ❑ What will constitute, "Exceeds the Standard?"

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## Working Definition of Mastery

(Wormeli)

**Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. Anyone can repeat information; it's the masterful student who can break content into its component pieces, explain it and alternative perspectives regarding it cogently to others, and use it purposefully in new situations.**

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### Consider Gradations of Understanding and Performance from Introductory to Sophisticated

#### Introductory Level Understanding:

Student walks through the classroom door while wearing a heavy coat. Snow is piled on his shoulders, and he exclaims, "Brrrr!" From depiction, we can infer that it is cold outside.

#### Sophisticated level of understanding:

Ask students to analyze more abstract inferences about government propoganda made by Remarque in his wonderful book, *All Quiet on the Western Front*.

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- Determine the surface area of a cube.
- Determine the surface area of a rectangular prism (a rectangular box)
- Determine the amount of wrapping paper needed for another rectangular box, keeping in mind the need to have regular places of overlapping paper so you can tape down the corners neatly
- Determine the amount of paint needed to paint an entire Chicago skyscraper, if one can of paint covers 46 square feet, and without painting the windows, doorways, or external air vents.

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Prompt:

Write a well-crafted essay that provides an accurate overview of what we've learned about DNA in our class so far. You may use any resources you wish, but make sure to explain each of the aspects of DNA we've discussed.

Student's Response:

Deoxyribonucleic Acid, or DNA, is the blueprint for who we are. Its structure was discovered by Watson and Crick in 1961. Watson was an American studying in Great Britain. Crick was British (He died last year). DNA is shaped like a twisting ladder. It is made of two nucleotide chains bonded to each other. The poles of the ladder are made of sugar and phosphate but the rungs of the ladder are made of four bases. They are thymine, guanine, and cytosine, and adenine. The amount of adenine is equal to the amount of thymine (A=T). It's the same with cytosine and guanine (C=G).

(Continued on the next slide)

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The sequence of these bases makes us who we are. We now know how to rearrange the DNA sequences in human embryos to create whatever characteristics we want in new babies – like blue eyes, brown hair, and so on, or even how to remove hereditary diseases, but many people think it's unethical (playing God) to do this, so we don't do it. When DNA unzips to bond with other DNA when it reproduces, it sometimes misses the re-zipping order and this causes mutations. In humans, the DNA of one cell would equal 1.7 meters if you laid it out straight. If you laid out all the DNA in all the cells of one human, you could reach the moon 6,000 times!

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## Conclusions from Sample DNA Essay Grading

The fact that a range of grades occurs among teachers who grade the same product suggests that:

- Assessment can only be done against commonly accepted and clearly understood criteria.
- Grades are relative.
- Teachers have to be knowledgeable in their subject area in order to assess students properly.
- Grades are subjective and can vary from teacher to teacher.
- Grades are not always accurate indicators of mastery.

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## What is the Role of Each One?

- Formative Assessment
- Summative Judgment
- Pre-assessment
- Common Formative Assessment  
*[Focus on Common Evidence first!]*
- Standardized Assessments

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<b>Pre-Assessments: Three Purposes</b>
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### Teacher Focus

- To make informed decisions about the next steps in students' instruction

### Student Focus

- To provide highly motivating Growth-Over-Time perspective
- To prime the brain, 'putting important content on student's "radar scope" for elevated attention during learning

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Unidimensionality – A single score on a test represents a single dimension or trait that has been assessed

Student	Dimension A	Dimension B	Total Score
1	2	10	12
2	10	2	12
3	6	6	12

Problem: Most tests use a single score to assess multiple dimensions and traits. The resulting score is often invalid and useless. -- Marzano, CAGTW, page 13

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## Clear and Consistent Evidence

We want an accurate portrayal of a student's mastery, not something clouded by a useless format or distorted by only one opportunity to reveal understanding.

Differentiating teachers require accurate assessments in order to differentiate successfully.

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Great differentiated assessment is never kept in the dark.

"Students can hit any target they can see and which stands still for them."

-- Rick Stiggins, Educator and Assessment expert

If a child ever asks, "Will this be on the test?".....we haven't done our job.

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From Assessment/Grading Researcher, Doug Reeves, *The Chronicle of Higher Education*, September 18, 2009:

“The Class of 2013 grew up playing video games and received feedback that was immediate, specific, and brutal – they won or else died at the end of each game. For them, the purpose of feedback is not to calculate an average or score a final exam, but to inform them about how they can improve on their next attempt to rule the universe.”

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## Feedback vs Assessment

**Feedback:** Holding up a mirror to students, showing them what they did and comparing it what they should have done – There’s no evaluative component!

**Assessment:** Gathering data so we can make a decision

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Greatest Impact on Student Success:

## Formative feedback

Two Ways to Begin Using Descriptive Feedback:

- “Point and Describe”  
(from *Teaching with Love & Logic*, Jim Fay, David Funk)
- “Goal, Status, and Plan for the Goal”
  1. Identify the objective/goal/standard/outcome
  2. Identify where the student is in relation to the goal (Status)
  3. Identify what needs to happen in order to close the gap

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Effective Protocol for Data Analysis  
and Descriptive Feedback found in many Schools:  
Here's What, So What, Now What

1. Here's What: (data, factual statements, no commentary)
2. So What: (Interpretation of data, what patterns/insights do we perceive, what does the data say to us?)
3. Now What: (Plan of action, including new questions, next steps)

Solve the following system using addition:

$$\begin{aligned} 4x + y &= 5 \\ 3x - y &= 30 \end{aligned}$$

Student writes:

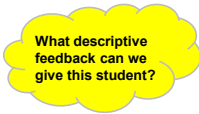
$$\begin{aligned} 4x + y &= 5 \\ 3x - y &= 30 \\ \hline \end{aligned}$$

$$\begin{aligned} 7x + 0 &= 35 \\ x &= 5 \end{aligned}$$

$$\begin{aligned} 4(5) + y &= 5 \\ 20 + y &= 5 \end{aligned}$$

$$y = -15$$

Solution:  $(x, y) = (5, -15)$



Item	Topic or Proficiency	Right	Wrong	Simple Mistake?	Really Don't Understand
1	Dividing fractions		✓		✓
2	Dividing Fractions		✓		✓
3	Multiplying Fractions		✓	✓	
4	Multiplying fractions	✓			
5	Reducing to Smpilst trms	✓			
6	Reducing to Smpilst trms	✓			
7	Reciprocals	✓			
8	Reciprocals		✓	✓	
9	Reciprocals		✓	✓	



*Perspective that Changes our Thinking:*

**A ‘D’ is a coward’s ‘F.’ The student failed, but you didn’t have enough guts to tell him.”**

-- Doug Reeves

- A
- B
- C
- I, IP, NE, or NTY

Once we cross over into D and F(E) zones, does it really matter? We’ll do the same two things: Personally investigate and take corrective action

If we do not allow students to re-do work, we deny the growth mindset so vital to student maturation, and we are declaring to the student:

- This assignment had no legitimate educational value.
- It’s okay if you don’t do this work.
- It’s okay if you don’t learn this content or skill.

*None of these is acceptable to the highly accomplished, professional educator.*

If an "F" on a project really motivated students to work harder and achieve, retention rates would have dropped by now. They haven't; they've increased. We need to do something more than repeatedly document failure.

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**Remember:**

There is a big difference between what we hold people accountable for demonstrating during the learning cycle versus what we hold people accountable for demonstrating once they are fully certified, i.e. finished the learning cycle and received passing scores on valid assessments.

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Recovering in full from a failure teaches more than being labeled for failure ever could teach.

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It's a false assumption that giving a student an "F" or wagging an admonishing finger from afar builds moral fiber, self-discipline, competence, and integrity.

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**It takes doing a task (or revisiting content) about 35 times to get to an 80% proficiency level with that skill or content in long-term memory.**

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**Helpful Procedures and Policies  
for Re-Do's and Re-Takes**

- Always, "...at teacher discretion."
- Don't hide behind the factory model of schooling that perpetuates curriculum by age, perfect mastery on everyone's part by a particular calendar date.
- As appropriate, students write letters explaining what was different between the first and subsequent attempts, and what they learned about themselves as learners.
- Re-do's and re-takes must be within reason, and teachers decide what's reasonable.

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- Identify a day by which time this will be accomplished or the grade is permanent, which, of course, may be adjusted at any point by the teacher.
- With the student, create a calendar of completion that will help them accomplish the re-do. If student doesn't follow through on the learning plan, he writes letters of apology. There must be re-learning, or learning for the first time, before the re-assessing.
- Require the student to submit original version with the re-done version so you and he can keep track of his development.
- If a student is repeatedly asking for re-doing work, something's up. Investigate your approach and the child's situation.

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- C, B, and B+ students get to re-do just as much as D and F students do. Do not stand in the way of a child seeking excellence.
- If report cards are due and there's not time to re-teach before re-assessing, record the lower grade, then work with the student in the next marking period, and if he presents new evidence of proficiency, submit a grade-change report form, changing the grade on the transcript from the previous marking period.
- Reserve the right to give alternative versions and ask follow-up questions to see if they've really mastered the material.
- Require parents to sign the original attempt.

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- It's okay to let students, "bank," sections of the assessment/assignment that are done well.
- No-re-do's the last week of the grading period.
- Replace the previous grade with the new one, do NOT average them together.
- Sometimes the greater gift is to deny the option.
- Choose your battles. Push for re-doing the material that is transformative, leveraging, fundamental.

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Where Do You Stand?

- Students should be allowed to re-do **every** assignment/assessment.
- Students should be given full credit for re-do's, **not** partial credit.
- Final tests/projects should **not** have a re-do option.
- Re-doing assessments/assignments prepares students well for the world beyond school.
- Students who turn in assignments after the due date should get **full** credit for demonstrated mastery of content.
- Students with B's (or any grade that's fairly decent) should **not** be allowed to re-do assessments/assignments.

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## Why Do We Grade?

- Provide feedback
- Document progress
- Guide instructional decisions

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- Motivate
  - Punish
  - Sort students

What about incorporating *attendance, effort,*  
and *behavior* in the final grade?

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## Consider...

- Teaching and learning can and do occur without grades.
- We do not give students grades in order to teach them.
- Grades reference summative experiences only – cumulative tests, projects, demonstrations, NOT formative experiences.
- Students can learn without grades, but they must have feedback.
- Grades are inferences based upon a sampling of student's work in one snapshot moment in time. As such they are highly subjective and relative.

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## Premise

A grade represents a valid and undiluted  
indicator of what a student knows  
and is able to do – mastery.

*With grades we document progress in students  
and our teaching, we provide feedback to  
students and their parents, and we make  
instructional decisions.*

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10 Practices to *Avoid* in a Differentiated Classroom  
*[They Dilute a Grade's Validity and Effectiveness]*

- Penalizing students' multiple attempts at mastery
- Grading practice (daily homework) as students come to know concepts [Feedback, not grading, is needed]
- Withholding assistance (not scaffolding or differentiating) in the learning when it's needed
- Group grades
- Incorporating non-academic factors (behavior, attendance, and effort)

- Assessing students in ways that do not accurately indicate students' mastery (student responses are hindered by the assessment format)
- Grading on a curve
- Allowing Extra Credit
- Defining supposedly criterion-based grades in terms of norm-referenced descriptions ("above average," "average", etc.)
- Recording zeroes on the 100.0 scale for work not done

### 0 or 50 (or 60)?

**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?

Be clear: Students are not getting points for having done nothing. The student still gets an F. We're simply equalizing the influence of the each grade in the overall grade and responding in a way that leads to learning.

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Imagine the Reverse...

- A = 100 – 40
- B = 39 – 30
- C = 29 – 20
- D = 19 – 10
- F = 9 – 0

*What if we reversed the proportional influences of the grades? That "A" would have a huge, yet undue, inflationary effect on the overall grade. Just as we wouldn't want an "A" to have an inaccurate effect, we don't want an "F" grade to have such an undue, deflationary, and inaccurate effect. Keeping zeroes on a 100-pt. scale is just as absurd as the scale seen here.*

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

**Consider the Correlation**

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]

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Temperature Readings for Norfolk, VA:

85, 87, 88, 84, 0 ← ('Forgot to take the reading)

Average: 68.8 degrees

This is inaccurate for what really happened,  
and therefore, unusable.

From Dr. Tom Guskey, "The Case Against Percentage Grades,"  
*Education Leadership*, September 2013:

- "Why not use a 50-point grading scale and designate ten levels of failure rather than the 100-point percentage grading scale with 60 levels of failure? After all, the choice of 100 is quite arbitrary."
- "...[W]ith more levels [in a grading scale], more students are likely to be misclassified in terms of their performance on a particular assessment."

Clarification:

When we're talking about converting zeroes to 50's or higher, we're referring to zeroes earned on major projects and assessments, not homework, as well as anything graded on a 100-point scale. It's okay to give zeroes on homework or on small scales, such as a 4.0 scale. Zeroes recorded for homework assignments do not refer to final, accurate declarations of mastery, and those zeroes don't have the undue influence on small grading scales.





*Gradebooks and Report Cards in the Differentiated Classroom:  
Ten Important Attributes*

1. Everything is clearly communicated, easily understood
2. Use an entire page per student
3. Set up according to Standards/Outcomes
4. Disaggregate!
5. No averaging – Determine grades based on central tendency, trend, mode

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*Gradebooks and Report Cards in the Differentiated Classroom:  
Ten Important Attributes*

6. Behavior/Effort/Attendance separated from Academic Performance
7. Grades/Marks are as accurate as possible
8. Some students may have more marks/grades than others
9. Scales/Rubric Descriptors readily available, even summarized as possible
10. Grades/marks revisable

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## Responsive Report Formats

**Adjusted Curriculum Approach:**

**Grade the student against his own progression, but indicate that the grade reflects an adjusted curriculum. Place an asterisk next to the grade or check a box on the report card indicating such, and include a narrative comment in the cumulative folder that explains the adjustments.**

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# Responsive Report Formats

## Progression and Standards Approach:

Grade the student with two grades, one indicating his performance with the standards and another indicating his own progression. A, B, C, D, or F indicates the student's progress against state standards, while 3, 2, or 1 indicates his personal progression.

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# Responsive Report Formats

## Multiple Categories Within Subjects Approach:

Divide the grade into its component pieces. For example, a "B" in Science class can be subdivided into specific standards or benchmarks such as, "Demonstrates proper lab procedure," "Successfully employs the scientific method," or "Uses proper nomenclature and/or taxonomic references."

*The more we try to aggregate into a single symbol, the less reliable that symbol is as a true expression of what a student knows and is able to do.*

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## Report Cards without Grades

Course:	Standard Descriptor	Standards Rating			
		(1)	(2)	(3)	(4)
English 9	Standard 1 Usage/Punct/Spelling	-----	-----	-----	-----
	Standard 2 Analysis of Literature	-----	-----	-----	-----
	Standard 3 Six + 1 Traits of Writing	-----	-----	-----	-----
	Standard 4 Reading Comprehension	-----	-----	-----	-----
	Standard 5 Listening/Speaking	-----	-----	-----	-----
	Standard 6 Research Skills	-----	-----	-----	-----

Additional Comments from Teachers:

Health and Maturity Records for the Grading Period:

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“Grades pointless? Most colleges don’t care about GPAs”

Mary Beth Marklein @mbmarklein USA TODAY1:22a.m. EST February 28, 2013

Summary:

- Admissions officers at the nation’s top schools say they barely look at an applicant’s GPA.
- Admissions officials put a higher priority on grades in college-prep classes.
- Greater access to Advanced Placement courses are driving up GPAs.
- Top guidebooks don’t factor high school GPAs into their college rankings formulas.
- Parents and their high school students are fascinated by the grade point average and what it means in college admissions, but the truth is that a number of colleges and universities are not all that interested.

“Admissions officers at some of the nation’s most selective colleges, who are now sending acceptance letters for their fall freshman classes, say they barely look at an applicant’s GPA.

“It’s meaningless,” says Greg Roberts, admissions dean at the University of Virginia, ranked as the top public university in this year’s 150 Best Value Colleges, published by The Princeton Review and based on academics and affordability.

“It’s artificial,” says Jim Bock, admissions dean at Swarthmore College, the top private college in The Princeton Review’s Best Value rankings. So unimportant is the GPA that Swarthmore doesn’t bother calculating it for guidebook publishers.”

“Later in the article, however: “Research consistently shows that a student’s high school grades are the best predictor of their likelihood of success in college. Annual surveys by the National Association for College Admission Counseling show that most admissions officials put a high priority on grades -- particularly grades in college-prep courses.”

“...[E]ach college scours high school grades and transcripts according to its own criteria. Swarthmore’s Bock, for example, says he looks for evidence that students have taken the most challenging classes they can. University of Florida’s admissions staff recalculates student grade point averages based on five academic areas: English, math social science, natural science and foreign language, says Zina Evans, vice president for enrollment management.”

"The GPA is very important in our decision-making process," says Robert Bennett, senior associate director of admissions at Clemson, where the average high school GPAs for new freshman catapulted from 3.59 to 4.10 over five years. The range on math scores remained the same, 580-680 out of a possible 800.

"A number of factors likely contribute to the increase, he says, including greater access to Advanced Placement courses, which can be weighted more heavily by high schools, and a growing number of applicants. "We're kind of a hot school," Bennett says.

100 point scale or 4.0 Scale?

- **A 4.0 scale has a high inter-rater reliability. Students' work is connected to a detailed descriptor and growth and achievement rally around listed benchmarks.**
- **In 100-point or larger scales, the grades are more subjective. In classes in which teachers use percentages or points, students, teachers, and parents more often rally around grade point averages, not learning.**

Consider:

- **Pure mathematical averages of grades for a grading period are inaccurate indicators of students' true mastery.**
- **A teacher's professional judgment via clear descriptors on a rubric actually increases the accuracy of a student's final grade as an indicator of what he learned.**
- **A teacher's judgment via rubrics has a stronger correlation with outside standardized tests than point or average calculations do.**

(Marzano)

Accurate grades are based on the most consistent evidence. We look at the pattern of achievement, including trends, not the average of the data. This means we focus on the median and mode, not mean, and the most recent scores are weighed heavier than earlier scores.

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**Median:** The middle test score of a distribution, above and below which lie an equal number of test scores

**Mode:** The score occurring most frequently in a series of observations or test data

*Suggested Language to Use in Parents' Handbook:*

Parents, as we are basing students' grades on standards for each discipline, final grades are first and foremost determined by our teachers' professional opinion of your child's work against those standards, not by mathematical calculations. Teachers have been trained in analyzing student products against standards and in finding evidence of that learning using a variety of methods. Please don't hesitate to inquire how grades for your child were determined if you are unsure.

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**Processing Activity:**  
"I used to think..., but now I think..."

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## Grading Inclusion Students

Question #1:

“Are the standards set for the whole class also developmentally appropriate for this student?”

- If they are appropriate, proceed to Question #2.
- If they are not appropriate, identify which standards are appropriate, making sure they are as close as possible to the original standards. Then go to question #2.

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## Grading Inclusion Students

Question #2:

“Will these learning experiences (processes) we’re using with the general class work with the inclusion student as well?”

- If they will work, then proceed to Question #3.
- If they will not work, identify alternative pathways to learning that will work. Then go to Question #3.

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## Grading Inclusion Students

Question #3:

“Will this assessment instrument we’re using to get an accurate rendering of what general education students know and are able to do regarding the standard also provide an accurate rendering of what this inclusion student knows and is able to do regarding the same standard?”

- If the instrument will provide an accurate rendering of the inclusion student’s mastery, then use it just as you do with the rest of the class.
- If it will not provide an accurate rendering of the inclusion student’s mastery, then identify a product that will provide that accuracy, and make sure it holds the student accountable for the same universal factors as your are asking of the other students.

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## Grading Gifted Students

- Insure grade-level material is learned.
- If it's enrichment material only, the grade still represents mastery of on-grade-level material. An addendum report card or the comment section provides feedback on advanced material.
- If the course name indicates advanced material (Algebra I Honors, Biology II), then we grade against those advanced standards.
- If the student has accelerated a grade level or more, he is graded against the same standards as his older classmates.

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### Where Do You Stand?

- If a student gets a 100% on a pre-test, he should NOT have to do any assignments in the unit of study, and instead, he should do a personal research project related to the general topic of the unit while other students learn the material.
- In the same 30 minutes, it's appropriate to give advanced students get 25 math problems while struggling students are assigned only five.
- On the 100-point scale, any student who turns in nothing, should get a 50 instead of a zero.
- After two weeks, all incompletes in a student's grade report should become F's (or zeroes).
- The 100-point scale is an effective grading scale for the standards-based grading classroom.

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### Where Do You Stand?

- An "A" or "4.0" means students have gone above and beyond the standard, not just met the standard.
- "C" refers to average performance in our school.
- Teachers in our school are consistent in their student expectations for each standard.
- One student writes poorly, so when the rest of the class is given several non-writing choices as a way to demonstrate mastery, it's appropriate for the teacher to assign this student a writing piece so he can improve his skills.
- Danika is borderline between a C and a B grade. In order to choose one or the other for the final report card grade, it's appropriate for her teacher to consider Danika's outstanding attitude, behavior, and high homework completion rate when determining whether to record the C or the B on the report card.

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# GPS

Grading Philosophy Statement  
(Your Personal navigation device)

## GPS Format

- 1-2 sentence statement of your philosophy.  
Ex: *"Homework will count 10% in this class."*
- 1-5 sentences of rationale as to why this is your policy. Ex: *"Homework is meant to be practice as students learn a topic, not a declaration of summative mastery of that topic. Since grades are reserved only for summative declarations of mastery, homework should not be a major portion of the final grade for the grading period."*

Include in your statement your philosophy on the following:

- |   |   |
|---|---|
| Differentiated and fair grading                             | The role of alternative assessments   |
| Rubrics   | Weighting grades  |
| Modified or adjusted curriculum                             | The percent influence of varied assessments                                       |
| Student self-assessment                                     | Dealing with late work  |
| Extra credit  | Setting up the gradebook according to categories, assessment formats or standards |
| What grades mean  | Re-doing work or tests for full credit  |
| Definitions of individual grades                            | The purpose of grades and grading   |
| Grading scales (100 vs 4.0)                                 |   |
| Formative vs summative assessments                          |   |
| Averaging grades vs using median/mode                       |   |
| Grading classwork   |   |
| Grading homework  |   |
| The purpose of homework                                     |   |
| How much curriculum should be on one test and tiering tests |   |



It's time to watch a video!

From TED.com: Dan Meyer Math Needs a Makeover

[http://www.ted.com/talks/dan\\_meyer\\_math\\_curriculum\\_makeover.html](http://www.ted.com/talks/dan_meyer_math_curriculum_makeover.html)

Great New Books on Feedback, Assessment, and Grading:

- *Elements of Grading*, Doug Reeves, Solution Tree, 2010
- *How to Give Feedback to Your Students*, Susan M. Brookhart, ASCD, 2008
- *Developing Performance-Based Assessments, Grades 6-12*, Nancy P. Gallavan, Corwin Press, 2009
- *Measuring Up: What Educational Testing Really Tells Us*, Daniel Koretz, Harvard University Press, 2008
- *Assessment Essentials for Standards-Based Education, Second Edition*, James H. McMillan, Corwin Press, 2008
- *Balanced Assessment, From Formative to Summative*, Kay Burke, Solution Tree, 2010

Recommended Reading on Assessment and Grading

- Arter, Judith A.; McTighe, Jay. *Scoring Rubrics in the Classroom : Using Performance Criteria for Assessing and Improving Student Performance*, Corwin Press, 2000
- Benjamin, Amy. *Differentiating Instruction: A Guide for Middle and High School Teachers*, Eye on Education, 2002
- Black, Paul; William, Dylan. 1998. "Inside the Black Box: Raising Standards through Classroom Assessment," *Phi Delta kappan*, 80(2): 139-148
- Borich, Gary D.; Tombari, Martin L. *Educational Assessment for the Elementary and Middle School Classroom (2nd Edition)*, Prentice Hall, 2003
- Brookhart, Susan. 2004. *Grading. Upper Saddle River, NJ: Merrill/Prentice Hall*

Recommended Reading on Assessment and Grading

- Fisher, Douglas; Frey, Nancy. *Checking for Understanding: Formative Assessment Techniques for your Classroom*, ASCD, 2007
- [www.exemplars.com](http://www.exemplars.com)
- Heacox, Diane, Ed.D. *Differentiated Instruction in the Regular Classroom, Grades 3 – 12*, Free Spirit Publishing, 2000
- Lewin, Larry; Shoemaker, Betty Jean. *Great Performances: Creating Classroom-Based Assessment Tasks*, John Wiley & Sons, 1998
- Marzano, Robert. *Transforming Classroom Grading*, ASCD 2001
- Marzano, Robert. *Classroom Assessment and Grading that Work*, ASCD 2006
- Marzano, Robert; McTighe, Jay; and Pickering, Debra. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*, Association for Supervision and Curriculum Development, 1993

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Recommended Reading

- Millan, James H. *Classroom Assessment: Principles and Practice for Effective Instruction (2nd Edition)*, Allyn & Bacon, 2000
- O'Connor, Ken; *How to Grade for Learning, 2<sup>nd</sup> Edition*, Thousand Oaks, CA, Corwin Press (3<sup>rd</sup> edition coming in 2009)
- O'Connor, Ken; *A Repair Kit for Grading: 15 Fixes for Broken Grades*, ETS publishers, 2007
- Popham, W. James; *Test Better, Teach Better: The Instructional Role of Assessment*, Association for Supervision and Curriculum Development, 2003
- Popham, W. James; *Classroom Assessment : What Teachers Need to Know (4th Edition)*, Pearson Education, 2004
- Rutherford, Paula. *Instruction for All Students*, Just ASK Publications, Inc (703) 535-5432, 1998
- Stiggins, Richard J. *Student-Involved Classroom Assessment (3rd Edition)*, Prentice Hall, 2000

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- Wiggins, Grant; *Educative assessment: Assessment to Inform and Improve Performance*, Jossey-Bass Publishers, 1997

Grant Wiggins Web site and organization:  
Center on Learning, Assessment, and School Structure (CLASS)

[info@classnj.org](mailto:info@classnj.org)      [www.classnj.org](http://www.classnj.org)  
[gpw@classnj.org](mailto:gpw@classnj.org)

- Wormeli, Rick. *Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom*. Stenhouse Publishers, 2006

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Three particularly helpful books I just read and I highly recommend:

- Keeley, Page. *Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning*, Corwin Press, NSTA Press, 2008
- Brookhart, Susan. *How to Assess Higher-Order Thinking Skills in your Classroom*, ASCD, 2010
- *Alternatives to Grading Student Writing*, Stephen Tchudi, Editor, NCTE, 1997

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