

For further conversation about any of these topics:

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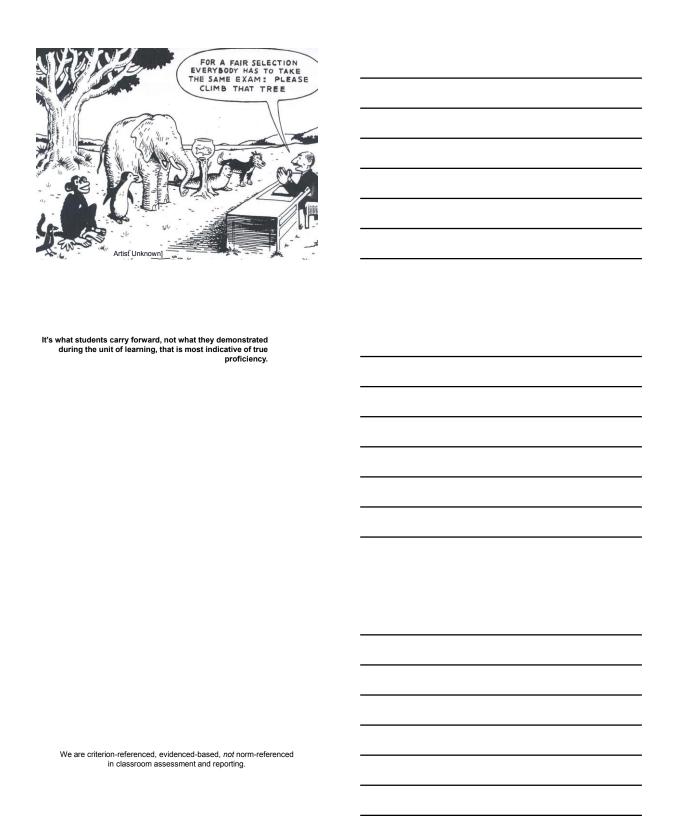


'Forged by the operating tenets with which we perceive the world and conduct our actions.	
Effective educators regularly assess	
these principles for validity and revise them in light of new evidence/perspective.	
In teaching and leadership, we seek integrity: Our actions reflect our principles. Put another way: We minimize our hypocrisies.	
How do we	
minimize our hypocrisies?	
Identify the Principles Involved, THEN Gather the Solutions	
Example: How do I grade English Language Learners?	
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.	
<ul> <li>Any test format that does not create an accurate report of students' degree of evidence of standards must be</li> </ul>	
changed so that it does or replaced by one that does.  (continued)	

Identify the Principles Involved, THEN Gather the Solutions	
Example: How do I grade English Language Learners?	
Principles Involved: (Continued)	
<ul> <li>English Language Learners have a right to be assessed accurately.</li> <li>Lack of language proficiency does not mean lack of content proficiency.</li> <li>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?     </li> </ul>	
"We went to school. We were not taught how to think; we were taught to reproduce what past thinkers thoughtInstead of being taught to look for possibilities, we were taught to exclude them. It's as if we entered school as a question markand graduated as a period."	
Michael Michalko, Creative Thinkering, 2011, p. 3	
Our future depends on this one here.	

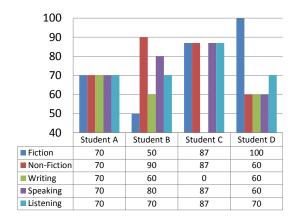
Schools aren't		
<sup>th</sup> e needs <sup>of</sup> diverse <sup>St</sup> udent <sup>s</sup>		
i	lt is counter-cultural, subversive, to differentiate instruction and assessment.	
	Video:	
When There is	Only One Correct Answer	
http://www.you	tube.com/watch?v=9TskeE	
	43Q1M	
	It's assessing and grading only in reference to evidence of	
What is standards-	standard(s), nothing else. If it's listed in the course curriculum, it can be evaluated and included in	
based assessment and grading?	the final grade. If not, it can be reported, but reported in a separate column on the report	
	card.  It often requires the removal or changing of several conventional	
	grading practices in order to maintain grade integrity.	

•									11 3	111	<b>7</b> practice.
Reflects	1	o 5	Ta Shif	ike t M	Sm ore	all To	Ste war	ps d F	Right		Grade Reflects
Behavior	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>			<b>→</b>	Learning
Quantity	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	>	<b>→</b>	<b>→</b>	Quality
Journey	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	Destination
Individual Preference	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	→	→	<b>→</b>	<b>→</b>	Common Agreement
Short-Term Compliance	<b>→</b>	<b>→</b>	*	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	Long-Term Retention
Teacher Involvement	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	→	<b>→</b>	→	Student Involvement
Arbitrary Assignments	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>→</b>	Authentic Experiences
Grades are short-hand reports of what you know and can do at the end of learning's journey, not the path you took to get there.											
						ca le	an do arnir	at t ng's j	he er ourne	id of ey, n	ot the
						ca le	an do arnir	at t ng's j	he er ourne	id of ey, n	ot the
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						ca le	an do arnir	at t ng's j	he er ourne	id of ey, n	ot the
						ca le	an do arnir	at t ng's j	he er ourne	id of ey, n	ot the
a-fiz- 5	-1					ca le	an do arnir	at t ng's j	he er ourne	id of ey, n	ot the
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Define Ea	ch ·	Gra	ıde			ca le	an do arnir	at t ng's j	he er ourne	id of ey, n	ot the
A:	<u>ch</u>	Gra	ıde			ca le	an do arnir	at t ng's j	he er ourne	id of ey, n	ot the
	ch ·	<u>Gra</u>	ıde			ca le	an do arnir	at t ng's j	he er ourne	id of ey, n	ot the
A: B:	<u>ch</u>	Gra	ıde			ca le	an do arnir	at t ng's j	he er ourne	id of ey, n	ot the
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A: B: C:	<u>ch</u>	Gra	ıde			ca le	an do arnir	at t ng's j	he er ourne	id of ey, n	ot the
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The best assessment happens when subject-like colleagues have vetted what evidence of standards they will tolerate.	We cannot conflate reports of compliance with evidence of mastery. Grades are reports of learning, not doing.	
'Time to Change the Metaphor:		
Grades are NOT compensation. Grades are communication: They are an accurate report of		
what happened.		

Assessment isn't a "Gotcha" enterprise. Fair Isn't **Always Equal** Just because it's mathematically easy to calculate doesn't mean it's pedagogically correct.



## 'Time to Stop Averaging

- Society's definition of normal/"average" changes over time
- Averaging tells us how a student is doing in relation to others, but we are criterion-referenced in standards-based classrooms.
- 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.

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)

disaggregate. The more curriculum we	
bisaggregate. The more curriculum we tool into one symbol, the less valid is the symbol for reporting on any one standard.	
Accuracy increases with	
sample size; use clear and consistent evidence over time.	
We can learn without grades.	
We can learn without grades, we can't learn without descriptive feedback.	



Being good at taking standardized tests doesn't qualify students for creative contribution to society or successful citizenship.

Just because we can't fathom the logistics doesn't mean we abandon the principle.

Define mastery.	
•	
Agree on a commonly accepted definition of mastery with those	
around you.	
What's the difference between	
proficient in the standard/outcome and	
<u>mastery</u> of the standard/outcome? What does <u>exceeding</u> the standard	
mean?	
What is Mastery?	
·	
"Tim was so learned, that he could name a horse in nine languages; so ignorant, that he	
bought a cow to ride on."	
Ben Franklin, 1750, Poor Richard's Almanac	

The better question is not,	
"What is the standard?"	
The better question is, "What evidence will we	
tolerate?"	
"The student understands	
fact versus opinion."	
Identify Create	
Revise	
Manipulate	
Manipulate	
Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly	
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)	
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?	
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?	
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 —	
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?	

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?"	
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.	
new steamons.	
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 propaganda made by Remarque in his wonderful book, All Quiet on the Western Front.	

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

# 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.

### What is the Role of Each One?

- Formative Assessment
- Summative Judgment
- Pre-assessment
- Common Formative Assessment

[Focus on Common Evidence first!]

Standardized Assessments

### Pre-Assessments: Three Purposes

### **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

-	
•	

"If we don't count	
homework heavily,	
students won't do it."	
Do you garage with this?	
Do you agree with this?  Does this sentiment cross a line?	
Does this sentiment cross a line:	
Two Homework Extremes	
that Focus Our Thinking	
If a student does none of the homework	
assignments, yet earns an "A" (top grade) on every formal assessment we give, does he earn anything	
less than an "A" on his report card?	
If a student does all of the homework well yet	
bombs every formal assessment, isn't that also a red flag that something is amiss, and we need to	
take corrective action?	
Be clear: We mark and grade against	
standards/outcomes, <u>not</u> the routes	
students take or techniques teachers	
use to achieve those	
standards/outcomes.	
Given this premise, marks/grades for these activities can no longer be used in the academic report of what students know and can do	
regarding learner standards: maintaining a neat notebook, group discussion, class participation, homework, class work, reading log minutes, band practice minutes, dressing out in p.e., showing up to perform in an	
evening concert, covering textbooks, service to the school, group projects, signed permission slips, canned foods for canned food drive	

Accuracy of the Final Report Card Grade versus the Level of Use of Formative Assessment Scores in the Final Report Grade High Final Grade Accuracy Low Final Grade Accuracy Low Use of Formative Scores in the Final High Use of Formative Scores in the Final Grade Set up your gradebook into two sections: **Summative Formative** Assignments and assessments Final declaration completed on the way to of mastery or mastery or proficiency proficiency This quarter, you've taught: · 4-quadrant graphing • Slope and Y-intercept Multiplying binomials · Ratios/Proportions · 3-dimensional solids • Area and Circumference of a circle. The student's grade: B What does this mark tell us about the student's proficiency with each of the topics you've taught? 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

### **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.

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.

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."	
Feedback vs Assessment	
<u>Feedback</u> : Holding up a mirror to students, showing them what they did and comparing it what they should have done – There's no evaluative	
component! <u>Assessment</u> : Gathering data so we can make a decision	
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"	
<ol> <li>Identify the objective/goal/standard/outcome</li> <li>Identify where the student is in relation to the goal</li> </ol>	
(Status)  3. Identify what needs to happen in order to close the gap	

# Effective Protocol for Data Analysis and Descriptive Feeddback 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:

$$4x + y = 5$$

$$3x - y = 30$$

Student writes:

$$4x + y = 5$$

$$3x - y = 30$$

$$4(5) + y = 5$$

$$20 + y = 5$$
  
 $y = -15$ 

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

What descriptive feedback can we

give this student?

Item	Proficiency	Right	Wrong	Mistake?	Understand
1	Dividing fractions		<b>V</b>		<b>V</b>
2	Dividing Fractions		V		<b>/</b>
3	Multiplying Fractions		V	V	
4	Multiplying fractions	<b>/</b>			
5	Reducing to Smplst trms	/			
6	Reducing to Smplst trms	\			
7	Reciprocals	1			
8	Reciprocals		/		
9	Reciprocals		/		

Teacher Action	Result on Student Achievement
Just telling students # 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

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

Students should be allowed to re-do assessments until they achieve acceptable mastery, and they should be given full credit for having achieved such.

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: <u>Personally investigate</u> and <u>take</u> <u>corrective action</u>	
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:	
<ul> <li>This assignment had no legitimate educational value.</li> </ul>	
• 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.	
Remember:  There is a big difference betw	veen what we	
hold people accountable for demo during the learning cycle versus wh	nstrating	
people accountable for demonstrating once they are fully certified, i.e. finished the learning cycle		
and received passing scores on vali assessments.	id	
Recovering in full from a failure teaches more labeled for failure ever could teach.	than being	
It's a false assumption that giving a student an admonishing finger from afar build discipline, compete	s moral fiber, self-	

Re-Do's & Re-Takes: Are They Okay? More than "okay!" After 10,000 tries, here's a working light bulb. 'Any questions?

#### **Thomas Edison**

# Pilot training United States Air Force Training Manual

- b. Minimum Academic Performance The minimum acceptable score on any phase exam or End-of-Course exam is 85 percent. Should a student receive less than the minimum acceptable score, the instructor will remediate the student and a second, different exam for that phase will be administered. Unsatisfactory performance will be referred to the appropriate military authority.
- c. Minimum Demonstration/Performance Test Standard The minimum acceptable performance on any demonstration/performance test will be measured against the course standard and the required proficiency level for events requiring a demonstration/performance test.
- d. Minimum Hour Requirement There is no minimum hour/event/sortic requirement for graduation
- Instructor Responsibilities Instructors are responsible for training accomplishment; however, students should monitor their own training and develop mission profiles when appropriate.

Quotes for the Classroom, Mindsets for Teaching:

"The fellow who never makes a mistake takes his orders from one who does."

-- Herbert Prochnow

"I have learned throughout my life as a composer chiefly through my mistakes and pursuits of false assumptions, not my exposure to founts of wisdom and knowledge." -- Igor Stravinsky

"An expert is a man who has made all the mistakes which can be made, in a narrow field." -- Neils Bohr

ive missed more than 9,000 nots in my career. ve lost almost 300 games. wenty-six times I've been usted to take the	
ame-winning shot, and missed. ve failed over and over and ver again in my life.	
and that is why I succeed.**	
And what's a successful batting average in baseball?	
F.A.I.L.	
<u>F</u> irst <u>A</u> ttempt <u>i</u> n <u>L</u> earning	
From Youtube.com:	
Dr. Tae Skateboarding	
(Ted Talk)	
http://www.youtube.com/watch?v=IHfo17ikSpY	

	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.	
	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.	
	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 redone 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.	

•	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 we are the sendence and the sendence to the time to the sendence to	
•	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.	
	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.	
V	Vhere Do You Stand?	
•	Students should be allowed to re-do <b>every</b> assignment/assessment.	
	Students should be given full credit for re-do's, <b>not</b> partial	
	credit.	
•	Final tests/projects should <i>not</i> 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	
٠	get <i>full</i> credit for demonstrated mastery of content.	
	Students with B's (or any grade that's fairly decent) should <b>not</b>	
	be allowed to re-do assessments/assignments.	

Why Do We Grade?	
Provide feedback	
<ul> <li>Document progress</li> </ul>	
Guide instructional decisions	
<ul><li>Motivate</li><li>Punish</li></ul>	
• Sort students	
What about incorporating attendance, effort, and behavior in the final grade?	
Consider	
Teaching and learning can and do occur without	
grades.	
<ul> <li>We do not give students grades in order to teach them.</li> </ul>	
<ul> <li>Grades reference summative experiences only – cumulative tests, projects, demonstrations, <u>NOT</u> formative experiences.</li> </ul>	
<ul> <li>Students can learn without grades, but they must have feedback.</li> </ul>	
<ul> <li>Grades are inferences based upon a sampling of student's work in one snapshot moment in time. As</li> </ul>	
such they are highly subjective and relative.	
Daniel de la constante de la c	
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.	-

10 Practices to <u>Avoid</u> in a Differentiated Classroom [They Dilute a Grade's Validity and Effectiveness]	
Penalizing students' multiple attempts at mastery	
<ul> <li>Grading practice (daily homework) as students come to know concepts [Feedback, not grading, is needed]</li> </ul>	
Withholding assistance (not scaffolding or	
differentiating) in the learning when it is needed  Group grades	
<ul> <li>Incorporating non-academic factors (behavior, attendance, and effort)</li> </ul>	
According to death to complete the second	
<ul> <li>Assessing students in ways that do not accurately indicate students' mastery (student responses are</li> </ul>	
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 E0 (or 60)2	
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, we choose the most hurtful, we choose the dof the "F"	
40 Me a. Plo elia or a	
range, or the most	
constructive, leaver 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.

<b>Imagine</b>	t	he	Re	VE	ers	e	•••
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A = 100 - 40

B = 39 - 30 C = 29 - 20D = 19 - 10 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.

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]

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."	
<ul> <li>"[W]ith more levels [in a grading scale], more students are likely to be misclassified in terms of</li> </ul>	
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.	

## **Grading Late Work**

- One whole letter grade down for each day late is punitive. It does not teach students, and it removes hope.
- A few points off for each day late is instructive; there's hope.
- Yes, the world beyond school <u>is</u> like this.

Helpful Consideration for Dealing with Student's Late Work:

# Is it chronic....

# ...or is it occasional?

We respond differently, depending on which one it is.

Summative Assessments		Stuc	Student:			
Standards/ Outcomes	XYZ Test, part 1	PQR Project	EFG Observ.	XYZ Test, part 2	GHI Perf. Task	Most Consistent Level
1.1 [Descriptor]		3.5			3.5	<u>3.5</u>
1.2 [Descriptor]	2.5	5.0	4.5	4.5		<u>4.5</u>
1.3 [Descriptor]		4.5	3.5	3.0	3.5	<u>3.5</u>
1.4 [Descriptor]	3.5			3.5		<u>3.5</u>
1.5 [Descriptor]	2.0			1.5		<u>1.75</u>

•	

Gradebooks and Report Cards in the Differentiated Classroom:	
Ten Important Attributes	
Everything is clearly communicated, easily understood	
2. Use an entire page per student	
3. Set up according to Standards/Outcomes	
4. Disaggregate!	
<ol><li>No averaging – Determine grades based on central tendency, trend, mode</li></ol>	
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	
Scales/Rubric Descriptors readily available, even summarized as possible	
10. Grades/marks revisable	
Responsive Report Formats	
responsive responsi simule	
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.	

Responsive Report Formats	
Progression <u>and</u> 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.	
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.	
Report Cards without Grades	
Course:         Standard Descriptor         Standards Rating (1)         (2)         (3)         (4)           Standard 1         Usage/Punct/Spelling         ——2.5           Standard 2         Analysis of Literature         ——7.75           Standard 3         Six + 1 Traits of Writing         ——3.25           Standard 4         Reading Comprehension         ——3.25           Standard 4         Listening/Speaking         ——3.25           Standard 6         Research Skills         ——2.0	
Additional Comments from Teachers:	
Health and Maturity Records for the Grading Period:	

"Grades pointless? Most colleges don't care about GPAs"	
Mary Beth Marklein @mbmarklein USA TODAY1:22a.m. EST February 28, 2013	
<ul> <li>Summary:</li> <li>Admissions officers at the nation's top schools say they barely look at an applicant's GPA.</li> <li>Admissions officials put a higher priority on grades in college-prep classes.</li> <li>Greater access to Advanced Placement courses are driving up GPAs.</li> <li>Top guidebooks don't factor high school GPAs into their college rankings formulas.</li> <li>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.</li> </ul>	
"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 south of the dear I'll all and I'll all a life is a second	
"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?	
<ul> <li>A 4.0 scale has a high inter-rater reliability.</li> <li>Students' work is connected to a detailed descriptor</li> </ul>	
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:	
<ul> <li>Pure mathematical averages of grades for a grading period are inaccurate indicators of students' true mastery.</li> </ul>	
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.  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	
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.	
Processing Activity:  "I used to think, but now I think"	

Grading Inclusion Students	
Question #1:	
"Are the standards set for the whole class also developmentally appropriate for this student?"	
<ul> <li>If they <u>are</u> appropriate, proceed to Question #2.</li> </ul>	
<ul> <li>If they are not appropriate, identify which standards are appropriate, making sure they are as close as</li> </ul>	
possible to the original standards. Then go to question #2.	
Grading Inclusion Students	
Question #2:	
"Will these learning experiences (processes) we're using with the general class work with the inclusion student as well?"	
<ul> <li>If they <u>will</u> work, then proceed to Question #3.</li> <li>If they will <u>not</u> work, identify alternative pathways to</li> </ul>	
learning that will work. Then go to Question #3.	
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.	

## **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. 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. 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 · 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.

1.	Two students struggle with graphing the intersection of two inequalities, so the teacher asks them to graph only one instead. Is this okay?	
2.	All students in Mr. Brown's class keep journals in math. The type of journal matches each student's strengths and interests. For	
	example, one journal is for the students whose verbal skills are stronger than their math skills. Students keep a list of math terms learned in class and then use the terms in sentences. Another	
	journal is for students have good visual-spatial skills. These students draw pictures to remind them of math vocabulary.	
3.	A student who seems to mix up decimal places and place values in his math problems is asked to do his work on graph paper, even on tests, thereby keeping his numbers clearly within their columns.	
4.	The teacher raises or lowers what she expects of students regarding the grade level curriculum based on their developmental level, and she adjusts her assignments for them accordingly.	
	,	
5.	A student has text anxiety, so his teacher schedules his exam for three, after-school sessions, each one for 20	
	minutes, over the course of three days. Instead of the short answer, multiple choice format the rest of the class is using, she conducts the test as an interview. Is this	
6.	okay?  English Language Learner students get a lower-order	
7.	thinking task than the rest of their class.  A student keeps re-doing an essay in order to improve his	
	grade, but he seems to disregard the advice the teacher gives him on each attempt. He makes a few cosmetic changes and re-arranges some words, but there's no	
	substantive change. He and the teacher are getting frustrated at his lack of progress.	
8.	J.J. demonstrates 100% on all of his formative assessments, so his teacher doesn't make him take the final unit test.  She just records a 100 for the final unit test for him.	
	one just records a 100 for the final diff lest for finit.	
9	The electronic report card used by her school averages	
٠.	grades, but Mr. Teachwell knows this falsifies the final grade. "Oh, well," he thinks, "there's nothing I can do," and he continues to average the grades in his classroom.	
10	It's January. For some wonderful reason, your student,     Philip, finally completes and turns in a project from	
	September that he never did. You thank him for doing it, but you do not give him credit for doing the work, or for the knowledge and skill demonstrated in it. 'Any issue	_
11	here? I. Mrs. GoodTeacher counts her single-sitting, two-hour, final exam at the end of the year as 30% of the overall grade.	
12	'Concerns?  2. Some students did well in standards 1, 2, and 5 on the test, but poorly in 3, 4, and 6. Other students did the opposite:	
	performing well on 3, 4, and 6, but bombing out on 1, 2, and 5. Only the aggregate score of "C" is recorded for every one of these students, however. 'Any concern	
	here?	

# **GPS**

<u>Grading Philosophy Statement</u> (Your Personal navigation device)

### **GPS Format**

- 1. 1-2 sentence statement of your philosophy. Ex: "Homework will count 10% in this class."
- 2. 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 Rubrics
Modified or adjusted curriculum
Student self-assessment
Extra credit
What grades mean
Definitions of individual grades
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

The role of alternative assessments
Weighting grades
The percent influence of varied assessments
Dealing with late work
Setting up the gradebook according to categories, assessment formats or standards
Re-doing work or tests for full credit
The purpose of grades and grading



Check out the FREE Website for Perspective and Practicality on Assessment and Grading Issues!

## www.stenhouse.com/fiae

- 1. Two new, substantial study guides for Fair Isn't Always Equal
- 2. Q&A's abbreviated versions of correspondence with teachers and administrators
- 3. Video and audio podcasts on assessment and grading issues
- 4. Testimonials from educators
- 5. Articles that support the book's main themes

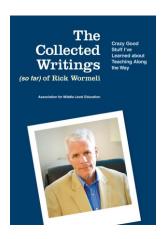


Also, check out ASCD's Education Leadership November 2011 issue Vol. 69, Number 3 **Theme: Effective Grading Practices** Single Issue: \$7.00, 1-800-933-2723

www.ascd.org

Among the articles:

- ☐ Susan M. Brookhart on starting the conversation about the purpose of grades
- Rick Wormeli on how to make redos and retakes work
- Thomas R. Guskey on overcoming obstacles to grading reform Robert Marzano on making the most of standards-based grading Ken O'Connor and Rick Wormeli on characteristics of effective
- Cathy Vatterott on breaking the homework grading addiction
- Alfie Kohn on why we should end grading instead of trying to improve it



I	t's time to watch a video!	
	From TED.com: Dan Meyer Math Needs a Makeover	
ı	veeus a Makeovei	
<u>ł</u>	nttp://www.ted.com/talks/dan_meyer math_curriculum_makeover.html	
-	THATE SAME THAT THAT SO THE THAT THE THE THE THE THE THE THE THE THE TH	
	reat <u>New</u> Books on Feedback, Assessment, and	
GI	rading:	
	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 Stnadards-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, <u>Jay;</u> 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	
•	<u>Borich</u> , Gary D.; Tombari, <u>Martin L.</u> 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 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	
	Recommended Reading	
	<ul> <li>Millan, <u>James H.</u> Classroom Assessment: Principles and Practice for Effective Instruction (2nd Edition), Allyn &amp; Bacon, 2000</li> </ul>	
	<ul> <li>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</li> </ul>	
	<ul><li>2009)</li><li>O'Connor, Ken; A Repair Kit for Grading: 15 Fixes for Broken</li></ul>	
	Grades, ETS publishers, 2007 Popham, W. James; Test Better, Teach Better: The	
	Intsructional 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	
	<ul> <li>Rutherford, Paula. Instruction for All Students, Just ASK Publications, Inc (703) 535-5432, 1998</li> </ul>	
	Stiggins, Richard J. Student-Involved Classroom Assessment (3rd Edition), Prentice Hall, 2000	
•	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 www.classnj.org gpw@classnj.org	
•	Wormeli, Rick. Fair Isn't Always Equal: Assessment	
	and Grading in the Differentiated Classroom. Stenhouse Publishers, 2006	

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	