



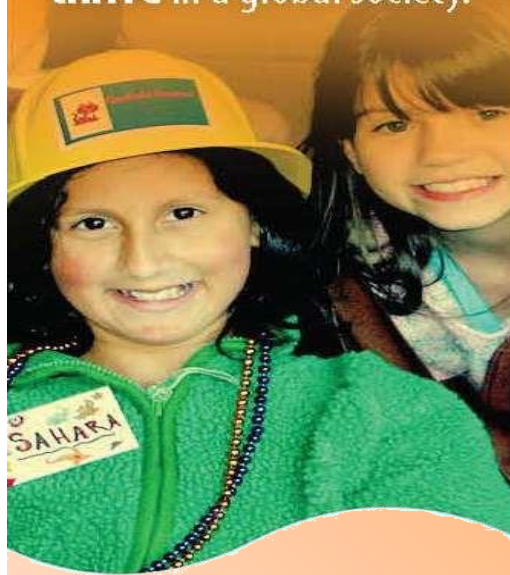
Shifting to a Standards-Based Mindset

LMS Department
Everett High School

September 3, 2015

MISSION

Inspire, educate, and prepare each student to **achieve** to high standards, **contribute** to our community, and **thrive** in a global society.



CORE VALUES

Learning, Equity
Integrity, Passion
Respect, Diversity
& Collaboration

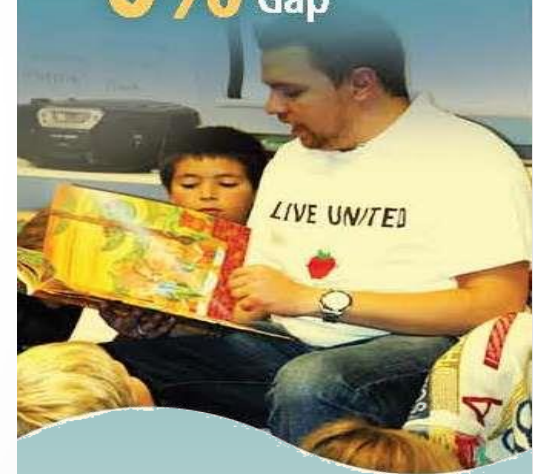


FOCUS

100%
Graduate

Next **20%**
to Standard

0% Achievement
Gap



Today's Focus

- Build consistency and coherence as teams around formative and summative assessment
- The Standards Based Mindset Shifts: polices and practices

Common Grading Practices Plan

Phase 1 – Completed and listed in syllabus for Fall 2015

- Using our Grading Policy Statement's formative/summative definition
- All EHS staff will categorize all graded work as formative or summative in the gradebook
- Within each department, we will collaborate and determine a common weight for formative v. summative to be used by all teachers teaching the same course (e.g. English II, Biology)

•

•

Everett High School

Current Language Purpose of Grading Statement

End of Course Grades (Semester/End of Year):

To communicate information about student proficiency on content standards to students, parents, educators and other stakeholders.

Formative Grades:

- To provide information to students for self-evaluation
- To provide information to classroom/program to inform the next steps of the instruction

Summative Grades:

- To provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness against a standard or benchmark

PLC Assessment Process

- Common summative/formative assessments will be used frequently to inform student progress towards standard



TPEP Connection

Working towards *Distinguished...*

Teachers...	Students...	Teachers and Students...
<p>Assessment is fully integrated into instruction through extensive use of formative assessment</p>	<p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria</p>	<p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning</p>
<p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students</p>	<p>Students self-assess and monitor their progress</p> <p>Students contribute information and participate in maintaining the records</p>	<p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students</p>

Entry Task- Consensus Board Activity

Read the Supportive of Learning section of the “Reporting Student Learning” article.

Use the questions below to guide your thinking about the article as you record your thoughts on your corner of the consensus board.



What squares with your current practice?



What questions are still circling?



What changes have you already made to your practice related to formative assessment? What further changes are you considering?

“When the cook tastes the soup, that’s formative assessment; when the customer tastes the soup, that’s summative assessment.”

Paul Black



Formative Assessment Litmus Test

- Does the assessment align directly to your content standards?
- Have you explicitly taught what is being assessed?
- Does the assessment provide enough information for the teacher to decide what actions to take and with whom?
- Are the results/feedback available in time for teacher and student to take action?
- Do teachers and students take action based on the feedback?

Creating Categories in the Gradebook

- Summative- 80%
- Formative- 15%
- Homework/Classwork (Activities/Tasks)- 5%
- Record Keeping- 0%

Home Gradebook Grid Quick Grades Reports Options

General Narrative **Categories** Scales Terms

Would you like to categorize your assignments? Yes No

Would you like to weight your categories? Yes No

Description	Weight		
<input type="checkbox"/> <input checked="" type="checkbox"/> Formative	15	edit	🗑
<input type="checkbox"/> <input checked="" type="checkbox"/> Record Keeping	0	edit	🗑
<input type="checkbox"/> <input checked="" type="checkbox"/> Summative	80	edit	🗑
<input type="checkbox"/> <input type="checkbox"/> Homework/Classwork	5	edit	🗑

[New category . . .](#)

Total Weight: 100.000

Save Copy

Common Grading Practices Plan

Phase 2 – Completed and listed in syllabus for Spring 2016

- Using our Grading Policy Statement's formative/summative definition
- Within each department, we will collaborate and define our practices/policies for late work and re-takes, allowing students multiple opportunities to meet targets/standards.

Shifting to a Standards-Based Mindset



Princeton Grading Policy

Princeton University is committed to fairness and transparency in assessment of students' work and grading practices. This approach emphasizes well-defined evaluative criteria and meaningful feedback as the most important pedagogical components of the grading system.

The University's [grading policy](#) charges each department and program with articulating well-defined and meaningful grading standards for work within its discipline. Faculty, grading in accordance with those standards, shall use grades and substantive feedback to give students clear and detailed information about the quality of their work. The [Faculty Committee on Examinations and Standing](#) shall periodically review departmental standards to ensure that they are consistent with the University's assessment philosophy and its commitment to the integrity of the grading system.

UVa Medical School

Standards-based Grading: Expectations for Learning

- Over the course of a unit, students are formatively assessed every other week and with a final assessment against standards at the end of each unit. Assessments are all online and are completed over the weekend. Staff determines grades based on assessments, not other factors. Students who do not meet the standard relearn and retest for mastery. Dr. Canterbury speaks to the value of all learners mastering the work, “Ideally, you don’t want to stratify. We want them to all be at the same place. My goal is to have 100% above the 90th percentile. Why not? If anyone scores less than a satisfactory score on the standards, they study and retake the test.”

In shifting to a standards-based assessment system, the medical school staff has eliminated variables used for grading that have little to do with actual performance on assessments.

Freshman Grading

In the first semester and the January Independent Activities Period (IAP) freshmen are graded on a Pass or No Record basis in all subjects they take, where P (passing) means C- or better performance. Freshmen earn no credit for subjects with D and F grades.

In the second semester, freshmen are graded on an A, B, C or No Record basis. They continue to earn no credit for subjects with D and F grades.

Subjects with a grade of P, A, B or C appear on both the student's [grade report](#) and [transcript](#).

Subjects with a grade of D, F, O or OX are only reported internally. They appear on the grade report but do not appear on the transcript. On the grade report these grades are followed by an N indicating no external record.

A [grade point average](#) (GPA) is calculated for freshmen starting in the second semester.

Freshman grading is designed to ease the transition from high school by giving students time to adjust to factors like increased workloads and variations in academic preparation. A, B, and C grades are used during the second semester so that freshmen can begin the progression to regular A-F grading in the sophomore year.

Shifting to a Standards-Based Mindset



Emphasize COMPLETION or STANDARDS?

Is school about ACTIVITIES or LEARNING?

Is school about POINTS or EVIDENCE?

Is learning an EVENT or a PROCESS?



Schimmer's Progression

Changes HOW we determine single grades

Points Penalties All Attributes Single Grade Task Completion Mean Average

Traditional Grading Practices

Accuracy No Zeros Incomplete

Standards-Based Mindset

Most Frequent Evidence No Penalties Most Recent Evidence Reassessment

Separation of Standards

Standards-Based Grading

Separation of Attributes Levels of Performance Separation of Competencies



Ken O'Connor's Fifteen Fixes for Broken Grades

- Fix 1:** Don't include student behavior
- Fix 2:** Don't reduce score for late work
- Fix 3:** Don't add "extra" points
- Fix 4:** Don't punish with grades (dishonesty)
- Fix 5:** Don't reduce grade based on attendance
- Fix 6:** Don't include "group scores"
- Fix 7:** Don't organize by type but by standard
- Fix 8:** Don't grade unclear standards; provide clear expectations
- Fix 9:** Don't assign grades through comparison to others
- Fix 10:** Don't rely on weak assessments; use quality assessments
- Fix 11:** Don't rely on the mean; use other measures and professional judgment
- Fix 12:** Don't include 0s – use "I" for insufficient evidence and gather information to make determinations
- Fix 13:** Don't use formatives in grade; use only summative evidence
- Fix 14:** Don't summarize evidence over time: emphasize recent achievement
- Fix 15:** Don't leave students out of the learning process – they should play key roles in the assessment
 - process”



Shift from Completion to Standards



Emphasize COMPLETION or STANDARDS?

“If I used to be a 40 but now I’m an 80, I’m an 80 not a 60!”

-Tom Schimmer

“Am I less proficient in math because I handed it in a few days late?”

-Tom Schimmer

Fix 1: Don’t include student behavior

Fix 2: Don’t reduce score for late work

Fix: 14: Don’t summarize evidence over time: emphasize recent achievement.





Shift from Activities to Learning



Is school about ACTIVITIES or LEARNING?

“...cooperative learning is essentially a learning activity, *not* an assessment tool.” --Ken O’Conner

“Are you telling me that if a student has been ill and another has been skipping, that they both should be able to make up the work missed?”

–F. Gathercoal

Fix 5: Don’t reduce grade based on attendance

Fix 6: Don’t include “group scores”

Fix 9: Don’t assign grades through comparison to others



Shift from Points to Evidence



Is school about POINTS or EVIDENCE?

“In addition, it’s a false assumption that students build moral fiber and respect for deadlines by slapping them with an “F” or a “0” for work not done. This teaches nothing but resentment and cheating.”

-Rick Wormeli

Fix 3: Don’t add “extra” points

Fix 4: Don’t punish with grades (dishonesty)

Fix 11: Don’t rely on the mean; use other measures and professional judgment

Fix 12: Don’t include 0s – use “I” for insufficient evidence and gather

- information to make determinations

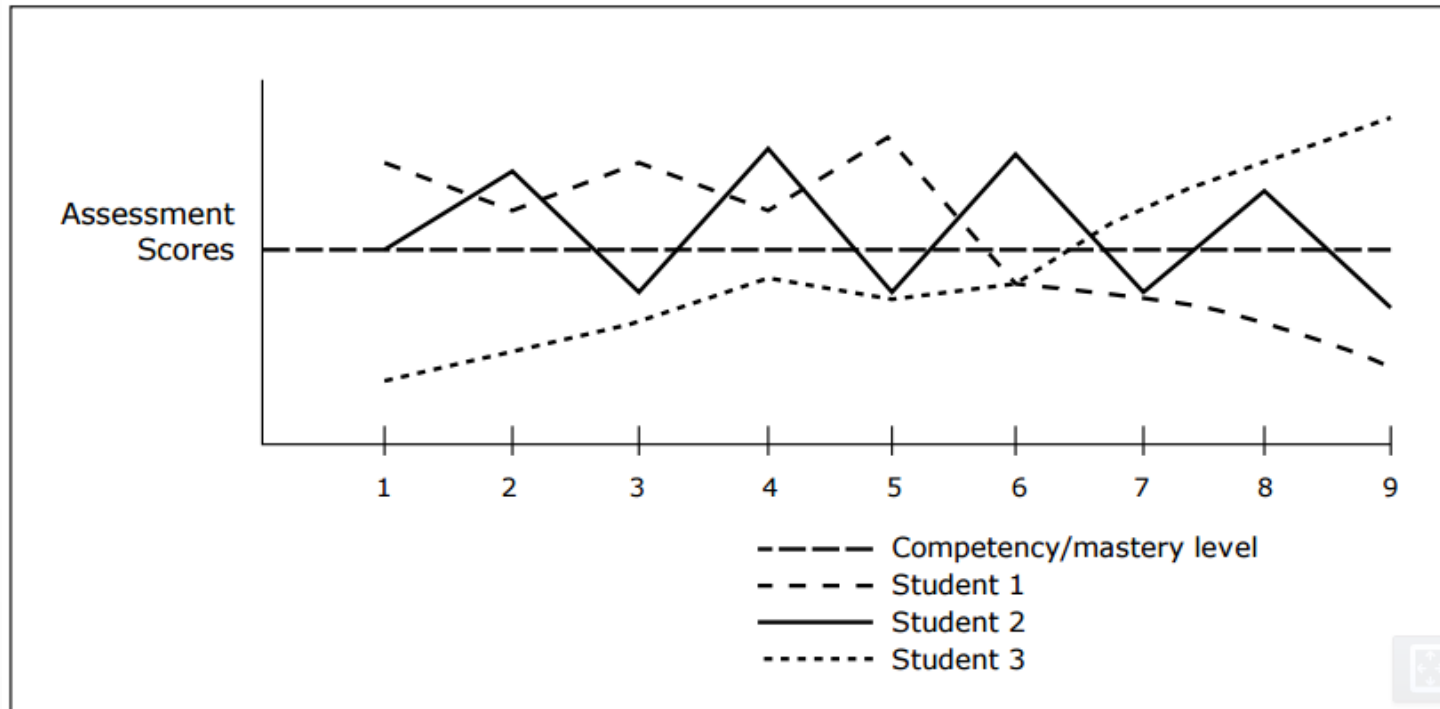


Shift from Event to Process



Is learning an EVENT or a PROCESS?

Parachute Packing Test Scores



Fix 13: Don't use formatives in grade; use only summative evidence

Fix 15: Don't leave students out of the learning process – they should play key roles in the assessment process”



Question to Consider

What current classroom/department practices and policies do you think work against the shift to a standards-based mindset?

Emphasize COMPLETION or STANDARDS?

Is school about ACTIVITIES or LEARNING?

Is school about POINTS or EVIDENCE?

Is learning an EVENT or a PROCESS?

Questions

- Contact LMS- Imstaff@everettsd.org
- Resources

