



# Standards Based Grading

Community Forum  
September 30, 2014

# Topics for Exploration Tonight

- The big picture: A Standards Based Learning System
- How does Standards Based Reporting complement the learning system?
- Voices from the field
- Parent Resources



# What is a Standards Based Learning System?

- **Standards:** A dominant educational theme for over two decades
- 1949 Ralph W. Tyler:  
*Questions to ask before we teach:*  
What do we want students to learn and be able to do?  
What evidence would we expect to verify that learning?

**STANDARDS ARE THE GOALS OF  
TEACHING AND LEARNING**



# Standards Based Learning

- ◆ Common Core Standards
- ◆ Clear Learning Targets
- ◆ Aligned Curriculum and Assessment



# What does it look like?

- Grade 5 Reading Assessment



# GRADES

*Grades are intended to provide feedback on  
LEARNING*



# Research Findings on Feedback

*-- Marzano, CAGTW, out of Wormeli*

<b>Teacher Action</b>	<b>Result on Student Achievement</b>
<b>Just telling students # correct and incorrect</b>	<b>Negative influence on achievement</b>
<b>Clarifying the scoring criteria</b>	<b>Increase of 16 percentile points</b>
<b>Providing explanations as to why their responses are correct or incorrect</b>	<b>Increase of 20 percentile points</b>
<b>Asking students to continue responding to an assessment until they correctly answer the items</b>	<b>Increase of 20 percentile points</b>
<b>Graphically portraying student achievement</b>	<b>Increase of 26 percentile points</b>



# Feedback in a Standards Based Environment

*Adapted from Wormeli, 2013*

Item	Topic or Proficiency	Right	Wrong	Simple Mistake?	Really Don't Understand
1	Draw inferences from text		✓	✓	
2	Draw inferences from text	✓			
3	Determine Theme	✓			
4	Determine Theme	✓			
5	Summarize Text		✓		✓
6	Explain events in text		✓	✓	
7	Explain events in text		✓	✓	
8	Used details from text	✓			





# What happens when feedback is in the form of standards?

- Teachers are able to report student performance levels on specific educational goals instead of broad content areas
- Students know what success looks like
- Standards force us to make sure each activity, test, and project has a purpose
- The focus of learning is on skills not points
- The purpose of grading is to give a student clear feedback in order for that child to take ownership of his or her learning



# Traditional Feedback

## **An overall grade:**

Does not give specific details about a student's skill set

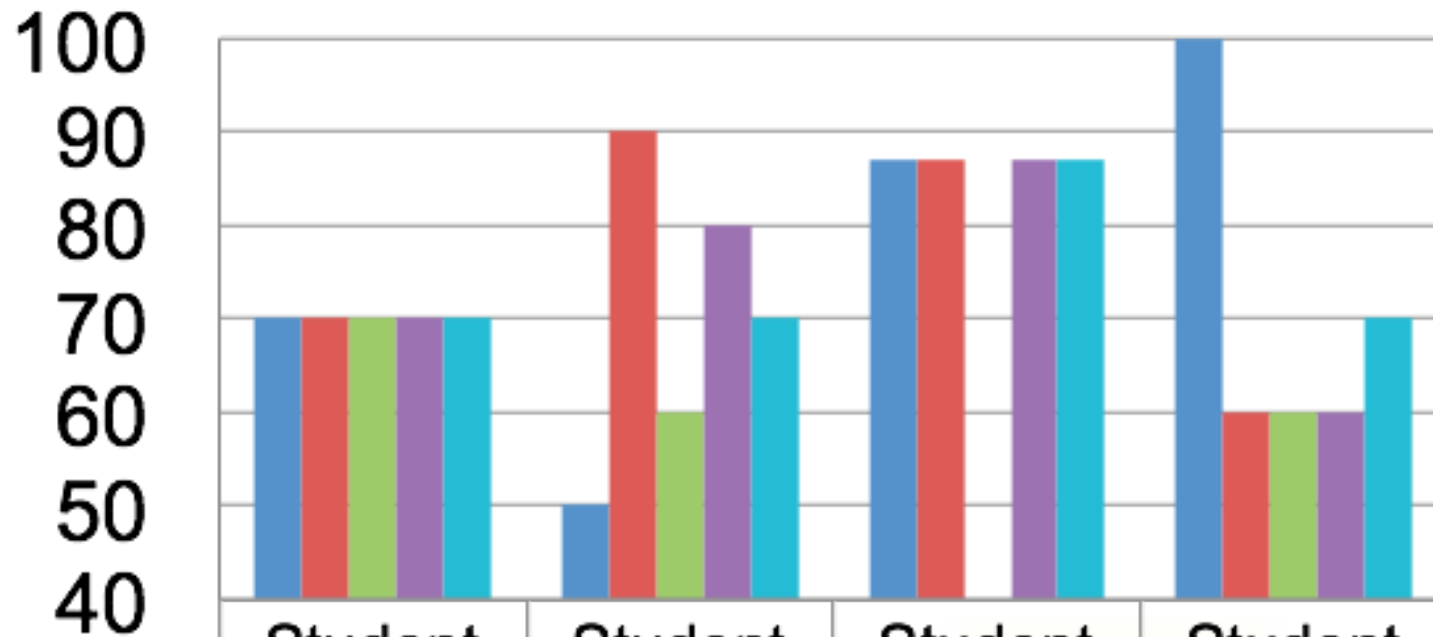
Does not offer teachers specific areas to remedy or enrich.

Does not represent the multiple skills or concepts that were assessed



# Traditional Feedback

*Wormeli, 2013*



	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



# Traditional Feedback

Wormeli, 2013

**This trimester 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?***



# Traditional Feedback

*Wormeli, 2013*

**A single score on a test does not represent the multiple skills or concepts that were assessed.**

Student	Skill A	Skill 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 skills and concepts. The resulting score is often invalid and useless. -- Marzano, CAGTW, page 13**



“Just because it’s mathematically easy to calculate doesn’t mean it’s pedagogically correct.”

*Rick Wormeli*



# Comparison

<b>Traditional System</b>	<b>Standards Based System</b>
Based on assessment method. One grade per assessment	Based on learning goals and performance standards. One performance indicator per goal
Percentage system whereby criteria for success may be unclear.	Criteria for success and targets made available to students ahead of time.
Mix of assessment, behavior, effort, achievement to determine final grade. Late penalties and extra credit.	Measures achievement of learning. Effort and behavior separated. No penalties or extra credit.
Everything included in final grade regardless of purpose.	Selected summative assessments reflect learning.
Assessments record the average not the best work.	Emphasize the most recent evidence of learning (learning takes time).

Adapted from O'Connor K (2002) *How to Grade For Learning: Linking Grades to Standards (2<sup>nd</sup> Ed)*. Thousand Oaks, CA: Corwin Press.



# Homework

- Homework is essential, assigned, and expected to be completed.
- Homework promotes learning when it is meaningful.
- Homework prepares students for instruction or provides practice of concepts not yet mastered.
- Effective homework varies in format.
- Feedback on homework improves student achievement.





# Homework Accountability

- Homework is designed to build understanding.
- Homework is not designed to evaluate learning.
- Timeliness, errors, confusion on homework is dealt with in the classroom as part of the learning process.
- Homework patterns are reported in the Lifelong Learning scores on report cards.
- Challenges completing homework can result in lower standards scores as opportunities to practice skills are impacted by not completing homework.

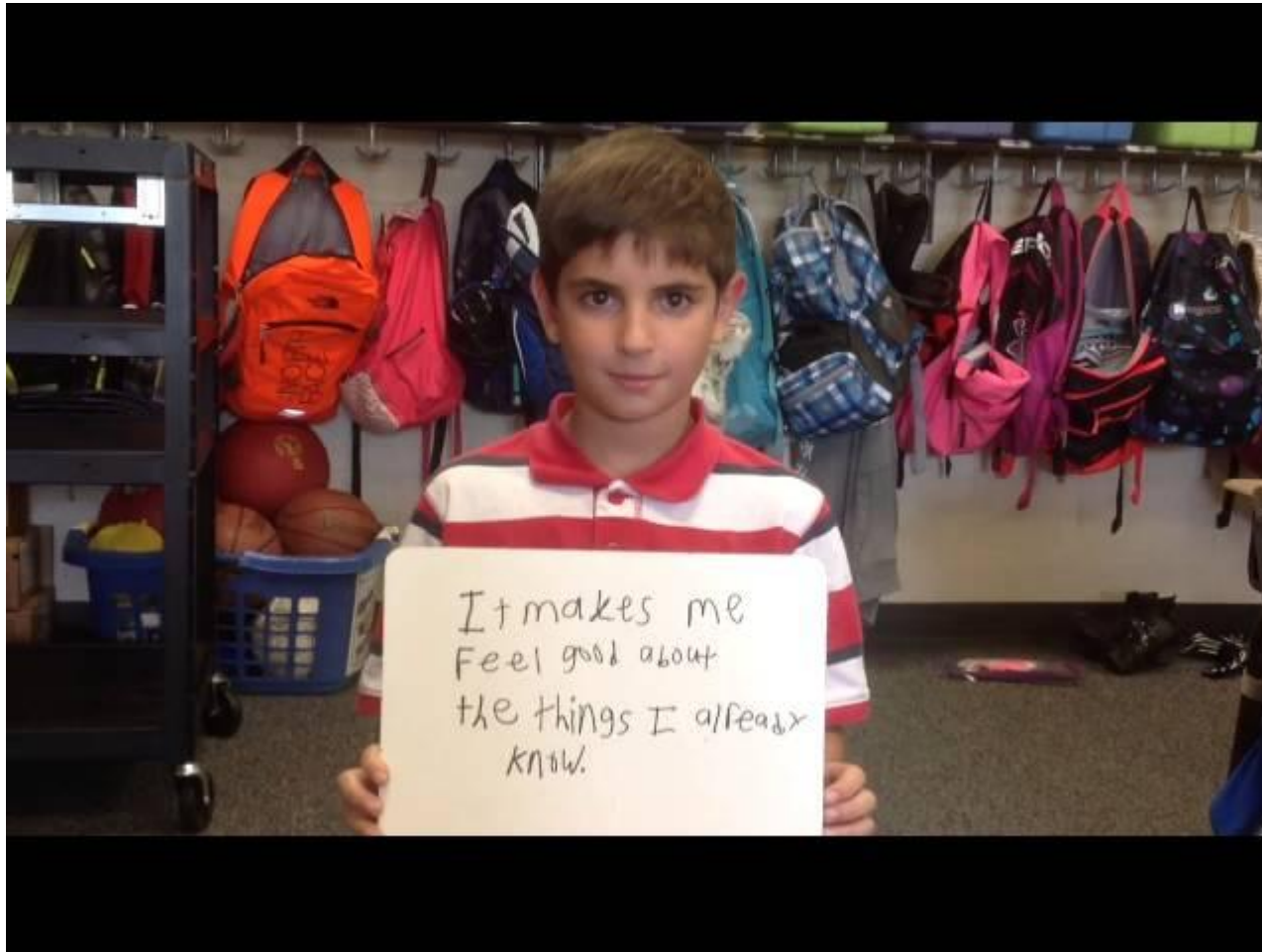


# High School and Beyond

- Evidence of proficiency of the core standards is a strong indicator of college/career success
- Students are able to self-advocate when they know the targets
- Summative assessments are tightly aligned to skills and concepts necessary for the success at the end of each grade level including the eighth grade
- Increased rigor of standards based assessments improve chances of higher scores on HS and college entrance exams



# Voices from the Field



# Additional Resources

## Standards Based Learning Webpage

*Available on CCSD93 Parent Page*

<http://goo.gl/vr1B8U>



# QUESTIONS

