

Common Core State Standards & Standards Based Grading

Learning Objectives

Discuss the key elements of standards-based grading

Discuss the steps for implementing standards-based grading for Common Core State Standards

Expectations for Implementation:

Pilot assessments in 2013-2014

Formal assessments in 2014-2015

Alignment tasks

Standards & instruction

Standards & curriculum materials

Standards & assessments

Instruction & assessments

**Standards/assessments &
REPORTING (Grading) SYSTEMS**

“Why...would anyone want to change current
grading practices?”

The answer is quite simple: grades are so
imprecise that they are almost meaningless.”

--Robert Marzano

THE CORE ELEMENTS OF STANDARDS BASED GRADING

1. Include Academic Content Only
2. Identify Specific Learning Targets
3. Learning Targets Become Grade Book Entries
4. Assess Each Learning Target Separately
5. Provide Multiple Opportunities to Meet Standard

“The purpose of grades is to communicate achievement”

- ✓ Based on Common Core State Standards
 - ✓ Academic performance only
 - ✓ Individual performance only
 - ✓ Behaviors reported separately

“What should NOT be included in a grade”

- ✓ Group work
 - ✓ Effort
- ✓ Participation
 - ✓ Attitude
 - ✓ Behavior
- ✓ Homework

Everyone who has a need to know about a student's performance in school certainly can be told that she or he is "a nice student who tries hard," but they also have a right to know the specific level of her or his knowledge in a particular subject at a given point in time.

-----Ken O'Connor

“Individual achievement is the only basis for grades.”

- ✓ Not based upon group grades
- ✓ Only includes individual achievement of stated course goals
- ✓ “Learn Cooperatively, Assess Individually”

“Group scores are so blatantly unfair that on this basis alone they should never be used”

--Spencer Kagan

“Students’ grades appear on their personal report cards and therefore should not be contaminated by the achievement (or lack of achievement) of other students.”

-- Ken O'Connor

**What does this mean
in a practical sense?**

IMPLEMENTATION PROCESS

STEP # 1 Identify Learning Targets

STEP # 2 Align Scope/Sequence with Learning Targets

STEP # 3 Create Assessments

STEP # 4 Create Assessment Process

STEP # 5 Educate Parents & Students

Step # 1: Identify Learning Targets

What should students KNOW?

What should students be able to DO?

What should students UNDERSTAND?

“A school or district must distinguish between the content that is essential for all students to learn....”

“I recommend no more than 20, and preferably 15, measurement topics per subject per grade level.”

-- Robert Marzano

“Grade Book is based on learning targets.”

- ✓ Grade books will list each learning target
- ✓ Grade books will **NOT** list individual assignments (homework or classwork)
- ✓ Grade books will **NOT** include entries for effort, behavior, attendance or attitude

SAMPLE GRADE BOOK ENTRIES

NAME	Solve Equations (8.1.A) 8.EE.7	Graph Linear Equations (8.1.C) 8.F.4	Solve Systems of Equations (A1.4.D) 8.EE.8	Apply Laws of Exponents (8.4.C) 8.EE.1	FINAL GRADE
Godzilla					
King Kong					
Mothra					
Rodan					

Step # 2: Align Teaching Sequence with Learning Targets

Where in the curriculum is each Learning Target addressed?

What sequence of instruction best delivers the course content/Learning Targets?

Step # 3: Create Assessments

Identify assessment items from existing assessments that align with specific Learning Targets.
(includes projects, reports, etc.)

Edit assessment items as needed to better align with Learning Targets.

Create new assessment items as needed.

Construct assessments which provide evidence of how well students performed on specific Learning Targets.

ASSESSMENT GUIDELINES

- ✓ Distinguish between Summative & Formative assessments
- ✓ Only Summative scores go in grade book
- ✓ Separate score for each learning target

ASSESSMENT DESIGN

Organize assessments by learning targets

Individual score for each learning target

****SCORES FOR EACH LEARNING TARGET WILL BE ENTERED INTO GRADE BOOK, NOT A SINGLE OVERALL SCORE**

NAME _____ DATE _____ CLASS _____

TEST

LEARNING TARGET		Advanced	Proficient	Basic or Below
Solve Equations	# 1-3			
Graph Equations	# 4-5			
Solve Systems of Equations	# 6-7			
Laws of Exponents	# 8-10			

SAMPLE GRADE BOOK ENTRIES

NAME	Solve Equations (8.1.A) 8.EE.7	Graph Equations (8.1.C) 8.F.4	Solve Systems of Equations (A1.4.D) 8.EE.8	Laws of Exponents (8.4.C) 8.EE.1	FINAL GRADE
Godzilla	80	80	80	80	80% B-
King Kong	40	50	90	100	70% C-
Mothra	90	90	100	20	75% C
Rodan	92	96	95	85	92% A-

SAMPLE GRADE BOOK ENTRIES

5th Grade Science

NAME	Characteristics of mammals	Characteristics of reptiles	The water cycle	Journal check	Volcanos	Extra Credit
A	2+	3	3	3-	3	√
B	2	2	3	2-	3+	√
C	2		2	2-	2	
D	3		2		2	

Step # 4: Create Assessment Process

- When should assessments be given?
- How will assessments be scored? (rubrics, percentages, etc)?
- How & when will re-tests/re-writes be scheduled?
- What will be required of student who needs to re-test or re-write?
- When will re-teaching and extra help be provided?

District-wide Secondary Math Grading Policy

- For every course, **ALL** teachers will use the **SAME** standards/learning targets
- **District common assessments** will be used for each math Standard (Learning Target)
- Assessment scores will be **at least 80%** of the total grade
- Students will have **MULTIPLE OPPORTUNITIES** to demonstrate mastery

Sample Middle School Grading Policy

- ALL teachers use Standards Based Grading
- Each department develops lists of learning targets for each course
- Each department develops grading policies that apply to all teachers
- Provide students with **MULTIPLE OPPORTUNITIES** to demonstrate mastery

Step # 5: Educate Parents & Students

- ✓ Publish written grading policy for each team.
 - ✓ Include grading policy in syllabi
 - ✓ Include in school newsletters
 - ✓ Explain during parent nights
 - ✓ Explain during conferences

Common Core State Standards will result in new Learning Targets....so let's list them in the grade book.

We already understand which activities are “practice (formative)” and which “assess student learning (summative)”
....now we simply stop including
“practice” scores in the overall grade.

Common Core State Standards will require new assessment items that address the Learning Targets....so let's record separate scores for each Learning Target.

We already encourage persistence and effort....now we provide a tangible incentive for students to “keep on trying.”

We already encourage “continued improvement & growth over time”....now we simply emphasize the end result over the earlier attempts.

We already provide extra help to remedy deficiencies....now we can better target the specific needs of the students.

Who Benefits From Standards Based Grading?

- ✓ Students who master material quickly and think that homework is a waste of time
 - ✓ Students whose home life makes it difficult to complete homework
- ✓ Students who learn at a slower pace but continue to work hard
- ✓ Students who miss large amounts of school but will make effort to get caught up

THE CHALLENGE

Focus on Standards & Content
Mastery, NOT Behaviors

Strive for teacher consensus and
consistent grading policies

RESOURCES--Grading

O'Connor, "A Repair Kit for Grading: 15 Fixes for Broken Grades, 2nd Ed." (www.pearsonhighered.com)

"How to Grade for Learning, 3rd Ed." (www.corwinpress.com)

Marzano, "Assessment and Grading that Work" (www.amazon.com or www.ascd.org)

Guskey, "Practical Solutions for Serious Problems in Standards-Based Grading" (www.corwinpress.com)