For further conversation about any of these topics:

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<table>
<thead>
<tr>
<th>Type of Feedback</th>
<th>Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores Alone</td>
<td>Ineffective: Students were complacent, unmotivated</td>
</tr>
<tr>
<td>Score with Comments</td>
<td>Ineffective: Students focused only on judgement of scores, how they did in comparison to others, didn’t internalize or use comments</td>
</tr>
<tr>
<td>Comments Alone</td>
<td>Effective: Students in this group demonstrated the most improvement and learning</td>
</tr>
</tbody>
</table>


Recording a judgement symbol, i.e. a percent, rubric number, or letter grade, on student work is a clear message to the student:

Learning is done.
"...John Hattie (2012) whose synthesis of 800 meta-studies showed that student self-assessment/self-grading topped the list of educational interventions with the highest effect size. By teaching students how to accurately self-assess based on clear criteria, teachers empower them to become “self-regulated learners” able to monitor, regulate, and guide their own learning. The reason students never develop these traits is that our monopoly on assessment, feedback, and grading has trained students to adopt an attitude of total passivity in the learning process.”


Ultimately, what’s the wisest move if we really want students to learn and we weren’t pedagogical hypocrites?

What do all these have in common?

• Put name, date, period in the top right corner of the paper
• Used a quiet, indoor voice while in the classroom
• Showed up to play in an evening musical concert
• Brought in permission slip signed by parents
• Donated a box of tissues to the classroom
• Completed a reading log of time read
• Had a nice, neat notebook in math
• Dressed out in gym uniform in p.e.
• Turned in work in a timely manner
• Did service for the school
• Worked collaboratively
• Tutored classmates
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.
- Any test format that does not create an accurate report of students' degree of evidence of standards must be 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)

- English Language Learners have a right to be assessed accurately.
- Lack of language proficiency does not mean lack of content proficiency.
- 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?

"Is my purpose to select talent or develop it?...If your purpose as an educator is to select talent, then you must work to maximize the differences among students. In other words, on any measure of learning, you must try to achieve the greatest possible variation in students' scores...Unfortunately for students, the best means of maximizing differences in learning is poor teaching. Nothing does it better."

-- Thomas R. Guskey, Education Leadership, ASCD, November 2011, Pages 16-21

"If, on the other hand, your purpose as an educator is to develop talent, then you...clarify what you want students to learn and be able to do. Then you do everything possible to ensure that all students learn those things well. If you succeed, there should be little or no variation in measures of student learning. All students are likely to attain high scores on measures of achievement, and all might receive high grades."

-- Thomas R. Guskey, Education Leadership, ASCD, November 2011, Pages 16-21
It's assessing and grading only in reference to evidence of standard(s), nothing else. If it's listed in the course curriculum, it can be evaluated and included in 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.

What is standards-based assessment and grading?

Define Each Grade

A:

B:

C:

D:

E or F:

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.
It's what students carry forward, not what they demonstrated during the unit of learning, that is most indicative of true proficiency.

"Nobody knows ahead of time how long it takes anyone to learn anything."

Dr. Yung Tae Kim, “Dr. Tae,” Physics Professor, Skateboarding Champion

Time is a variable, not an absolute.

We are criterion-referenced, evidenced-based, not norm-referenced in classroom assessment and reporting.

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.

Fair Isn’t
Always Equal

This quarter, you’ve taught:

- Main idea, Theme, Thesis
- Literary Devices used to Evoke Reader Response
- Close Reading
- Annotating Text
- Resurgence in Post-Modernism in current, popular literature
- Cultivating a Writer’s Voice
- From Classic Literature to Film

The student’s grade: B

What does this mark tell us about the student’s proficiency with each of the topics you’ve taught?

<table>
<thead>
<tr>
<th>Student</th>
<th>Dimension A</th>
<th>Dimension B</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

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
### '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.

### What is the Role of Each One?

- **Formative Assessment**
- **Summative Judgment**

### Formative vs Summative in Focus:

**Lab Reports in a Science Class**

(Or any other lab-like activity in any subject area)
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, not 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

Set up your gradebook into two sections:

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments and assessments completed on the way to mastery or proficiency</td>
<td>Final declaration of mastery or proficiency</td>
</tr>
</tbody>
</table>
“...[N]o research supports the idea that low grades prompt students to try harder. More often, low grades prompt students to withdraw from learning. To protect their self-images, many students regard the low grade as irrelevant or meaningless. Others may blame themselves for the low grade but feel helpless to improve (Selby & Murphy, 1992).”

- Tom Guskey, “Five Obstacles to Grading Reform,” Education Leadership, ASCD, November 2011
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.

We can learn
without grades,
but we can’t learn
without descriptive
feedback.

Sine non qua
Literally, "Without
which, not." Put
another way:
"Without this,
nothing."

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

Greatest Impact on Student Success:
Formative feedback

Two Questions to Ask Students:

• What are you supposed to be learning?
• Where are you in relation to that goal?
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

When providing descriptive feedback that builds perseverance,

...comment on decisions made and their impact, NOT quality of work.

Highlighting Mistakes: A Grading Strategy
(Youtube.com)

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)
A child is attempting to ride a bicycle, and the bike falls over. Another child, learning to walk, loses her balance and lands on her bottom. A baby’s green peas slide off his spoon as he moves it toward his mouth. How do their parents respond? Good parents don’t say, “You fail, you’re not able to meet bicycling standards,” “I’ll develop a rubric for walking without falling,” or, “We need a Common Core curriculum to help you keep your food in your spoon.” …[They] simply say, “Try again.”

- Richard L. Curwin, Education Leadership, ASCD, September 2014, p.38

--- Marzano, CAGTW, pgs 5-6
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: **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.

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

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.

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
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

F.A.I.L.

First Attempt in Learning

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.

From Youtube.com:

Dr. Tae Skateboarding
(Ted Talk)

http://www.youtube.com/watch?v=lHfo17ikSpY
• 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.

• 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.

• 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.

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 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+)

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.
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.

Consider the Correlation

<table>
<thead>
<tr>
<th></th>
<th>100</th>
<th>90</th>
<th>80</th>
<th>70</th>
<th>60</th>
<th>50</th>
<th>40</th>
<th>30</th>
<th>20</th>
<th>10</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>-4</td>
<td>-5</td>
<td>-6</td>
</tr>
</tbody>
</table>

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.

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 is 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.*

<table>
<thead>
<tr>
<th>Summative Assessments</th>
<th>XYZ Test, part 1</th>
<th>PQR Project</th>
<th>EFG Observ</th>
<th>XYZ Test, part 2</th>
<th>GHI Perf Task</th>
<th>Most Consistent Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 [Descriptor]</td>
<td>3.5</td>
<td></td>
<td></td>
<td>3.5</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>1.2 [Descriptor]</td>
<td>2.5</td>
<td>5.0</td>
<td>4.5</td>
<td>4.5</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>1.3 [Descriptor]</td>
<td>4.5</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>1.4 [Descriptor]</td>
<td>3.5</td>
<td></td>
<td></td>
<td>3.5</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>1.5 [Descriptor]</td>
<td>2.0</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td>1.75</td>
</tr>
</tbody>
</table>

**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
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

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

<table>
<thead>
<tr>
<th>Course:</th>
<th>Standard Descriptor</th>
<th>Standards Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td></td>
<td>(1) (2) (3) (4)</td>
</tr>
<tr>
<td>Standard 1</td>
<td>Usage/Punct/Spelling</td>
<td>2.5</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Analysis of Literature</td>
<td>1.75</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Six + 1 Traits of Writing</td>
<td>3.25</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Reading Comprehension</td>
<td>3.25</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Listening/Speaking</td>
<td>2.0</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Research Skills</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Additional Comments from Teachers:

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.
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.

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.

“The next four slides’ content can be found in this article.”

“Myth 2: Report cards cannot identify the student’s status as an exceptional learner.

“Fact: According to guidance recently provided by the U.S. Department of Education’s Office of Civil Rights (2008), a student’s IEP, 504, or ELL status can appear on report cards (which communicate information about a student’s achievement to the student, parents, and teachers) but not on transcripts (which are shared with third parties—other schools, employers, and institutes of higher education) (Freedman, 2000). Even on report cards, however, schools must carefully review whether such information is necessary.”
“Myth 3: Transcripts cannot identify the curriculum as being modified.

Fact: This is perhaps the most common of all reporting myths. Under the Individuals with Disabilities Education Act (IDEA) of 1997 and 2004, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, transcripts cannot identify students as qualifying for special services or accommodations—supports that provide access to the general curriculum but do not fundamentally alter the learning goal or grade-level standard. However, schools can legally note curriculum modifications—changes that fundamentally alter the learning goal or grade-level expectation (Freedman, 2000, 2005).”

Three types of learning criteria related to standards (see Guskey, 2006):

“Product criteria address what students know and are able to do at a particular point in time. They relate to students’ specific achievements or level of proficiency as demonstrated by final examinations; final reports, projects, exhibits, or portfolios; or other overall assessments of learning.”

“Process criteria relate to students’ behaviors in reaching their current level of achievement and proficiency. They include elements such as effort, behavior, class participation, punctuality in turning in assignments, and work habits. They also might include evidence from daily work, regular classroom quizzes, and homework.

“Progress criteria consider how much students improve or gain from their learning experiences. These criteria focus on how far students have advanced, rather than where they are. Other names for progress criteria include learning gain, value-added learning, and educational growth.”

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
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 grading
- Cathy Vatterott on breaking the homework grading addiction
- Alfie Kohn on why we should end grading instead of trying to improve it

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

Particularly Compelling Websites with Research on SBG:

http://tguskey.com/articles/

http://mctownsley.net/standards-based-grading/

New Resource on Grading:
“The Grading System We Need to Have”
http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2014/05/response_the_grading_system_we_need_to_have.html


Warning: Mind-changing essays, unusually well-researched content, compelling prose, myth-busting impact, and a rather intense Foreword!
Response to a parent of an AP student when his teachers started doing re-assessments for full credit in their AP classes:

Principal's Blog as he worked with faculty on Re-do's and SBG:

Former AP Teacher, now Building Administrator, Reed Gillespie

Responses to Re-Do Concerns:
http://www.reedgillespie.blogspot.com/2013/04/redos-and-retakes.html

12 Practical Steps to Conducting Re-do’s:
http://www.reedgillespie.blogspot.com/2013/04/12-steps-to-creating-successful-redo.html

Particularly Helpful: The Work of High School Teacher, now District Leader, Matt Townley

“What is the Difference between Standards-Based Grading (or Reporting) and Competency-Based Education?”
http://www.competencyworks.org/analysis/what-is-the-difference-between-standards-based-grading/

And,
www.sbgvideos.org
Great Books on Feedback, Assessment, and Grading:

- Grading from the Inside Out (Schimmer)
- Hacking Assessment (Sackstein)
- Elements of Grading (Reeves)
- How to Give Feedback to Your Students (Brookhart)
- Balanced Assessment, From Formative to Summative (Burke)
- Grading Smarter, Not Harder (Dueck)
- Grading (Brookhart)
- How to Grade for Learning (O’Connor)
- A Repair Kit for Grading: 15 Fixes for Broken Grades (O’Connor)
- Fair Isn’t Always Equal (Wormeli)

- Checking for Understanding: Formative Assessment Techniques for your Classroom (Fisher and Frey)
- Transforming Classroom Grading (Marzano)
- Classroom Assessment and Grading that Work (Marzano)
- How to Assess Higher-Order Thinking Skills in your Classroom (Brookhart)
- Grading Exceptional and Struggling Students: RTI, ELL, IEP (Guskey, Jung)
- On Your Mark: Challenging the Conventions of Grading and Reporting (Guskey)

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

- Brookhart, Susan. How to Assess Higher-Order Thinking Skills in your Classroom, ASCD, 2010
- Alternatives to Grading Student Writing, Stephen Tchudi, Editor, NCTE, 1997

GPS
Grading Philosophy Statement
(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

Six Accountability Elements

1. Political version of Accountability - From the teacher: “Learn, or I will hurt you.” From the public: “We need to shape up those schools and hold them accountable.”

2. Educational, Effective version of Accountability: Equity for all students, establishing mutual Ethos, making sure what we’re doing maximizes every student’s learning (requires ceaseless analysis and critique of instruction, and minimizing the negative impact of the factory model of schooling), even when it’s difficult or not the same as what we do with others, and clearly communicating it to everyone involved.
Six Accountability Elements

3. Do we identify what we want students to know and be able to do and calibrate it with subject-like colleagues?

4. Do we critique our assessments to make sure they present valid evidence of student learning with these standards and revise them, if they don’t?

5. Do we report student progress in a clear, timely way, and in a manner useful to all stakeholders?

6. Can we analyze instructional practices in terms of their impact on students’ learning? Can we demonstrate growth over time?

Helpful Disposition:
Create the rubric with an eye toward increasing the student’s involvement with his own learning, NOT for sorting students or justifying a grade or score.

“Rubrics reduce the predictable to the prescribed,” and, “[L]abels such as ‘proficient’ reflect compliance to the rubric, not writing quality.” Thomas fears that we lose something of our essential humanity and individual potential with rubrics and their like, posting John Dewey’s worry, “What avail is it to win prescribed amounts of information about geography and history, to win ability to read and write, if in the process the individual loses his own soul...?” Finally, Thomas concludes, “Teaching and learning are poisoned by our misguided pursuit of a very narrow version of ‘scientific’ that has been subsumed by the bureaucratic and turned into pseudo-science.”

Kohn cites further research on the specious nature of rubrics, describing Professor Linda Mabry’s work in 1999 that found rubrics served as, “...agents of control over what is taught and valued,” and in English classes created a false sense of quality: “Compliance with the rubric tended to yield higher scores but produced vacuous writing.” (Kohn, 2006) He warns that students’ reliance on rubrics pushed by their teachers creates an unhealthy focus on how they are doing. As a result, students, “...often become less engaged with what they’re doing.”

-- Professor Paul Thomas, December 10th, 2016 posting, excerpted from forthcoming revised edition of Fair Isn’t Always Equal, February 2018

-- Excerpted from forthcoming revised edition of Fair Isn’t Always Equal, February 2018
SIX + 1 Writing Traits Sample Rubric -- Ideas and Content
[From Northwest Regional Educational Laboratory, 101 SW Main, Suite 500, Portland, OR 97204]

5 = This paper is clear and focused. It holds the reader’s attention. Relevant anecdotes and details enrich the central theme or storyline. Ideas are fresh and original. The writer seems to be writing from knowledge or experience and shows insight: an understanding of life and a knack for picking out what is significant. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. The writer develops the topic in an enlightening, purposeful way that makes a point or tells a story. Every piece adds something to the whole.

Example Analytic Rubric:
Articulating thoughts through written communication — final paper/project

Clarity (Thesis supported by relevant information and ideas.)

4 - ABOVE AVERAGE: The central purpose of the student work is clear and supporting ideas always are always well-focused. Details are relevant, enrich the work.

3 – SUFFICIENT: The central purpose of the student work is clear and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the author’s ideas.

2 – DEVELOPING: The central purpose of the student work is identified. Ideas are generally focused in a way that supports the thesis.

1 - NEEDS IMPROVEMENT: The purpose of the student work is not well-defined. Central ideas are not focused to support the thesis. Thoughts appear disconnected.

[http://teachingcommons.depaul.edu/Feedback_Grading/rubrics/types-of-rubrics.html]

Our Rubric for Behavior

Green

- Wow! Superstar!
- I am setting the best example.
- I am doing my personal best.
- I am following all of the rules and directions.

Yellow

- I needed to be reminded of a rule.
- I am not doing my personal best.

Red

- I am having a hard time following rules.
- I need a time-out to make a plan.

www.schools.manatee.k12.fl.us
Table 1: Template for Holistic Rubrics

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Demonstrates complete understanding of the problem. All requirements of task are included in response.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates considerable understanding of the problem. All requirements of task are included.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates partial understanding of the problem. Most requirements of task are included.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates little understanding of the problem. Many requirements of task are missing.</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates no understanding of the problem.</td>
</tr>
<tr>
<td>0</td>
<td>No response/task not attempted.</td>
</tr>
</tbody>
</table>

http://pareonline.net/getvn.asp?v=7&n=25

What advice would we give ourselves when it comes to designing rubrics?

We are criterion-referenced, evidenced-based, not norm-referenced in classroom assessment and reporting.
We cannot conflate reports of compliance with evidence of mastery. Grades are reports of learning, not doing.

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.

Successful Assessment is Authentic in Two Ways

- The assessment is close to how students will apply their learning in real-world applications. (not mandatory)
- The assessment must be authentic to how students are learning. (mandatory)

What should students know about our oceans before they graduate high school?
Consider:

• Why is it important that students understand the idea of, “pitch” in elementary music programs?

When should students study the Bill of Rights, and why do you believe as you do?

Which is more important to learn well: scientific method or qualitative vs quantitative analysis?

If there’s little time left in the school year, which topic in your English class listed below will receive the least emphasis?

- Media literacy
- Rhetorical analysis
- Developing a strong writer’s voice
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

Is it Mastery?

• The student can repeat the multiplication tables through the 12’s
• The student can hear or read about a situation that requires repeated addition and identifies it as a multiplication opportunity, then uses multiplication accurately to shorten the solution process.

Is it Mastery?

• A student prepares an agar culture for bacterial growth by following a specific procedure given to her by her teacher. She calls the experiment a failure when unknown factors or substances contaminate the culture after several weeks of observation.
• A student accounts for potentially contaminating variables by taking extra steps to prevent anything from affecting an agar culture on bacterial growth she’s preparing, and if accidental contamination occurs, she adjusts the experiment’s protocols when she repeats the experiment so that the sources of the contamination are no longer a factor.

Is it Mastery?

• The student uses primarily the bounce pass in the basketball game regardless of its potential effectiveness because that’s all he knows how to do.
• The student uses a variety of basketball passes during a game, depending on the most advantageous strategy at that moment in the game.
Is it Mastery?

- The students can match each of the following terms to its definition accurately: noun, pronoun, verb, adverb, adjective, preposition, conjunction, gerund, and interjection.
- The student can point to any word in the sentence and explain its role (impact) in the sentence, and explain how the word may change its role, depending on where it’s placed in the sentence.

The example of what NOT to do: oral dictation spelling tests

Define mastery.

Agree on a commonly accepted definition of mastery with those around you.

From Understanding By Design (Wiggins, McTighe)

The Six Facets of True Understanding:
- Explanation
- Interpretation
- Application
- Perspective
- Empathy
- Self-knowledge
“Understanding involves the appropriate application of concepts and principles to questions or problems posed.”

-- Howard Gardner, 1991

“Real comprehension of a notion or a theory -- implies the reinvention of this theory by the student...True understanding manifests itself by spontaneous applications.” -- Jean Piaget

From the Center for Media Literacy in New Mexico --

“If we are literate in our subject, we can:

access (understand and find meaning in),

analyze,

evaluate,

and create

the subject or medium.”

The better question is not,

“What is the standard?”

The better question is,

“What evidence will we tolerate?”

Grade 6: Write and evaluate numerical expressions involving whole-number exponents.

(From the Common Core Standards)

- What if they can write the expressions but can’t evaluate them?
- Does the standard require students to add, subtract, multiply, and divide whole number exponents, too?
- Some teachers think whole numbers includes zero and negative integers, so should we require students to demonstrate proficiency with negative exponents as well?
- Does the standard mean students can recognize mistakes others make while evaluating such expressions?
What if they can do this by rote, but can’t explain the math behind the algorithm?
What if they can do the standard this week, but can’t do it two months from now?
How many times and over what period of time do students need to be able to do this in order to be considered proficient?
What does it mean to exceed this standard, if that’s what our “A” grade represents?

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?”

Next Generation Science Standards

MS-ESS2-1. Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process. [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth’s materials.] [Assessment Boundary: Assessment does not include the identification and naming of minerals.]
“The student will compare the United States Constitution system in 1789 with forms of democracy that developed in ancient Greece and Rome, in England, and in the American colonies and states in the 18th century.”

--Virginia, Grade 12, United States and Virginia Government

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**21st Century Skills Sets**
*(As taken from www.p21.org)*

Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:
- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

**Learning and Innovation Skills**
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

**Information, Media and Technology Skills**
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

**Life and Career Skills**
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
My Essay on Giant Squid:
I am going to tell you about giant squid, and I'm going to tell you why they are so interesting to me.

Giant squid can grow to 50 or 60 feet long. They usually have 8 arms and two long feeder tentacles that can grab food from 33 feet away. They have the biggest eye in the animal kingdom. It's about the size of a human head or a hubcap. The main body, the mantle, has all the major organs, but underneath is the funnel, which exhales, expels waste, jets the squid different directions, and squirts ink. The giant squid has a large beak for breaking down food into small pieces because it's esophagus passes through the brain on the way to the stomach and the food has to be small in order to fit through it.

I became interested in giant squid after interviewing Dr. Clyde Roper at the Smithsonian Institute in Washington, D.C. When I grow up, I want to be a marine zoologist. That's my essay on Giant Squid.

Looking at Assessment of Mastery

Example 1:
Solve: 3 ½ inches + 9 ½ inches = ?

Student's Response:

\[
\begin{align*}
3 \text{ in.} + 9 \text{ in.} &= 12 \text{ in.} \\
\frac{1}{2} \text{ in.} + \frac{1}{2} \text{ in.} &= 1 \text{ in.} \\
12 \text{ in.} + 1 \text{ in.} &= 13 \text{ in.}
\end{align*}
\]

Is the student's response correct?

What can we conclude about the student's mastery of this topic?

Example 2 -- Directions to the Student: Circle at least one simile in the following paragraph:

"Yes, life was a Ferris Wheel to Betina, always circling, 'coming around again, and always leaving a small lump of something in the pit of her stomach as she descends from the uppermost view where she can look out across the world. It was always sad for her to come down the far side of something exciting in life, 'the ground rising to meet her like the unwanted rush of the tide she's helpless to turn away."

The student circles, "like the unwanted rush of the tide."

Did this student demonstrate mastery of similes?

What can we conclude about her understanding?

What is the standard of excellence when it comes to tying a shoe?

Now describe the evaluative criteria for someone who excels beyond the standard of excellence for tying a shoe. What can they do?
Accountable Talk
(p. 23, Checking for Understanding, ASCD, 2007)

- Press for clarification – “Could you describe what you mean?”
- Require justification – “Where did you find that information?”
- Recognize and challenge misconceptions – “I don’t agree because…”
- Demand evidence for claims – “Can you give me an example?”
- Interpret and use others’ statements – “David suggested that…..”

“The student understands fact versus opinion.”

Identify
Create
Revise
Manipulate

What’s the difference between proficient in the standard/outcome and mastery of the standard/outcome?

What does exceeding the standard mean?

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.
• 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.

There’s a big difference: What are we really trying to assess?

• “Explain the second law of thermodynamics” vs. “Which of the following situations shows the second law of thermodynamics in action?”
• “What is the function of a kidney?” vs. “Suppose we gave a frog a diet that no impurities – fresh organic flies, no pesticides, nothing impure. Would the frog still need a kidney?”
• “Explain Keynes’s economic theory” vs. “Explain today’s downturn in the stock market in light of Keynes’s economic theory.”

From, Teaching the Large College Class, Frank Heppner, 2007, Wiley and Sons
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, use it purposefully in new situations, and critique others in their performance and understanding of it.

E.E.K. a.k.a. K.U.D.

Essential and Enduring Knowledge (E.E.K.), concepts, and skills, plus, “What’s nice to know?” for enrichment students

Know, Understand, able to Do (K.U.D. or K.U.D.O.S.)

E.E.K. in Question Form

Essential questions are larger questions that transcend subjects, are usually interesting to ponder, and have more than one answer. They are often broken down into component pieces for our lessons. There are usually one to five essential questions per unit of study. Here’s an example for a unit on the Reconstruction era following the Civil War:

EQ: “How does a country rebuild itself after Civil War?”

Potential focus areas to teach students as they answer the question:

State versus Federal government rights and responsibilities, the economic state of the country at the time, the extent of resources left in the country after the war, the role of the military and industry, the effects of grassroots organizations established to help, the influence of the international scene at the time, public reaction to Lincoln’s assassination, state secession, southern and northern resentment for one another, fallout from the Emancipation Proclamation

K.U.D. (Samples)

Know — A prepositional phrase consists of a preposition, modifiers, and the object of the preposition.

Understand — Energy is transferred from the sun to higher order animals via photosynthesis in the plant (producer) and the first order consumers that eat those plants. These animals are then consumed by higher order animals. When those animals die, the energy is transferred to the soil and subsequent plant via scavengers and decomposers. It’s cyclical in nature.

Do — When determining a percentage discount for a market item, students first change the percentage into a decimal by dividing by one hundred, then multiply the decimal and the item price. This amount is subtracted from the list price to determine the new, discounted cost of the item.
Choose the best assessment:

1. On the sphere provided, draw a latitude/longitude coordinate grid. Label all major components.

2. Given the listed latitude/longitude coordinates, identify the countries. Then, identify the latitude and longitude of the world capitols and bodies of water that are listed.

3. Write an essay about how the latitude/longitude system came to be.

4. In an audio-visual presentation, explain how our system of latitude and longitude would need to be adjusted if Earth was in the shape of a peanut? (narrow middle, wider edges)

5. Create a collage or mural that represents the importance of latitude and longitude in the modern world.

Working with Colleagues on Mastery

• Honor the perspectives and experiences participants bring to the group. Incorporate a person’s background or expertise in discussions, or identify connections between that background and others’ experiences:
  
  “Based on your experience…”
  “How does this fit with what you know?”
  “Dave, your work in graphic design during your summers probably helps you see what our art students really need to know before going off to college. Is there anything we’re not emphasizing in this standard that we should be?”

Working with Colleagues on Mastery

• Set the Socrates tone from the beginning: Ask everyone to play Socrates or Devil’s Advocate at every turn. Make it a responsibility to be a contrarian so as to help everyone fully explore the idea. Unexamined concepts don’t serve us as well as fully examined ones do. We give ideas life through debate, not quick acquiescence.

  Consider using large, “Yeah, ....but....” and, “Yeah, ....and....” index cards. Participants wave the cards when they have a concern or can improve upon an idea.

Working with Colleagues on Mastery

• If it’s appropriate, ask everyone to list issues and concerns on index cards throughout the work session that they submit anonymously afterwards. Before the next meeting, the facilitator looks through the cards, noting the group’s needs, then organizes the concerns for group processing to kick off the next meeting. If the facilitator poses the concern, participants lessen the influence of bias towards individual personalities and programs that might otherwise color individuals’ thinking.
Working with Colleagues on Mastery

- When a participant is divisive or his ideas are inappropriate, we can ask him to explain or clarify his position. We may have misunderstood him. Consider using, “Tell me more about that.” We may or may not be interested or agree with his ideas, but we act like they’re important because they truly are to that colleague. When asked to fill in the details, participants will often realize the limitations of arguments.
- We can also ask him to apply his thinking to a series of questions so he can see the potential concerns in his thinking, such as:
  
  “What if we required this level of performance from all students, regardless of background or learning challenge?”
  
  “Where is that principle listed in the Common Core standard?”
  
  “What does NSTA say about that benchmark?”
  
  “What evidence do you think the high school (or college) will be seeking when it comes to that standard?”

Working with Colleagues on Mastery

- Provide the big picture perspective. When there is serious division or spinning of wheels in loose sand, ask the larger questions of what we’re doing:
  
  “Will knowing this concept or skill provide any leverage for students when doing next year’s curriculum?”
  
  “How is this important to being a contributing citizen in our community?”
  
  “How does this build on what students learned last year?”
  
  “What skills in this area are necessary in the larger, working world beyond school?”

Working with Colleagues on Mastery

- If someone is concerned about a standard or benchmark, he may be feeling as if he’s been backed into a corner with no alternatives. This creates panic, and there’s not a lot of clear thinking that happens when we’re feeling this way. During these times, we can give each other an “out” and ask them to try the new wording or expectation in just one unit of study, or with just one subset of students, or for a finite period of time, then to report the results back to the group.

Working with Colleagues on Mastery

- If a group struggles with a particular idea, it often helps to ask them to compare it to how we treat each other, what we really use as adults in this field, and whether or not we would tolerate being asked to demonstrate the same level of mastery we are asking our students to demonstrate. Comparing learning and expectations to the adult world helps teachers escape the myopia that happens when focusing only on conventional classroom approaches.
Guiding Questions for Rubric Design:

• Does the rubric account for everything we want to assess?
• Is a rubric the best way to assess this product?
• Is the rubric tiered for this student group’s readiness level?
• Is the rubric clearly written so anyone doing a “cold” reading of it will understand what is expected of the student?
• Can a student understand the content yet score poorly on the rubric? If so, why, and how can we change the rubric to make sure it doesn’t happen?

Guiding Questions for Rubric Design:

• Can a student understand very little content yet score well on the rubric? If so, how can we change that so it doesn’t happen?
• What are the benefits to us as teachers of this topic to create a rubric for our students?
• How do the elements of this rubric support differentiated instruction?
• What should we do differently the next time we create this rubric?

“Metarubric Summary”
To determine the quality of a rubric, examine the:

• Content -- Does it assess the important material and leave out the unimportant material?
• Clarity -- Can the student understand what’s being asked of him, is everything clearly defined, including examples and non-examples?
• Practicality -- Is it easy to use by both teachers and students?
• Technical quality/fairness -- Is it reliable and valid?
• Sampling -- How well does the task represent the breadth and depth of the target being assessed?

(p. 220). Rick Stiggins and his co-authors of Classroom Assessment for Student Learning (2005)

Holistic or Analytic?
Task: Write an expository paragraph.

• Holistic: One descriptor for the highest score lists all the elements and attributes that are required.

• Analytic: Create separate rubrics (levels of accomplishment with descriptors) within the larger one for each subset of skills, all outlined in one chart. Examples for the paragraph prompt: Content, Punctuation and Usage, Supportive Details, Organization, Accuracy, and Use of Relevant Information.
Task: Create a drawing and explanation of atoms.

- **Holistic:** One descriptor for the highest score lists all the features we want them to identify accurately.

- **Analytic:** Create separate rubrics for each subset of features –
  - Anatomical Features: protons, neutrons, electrons and their ceaseless motion, ions, valence
  - Periodic Chart Identifiers: atomic number, mass number, period
  - Relationships and Bonds with other Atoms: isotopes, molecules, shielding, metal/non-metal/metalloid families, bonds – covalent, ionic, and metallic.

**Rubric for the Historical Fiction Book Project – Holistic-style**

**5.0 Standard of Excellence:**

- All material relating to the novel was accurate
- Demonstrated full understanding of the story and its characters
- Demonstrated attention to quality and craftsmanship in the product
- Product is a realistic portrayal of media used (examples: postcards look like postcards, calendar looks like a real calendar, placemats can function as real placemats)
- Writing is free of errors in punctuation, spelling, capitalization, and grammar
- Had all components listed for the project as described in the task

4.5, 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, .5, and 0 are awarded in cases in which students’ projects do not fully achieve all criteria described for excellence. Circled items are areas for improvement.

**Keep the important ideas in sight and in mind.**

**Two Rubric Ideas to Consider:**

- Only give the fully written description for the standard of excellence. This way students won’t set their sights on something lower.
- 4.0 rubrics carry so much automatic, emotional baggage, parents and students rarely read and internalize the descriptors. Make it easier for them: Use anything except the 4.0 rubric – 2.0, 3.0, 5.0, 6.0.

**4.0 Scale (Rubric) Grading Approach:**

A rubric would’ve been given to the student prior to the test. Universal “look-fors” would have been identified for the student to demonstrate. For the 4.0 Standard of Excellence, the evaluative criteria might include:

- The student recognizes the need to convert the mixed numbers into improper fractions for ease in calculating.
- The student understands the need to divide fractions by multiplying by the reciprocal of the second fraction.
- The student multiplies the two improper fractions correctly.
- The student simplifies the answer into lowest terms.
- The student double-checks his work to make sure there were no careless errors.
- The student arrives at the correct response.
Designing a Rubric

1. Identify the essential and enduring content and skills you will expect students to demonstrate. Be specific.
2. Identify what you will accept as acceptable evidence that students have mastered content and skills. This will usually be your summative assessments and from these, you can create your pre-assessments.
3. Write a descriptor for the highest performance possible.

4. Determine the label for each level of the achievement. Consider using three, four, or six levels instead of five.
5. “Test drive” the rubric with real student products. Remember, there is no perfect rubric.

Examples of Rubric Descriptor Labels:

- Proficient, capable, limited, poor
- Sophisticated, mature, good, adequate, developing, naive
- Exceptional, strong, capable, developing, beginning, emergent
- exceeds standard, meets standard, making progress, getting started, no attempt
- exemplary, competent, satisfactory, inadequate, unable to begin effectively, no attempt

Caution about Labels:

Be Consistent!

- Refer to the same element or category in all levels. For example, we can’t describe a student’s proficiency in terms of the quality of the finished product on one level and in terms of the amount of work completed in another. All levels speak to level of quality, or all speak to amount of work completed.

- Keep the part of speech consistent. Use all adjectives or all adverbs, not a mixture of parts of speech. Example of Poorly Done Scale:

  *Top, adequately, average, poorly, zero*
Content Understanding and Application
4 - Clear, consistent understanding and application of content, exceptional insight demonstrated
3 - Adequate understanding of content, most applications of content are correct
2 - Inconsistent understanding of content and limited application of content
1 - Little to no evidence of content understanding and application

Notice anything different between these two?

Scale:
Criteria: 4 3 2 1
Craftsmanship
Accuracy
Reasoning
Preparation
Presentation

Scale refers to the numerical or one-word rating such as 4.3.2.1 or “Proficient, adequate, limited, poor.” Criteria refers to the areas of assessment, such as craftsmanship, accuracy of information, reasoning skills, preparation, and presentation.

Great Idea: Ask Students to Examine Well-done Examples and Generate the Rubric

Qualities of Successful Reading Autobiographies as Identified by Students:
- Be honest; don't be afraid to tell the truth.
- Back up your opinions with examples of what you mean.
- Choose good words to express your meaning.
- Mention specific books by title.
- Explain what effect reading has on you.
- Explain which books you like and why you like them, as well as what books you don't like, and why you don't like them.
- Stick to the topic. Get to the point.
- Describe how your attitudes and reading abilities have changed since you were a child.
- Explain how you started reading.
- Mention someone who helped you learn to read or learn to enjoy books.
- Be real - Express yourself in a relaxed, personable way, like you were talking to the reader.
- Describe the particular situations or settings in which you learned or enjoyed reading.
- Don't be repetitive.
- Be organized: either chronologically (time order), or in sections.
- Use real life connections and experiences, if possible.
- Double check spelling, punctuation and grammar.
- Have spunk.

Do's for Rubrics:
1. Use fewer levels.
2. Reference the same domain all the way through the rubric or scale.
3. Keep the evaluative criteria for each level authentic to the learner's experience.
4. Keep the same part of speech all the way through the rubric.
**Do's for Rubrics:**

4. Test-drive the rubric on real student work before giving it to students.
5. Provide exemplars for each level.
6. Ask students to design the evaluative criteria and rubric themselves.
7. Occasionally, exchange assessments with another teacher and, using the rubric, assess the students in each other's classes.
8. When providing multiple choices in projects or assessments, create and use only one rubric.
9. For grading scales in particular, remember to seek clear and consistent evidence over time.
10. Reflect on the rubric's use and quality. See separate slides on questions to ask yourself and colleagues.

**Don'ts for Rubrics:**

1. Don't use average, above average, or below average for the descriptor at any level.
2. Don't write out every level of descriptors for most assessments.
3. Don't let reports of compliance distort reports of learning.
4. Don't use symbols with a natural sequence.
5. Use caution on the "4.0" descriptor as, "Exceeds Expectations." Report advanced work separately from grade-level work.
6. Use caution here as well: By their very nature, rubrics limit students
Ways for Students to Transcend Rubric Criteria:

- Demonstrate divergent thinking.
- Add your own voice: If we left your name off the project, would we know it was you that created it?
- Make meaningful connections that the rest of us did not consider.
- Extend your investigation beyond the parameters put forth in the descriptors.

Ways for Students to Transcend Rubric Criteria:

- Give the teacher alternative proposals for how to demonstrate evidence of your learning.
- Teach the teacher and your classmates something they did not know about the topic.
- Express content from a different perspective or through a different domain:
  - Norse mythology expressed through careful cultivation of Bonsai trees?
  - Debate as a form of dance?
  - The human circulatory system could be used as a form of cryptography?
  - Cultures, furniture, languages, and technology experience entropy?

Ways for Students to Transcend Rubric Criteria:

- Make the content your own, not something you borrow from the teacher and return passively at the end of the unit. Let the teacher see what YOU bring to learning’s table. Don’t subordinate who you are for the sake of what a previous generation thought was salient.

And best of all: There are no penalties for giving all of these a try, even when you fail in the first attempts.

- How to Assess Higher-Order Thinking Skills in Your Classroom by Susan M. Brookhart
- From Standards to Rubrics in Six Steps: Tools for Assessing Student Learning by Kathleen (Kay) B. Burke
- Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance by Judith A. Arter and Jay McTighe
• Essential Questions: Opening Doors to Student Understanding by Jay McTighe and Grant Wiggins
• Creating & Recognizing Quality Rubrics by Judith A. Arter, Jan Chappuis
• How to Create and Use Rubrics for Formative Assessment and Grading by Susan M. Brookhart
• Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning by Dannelle D. Stevens, Antonia J. Levi, Barbara E. Walvoord

Now, it's your turn:

1. Identify a competency, outcome, object, or standard for which you'd like to design a rubric.
2. Reflecting on the advice included here, create the rubric for it.
3. Get your rubric critiqued: What is characteristic of a useful rubric? What suggestions do we have for improvement?

Now, it's your turn:

4. Test drive the rubric with real student samples, and adjust the wording as necessary.
5. Now that you’ve done it with one, do it with another. This second one is where you start moving insights into your permanent repertoire.

Time to Give it Try:
Create an Effective Assessment Rubric for any one of the following, or one of your own choosing:

• Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
• Describe how a text presents information (e.g., sequentially, comparatively, causally).
• Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
• Understanding the concept of volume
• Writing an effective lesson plan
• Understanding the content and importance of the Bill of Rights
• ‘Fully understands slope, y-intercept
• ‘Fully understands the U.S. relationship to France during the Civil War and how it is differed from the relationship with France during the Revolutionary War.
• Can recognize media bias in print, television, and on-line news sources