



# OUR GOALS FOR TONIGHT

# OUR GOALS FOR TONIGHT

- Develop a basic understanding of what “Standards Based Grading” is and what it isn’t.



# OUR GOALS FOR TONIGHT

- Develop a basic understanding of what “Standards Based Grading” is and what it isn’t.
- Show you the “WHY” behind a move to “Standards Based Grading”

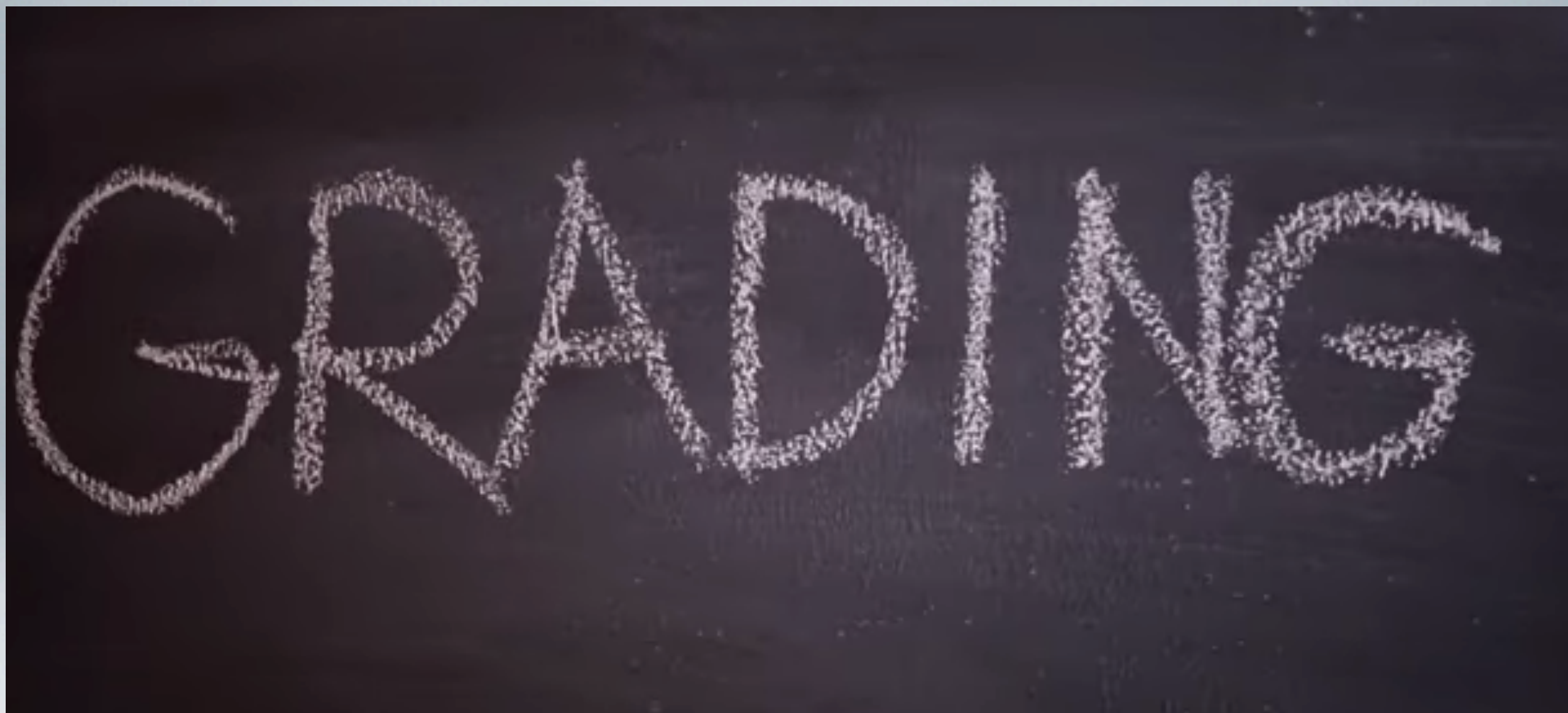
# OUR GOALS FOR TONIGHT

- Develop a basic understanding of what “Standards Based Grading” is and what it isn’t.
- Show you the “WHY” behind a move to “Standards Based Grading”
- Give you real-life examples of what grading used to look like and what it looks like at the Middle School this year.



# OUR GOALS FOR TONIGHT

- Develop a basic understanding of what “Standards Based Grading” is and what it isn’t.
- Show you the “WHY” behind a move to “Standards Based Grading”
- Give you real-life examples of what grading used to look like and what it looks like at the Middle School this year.
- Allow you to ask questions and open the door for further conversations.



<https://www.youtube.com/watch?v=E7m4762pjH8>



# STRATEGIC PLAN 2013-16



# STRATEGIC PLAN

## 2013-16

- Align curriculum and assessment - This has to be done for “SBG” to work.

# STRATEGIC PLAN

## 2013-16

- Align curriculum and assessment - This has to be done for “SBG” to work.
- Infuse Skills4Success/College and Career Readiness Standards into K-12 curriculum. “SBG” allows us to report out on these skills along side content standards.



# STRATEGIC PLAN

## 2013-16

- Align curriculum and assessment - This has to be done for “SBG” to work.
- Infuse Skills4Success/College and Career Readiness Standards into K-12 curriculum. “SBG” allows us to report out on these skills along side content standards.
- Individualize instruction for students creating non-linear paths in their K-12 experience. “SBG” is the only way we can make this happen.

# DISTRICT SCHOOL IMPROVEMENT PLAN



# DISTRICT SCHOOL IMPROVEMENT PLAN

- “Data Collection and Analysis” and “Grading and Assessment” have been on this plan since 2010-11 (possibly earlier) with little movement toward meeting the goals.

# DISTRICT SCHOOL IMPROVEMENT PLAN

- “Data Collection and Analysis” and “Grading and Assessment” have been on this plan since 2010-11 (possibly earlier) with little movement toward meeting the goals.
- “Data Collection and Analysis” has included “identify, collect, analyze and share key common student achievement data.” The move to “SBG” will ensure we are using the same standards across the district, grade and/or content area.



# DISTRICT SCHOOL IMPROVEMENT PLAN

- “Data Collection and Analysis” and “Grading and Assessment” have been on this plan since 2010-11 (possibly earlier) with little movement toward meeting the goals.
- “Data Collection and Analysis” has included “identify, collect, analyze and share key common student achievement data.” The move to “SBG” will ensure we are using the same standards across the district, grade and/or content area.
- “Grading and Assessment” has included “develop and implement common assessments and align grading practices by grade, department and course.” “SBG” will make this a reality.

OUR GRADES AREN'T MATCHING  
UP WITH WHAT TESTS AND  
OTHER LEVELS ARE TELLING US



# OUR GRADES AREN'T MATCHING UP WITH WHAT TESTS AND OTHER LEVELS ARE TELLING US

- High School ACT - Student Grades

# OUR GRADES AREN'T MATCHING UP WITH WHAT TESTS AND OTHER LEVELS ARE TELLING US

- High School ACT - Student Grades
- Elementary Success - Middle School Struggles



# LET'S LOOK AT OUR VIEWS ON GRADING

Please take a look at the assignment grades below and assign a final grade to this student's work.

- Assignment 1: D (65%)
- Assignment 2: C+ (79%)
- Assignment 3: C (75%)
- Assignment 4: B (85%)
- Assignment 5: Missing (0)
- Assignment 6: F (50%)
- Assignment 7: A- (90%)
- Assignment 8: B (85%)
- Assignment 9: A (100%)
- Assignment 10: A (100%)

LET'S CHART THE ANSWERS



# TRADITIONAL GRADING

# TRADITIONAL GRADING

- Gives Letter Grade - A, B, C, D and E (F)



# TRADITIONAL GRADING

- Gives Letter Grade - A, B, C, D and E (F)
- Content Knowledge and Academic Achievement are influenced by non-academic factors (participation, effort, responsibility, citizenship, extra credit, etc.)

# TRADITIONAL GRADING

- Gives Letter Grade - A, B, C, D and E (F)
- Content Knowledge and Academic Achievement are influenced by non-academic factors (participation, effort, responsibility, citizenship, extra credit, etc.)
- Grades everything and averages it all together.



# TRADITIONAL GRADING

- Gives Letter Grade - A, B, C, D and E (F)
- Content Knowledge and Academic Achievement are influenced by non-academic factors (participation, effort, responsibility, citizenship, extra credit, etc.)
- Grades everything and averages it all together.
- Chronologically lists all assignments.

# TRADITIONAL GRADING

- Gives Letter Grade - A, B, C, D and E (F)
- Content Knowledge and Academic Achievement are influenced by non-academic factors (participation, effort, responsibility, citizenship, extra credit, etc.)
- Grades everything and averages it all together.
- Chronologically lists all assignments.
- Reports a single averaged grade for a class or subject.



# GRADING PRACTICES THAT GET IN THE WAY OF EFFECTIVE FEEDBACK.

# GRADING PRACTICES THAT GET IN THE WAY OF EFFECTIVE FEEDBACK.

- Behavior in an academic grade. (He/she works really hard or the opposite)



# GRADING PRACTICES THAT GET IN THE WAY OF EFFECTIVE FEEDBACK.

- Behavior in an academic grade. (He/she works really hard or the opposite)
- Assessments not linked to specific learning targets or standards.

# GRADING PRACTICES THAT GET IN THE WAY OF EFFECTIVE FEEDBACK.

- Behavior in an academic grade. (He/she works really hard or the opposite)
- Assessments not linked to specific learning targets or standards.
- Assigning Zero (The “power” of a zero, a hole that can’t be climbed out of).



# GRADING PRACTICES THAT GET IN THE WAY OF EFFECTIVE FEEDBACK.

- Behavior in an academic grade. (He/she works really hard or the opposite)
- Assessments not linked to specific learning targets or standards.
- Assigning Zero (The “power” of a zero, a hole that can’t be climbed out of).
- Averaging (The sports example).

# GRADING PRACTICES THAT GET IN THE WAY OF EFFECTIVE FEEDBACK.

- Behavior in an academic grade. (He/she works really hard or the opposite)
- Assessments not linked to specific learning targets or standards.
- Assigning Zero (The “power” of a zero, a hole that can’t be climbed out of).
- Averaging (The sports example).
- Old Score and New scores have the same weight.



# GRADING PRACTICES THAT GET IN THE WAY OF EFFECTIVE FEEDBACK.

- Behavior in an academic grade. (He/she works really hard or the opposite)
- Assessments not linked to specific learning targets or standards.
- Assigning Zero (The “power” of a zero, a hole that can’t be climbed out of).
- Averaging (The sports example).
- Old Score and New scores have the same weight.
- Assigning “Extra Credit”.

# GRADING PRACTICES THAT GET IN THE WAY OF EFFECTIVE FEEDBACK.

- Behavior in an academic grade. (He/she works really hard or the opposite)
- Assessments not linked to specific learning targets or standards.
- Assigning Zero (The “power” of a zero, a hole that can’t be climbed out of).
- Averaging (The sports example).
- Old Score and New scores have the same weight.
- Assigning “Extra Credit”.
- Reducing scores for late work (What are we measuring?).



- “Grading as it has been done traditionally promotes a culture of point accumulation not learning, encourages competition not collaboration, often focuses on activities not results....and only involves assessment OF learning because everything students do gets a score and every score ends up in a grade book.”  
-----Ken O’Connor

**Figure 1. Comparing Traditional and Standards-Based Grade Books**

Traditional Grade Book			
Name	Homework Average	Quiz 1	Chapter 1 Test
John	90	65	70
Bill	50	75	78
Susan	110	50	62
Felicia	10	90	85
Amanda	95	100	90

SHOWS NO SPECIFIC CONTENT  
KNOWLEDGE



Final Letter Grade <sup>1</sup> :		C-							
Final Percent:		72							
Teacher Comments:									
Section Description:									
Due Date	Category	Assignment	Standards	Standard Score			Codes	Score	% Grd
09/10/2014	QZ	Quiz #1						9/10	90 A-
09/24/2014	QZ	Quiz #2						6/10	60 D-
10/05/2014	TST	Unit 1 Test						28/40	70 C-
Grades last updated on 10/07/2014									

OUR TRADITIONAL GRADE BOOK

STILL IN USE IN SOME PLACES

Standards-Based Grade Book			
Name	Objective 1: Write an alternate ending for a story	Objective 2: Identify the elements of a story	Objective 3: Compare and contrast two stories
John	Partially proficient	Proficient	Partially proficient
Bill	Proficient	Proficient	Partially proficient
Susan	Partially proficient	Partially proficient	Partially proficient
Felicia	Advanced	Proficient	Proficient
Amanda	Partially proficient	Advanced	Proficient

SHOWS WHAT THE STUDENT IS SPECIFICALLY ABLE TO DO



Final Letter Grade <sup>1</sup> :			B		
Final Percent:			84		
Teacher Comments:					
Section Description:					
Due Date	Category	Assignment	Standards	Standard Score	Codes
09/04/2014	F	Density Lab-PRE-assessment	E1.2 Scientific Reflection and Social Implications	1.5	✖
			E1.1 Scientific Inquiry	1.5	
09/19/2014	S	Coke/Mentos Lab-Assessment	E1.2 Scientific Reflection and Social Implications	3	
			E1.1 Scientific Inquiry	3	
09/23/2014	F	Earth System Science PRE assessment	E2.1 Earth Systems Overview	1	✖
09/30/2014	S	Earth Systems Science POST test	E2.1 Earth Systems Overview	3	
Grades last updated on 09/30/2014					
✔ - Collected, ▲ - Late, ■ - Missing, ◆ - Score is exempt from final grade, ✖ - Assignment is not included in final grade					

# THE NEW ASSIGNMENT LOOK

<b>Art 7/8 (Eden, Tiffani) T1</b>	
Apply skills and knowledge to perform in the arts.	3.5
Apply skills and knowledge to create in the arts.	3
Analyze, describe and evaluate works of art.	3.5
<b>Elective 7J ODC (Malefyt, Ted) S1</b>	
The ability to productively work toward a goal with a positive attitude. Include	3
<b>English 7 A (Malloch, Deanna) S1</b>	
RL.1 Cite evidence to analyze what the text says explicitly and what it infers	3
RL.2 Determine a theme or central idea; provide an objective summary	3
W.2 Write informative/explanatory texts	2.5
W.4 Produce coherent writing appropriate to task, purpose, and audience	4
L.2 Demonstrate capitalization, punctuation, and spelling when writing	3
L.4 Clarify meanings of unknown and multiple-meaning words and phrases	4

<b>Math 7 A (Alkire, Nathan) S1</b>	
7.NS.A.1 -Apply and extend previous understandings of addition and subtraction t	2
<b>Science 7 A (Malefyt, Ted) S1</b>	
S.IP.M.1 Inquiry involves generating questions, conducting investigations, and	3
S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to	3
E.ES.M.4, Human Consequences Human activities have changed the land, oceans, and	3
<b>Social Studies 7 A (Malloch, Deanna) S1</b>	
H1.1 Use historical conceptual devices to organize and study the past.	2.5

# THE NEW STANDARDS FINAL GRADES LOOK





## Hamilton Community Schools

### Student Evaluation Scale Changes for the 2014/2015 School Year, Grades 5/6

#### Student Evaluation Scale (Grading Scale) Changes for Grades 5/6

- Moving from a 3 point evaluation scale to a 4 point scale.
- Changes have been made in the language of the standards of achievement.
- Each score on the 4 point evaluation scale represents a student's level of understanding of a specific standard.

We believe these changes in reporting will more accurately reflect where students are in learning the grade level standards.

**Please see the two tables below; one represents our current evaluation scale and the second represents the new one.**

**Current Evaluation Scale**

Reported Score	Standard of Achievement
3	Meets grade expectations
2	Developing needs time
1	Area of concern
3a	Meets with accommodations
2a	Developing with accommodations

**A score of 1-4 will be assigned to each standard on the report card.**

**If you have any questions or would like to discuss these changes further, please contact Rick Frens or Dean Kramer**

**2014-2015 Evaluation Scale**

Reported Score	Standard of Achievement
4	<i>Exceeds Standard</i> - I know it well enough to make connections that weren't taught, and I am right about those connections.
3.5	I know it well enough to make connections that weren't taught, but I am not always right about those connections.
3	<i>Meets Standard</i> - I know everything that was taught without making mistakes.
2.5	I know all the easy parts and some of the harder parts of the material that was taught.
2	<i>Progressing Toward Standard</i> - I know all the easy parts, but I don't know the harder parts of the material that was taught.
1.5	I know some of the easier parts, but I sometimes make mistakes.
1	<i>Work Needed</i> - With help, I know some of the harder parts and some of the easier parts.



## Hamilton Community Schools

### Student Evaluation Scale Changes for the 2014/2015 School Year, Grades 7/8

#### Standards Based Grading Is a Frame of Mind.

It goes beyond changing how grades are reported out.

The focus is on capturing the  
degree a student understands  
a standard or concept.

Hamilton Community Schools is moving towards a Standards Based approach across the district. In the 2014-15 school year, Hamilton Middle School will pilot the program. By the 2015-16 school year, all elementary schools and the high school will join the practice. Over the course of the next two years, our district will work together to make this system work best for our students, parents, and staff alike.

#### Grades 7/8 Evaluation Scale\*

Reported Score	Percentage Equivalent	Standard of Achievement
4	100%	<i>Exceeds Standard</i> - I know it well enough to make connections that weren't taught, and I am right about those connections.
3.5	92%	I know it well enough to make connections that weren't taught, but I am not always right about those connections.
3	84%	<i>Meets Standard</i> - I know everything that was taught without making mistakes.
2.5	76%	I know all the easy parts and some of the harder parts of the material that was taught.
2	68%	<i>Progressing Toward Standard</i> - I know all the easy parts, but I don't know the harder parts of the material that was taught.
1.5	60%	I know some of the easier parts, but I sometimes make mistakes.
1	52%	<i>Work Needed</i> - With help, I know some of the harder parts and some of the easier parts.

\*Marzano, R. (2006). *Classroom assessment & grading that work*. Alexandria, Va, ASCD.

A letter grade (A, B, C, etc) will still be reported out on a student's report card. Although, within the gradebook, a score of 1-4 will be assigned to each standard to reflect a student's level of understanding.

If you have any questions or would like to discuss these changes further, please contact Rick Frens or Dean Kramer.



# STANDARDS BASED GRADING

# STANDARDS BASED GRADING

- Is a report of what students know and are able to do.



# STANDARDS BASED GRADING

- Is a report of what students know and are able to do.
- Is focused on mastering content “Standards” instead of accumulating points.

# STANDARDS BASED GRADING

- Is a report of what students know and are able to do.
- Is focused on mastering content “Standards” instead of accumulating points.
- Is a record keeping system that informs teacher instruction, student’s next steps and parent understanding of student ability and progress.



# STANDARDS BASED GRADING

- Is a report of what students know and are able to do.
- Is focused on mastering content “Standards” instead of accumulating points.
- Is a record keeping system that informs teacher instruction, student’s next steps and parent understanding of student ability and progress.
- Feedback is developed and communicated to build motivation and a “keep trying” work ethic.

# STANDARDS BASED GRADING:



# STANDARDS BASED GRADING:

- Is meant to communicate the current level of student achievement in relation to academic standards to ALL stakeholders.

# STANDARDS BASED GRADING:

- Is meant to communicate the current level of student achievement in relation to academic standards to ALL stakeholders.
- Provides information for student self-evaluation, allowing students the chance to reflect with specific information.



# STANDARDS BASED GRADING:

- Is meant to communicate the current level of student achievement in relation to academic standards to ALL stakeholders.
- Provides information for student self-evaluation, allowing students the chance to reflect with specific information.
- Provides motivation for students to continue to learn by clearly defining next steps.

# STANDARDS BASED GRADING:

- Is meant to communicate the current level of student achievement in relation to academic standards to ALL stakeholders.
- Provides information for student self-evaluation, allowing students the chance to reflect with specific information.
- Provides motivation for students to continue to learn by clearly defining next steps.
- Provides information to teachers about the effectiveness of their instruction and specific student needs.



- Think of a baseball card - when you look at the back of Mickey Mantle's (Cabrera or Verlander), it doesn't say an A on the back. It includes his fielding average, hitting average, home runs, etc - then you know why he's a good player. Why would we give a student just one grade? -  
Marzano (paraphrased)

# ASKING QUESTIONS

- As we transition to the “Standards Based Model” it is important that parents ask the right questions to both students and teachers. This model is meant to provide more specific feedback on a student’s level of performance instead of their level of compliance.



# SHIFTING QUESTIONS

# SHIFTING QUESTIONS

- From:



# SHIFTING QUESTIONS

- From:
  - Did you do your homework?

# SHIFTING QUESTIONS

- From:
  - Did you do your homework?
  - Did you turn in your assignment?



# SHIFTING QUESTIONS

- From:
  - Did you do your homework?
  - Did you turn in your assignment?
  - Did you study for the test?

# SHIFTING QUESTIONS



# SHIFTING QUESTIONS

- To:

# SHIFTING QUESTIONS

- To:
  - Have you been practicing your “INSERT STANDARD HERE”



# SHIFTING QUESTIONS

- To:
  - Have you been practicing your “INSERT STANDARD HERE”
  - Do you understand what “INSERT STANDARDS HERE” is asking you to do?

# SHIFTING QUESTIONS

- To:
  - Have you been practicing your “INSERT STANDARD HERE”
  - Do you understand what “INSERT STANDARDS HERE” is asking you to do?
  - Which Standards are you working on and what is your proficiency level?



# SHIFTING QUESTIONS

- To:
  - Have you been practicing your “INSERT STANDARD HERE”
  - Do you understand what “INSERT STANDARDS HERE” is asking you to do?
  - Which Standards are you working on and what is your proficiency level?
  - What Standards do you need to reassess? then What have you done differently to help you become proficient?

# PARENT QUESTIONS