



Setting the Stage for Standards-Based Grading

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Session Objectives

- *Understand* the shift from traditional grading to outcome-based systems
- *Differentiate* between standards and standardization
- *Explore* how internal urgency and external patience relate to grading systems
- *Demonstrate* how formative feedback plays a vital role in shaping assessment



Reflection Activity

- Think back to 7th grade...
- What do you remember about grades?
- What were your grades based on?



Video—Educational Malpractice

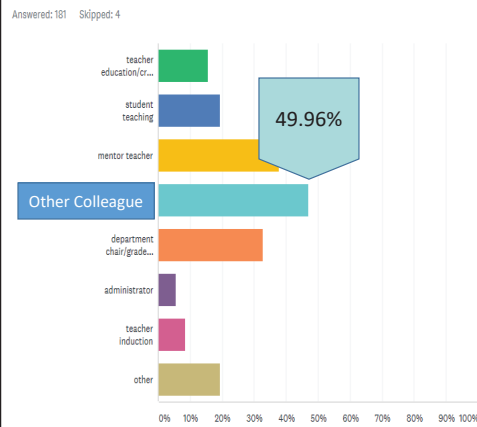
<https://timespaceeducation.wordpress.com/2016/11/06/it-just-takes-one-school/>

- As you watch the video clip, ask yourself:
 - How does what you see connect/disconnect with your own experiences?
 - Why might some educators be hesitant to change?
 - What barriers (knowledge, organizational, motivational) may exist?



On a Local Level

Where did you learn how to set up a grade book? Check all that apply



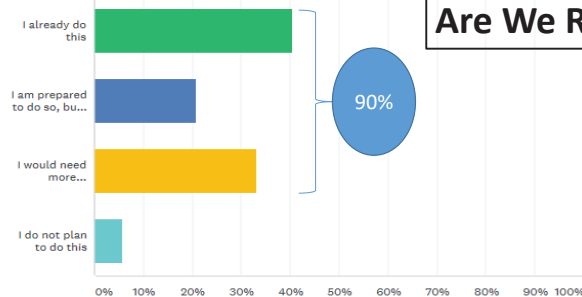
Where did you learn to set up a grade book?

ANSWER CHOICES	RESPONSES
teacher education/credentialing program	15.47% 28
student teaching	19.34% 35
mentor teacher	37.57% 68
other colleague	46.96% 85
department chair/grade level lead	32.60% 59
administrator	5.52% 10
teacher induction	8.29% 15
other	19.34% 35
Total Respondents: 181	



I am prepared to base students' grades on their mastery of standards as described above.

Answered: 178 Skipped: 13

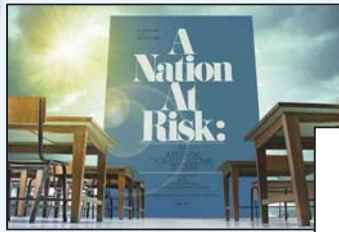


Are We Ready?

ANSWER CHOICES	RESPONSES
I already do this	40.45% 72
I am prepared to do so, but have not started yet	20.79% 37
I would need more information	33.15% 59
I do not plan to do this	5.62% 10
TOTAL	178



The Advent of Curricular Standards



1980s



1990s



2000s



Necessary Shifts in Tradition (pgs. 14-15)

- Internal Urgency
- External Patience



Take a moment to discuss.....

What is the difference between formative feedback and grading?

In your own words to someone next to you, explain the parts of good feedback.





Feedback vs Assessment

Feedback: Holding a mirror up to a student and showing him what he did, comparing it to what he was supposed to do; NO evaluative component

Assessment: Gathering data in order to make a decision



Generalizations from the Research on “Providing Feedback”

1. Feedback should be “corrective” in nature.
2. Feedback should be timely.
3. Feedback should be specific to a criterion.
4. Students can effectively provide their own feedback.

Marzano & Pickering 2009



In a standards-based educational system –

Our purpose is to develop talent – not to sort and select talent.

Grades should act as a feedback system

vs

a rewards/punishment system.

Robert Marzano



The Resurgence of Formative Assessment (pgs. 10-11)

- Formative assessment
- The formative-feedback loop
- Balanced assessment
- The formative-summative disconnect



John Hattie, Professor of Education

(reviewed 7,827 studies on learning and instruction – *The Power of Feedback*, 2007)

Conclusion... “One of the most powerful single innovation that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops’ of feedback.”

...reported that providing students with specific information about their standing in terms of particular objectives increased their achievement by 37 percentile points.



John Hattie Activity

- Let’s explore your assumptions about factors that impact student achievement.



Standards vs. Standardization (pg. 9)



- Standards—the quality that the demonstration of learning must exhibit
- Standardization—making the demonstration of learning universal

How might the shift from standards to standardization affect how we grade students? How we teach students?

Is it possible to achieve both concurrently? Where might you begin?



Activity—Arriving at the Same Outcome

- Let's explore what this may look like for students and teachers.



Which grading method is best? Which is fairest?
What grade does each student deserve?

Summary Grades Tallied by Three Different Methods

Student	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Average Score	Grade	Median Score	Grade	Deleting Lowest	Grade
1	59	69	79	89	99	79.0	C	79.0	C	84.0	B
2	99	89	79	69	59	79.0	C	79.0	C	84.0	B
3	77	80	80	78	80	79.0	C	80.0	B	79.5	C
4	49	49	98	99	100	79.0	C	98.0	A	86.5	B
5	100	99	98	49	49	79.0	C	98.0	A	86.5	B
6	0	98	98	99	100	79.0	C	98.0	A	98.8	A
7	100	99	98	98	0	79.0	C	98.0	A	98.8	A

Grading standards: 90% – 100% = A
 80% – 89% = B
 70% – 79% = C
 60% – 69% = D
 – 59% = F

Average Score - simple arithmetic average of unit scores

Median Score – middle score of the five unit scores

Deleting Lowest – the arithmetic average after deleting the lowest score in the group



Consider this:

Student 1 struggled in the early part of the marking period but continued to work hard, improved in each unit, and did excellently in unit 5.

Student 2 began with excellent performance in unit 1 but then lost motivation, declined steadily during the marking period, and received a failing mark for unit 5.

Student 3 performed steadily throughout the marking period, receiving three B's and two C's, all near the B – C cut-score.

Student 4 began the marking period poorly, failing the first two units, but with newfound interest performed excellently in units 3, 4, and 5.

Student 5 began the marking period excellently, but then lost interest and failed the last two units.

Student 6 skipped school (unexcused absence) during the first unit, but performed excellently in every other unit.

Student 7 performed excellently in the first four units, but was caught cheating on the assessment for unit 5, resulting in a score of zero for that unit.

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1	59	69	79	89	99	79.0	C	79.0	C	84.0	B
2	99	89	79	69	59	79.0	C	79.0	C	84.0	B
3	77	80	80	78	80	79.0	C	80.0	B	79.5	C
4	49	49	98	99	100	79.0	C	98.0	A	86.5	B
5	100	99	98	49	49	79.0	C	98.0	A	86.5	B
6	0	98	98	99	100	79.0	C	98.0	A	98.8	A
7	100	99	98	98	0	79.0	C	98.0	A	98.8	A



- All three approaches are mathematically precise.
- Not one student would receive the same grade across all three methods.
- Which of the method is fairest?
- Which method provides the most accurate summary of each student's achievement and performance?
- Do all 7 students deserve the same grade?
- Are there defensible reasons to justify different grades for different students?
- Can they be fairly and equitably applied?
- Can these reasons be clearly communicated to students before instruction begins?
- Is it fair to apply them if they were not communicated to students?



Activity—The *Meaning* of Grades

Define the following letter grades:

- A
- B
- C
- D
- F



Share your definition with a partner

What similarities and differences did you find?

From Theory to Application



[Rick Wormeli](#)

<https://www.youtube.com/watch?v=z4QVcghKsGY>



How to Bring Parents On Board (pg. 17)

- Be sensitive to their own experience with the educational system
- Be intentional in helping them learn; find a balance!
- Be timely and incorporate parent voice to inform policy



Universal Message

Don't take time to assess,
unless you are going to take action
with what you discover.



Next Steps

Takeaways

- What resonated with you from this session?
- How might your knowledge add value to your team's purpose?
- What would a balanced assessment system in your classroom look like?

What's Ahead

- How do I know what my students know?
- How might I use this information to set up my grade book?



Thank you

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