



RIVERSIDE COUNTY
OFFICE OF EDUCATION
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How do I adapt current grading policies to a Standard-Based Mindset?



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Professional Expectations

Attend to personal needs

Eat, drink, and use the restroom as needed

Be present

Everyone participates equally

Limit sidebar conversations

Be respectful of electronic equipment use

Choose a positive attitude

Honor opposing viewpoints

Problem solve not problem list

Be determined to walk away with something useful



Session Objectives

1. I will understand that a standard-based mindset is an essential first step towards long lasting changes toward grading practices.
1. I will understand that standards-based grading is a process that takes time.



We make rules that frustrate achievement. We prematurely write off people as failures. We are too much in awe of those who succeed and far too dismissive of those who fail. And most of all, we become much too passive. We overlook just how large a role we all play - and by "we" I mean society - in determining who makes it and who doesn't.

~ Malcolm Gladwell "Outliers: The Story of Success"



Take a moment to discuss...

How are "we", as educators, determining success and failure with our grading practices?



Obstacles

Need to have conversations about the "BUTS" of grading reform...

1. Grades are a way of differentiating students.
2. A bell curve represents an ideal classroom, like in college.
3. Grades give us a good idea of students' standing with respect to the rest of the class.
4. Giving out bad grades, zeros or taking away points encourages students to get better grades.
5. We've always graded this way! WHY should we change it?





What is a

Standard-Based Mindset?

A mindset that represents a way of thinking about grading that doesn't actually change the symbols or methods used to communicate achievement.

Fig 4.1 pg. 49



Why do we need a

Standard-Based Mindset?

1. The mental focus must be strong in order to make a commitment.
2. When motivation fades, people make excuses! Actions typically follow our thoughts.

Fig 4.1 pg. 49



What does

Standard-Based Mindset accomplish?

Standards-based mindset accomplishes two things -

1. Standards-based reporting becomes less daunting when you adopt the mindset.
2. It allows flexibility for teachers to work within a grading system that is incomplete or a misrepresentation of student's knowledge.

Fig 4.1 pg. 49



Traditional vs. Standards-based Grading

Traditional Grading Practices

- Uses mean/average
- provides a single grade
- percentages
- weighted grades
- judges all attributes
- gives punitive responses when students don't learn it at the right time

GAP

Standards-based Grading

- Organize evidence by standards, take out all non-achievement factors
- Non-achievement factors are assessed separately
- Standards are outlined often in rubric form
- A way to assess critical thinking and creativity
- Rather than using %, we use levels of proficiency



Bridging the Gap with a Standard-Based Mindset

- Timing and Frequency - Give students full credit for what they know, when they know it! Seeks most frequent evidence!

- Repurpose the role of homework - use common formative (ungraded) assessments to provide feedback!

- Uses reassessment for students
- Focuses on accuracy

- Redefine accountability - teach students responsibility instead of just simply punishing students who are irresponsible.




The Art of Grading

Hybrid Grading

- Combination of traditional and standards based grading.
- Professional judgement - You determine the students grades not a calculator/computer.
- What does the students need to master to complete the course at an A level? B level? etc...

Things I Have to Do When I Grade






Jennifer's Mathematics Grade Spreadsheet
Grade scale - Traditional

A = 90-100	Dept Weighting Tests = 40% Quizzes = 30% Assignments = 20% Homework = 10%
B = 80-89	
C = 70-79	
D = 60-69	
F = 0-59	

What should her final grade be?

Unit 1: Standards 1 & 2
HW 58%
HW 62%
Assignments 64%
Quiz 69%
Unit 1: Standards 3 & 4
HW 65%
HW 74%
HW 68%
Assignments 77%
Assignments 75%
Quiz 85%
Unit 1 Test 83%
Final grade ???

Fig 4.3 pg. 54




Jason's Mathematics Grade Spreadsheet
Grade scale - Traditional

A = 90-100	Dept Weighting Tests = 40% Quizzes = 30% Assignments = 20% Homework = 10%
B = 80-89	
C = 70-79	
D = 60-69	
F = 0-59	

What should his final grade be?

Unit 1: Standards 1 & 2
HW 75%
HW 52%
Assignments 72%
Quiz 66%
Unit 1: Standards 3 & 4
HW 80%
HW 75%
HW 80%
Assignments 62%
Assignments 85%
Quiz 90%
Unit 1 Test 63%
Final grade ???

Fig 4.4 Pg. 56



Example from my Classroom - Algebra 2/Trig
Sample Standrads Based
Mathematics Grade Spreadsheet
Grade scale - Pre-AP/AP grade scale

A = 84-100	Dept Weighting Tests = 70% Quizzes = formative (no grade) Assignments = 10% (hybrid) District Assessments = 20%
B = 65-83	
C = 51-64	
D = 34-50	
F = 0-33	

- Quiz grades are used in data teams to schedule students for interventions for concepts they are not understanding
- Concepts are graded on a rubric scale 0-4

Unit 1
Concept Quiz 1 = 2/4 (50% formative)
Concept Quiz 2 = 3/4 (75% formative)
Concept Quiz 3 = 3/4 (75% formative)
Concept Quiz 4 = 4/4 (100% formative)
Assignments = 91%
Test Concept 1 = 3/4 (75%)
Test Concept 2 = 3.5/4 (88%)
Test Concept 3 = 2/4 (50%)
Test Concept 4 = 4/4 (100%)
Final grade ???



Bringing Parents, Teachers, and Students on Board

- Our parents may struggle with new changes as well. This is different than when they went to school so we need to open the discussion with them as well and explain our mindset and what grading means.

WHEN YOUR PARENTS ASK FOR A PICTURE OF YOUR GRADES



Common Concerns...

- "But my daughter worked really hard..."
- "But my son did all of the work..."
- "But she's such a good girl..."

Center your discussion around these 3 things:

- Non-learning academic factors (work ethic, completion, overall behavior)
- Different ways to acknowledging and praising those non-learning factors
- Levels of proficiency related to standards



CROSSING THE LINE Activity





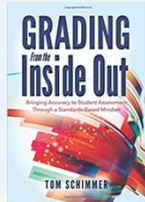
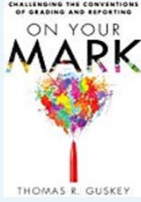
CALL TO ACTION

Focus areas that you can discuss with your team.

- Write **1** big takeaway from this session.
- Identify **2** aspects of your current grading practices that embody or could shift to a standards-based mindset.
- Write **3** steps that your team could take when you go back to your site, involving developing a standards-based mindset on your team, within your school site, within your parent community.



Resources





Thank you

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