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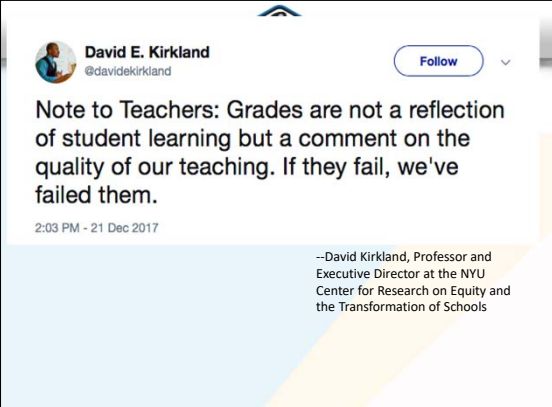
How Do I Start the Conversation on Grading in My Department and School?

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Overview

<p>Objectives</p> <ul style="list-style-type: none"> • To learn about, reflect on, and develop strategies for beginning and continuing conversations centered on grading practices • To build awareness regarding what the standards-based mindset is and is not 	<p>Agenda</p> <ul style="list-style-type: none"> • Welcome! • Overview • Who's in the Room? • Activity: What's Our Why? • Text Set: Myths about SBG • Activity: Developing a Vision
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David E. Kirkland
@davidekirkland

Note to Teachers: Grades are not a reflection of student learning but a comment on the quality of our teaching. If they fail, we've failed them.

2:03 PM - 21 Dec 2017

---David Kirkland, Professor and Executive Director at the NYU Center for Research on Equity and the Transformation of Schools



Who's in the room?

- Teachers
- Administrators
- Counselors
- Students
- Teacher educators
- Other?



Belief and Purpose, California Department of Education

California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by **innovating** and **collaborating** with educators, schools, parents, and community partners. Together, as a **team**, we **prepare** students to **live, work, and thrive** in a **multicultural, multilingual, and highly connected** world.



What's (y)our why?

- Michael Jr. *Know Your Why* ([link](#))
- Introduce yourself to one other person.
- **Why** do you want to know more about how to begin conversations around grading practices?
What's your why?



Metacognitive Reflection

- **As a participant**
 - What was your experience like, as you thought about your own low point with grading?
 - Did you find it challenging to think of an experience? Why?
 - Were there experiences you didn't share? If so, how come?
- **As a teacher-leader**
 - How might you use or adapt this activity at your site?
 - What other questions, related to grading, could you ask?

The Standards-Based Mindset (p. 5)

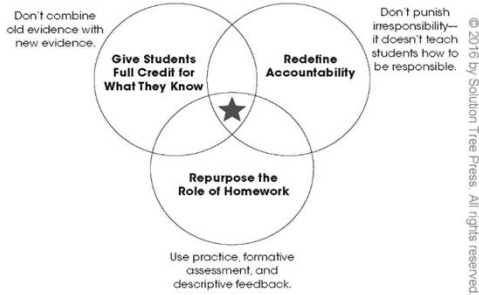


Figure 1.1: The standards-based mindset.



Text Set: Selections from "Chapter 3: Five Myths of Standards-Based Grading" of Tom Schimmer's *Grading from the Inside Out*

- Pick ONE of the sections (at right) to read. All of these are available in today's book.
 - As you read, record your thoughts in the metacognitive reading chart.
 - Discuss with a small group of 3–5 people.
 - Share out!
- Myth 1: Standards-Based Grading Makes It Easier for Students (pp. 34–6)
 - Myth 2: Standards-Based Grading is More Work for the Teacher (pp. 36–9)
 - Myth 3: There is Only One Way to Implement Standards-Based Grading (pp. 39)
 - Myth 4: Student Are No Longer Held Accountable (pp. 39–41)
 - Myth 5: Student Will be Unprepared for the Real World (pp. 41–44)
 - How to Bring Parents on Board (pp. 44–6)



Metacognitive Reflection: Text Set

- **As a participant**
 - What was your experience like, as you went through this text set activity?
 - What were you able to share with and learn from others?
 - How did the text(s) impact your own understanding?
- **As a teacher-leader**
 - How might you use or adapt this activity at your site?
 - What other texts (student work, articles, etc.) could you use?



Taking Steps: Some Ideas

- **Ungraded assignments...**Katie Hern and Myra Snell recommend giving ungraded, low-stakes assignments. Instructors provide feedback. These assignments should highlight key concepts and skills that students need throughout the course.
- **Late work...** Provide time for catch-ups! Give a catch-up week where students can get ahead, review materials, and more without penalty.
- **Testing...**Dr. Rochelle Gutierrez discusses a professor who permitted students to take a picture of their test/quiz they're working on in class, turn in what they have, and then go home and write what they wanted to write or were able to write when they had more time.
- **Center community and shared responsibility for learning...**Chris Emdin discusses cosmopolitanism and ways to incentivize student helping each other with the learning.
- **By the end of the term...** Build grade books that will recognize that students have learned the course outcomes by the end of the term (not at the beginning or middle).
- **Problematic "misconceptions"...** "[S]tudents don't have misconceptions. They have conceptions. And those conceptions make sense for them, until they encounter something that no longer works. They are only "misconceptions when we begin with the expectation that others need to come to our way of thinking or viewing the world (Gutierrez *Rehumanizing 2*).



What is your vision for YOUR classroom, department, and school?

- Example: I want to see how my discipline can provide multiple opportunities for students to demonstrate learning, how my discipline can hold high expectations and maintain high support, and how students' learning is enhanced through equitable and re-humanizing grading practices.



Recommendations for starting the conversation

- Support professional learning that aims to look at assessment and grading through an equity and social justice lens.
- **Reflection**
 - Develop a vision, reflect on and work within your own grading practices, and imagine!
- **Building**
 - Find the team (administrators, counselors, educators, community members) who will work together.
- **Learning/Discussing**
 - Collaborate within and across sectors to find teachers at other grade levels/institutions who maintain high expectations while offering high support.
 - Build in time to read, reflect, and discuss. In professional learning, use an article, grade book, video, or something that can provide a common language, set of goals, and vision for discussing grading.
- **Action**
 - What are short-term and long-term steps that we can do and learn from?
 - What supports are in place, so teachers can collaborate when things are going well and when they aren't?
- Also, see "Afterword: How to Navigate the Road Ahead" (Schimmer 177)

Grading Practices: Standards Based Mindset

- Time to imagine!

	What is working in my classroom, department, and school?	What needs work in my classroom, department, and school?	Action! What can be done in my classroom, department, and school?
Give students full credit for what they know			
Redefine accountability			
Repurpose the role of homework			
Bring parents on board			

Works Cited

Emdin, Christopher. "Chapter 6: Cosmopolitanism." *For White Folks Who Teach in the Hood...and the Rest of Y'all Too: Reality Pedagogy and Urban Education*, Beacon Press, 2016.

Gutiérrez, Rochelle. "Rehumanizing Mathematics: A Vision for the Future." *YouTube*, 16 March 2018, <https://www.youtube.com/watch?v=D266Yfig50> 12 Oct. 2018.

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Hern, Katie, and Myra Snell. "Executive Summary." *Toward a Vision of Accelerated Curriculum and Pedagogy: High Challenge, High Support Classrooms for Underprepared Students*, Learning Works, 2013. <https://accelerationproject.org/Portals/0/Documents/accelerating-curriculum-summary.pdf?ver=2016-09-29-125848-687>

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