

SREB

Welcome!

***Reaching for College/Career
Standards***

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Alan Veach, PhD

***Southern Regional Education Board
HSTW/MMGW***

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Why Do We Grade?



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Why do we grade?

During this presentation each of you is asked to reflect and develop a response to the following questions:

- 1. What does a grade mean in my class?**
- 2. When is it appropriate to grade students' work?**
- 3. How do my grading practices assist students in becoming responsible learners?**

Guiding Questions

- What is assessment?**
- Why do we assess?**
- When do we assess?**
- What is the difference between grading and checking?**
- What is Checking for Understanding?**

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“In standards-based classrooms, students have the opportunity to continuously revise and improve their work over the course of several days.”

Doug Reeves, *Center for Performance Assessment*

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Four Levels of SBG...

- **What is graded/checked?**
- **Using grades as punishment—0’s; ineffective grading; establishing a redo policy**
- **Understanding formative and summative assessment**
- **Rubric of skill/concept levels**

Grading Practices:

“Grading is one of the most bizarre aspects of teaching. No two teachers grade alike, and everyone thinks their way is best. Does a grade truly reflect what a student has learned, or how hard they tried, or what they’re capable of doing?”

Charlie Lindgren, Secondary Teacher



Leading to Change....

- Refer to Doug Reeves article “*Leading to Change/Effective Grading Practices*”

What Should “Count?”

Assessments That Relate to Standards

- Tests
- Projects
- Performances
 - Essays
 - Research papers
 - Presentations
 - Lab experiments

~~Assessment of Other Learning Factors~~

- Homework completion and practice
- Attendance
- Tardiness
- Student behavior
- Effort
- Timeliness
- Following class rules
- Extra credit (for completion only)

Teachers Who Give Zeros



“How’s that workin’
for you?”

If **70** is passing, which students are passing?
If progress – not averages – was used,
which students *should* be passing?

FAIL
Student 1 0 85 90 95 = **67.5**

FAIL
Student 2 30 75 80 85 = **67.5**

PASS
Student 3 68 68 72 72 = **70**

What is the research
base for asking
students to revise
work?

**“Good teaching is going on whenever
students are involved in redoing, polishing,
and perfecting their work.”**

The Pedagogy of Poverty Vs. Good Teaching
Martin Haberman

Extra Help/Redo Policy

- A structured system of extra help must be in place to close achievement gaps and teach all students at a high level.
- Must include a well-defined process for referring students to extra help and an equally well-defined method of monitoring progress.
- Make attendance at extra-help sessions mandatory for students with a grade of 80 or below.

From Failure to Success

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Requiring students to complete work is teaching responsibility and is teaching students how to be accountable.

Assessments *FOR* Learning **FORMATIVE ASSESSMENTS**

- **Happen while learning is still taking place.**
Assessments that we conduct throughout teaching and learning to diagnose student needs, plan our next steps in instruction, provide student feedback so they can improve the quality of their work and teachers can adjust their instruction.
- **Supports student effort, the grading function is laid aside**
- **This is not about accountability – this is about getting better!**

Assessments *OF* Learning **SUMMATIVE ASSESSMENTS**

- **Assessments given to students at the end of the learning—culminating demonstration of what the student has learned.**
- **These assessments are used by the teacher at the end of instruction to evaluate a student's learning, certify competence, and assign grades.**

- **Forming is helping them learn....**
- **Summative is to see if they learned it**

Standards-Based Grading Chart:

Level 1: Insufficient performance of targeted grade level standards – *“I don’t get it yet. I need help.”*

Level 2: Needs support to meet targeted grade level standards. – *“I almost get it but I need help.”*

Level 3: Demonstrates proficiency of targeted grade level standards. – *“I get it!” I can do it well.”*

Level 4: Extends targeted grade level standards. – *“Since I can do/get this, I can figure out new things!”*

- What does an “80” represent in a class?

Effective Schools.....

- 1. Start School Differently**
- 2. Plan and Teach Differently**
- 3. Grade Different**

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THANKS!!!

alan.veach@sreb.org