Standards Based Grading 101

An Introduction to Standards Based Grading

“Standards-based grading is based on the principle that grades are not about what students earn; they are about what students learn.”

Susan M. Brookhart
Revisiting a Growth Mindset

I have a GROWTH MINDSET!

- I persevere when I am frustrated.
- I can always improve.
- Mistakes help me learn.
- I am inspired by people who succeed.
- I can learn anything that I want to.
- My effort and attitude make all the difference!
- I like to challenge myself.
Agenda 11/17/16

- Standards Based Grading Overview
- Learning to Drive—An analogy
- Why and How

“Student Report cards today look much like they looked a century ago, listing a single grade for each subject area or course.”
- Tom Guskey
Standards Based Grading Overview
Learning to Drive—
An analogy

What kind of driver are you?

I never suggested you were a bad driver.

I'm sure that mailbox totally swerved into your lane.
Why the change?

It's Simple

Improve student learning!
Grades can be used to bribe or manipulate students, in an effort to get them to learn.

Or Grades can be used to...
help more students succeed!

- Clear Expectations
- Goal Setting
- Timely Feedback
Standard Based Grading helps us focus on 3 things:

- Learning Goals
- Assessment
- Feedback
Learning Goals: Operations & Algebraic Thinking

**Kindergarten**

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Represent addition and subtraction with objects, fingers, mental images, drawings $^1$, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**Grade 2**

Represent and solve problems involving addition and subtraction.

Represent and solve problems involving addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. $^2$

**Grade 1**

Represent and solve problems involving addition and subtraction.

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. $^1$

**Grade 3**

Represent and solve problems involving multiplication and division.

Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$. $^1$
Learning Targets

I can explain what a text says using specific details from the text. (RI.4.1)
I can engage effectively in a collaborative discussion. (SL.4.1)

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)
I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)

I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)
I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)
## Grade 7
### Mid Module Assessment Rubric

<table>
<thead>
<tr>
<th>Assessment Task Item</th>
<th>STEP 1 Missing or incorrect answer and little evidence of reasoning or application of mathematics to solve the problem.</th>
<th>STEP 2 Missing or incorrect answer but evidence of some reasoning or application of mathematics to solve the problem.</th>
<th>STEP 3 A correct answer with some evidence of reasoning or application of mathematics to solve the problem, OR an incorrect answer with substantial evidence of solid reasoning or application of mathematics to solve the problem.</th>
<th>STEP 4 A correct answer supported by substantial evidence of solid reasoning or application of mathematics to solve the problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 7.RP.A.2a</td>
<td>Student answers incorrectly. Student is unable to complete at least two correct pairs of values in the table, student is unable to reason or reason out the answer.</td>
<td>Student may or may not answer that the relationship is not proportional. Student is able to complete at least two correct pairs of values in the table. Student provides a limited expression of reasoning.</td>
<td>Student correctly answers that the relationship is not proportional. The table is correctly set up with at least two correct entries. Student's reasoning may contain a minor error.</td>
<td>Student correctly answers that the relationship is not proportional. Student provides correct setup and values in the table with two or more correct entries. Student reasons and demonstrates that there is no constant of proportionality or that the constant of proportionality changes for each pair of values.</td>
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Feedback:

Growth Mindset

<table>
<thead>
<tr>
<th>Academic Performance Indicators</th>
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<tbody>
<tr>
<td>4- Consistently and independently exceeds grade level standards.</td>
</tr>
<tr>
<td>3- Masters grade level standards.</td>
</tr>
<tr>
<td>2- Progresses toward grade level standards.</td>
</tr>
<tr>
<td>1- Struggles to meet grade level standards.</td>
</tr>
<tr>
<td>X- Not assessed at this time.</td>
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<table>
<thead>
<tr>
<th>Learner Quality Indicators</th>
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<tbody>
<tr>
<td>C- Consistent</td>
</tr>
<tr>
<td>I- In progress</td>
</tr>
<tr>
<td>N- Not yet met</td>
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Out of this World {Exceeding}
I'm working on a higher level.
I can explain how to do this.
I can teach others.

Flying High {Meeting}
I can do it by myself!
I can show how I understand. I make little or no mistakes.

Taking Off {Developing}
I am starting to understand. Sometimes I need help or an example.

Ready to Go {Beginning}
I am starting to learn this. I can't do it by myself yet.
<table>
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<th>The “Old” Way</th>
<th>SBG</th>
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<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Skill-focused, practice-focused, concept focused, flexible calendars, best resources assembled from across education world to meet different student needs.</td>
</tr>
<tr>
<td>Concept-focused, strict scope and sequence, resources drawn from mandated textbook/source.</td>
<td></td>
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<tr>
<td><strong>Assessment</strong></td>
<td>On-going, targeted and involving specific feedback.</td>
</tr>
<tr>
<td>Summative assessments scheduled and administered universally and for a whole score.</td>
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<tr>
<td><strong>Instruction</strong></td>
<td>Teacher as facilitator, students held accountable for understanding and driving learning.</td>
</tr>
<tr>
<td>“I do/we do/you do” or “whole group” instruction around one content area or skill, students dependent on teacher for information</td>
<td></td>
</tr>
<tr>
<td><strong>Data Analysis &amp; Sharing</strong></td>
<td>Detailed and proactive data on an ongoing basis, sharing specific feedback with students on what needs improvement ahead of report cards.</td>
</tr>
<tr>
<td>Averaged grades for both individual students and whole classes, data reporting on a quarter or semester basis.</td>
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Misconceptions:

Standard based report cards do NOT mean each quarter students should get a higher mark.

1st Quarter: 1
2nd Quarter: 2
3rd Quarter: 3
4th Quarter: 4

This could be the case, but not always. The content within each standard should get harder as the year goes on. So it won’t necessarily increase.

Students should always get the grade that reflects the skill level they demonstrated!
What About Social Emotional Learning?

As Common Core and other standards-focused education reforms continue to dominate the conversation, the cry of many teachers has risen up: “how do we teach students to be good citizens if all we talk about is standards?” However, we believe the same level of planning and reflection that goes into creating content assessments can be used to analyze student growth in “soft” skills like communication and collaboration using social emotional learning standards.

Common Core Math Standard:
When constructing viable arguments, students justify their conclusions, communicate them to others, and respond to the arguments of others.

Corresponding SEL “social awareness” and “relationship management” skills:

- Respect others (e.g., listen carefully and accurately)
- Understand other points of view and perspectives.
- Identify social cues (verbal, physical) to determine how others feel.
- Predict others’ feelings and reactions.
- Manage and express emotions in relationships, respecting diverse viewpoints.
For any questions or comments regarding standards based grading, please contact:

Erin Lichtenstein  elichtenstein@sbscharter.org
Mary Newbery  mnewbery@sbscharter.org
Matt Nittoly  mnittoly@sbscharter.org