Making Standards-Based Grading Work for You

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Follow along at http://tinyurl.com/AACTsbg
Learning Targets

I can explain what standards-based grading is and cite the reasons for using it

I can construct measurable learning targets using student-friendly language

I can align assessments to a set of learning targets

I can identify the various forms of standards-based grading and apply them to my classroom
I do all my homework
I participate in class
I organize my binder
I still don’t know anything
What is SBG?
3 Principles

1. Grades should represent what students have learned

2. Students should be given multiple opportunities to demonstrate learning based on feedback

3. Non-academic behaviors should not be included in academic grades
Why fix what’s not broken?
2 Reasons

The Common Core has helped make learning targets more rigorous, consistent, and transparent. Teachers should update their grading practices to better align with the realities of how and what students are learning in schools.

Every Student Succeeds (formerly No Child Left Behind) has changed the way school leaders and teachers operate. **School leaders must now ensure their system’s purpose is to develop talent rather than merely sort it** (Guskey, 2011).
Why does SBG work?
Grades are meaningful

Grades directly reflect specified learning goals.

Grades reflect achievement in the subject and not in behaviors (i.e. turning in homework, participation) or income (i.e. turning in tissues for extra credit).

Curriculum, instruction, assessment and grading are aligned.
Grades support learning

The message to students is not “success lies in the quantity of points” but is “success lies in learning and mastering the targets.”

Students get frequent, targeted feedback

To improve grades, students focus on the targets that are yet to be mastered.

Students become involved in the grading process. Grades naturally elicit a student response
Grades are more consistent

Grades do not reflect whose classroom the student was in.

Assessments fairly and consistently address learning goals.
What do Clay/NV students think about SBG?
I like standards based grading.
I think standards-based grading helps me learn.
I know what to do to get a better grade.
Standards-based grading makes me think more about my quizzes.
I would rather have standards-based grading than points-based grading
Additional Comments...

“I like it because you don't feel like you have to get it right the first time which allows you to take some of the pressure off of yourself.”

“The standard base grading really helps me progress in my understanding of the different learning targets.”

“I love this system of learning because it actually tests my knowledge rather than my ability to memorize information.”

“Standards based grading makes it a lot easier to know what I have learned and what I still need to conquer.”
Additional Comments

“I think that the class is great, largely in part to SBG. It just makes it feel much more fair, and is overall a better experience for it.”

“I think this grading is 100% better because you can easily improve your grade when you try to learn it.”

“Standards-based grading is less stressful.”

“This system actually grades you on what you know. I hope that all classes will convert to standard based grading.”

“This class helps me learn a lot better than other class’ grading. It allows me to learn from my mistakes and not just mess up and learn nothing.”
What does SBG look like?
1. Class is broken down into learning targets

Learning targets represent the skills and knowledge you think are most important for students to walk away with.

Targets must be measurable and in student-friendly language!

Lauren’s Learning Targets
2. Learning targets are built into classroom culture

Students write down learning targets on a **tracking sheet**

All assignments are tied to a learning target
Pick up a blank tracking sheet from table 7. Write down learning target Com.1

<table>
<thead>
<tr>
<th>AUG 24</th>
<th><strong>Learning Target(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Com.1 - I can analyze the slope and y-intercept for a line of best fit to explain a scientific relationship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Agenda</strong></th>
<th><strong>Homework</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Circle Lab</td>
<td>● Graphing practice worksheet</td>
</tr>
<tr>
<td>● Board Meeting</td>
<td></td>
</tr>
</tbody>
</table>

**DO NOW →**
3. Assessments are designed based on targets

Decide which targets you want to assess

If quiz, ask 1-3 questions for each target

   *Align questions to targets with obvious transparency

If writing assignment or project, make a rubric

Assessments should be short and frequent
Motion Quiz 4B

This is VELOCITY vs time

<table>
<thead>
<tr>
<th>t (s)</th>
<th>v (m/s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>1</td>
<td>49</td>
</tr>
<tr>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

Graph the data above.

a. Which direction is the object moving (be careful)?

b. What is your change in velocity from 0 to 3 seconds?

c. Make a motion map for the object:

---

0

---

d. What is happening to the velocity of the object?

e. What is the acceleration of the object?
<table>
<thead>
<tr>
<th>Lab.2 - I can identify the hypothesis to be tested, phenomenon to be investigated, or the problem to be solved</th>
<th>Got it!</th>
<th>Almost</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of the lab is correctly identified.</td>
<td>Purpose of the lab is partially identified.</td>
<td>Purpose of the lab is not identified.</td>
<td></td>
</tr>
<tr>
<td>Lab.3 - I can document experimental procedures clearly and completely</td>
<td>Methods are clearly documented so someone else could conduct the same experiment and get the same results</td>
<td>Methods are documented but key pieces of information are missing or methods are written as instructions, not in a narrative form.</td>
<td>Methods are unclear and experiment could not be replicated from the narrative.</td>
</tr>
<tr>
<td>Lab.4 - I can record observations and experimental data neatly and accurately</td>
<td>Data are recorded neatly and accurately, in a table if applicable.</td>
<td>Data are recorded but are disorganized and/or difficult to follow.</td>
<td>Data are missing and/or incomplete.</td>
</tr>
<tr>
<td>Lab.5 - I can justify conclusions using experimental evidence</td>
<td>Both experimental conclusions and sources of error are adequately addressed in the discussion.</td>
<td>Sources of error are not addressed but experimental conclusions are.</td>
<td>Experimental conclusions are not addressed or are incorrect.</td>
</tr>
</tbody>
</table>
4. Grades are tracked by learning targets
Assessments do not get an overall grade
Every learning target on the assessment gets a grade
(4.1) Classify the particle diagrams below:

A: Mixture of elements and compounds
B: Pure substance (Compound)
C: Mixture of elements
D: Pure substance (Element)
E: Mixture of compounds

(5.1) How does an atom become an ion? How do ions combine to form neutral substances?
5. Students are given opportunities to show progress

Assess each learning target on 2-3 different assessments

Allow students to reassess single learning targets to demonstrate mastery
How do I grade without points?
SBG: Choose Your Flavor

*Choose one of each*

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Target Calculation</th>
<th>Overall Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binary</td>
<td>Most Recent</td>
<td>Average</td>
</tr>
<tr>
<td>Tertiary</td>
<td>Median</td>
<td>% Mastery</td>
</tr>
<tr>
<td>Quaternary</td>
<td>Weighted Average</td>
<td>Tiered</td>
</tr>
<tr>
<td></td>
<td>Mode</td>
<td>Power Standards</td>
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<tr>
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<td>❦ Power Standards</td>
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## Assignment View

<table>
<thead>
<tr>
<th></th>
<th>1.1 - I can represent elements, compounds and molecules as “hard spheres” in particle models</th>
<th>1.2 - I can apply the Law of Conservation of Mass to situations involving chemical and physical change</th>
<th>1.3 - I can define mass, volume, and density in terms of a substance’s particles using appropriate units</th>
<th>1.4 - I can apply the relationship between mass, volume and density to solve quantitative problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Student B</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student C</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Average</td>
<td>1.67</td>
<td>1</td>
<td>1.33</td>
<td>1</td>
</tr>
</tbody>
</table>
SBG: Choose Your Flavor

*Choose one of each*

Rubric
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### Student View

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</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>RA 1</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Median</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
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- ❖ Tertiary
- ❖ Quaternary

**Target Calculation**
- ❖ Most Recent
- ❖ Median
- ❖ Weighted Average
- ❖ Mode

**Overall Calculation**
- ❖ Average
- ❖ % Mastery
- ❖ Tiered
- ❖ Power Standards
# Final Grades

<table>
<thead>
<tr>
<th>Percent</th>
<th>1.1 - I can represent elements, compounds and molecules as “hard spheres” in particle models</th>
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<th>1.3 - I can define mass, volume, and density in terms of a substance’s particles using appropriate units</th>
<th>1.4 - I can apply the relationship between mass, volume and density to solve quantitative problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>87.5%</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Student B</td>
<td>62.5%</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student C</td>
<td>75%</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Average</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>1.67</td>
</tr>
</tbody>
</table>
My “flavor” of SBG

For each learning target, students receive a grade of “got it”, “almost” or “not yet”

Students can initiate reassessments on any learning target at any time

The median grade of all assessments is taken for each learning target

The overall class grade is the average of all learning targets
Practical Stuff

At least one graded assessment every week, no tests except semester exams

Students track grades on paper as well as in PowerSchool

Students sign up for reassessments online (Self-Serve, 1 reassessment/day)

Deadlines at the quarter break

No grades for homework or participation
The Buy-in
Teacher Buy-in

Do the research

Make it yours

Start with one class

Use the buddy system

Don’t be afraid to make adjustments

Get your administration on your side
Student Buy-in

Always stress, “this system works in your favor” and “I want you to succeed in this class”

Hold their hands through the first quarter

Hold mid-quarter progress meetings

Growth-mindset: “In this class we make mistakes and that is okay, it is how we learn”

Sell it by modeling it: “I made a mistake, I would get an ‘almost’ on this test”
Parent Buy-in

Be proactive - if you have an open house, use it!

Send a letter home on the first day of school

Always stress “I want your student to learn. If he/she doesn’t get something the first time, that’s okay, he/she can reassess at any time.”
Frequently Asked Questions (Parents)

Why doesn’t my student get any credit for doing homework?

Isn’t a 1 out of 2 an F?

So all my student has to do to get a better grade is show he/she has learned the material?

That’s it. They usually love it.
Frequently Asked Questions (Teachers)

Where do you find the time?

Do students care at all about the first assessments if they can just reassess?

What if everyone gets an A?

Is there any research to support this? ([http://mctownsley.net/standards-based-grading-research/](http://mctownsley.net/standards-based-grading-research/))

How does this prepare them for the “real world”/college?

What about Honors/AP/IEP/504/CCP students?

Do students do homework if it is not graded?
General SBG Resources

Matt Townsley - www.mctownsley.net

Shawn Cornally - www.shawncornally.com/wordpress

Frank Noschese - noschese.wordpress.com

Lauren Stewart - modelssofar.wordpress.com

Twitter: #SBLchat
Questions?
Survey, Certificate, and Downloads

To complete a brief survey about this webinar, and to generate your certificate of attendance, visit:


To Download Resources: