

Welcome to a  
Standard's Based  
Classroom



# Introductions

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# Grades... (A,B,C,D,F)

What do they inform:  
teachers, students, parents, &  
administrators?

# How did we know we had a problem?

- STUDENTS HAD NO MOTIVATION OR ACCOUNTABILITY WHEN IT CAME TO GRADES (80/20)
- WE SPENT AN HOUR GRADING AN ESSAY THAT THEY TOOK 1 MINUTE TO LOOK AT BEFORE TOSSING IT IN THE TRASH
- STUDENTS SAW NO VALUE TO THEIR GRADES
- IF A STUDENT FAILED SEVERAL ASSIGNMENTS, THEY GAVE UP
- STUDENTS MADE NO CONNECTION FROM ONE GRADE ON AN ASSIGNMENT TO ANOTHER
- GRADES BECAME EITHER A PUNISHMENT OR A REWARD

K

OUR answer to  
those questions  
2 years ago...

HOW DO WE INCREASE ACCOUNTABILITY IN OUR  
CLASSROOM?♪

**80/20 GRADEBOOK**

HOW DO WE HOLD OUR STUDENTS ACCOUNTABLE SO  
THAT THEY CARE ABOUT THEIR GRADES? ♪

**FORCE THEM TO FILL OUT REFLECTIONS ON EACH  
ASSIGNMENT**

♪

HOW DO OUR STUDENTS KNOW THEY'RE GROWING IN  
CONTENT?♪

**BECAUSE THEY GOT AN "A"...AKA THEY WORKED REALLY  
HARD!♪**

HOW DO I MAKE MY GRADING TIME MORE VALUABLE?♪

**ASSIGN LESS ASSIGNMENTS, OR GRADE THEM BASED ON  
COMPLETION**

# What was the answer!?!?!?

## Standard Based Scoring



# Our Learning Targets

- ▶ Gain a helpful understanding of standards-based scoring and how it can be implemented♪
- ▶ Provide tools and strategies to support a student-centered classroom where ♪
- ▶ **student achievement along the standards:**♪
  - ❑ **drives all instruction**♪
  - ❑ demonstrates true growth towards proficiency♪
  - ❑ **inspires students' self-motivation and accountability**♪
  - ❑ is continuously reflected in standards-based scores♪



What am I  
hoping to do  
with this  
learning?

# Plan of Action for Today's Session...

**ROLE REVERSAL!**  
**STUDENT & TEACHER**

Your teachers are ready  
to start standards based  
scoring...  
What steps are involved?

# □ Step #1: Choose the Assignment

- an existing assignment that aligns with standards
- a new assignment (necessary because students aren't meeting expectations or a new standard is introduced)
- an assignment that doesn't necessarily fit anymore...but it's too awesome to toss out... let's make it fit!!!

## CPUGS PRACTICE:

CAPITALIZATION

PUNCTUATION

USAGE

GRAMMAR

SPELLING

Re-write this sentence using PERFECT CPUGS.

Follow the new twitter feed it give you the  
chance 2 win tix gloves cleats sign jersey  
4 the upcoming season  
don't do nothing follow now

-Recent tweet from Broncos Running Back,  
CJ Anderson

Step #2:  
Calibrating  
the  
Expectations  
(Prior to  
Students  
Attempting)

HURDLE #1:

Overcoming the routine of creating a key and assigning a point value or percentage to each question / answer.

What standard does this assignment assess?

It can assess MULTIPLE!

- a. content
- b. skill
- c. student practices (effort, participation, work ethic)  
aka Work Habits

# Step #2: Calibrating the Expectations (Prior to Assigning to Students)

Table Discussion

What are the 4 possible scores?

- 1 – limited progress towards expectations
- 2 – progressing towards expectations
- 3 – meets expectations
- 4 – exceeds expectations

THIS IS  
YOUR  
RUBRIC for  
every  
assignment  
!!!

How do we calibrate an  
assignment that naturally fits with a  
traditional grading system?

**\*Who are you discussing this with?\***

Follow the new twitter  
feed it give you the  
chance 2 win tix gloves  
cleats sign jersey  
4 the upcoming season  
don't do nothing follow  
now



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Follow the new **T**witter  
feed! It **gives** you the  
chance **to** win **tickets,**  
gloves, cleats, **or a**  
**signed** jersey  
**for** the upcoming  
season.  
**Don't just sit there, follow**  
**now!!!**



# Mind-Set Shift!!!

## Support Teachers in Shifting from:

Points / Percentages

to

Expectations

- How many they  
got correct

- How many  
expectations  
they "hit" of

the

content / skills  
teacher  
focused on

# Brain Break Time!

## FINGER TRAYS

Let's try an example as a student! Let's start by calibrating our expectations!

Re-write this sentence using PERFECT CPUGS on your todaysmeet.

How do u get a garge door opener are u sure their 30. Do u have to get a curtain one or can i order from amazon or what.

I don't have nothin else to get him for Xmas this year.

> Sent from my iPhone

15

# Let's Calibrate!

- ▶ Mind Shift from grading to scoring!!!
- ▶ Out of 15 CPUGS corrections, how many do we expect them to find and correct? WE ASK OUR STUDENTS!
- ▶ So...what are our expectations for earning a '3' on this assignment?

## Let's Try an Example as a Student!

Re-write this sentence using PERFECT CPUGS on your todaysmeet.

How do u get a garge door opener are u sure their 30. Do u have to get a curtain one or can i order from amazon or what. I don't have nothin else to get him for Xmas this year.

> Sent from my iPhone

## Step #4: Student Feedback and Goal Setting

- ▶ What do students do with the work once they've received it back?
- ▶ Together (as a class and/or individually) reflect on WHY they met / didn't meet expectations (if not, what next?).
- ▶ Goal setting: utilizing the feedback, students choose what skill they need to focus on for the next assignment, which drives our learning targets and student evidence that they've met/exceeded expectations.

## Here's What...

- ❑ We were able to use lessons we already had (didn't have to reinvent the wheel)
- ❑ Scoring was purposeful
- ❑ Valuable information for students, parents, administrators
- ❑ Makes scoring easier, faster

## So What...

- ❑ Transfers ownership from teachers to students
- ❑ Transformed the role of teacher into that of a facilitator and active guide
- ❑ Enhanced relationships with students (trust, respect,)
- ❑ Increased self-confidence, work ethic, perseverance, desire to actively improve
- ❑ Decreased negative behaviors, excuses, lack of effort

## Now What...

- ❑ Total shift in practice
- ❑ Completely student centered:
  - Calibrate each assignment
  - Peer / Self Score
  - Take ownership of their scores and ask questions to take the necessary steps to improve
  - Scores MEAN something to students, parents, and

# Brain Break!

Simon Says & Does...  
Kinda



Here's What...

So What...

Now What...

How do we get our students to  
THIS point?



- ❑ Total shift in practice
- ❑ Completely student centered:
  - Calibrate each assignment
  - Peer / Self Score
  - Take ownership of their scores and ask questions to take the necessary steps to improve
  - Scores MEAN something to students, parents, and

# Building Ownership Amongst STUDENTS

- ▶ What was the biggest common factor in determining students' success in ALL aspects of our classroom (reading, writing, language, speaking, listening, AND student practices....) the answer was...

## OWNERSHIP

- ▶ Beginning of 2014 school year, we tried to determine what would give us the "Biggest Bang for Our Buck"
- ▶ Our answer was...Well....how do you train your dog?
  - ▶ Repetition
  - ▶ Rewards

# Student Practices

(Professional Practices in Ed Effectiveness)

## PARTICIPATION

VULNERABILITY, WILLINGNESS TO SHARE, ASKING THOUGHTFUL ?S,  
CITIZENSHIP

## PREPAREDNESS

BOOK, PENCIL, + ATTITUDE

## EFFORT

PERSEVERANCE, GRIT, INTEGRITY, NO IDK, WORK HABITS

= Foundation  
for success in  
ANY CONTENT

# First 2 Weeks...

- ▶ 10 assignments:
  1. "Get to Know You" Sheet Completion
  2. Library Card
  3. Parent Reading / Book Permission Slip
  4. Interactive Genre Clues
  5. Genre Posters / Group Work
  6. Genre Quiz (1 question on 1 random novel)
  7. Book Into the Library
  8. Book Out of the Library
  9. Bring in Composition Notebook
  10. Check-In Letter
- ▶ What was the purpose of these first 10 assignments? **Content?** **Student practices?**

REPETITION & REWARD

Opportunity for CONVERSATIONS About Correlation between  
SCORES & Student's CHOICES

= OWNERSHIP and ACCOUNTABILITY (student practices)

# First 2 Weeks Foundation for ALL YEAR

- ▶ Handed back all scored work...asked, "So how do YOU know that the score you see at the top of any assignment, is the score you TRULY EARNED?"
- ▶ Conversation with our students:
  - ▶ "I did what you asked me to do so I deserved a 3."
  - ▶ "I followed the directions that were at the top of the page."
  - ▶ "Even when my parents couldn't take me to get a library card, we'd been talking so much about trust and responsibility, I knew you expected me to come with something, so I brought a signed note."
  - ▶ "Since I know there's no "0" and I can't fail...then obviously you want me to do something...and that meant me listening harder to what that was or coming up and asking."

# Building Understanding with Parents

- ▶ September 2015 Conversation:
  - ▶ Parent: "This email addresses the low scores STUDENT has received in your class. The issues involving his recent '1' grades can not be fixed quickly. Please let me know how he can get those scores up."
  - ▶ Newlin / May: "Please know that at the beginning of each unit we do, our students will absolutely earn 1s and 2s, and that is because we are starting with new material that they have not yet been taught, practiced, or had the chance to master. The low scores that you are seeing are STUDENT's scores on our district reading and writing assessment, which are our district's pre-test for the entire year. Therefore, it is absolutely acceptable for him to have such low scores as the content tested is information he has not even been exposed to yet."

# Building Understanding with Parents

- ▶ Parent: “Thanks for the information. I always wonder about the district’s pre-tests. Both STUDENT and his brother tell me these tests do not affect their overall grade. From what I see in Parent Portal; it does. Can you verify one way or the other? If it does affect the overall grade, than how can that be if STUDENT has yet to be exposed to it?”

Newlin/May: "We completely understand the confusion. The frustration for parents and students with standard's-based scoring is that there is truly no comparison to the traditional grades and the thinking about how a low scoring grade could significantly impact a final grade.

For standard's-based scoring (SBS), you have to think of it as a snapshot of each day. The grade book has transitioned into a tool for parents, teachers, and students to be a true reflection of what students can do in relation to 7th grade standards at all times during the year. That's why we wouldn't want to leave out pre-tests, because STUDENT wouldn't suddenly begin to master a standard without having to practice it and grow towards our expectations first. SBS does not have the same negative feeling attached to it as a "failing" grade does, because there is no such thing as failure. Each score is simply a representation of his movement across proficiency of a standard.

Since the whole goal of SBS is to show growth, the computer program looks at the growth of the scores in a time table and then predicts a trend if the student continues to follow the same trend of growth. It is so important for those first pre-test scores to be in at the beginning of the year so that the computer can project his growth. It's also a huge motivator for our students to see how far they have come over a quarter or a semester of time. We want them to see the growth that they have made in the individual standards over time and then we can have valuable conversations about how we can truly support them at all points across the year. "



# What about conferences?

- # of books read (goal of 40)
- Lexile Reading Scores:
  - September SRI:
  - January SRI:
- District Writing Assessments:
  - Focus, Development, Organization, Conventions
  - Fall & Spring Scores
- 3 Goals for 4<sup>th</sup> Quarter
- Strategies to Reach Each Goal

**March 2015 Conference Sheet** Name: \_\_\_\_\_  
Core: \_\_\_\_\_

Number of Books Read This School Year (The goal is 40):

Lexile Reading Scores  
September SRI: \_\_\_\_\_  
January SRI: \_\_\_\_\_

District Writing Assessment

	Focus	Development	Organization	Conventions
Fall (September)				
Spring (March)				

List Three Goals to work on in Language Arts for 4<sup>th</sup> Quarter

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

To reach each goal you will:

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

What are the  
top “a-ha’s”  
you’re taking  
back to your  
building?

# Resources

- ▶ Kaitlin Newlin & Jessica May
- ▶ Doug May
- ▶ Cam Fuerniss
- ▶ Michelle Logan