

1892: The Committee of Ten:

- The Standardized Curriculum
- High School
- School Day made of 50-60 minute class periods

Popcorn kernels pop at different rates, but when each one pops, it's accorded full status as a piece of popcorn, not something less than popcorn because it popped later than its fellow kernels.

Let's end the false assumption that students all learn at a uniform rate and manner.

Time is a variable, not an absolute.

"Nobody knows ahead of time how long it takes anyone to learn anything."



Dr. Yung Tae Kim, "Dr. Tae,"
Physics Professor,
Skateboarding Champion

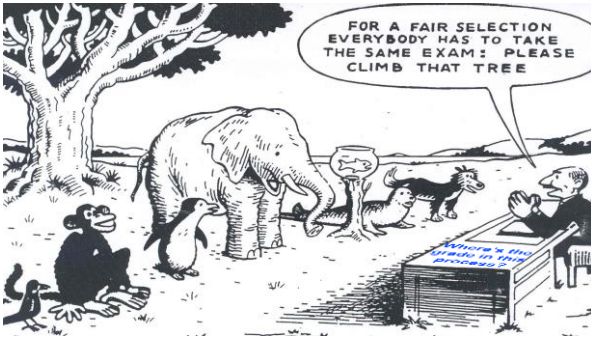
Teaching is not a "gotcha!" enterprise. We teach so that students learn, not to simply present content, document how students fall short, and claim we've taught.



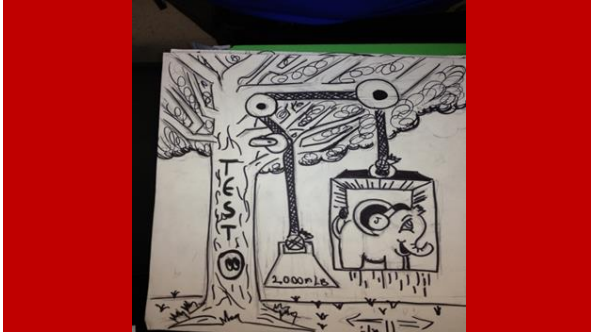
What if you were asked to prove your instruction, including assessment, is developmentally appropriate for age and nature of the students you teach.

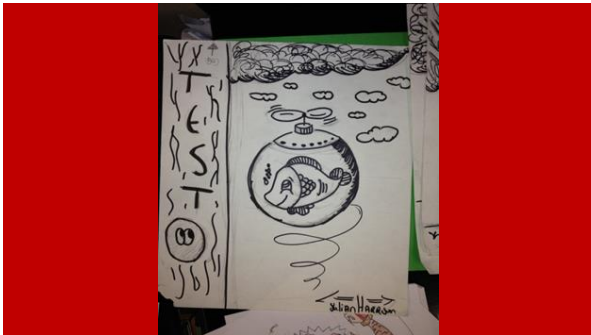
What would be your response?















"They don't differentiate instruction and assessment at the high school level, in universities, or on state exams, so we shouldn't differentiate in middle and high school levels."

Let me get this straight...

Definition

Responsive teaching, i.e. differentiating instruction, is doing what's fair for students. It's a collection of best practices strategically employed to maximize students' learning at every turn, including giving them the tools to handle anything that is undifferentiated. It requires us to do different things for different students some, or a lot, of the time. It's whatever works to advance the student if the regular classroom approach doesn't meet students' needs. It's highly effective teaching.



Critical questions of Differentiation AND PLC's:

1. What do we expect our students to learn?
2. How will we know they are learning
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

Universal Design for Learning

Principle I: Provide Multiple Means of Representation (the "what" of learning), multiple ways for students to perceive and comprehend information

Principle II: Provide Multiple Means of Action and Expression (the "how" of learning), multiple ways for students to interact and process content and skills, including how to express what they know

Principle III: Provide Multiple Means of Engagement (the "why" of learning), multiple ways to build and sustain motivation and perseverance

- www.udlcenter.org/aboutudl/whatisudl/3principles

Clarify Thinking through Realistic Hypotheticals

- Some students [get] more work to do, and others less. For example, a teacher might assign two book reports to advanced readers and only one to struggling readers. Or a struggling math student might have to do only the computation problems while advanced math students do the word problems as well." (Tomlinson, p. 7)
- Teachers have more control in the classroom.
- Teacher uses many different group structures over time.

A science and math teacher, Mr. Blackstone, teaches a large concept (Inertia) to the whole class. Based on "exit cards" in which students summarize what they learned after the whole class instruction, and observation of students over time, he assigns students to one of two labs: one more open-ended and one more structured. Those that demonstrate mastery of content in a post-lab assessment, move to an independent project (rocketry), while those that do not demonstrate mastery, move to an alternative rocketry project, guided by the teacher, that re-visits the important content. (Tomlinson, p. 24)

Quick Reference: Differentiated Lesson Planning Sequence

- A. Steps to take before designing the learning experiences:
1. Identify your essential understandings, questions, benchmarks, objectives, skills, standards, and/or learner outcomes.
 2. Identify your students with unique needs, and get an early look at what they will need in order to learn and achieve.
 3. Design your formative and summative assessments.
 4. Design and deliver your pre-assessments based on the summative assessments and identified objectives.
 5. Adjust assessments or objectives based on your further thinking discovered while designing the assessments.

Learner Profile: Any Factor that might Influence Learning

Family dynamics (if influential)	Transiency rate
SES	IEP
504	ELL
LD	Gifted/Advanced
Physical health	Emotional health
Speech and Language Issues	Behavior/Discipline concerns
Nationality (if influential)	Diet (if influential)
Religious affiliation (if influential)	Technology access/comfort
Multiple Intelligences	Arts – comfort/proficiency
Personal background/experiences	Leadership qualities
Ethics	Collaboration
Personal interests: sports, music, television, movies, books, hobbies, other	Weakly schedule
Myers-Briggs Personality Inventory	Politics (if influential)
Bernice McCarthy's 4MAT	Anthony Gregorc Scale
Tourette's Syndrome	Home responsibilities
Down's Syndrome	ADHD
Visually Impaired	Asperger's Syndrome
	Hearing Impaired
	Auditory Processing issues

Quick Reference: Differentiated Lesson Planning Sequence

B. Steps to take while designing the learning experiences:

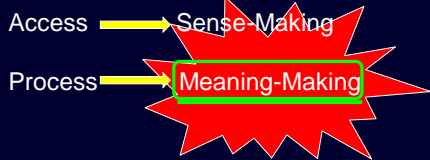
1. Design the learning experiences for students based on pre-assessments, your knowledge of your students, and your expertise with the curriculum, cognitive theory, and students at this stage of human development.
2. Run a mental tape of each step in the lesson sequence to make sure things make sense for your diverse group of students and that the lesson will run smoothly.
3. Review your plans with a colleague.
4. Obtain/Create materials needed for the lesson.
5. Conduct the lesson.
6. Adjust formative and summative assessments and objectives as necessary based on observations and data collected while teaching.

When Designing your Actual Lessons....

1. **Brainstorm** multiple strategies
2. **Cluster** into introductory, advanced, and strategies that fit between these two
3. **Sequence** activities in plan book
4. **Correlate Class Profile** descriptors, expertise in students at this age, Differentiation Strategies, and Cognitive Science Principles to lessons – What do you need to change in order to maximize instruction for all students?

Moving Content into Long-term Memory

Students have to do both,



Quick Reference: Differentiated Lesson Planning Sequence

C. Steps to take after providing the learning experiences:

1. Evaluate the lesson's success with students. What evidence do you have that the lesson was successful? What worked and what didn't, and why?
2. Record advice on lesson changes for yourself for when you do this lesson in future years.

Elements of Responsive Teaching (Differentiated Instruction)



Teachers can differentiate:

Content

Process

Product

Affect

Learning Environment

— Tomlinson, Eidson,
2003





According to:

Readiness

Interest

Learning

Profile

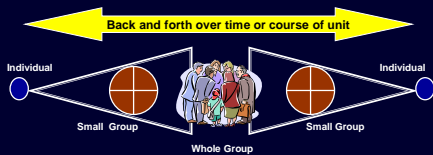
Flexible Grouping: Questions to Consider

- Is this the only way to organize students for learning?
- Where in the lesson could I create opportunities for students to work in small groups?
- Would this part of the lesson be more effective as an independent activity?
- Why do I have the whole class involved in the same activity at this point in the lesson?
- Will I be able to meet the needs of all students with this grouping?
- I've been using a lot of [insert type of grouping here – whole class, small group, or independent work] lately. Which type of grouping should I add to the mix?

There's a range of flexible groupings:

- Whole class or half class
- Teams
- Small groups led by students
- Partners and triads
- Individual study
- One-on-one mentoring with an adult
- On-line communities
- Temporary pull-out groups to teach specific mini-lessons
- Anchor activities to which students return after working in small groups
- Learning centers or learning stations through which students rotate in small groups or individually.

Ebb and Flow of Experiences
[Tomlinson]



Some Basic Principles:

- Use respectful tasks.
- Use tiered lessons
- Compact the curriculum.
- Scaffold instruction.
- Organization and planning enable flexibility.

Additional Differentiated Instruction Strategies

- Use Anticipation Guides
- Create personal agendas for some students
- Use centers/learning stations
- Adjust journal prompts and level of questioning to meet challenge levels
- Incorporate satellite studies (“Orbitals”)

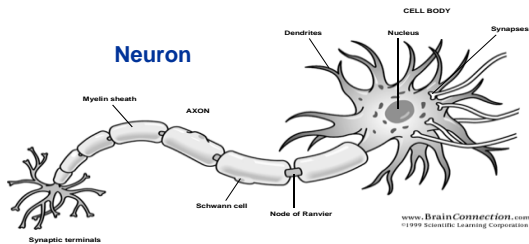
Personal Agenda for Michael R., December 5th, 2017

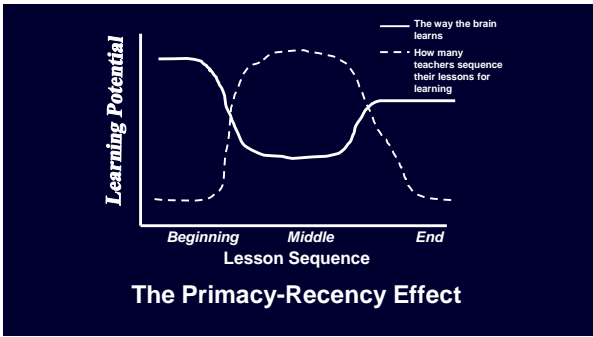
Daily Tasks:

- Send last night's homework to electronic drop box, if not done so already.
- Record warm-up activity from chalkboard into learning log.
- Complete warm-up activity.
- Listen to teacher's explanation of the lesson's agenda.
- Record assignments from Homework Board into notebook or PDA.

Specific to Today's Lesson:

- Get graphic organizer from teacher and put name/date at top.
- Fill in examples in g.o. while teacher explains it to the class.
- Read both sides of the g.o. so you know what you are looking for.
- Watch the video and fill in the g.o. during the breaks.
- Complete closing activity for the video.
- Ask Ms. Green to sign your assignment notebook.
- Go to math class, but first pick up math book in locker.





Somebody Wanted But So
[Fiction]

Somebody (*characters*)...
wanted (*plot-motivation*)...
but (*conflict*)...
so (*resolution*)... .

Something Happened
And Then
[Non-fiction]

Something (*independent variable*)...
happened (*change in that independent variable*)...
and (*effect on the dependent variable*)...
then (*conclusion*)... .

Components of Blood Content Matrix

	Red Cells	White Cells	Plasma	Platelets
Purpose	Carries O ₂ and nutrients			
Amount	5,000,000 per cc			
Size & Shape	Small, round, like Cheerios			
Nucleus ?	No			
Where formed	Bone marrow, spleen			

The student's rough draft:

Red blood cells carry oxygen and nutrients around the body. They are small and indented in the middle, like little Cheerios. There are 5 million per cc of blood. There is no nucleus in mature red blood cells. They are formed in the bone marrow and spleen.

Word Morphology:

Teach Prefixes, Roots, and Suffixes!

- Mal – badly, poor
- Meta – beyond, after, change
- Mis – incorrect, bad
- Mono – one
- Multi – many
- Neo – new
- Non – not
- Ob, of, op, oc – toward, against
- Oct – eight
- Paleo – ancient
- Para – beside, almost
- Penta – five
- Per – throughout, completely
- Peri – around
- Poly – many
- Post – after
- Pre – before
- Pseudo – false

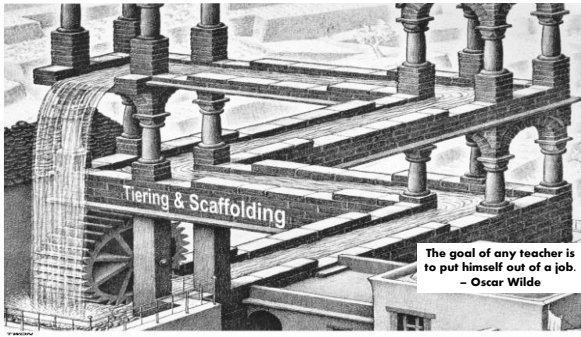


Read complex text aloud with proper vocal inflection and pacing. Students can understand text to readabilities above their own independent, silent reading proficiency when the complex text is read aloud by someone who understands the material.

And students who understand text are more inclined to stick with it when reading it silently later.

With **hocked gems** financing him,
Our hero bravely defied all **scornful laughter**
That tried to prevent his scheme.
Your eyes deceive, he had said;
An egg, not a table
Correctly typifies this unexplored planet.
Now **three sturdy sisters** sought proof,
Forging along sometimes through calm vastness
Yet more often over turbulent peaks and valleys.
Days became weeks,
As many doubters spread
Fearful rumors about the edge
At last from nowhere
Welcome **winged creatures** appeared
Signifying momentous success.

-- Doelling and Lachman (1971)
pp. 216-222

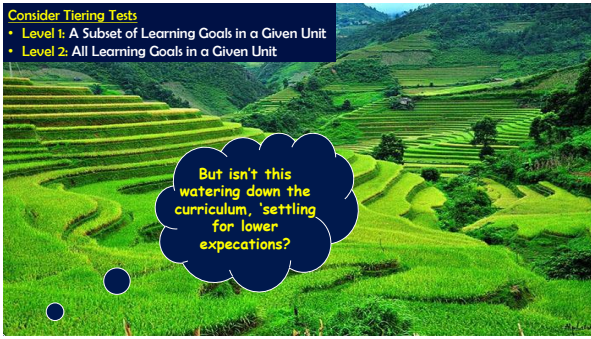


The goal of any teacher is to put himself out of a job.
- Oscar Wilde

Sample: Tiered Assessments
• Level 1: A Subset of Learning Goals in a Given Unit
• Level 2: All Learning Goals in a Given Unit



Consider Tiering Tests
• Level 1: A Subset of Learning Goals in a Given Unit
• Level 2: All Learning Goals in a Given Unit







Tiering

Common Definition -- Adjusting the following to maximize learning:

- Readiness
- Interest
- Learning Profile

Tier in gradations

Rick's Preferred Definition:

-- Changing the level of complexity or required readiness of a task or unit of study in order to meet the developmental needs of the students involved (Similar to Tomlinson's "Ratcheting").

Tiering Assignments and Assessments

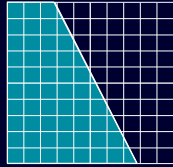
Example -- Graph the solution set of each of the following:

1. $y > 2$ 2. $6x + 3y \leq 2$ 3. $-y < 3x - 7$

2. $6x + 3y \leq 2$
 $3y \leq -6x + 2$
 $y \leq -2x + 2/3$

x	y
0	2/3
3	-5 1/3

Given these two ordered pairs, students would then graph the line and shade above or below it, as warranted.



Tiering Assignments and Assessments

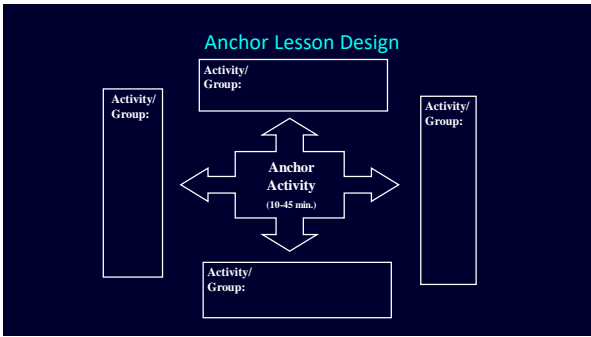
For *early readiness* students:

- Limit the number of variables for which student must account to one in all problems. ($y > 2$)
- Limit the inequality symbols to, “greater than” or, “less than,” not, “greater then or equal to” or, “less than or equal to”
- Provide an already set-up 4-quadrant graph on which to graph the inequality
- Suggest some values for x such that when solving for y , its value is not a fraction.

Tiering Assignments and Assessments

For *advanced readiness* students:

- Require students to generate the 4-quadrant graph themselves
- Increase the parameters for graphing with equations such as: $-1 \leq y \leq 6$
- Ask students what happens on the graph when a variable is given in absolute value, such as: $|y| > 1$
- Ask students to graph two inequalities and shade or color only the solution set (where the shaded areas overlap)



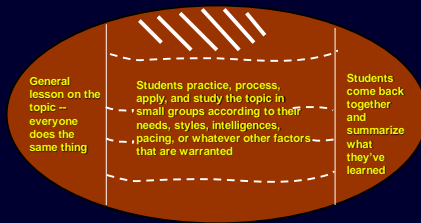
- ### Anchor Activities Advice
- Use activities with multiple steps to engage students
 - Require a product – ‘increases urgency and accountability
 - Train students what to do when the teacher is not available
 - Start small: Half the class and half the class, work toward more groups, smaller in size
 - Use a double t-chart to provide feedback
 - Occasionally, videotape and provided feedback

- ### What to Do When the Teacher is Not Available
- Suggestions include:
- Move on to the next portion; something may trigger an idea
 - Draw a picture of what you think it says or asks
 - Re-read the directions or previous sections
 - Find a successful example and study how it was done
 - Ask a classmate ("Ask Me," "Graduate Assistant," "Technoids")
 - Define difficulty vocabulary
 - Try to explain it to someone else

The Football Sequence

1. First teach a general lesson to the whole class for the first 10 to 15 minutes.
2. After the general lesson, divide the class into groups according to readiness, interest, or learning profile and allow them to process the learning at their own pace or in their own way. This lasts for 15 to 20 minutes. We circulate through the room, clarifying directions, providing feedback, assessing students, and answering questions. This section is very expandable to help meet the needs of students.
3. Bring the class back together as a whole group and process what they've learned. This can take the form of a summarization, a Question and Answer session, a quick assessment to see how students are doing, or some other specific task that gets students to debrief with each other about what they learned. This usually takes about 10 minutes.

The football metaphor comes from the way we think about the lesson's sequence: a narrow, whole class experience in the beginning, a wider expansion of the topic as multiple groups learn at the own pace or in their own ways, then narrowing it back as we re-gather to process what we've learned.



To Increase (or Decrease) a Task's Complexity, Add (or Remove) these Attributes:

- Manipulate information, not just echo it
- Extend the concept to other areas
- Integrate more than one subject or skill
- Increase the number of variables that must be considered; incorporate more facets
- Demonstrate higher level thinking, i.e. Bloom's Taxonomy, William's Taxonomy
- Use or apply content/skills in situations not yet experienced
- Make choices among several substantive ones
- Work with advanced resources
- Add an unexpected element to the process or product
- Work independently
- Reframe a topic under a new theme
- Share the backstory to a concept – how it was developed
- Identify misconceptions within something

To Increase (or Decrease) a Task's Complexity,
Add (or Remove) these Attributes:

- Identify the bias or prejudice in something
- Negotiate the evaluative criteria
- Deal with ambiguity and multiple meanings or steps
- Use more authentic applications to the real world
- Analyze the action or object
- Argue against something taken for granted or commonly accepted
- Synthesize (bring together) two or more unrelated concepts or objects to create something new
- Critique something against a set of standards
- Work with the ethical side of the subject
- Work in with more abstract concepts and models
- Respond to more open-ended situations
- Increase their autonomy with the topic
- Identify big picture patterns or connections
- Defend their work

- **Manipulate information, not just echo it:**
 - "Once you've understood the motivations and viewpoints of the two historical figures, identify how each one would respond to the three ethical issues provided."
- **Extend the concept to other areas:**
 - "How does this idea apply to the expansion of the railroads in 1800's?" or, "How is this portrayed in the Kingdom Protista?"
- **Work with advanced resources:**
 - "Using the latest schematics of the Space Shuttle flight deck and real interviews with professionals at Jet Propulsion Laboratories in California, prepare a report that..."
- **Add an unexpected element to the process or product:**
 - "What could prevent meiosis from creating four haploid nuclei (gametes) from a single haploid cell?"

- **Reframe a topic under a new theme:**
 - "Re-write the scene from the point of view of the antagonist," "Re-envision the country's involvement in war in terms of insect behavior," or, "Re-tell Goldilocks and the Three Bears so that it becomes a cautionary tale about McCarthyism."
- **Synthesize (bring together) two or more unrelated concepts or objects to create something new:**
 - "How are grammar conventions like music?"
- **Work with the ethical side of the subject:**
 - "At what point is the Federal government justified in subordinating an individual's rights in the pursuit of safe-guarding its citizens?"

The Equalizer

(Carol Ann Tomlinson)

Foundational ----- Transformational
Concrete ----- Abstract
Simple ----- Complex
Single Facet/fact ----- Multi-Faceted/facts
Smaller Leap ----- Greater Leap
More Structured ----- More Open
Clearly Defined ----- Fuzzy Problems
Less Independence ----- Greater Independence
Slower ----- Quicker

Analyze...	Construct...
Revise...	Rank...
Decide between...	Argue against...
Why did...	Argue for...
Defend...	Contrast...
Devise...	Develop...
Identify...	Plan...
Classify...	Critique...
Define...	Rank...
Compose...	Organize...
Interpret...	Interview...
Expand...	Predict...
Develop...	Categorize...
Suppose...	Invent...
Imagine...	Recommend...







Executive Function skills:

(Guare, Dawson, Guare, 2013, p. 15-17)

- Response inhibition
- working memory
- emotional control
- flexibility
- sustained attention
- task initiation
- planning/prioritizing
- organization
- time management
- goal-directed persistence
- metacognition



And How Do We Build These Skills in Students?

There's no one strategy that works.

And even more interesting:

The strategies will need to change as the students mature.

Recommended Resources:

- *Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential* by Peg Dawson and Richard Guare
- *Smart but Scattered Teens: The "Executive Skills" Program for Helping Teens Reach Their Potential* by Richard Guare, Peg Dawson, and Colin Guare
- *Late, Lost, and Unprepared: A Parents' Guide to Helping Children with Executive Functioning* by Joyce Cooper-Kahn and Laurie Dietzel
- *Promoting Executive Function in the Classroom (What Works for Special-Needs Learners)* by Lynn Meltzer
- The National Center for Learning Disabilities (www.nclld.org)
- http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_executive_function/
- "Worth a Closer Look: Executive Function," Rick Wormeli, *Middle Ground* magazine (Now, *AMLE Magazine*), August 2013, Association for Middle Level Education

Recommended Resources for ADHD information:

- *The Attention Deficit Disorder Association* (www.add.org)
- http://www.helpguide.org/mental/adhd_add_signs_symptoms.htm
- *National Resource Center on ADHD* (<http://www.help4adhd.org/>), which includes resources for the organization, CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder)

What does it mean to do advanced responsive teaching?

It means we become mini-experts in **increasingly diverse student populations:**

- | | |
|---|----------------------------|
| Learning disabilities | Artistic |
| 504 and Otherwise Health Impaired | Speech and Language issues |
| Hearing challenges | Abused |
| Visual challenges | Extrovert/Introvert |
| Athletic/unathletic | Autistic |
| Gifted/advanced | English Language Learners |
| Emotionally challenged | ADHD |
| Military | Transient |
| Gang-affiliated | Tech-savvy/tech-illiterate |
| Under resourced | Poor readers |
| Impoverished students | Single parent homes |
| Lesbian-Gay-Bisexual-Transgender (LGBT) | Depression/Suicidal |
| Gamers | Pregnant |
| Working full time or part time | Religious affiliation |

What does it mean to do advanced responsive teaching?

It means we become **mini-experts in cognitive science principles specifically for the students we teach:**

- The mind craves structures, relationships, connections.
- Emphasize sense-making, meaning-making, and the growth mindset.
- Prime the brain.
- Create prior knowledge where there was none.
- The brain is a survival organ.
- Getting enough sleep is critical, not optional.
- Build in more movement and shifting from one activity to another.
- The mind retains information/skills through reiteration, recursive experiences.
- The brain needs a lot more water and protein than we think.
- Stress limits cognition.
- When assimilating too much, a child's default response is anger, frustration.
- There is no such thing as laziness.
- While there may be varied experiences and frames of reference as well as learning preferences depending on the situation or topic, most of the time students can learn most content in more than one way – we don't pigeon-hole students.
- Motivation, resilience, "stick-to-it-ness" are specific fields of expertise.

What does it mean to do advanced responsive teaching?

It means we become **mini-experts in assessment and grading practices that support responsive teaching principles:**

- Evidenced-based assessment
- Formative feedback, including getting training on descriptive feedback
- Gradebooks cumulative for the year
- Subject-like teachers collaborate on evidence descriptors
- Allow/Require re-do's for full credit
- Time becomes a variable
- Revising instruction based on assessment
- Distinguish between formative and summative
- Increase the role of pre-assessment in our lesson design
- Develop a constructive response to late work
- Report work habits, efforts, character elements separately from academic progress and performance
- Welcome alternative assessments (This is different than most interpretations of "Credit Recovery")
- Disaggregate scores/topic evaluations to see strong and weak areas
- Accept grades as what students know and can do at the end of learning, not during the learning.

What does it mean to do advanced responsive teaching?

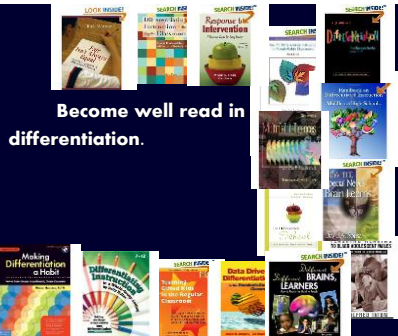
It means we become **mini-experts in building a personal repertoire of differentiated responses, cultivating pedagogical dexterity:**

- Read professionally. Subscribe to at least one professional journal.
- Think reflectively.
- Keep up to date in our expertise regarding the disciplines we teach.
- Attend at least one national or regional conference/seminar each year.
- Exchange lesson plans for collegial review.
- Participate in PLC's, Teacher Action Research, Critical Friends Networks, or as a Lab School for a local university
- Actively pursue new ways to do differentiation elements like flexible grouping, scaffolding, tiering, adjusting instruction to readiness levels, etc.
- Participate in the national and local conversations of our discipline.
- Participate in a professional on-line community and/or course.

What does it mean to do advanced responsive teaching?

It means we become mini-experts in building a personal repertoire of differentiated responses, cultivating pedagogical dexterity: (part 2)

- Analyze practices/decisions regularly, and revise/change/drop those that aren't working.
- Invite professional critique from colleagues, students, parents.
- Coach others.
- Participate/Conduct discussions of hypotheticals/scenarios.
- Cultivate personal creativity and innovation.
- Ask students for how to teach something best.
- Co-teach.
- Blog or write for publication.



Become well read in differentiation.

Great Resources to Further your Thinking and Repertoire

- Armstrong, Thomas. *Multiple Intelligences in the Classroom*. 2nd Edition, ASCD, 1994, 2000
- Beers, Kylene. (2003) *When Kids Can't Read What Teachers Can Do*, Heineman
- Beers, Kylene and Samuels, Barbara G. (1998) *Into Focus: Understanding and Creating Middle School Readers*. Christopher-Gordon Publishers, Inc.
- Benjamin, Amy. *Differentiating Instruction: A Guide for Middle and High School Teachers*, Eye on Education, 2002
- Burke, Kay. *What to Do With the Kid Who...: Developing Cooperation, Self-Discipline, and Responsibility in the Classroom*, Skylight Professional Development, 2001
- Forsten, Char; Grant, Jim; Hollas, Betty. *Differentiated Instruction: Different Strategies for Different Learners*, Crystal Springs Books, 2001
- Forsten, Char; Grant, Jim; Hollas, Betty. *Differentiating Textbooks: Strategies to Improve Student Comprehension and Motivation*, Crystal Springs Books
- Frender, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power*, Incentive Publications, Inc., 1990

Great Resources to Further
your Thinking and Repertoire

- Glynn, Carol. *Learning on their Feet: A Sourcebook for Kinesthetic Learning Across the Curriculum*, Discover Writing Press, 2001
- Heacox, Diane, Ed.D. *Making Differentiation a Habit*, Free Spirit Publishing, 2009
- Heacox, Diane, Ed.D. *Differentiated Instruction in the Regular Classroom, Grades 3 – 12*, Free Spirit Publishing, 2000
- Hyerle, David. *A Field Guide to Visual Tools*, ASCD, 2000
- Jensen, Eric. *Different Brains, Different Learners* (The Brain Store, 800-325-4769. www.thebrainstore.com)
- Lavoie, Richard. *How Difficult Can This Be? The F.A.T. City Workshop*, WETA Video, P.O. box 2826, Washington, D.C., 20013-2631 (703) 998-3293. The video costs \$49.95. Also available at www.Ldonline.
- Levine, Mel. *All Kinds of Minds*
- Levine, Mel. *The Myth of Laziness*
- Marzano, Robert J. *A Different Kind of Classroom: Teaching with Dimensions of Learning*, ASCD, 1992.
- Marzano, Robert J.; Pickering, Debra J.; Pollock, Jane E. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, ASCD, 2001

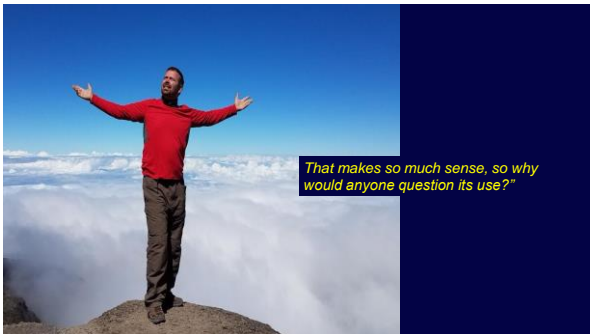
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What is evidence-based, standards-based grading?

At its basic level, it's expressing a student's school performance as a report of evidence of specific standards. Academic grades rally around content and skills, *nothing else*. We want to know to what degree "Junior" can:

- Explain the dual nature of light
- Determine the area of a polygon
- Analyze an argument
- Titrate liquids
- Use knowledge of exercise and metabolism to make healthy snack choices
- Write an information paragraph
- Incorporate musical dynamics in a successful concerto







What do all these have in common?

- Put name, date, period in the top right corner of the paper
- Used a quiet, indoor voice while in the classroom
- Showed up to play in an evening musical concert
- Brought in permission slip signed by parents
- Donated a box of tissues to the classroom
- Completed a reading log of time read
- Had a nice, neat notebook in math
- Dressed out in gym uniform in p.e.
- Turned in work in a timely manner
- Did service for the school
- Worked collaboratively
- Tutored classmates

They have all been used by teachers to justify raising or lowering students' grades – creating inaccurate reports of students' performances with standards.

Public Curriculum

Hidden Curriculum

"Is my purpose to **select** talent or **develop** it? ...If your purpose as an educator is to select talent, then you must work to maximize the differences among students. In other words, on any measure of learning, you must try to achieve the greatest possible variation in students' scores ...Unfortunately for students, the best means of maximizing differences in learning is poor teaching. Nothing does it better."

-- Thomas R. Guskey, *Education Leadership*, ASCD, November 2011, Pages 16-21

"If, on the other hand, your purpose as an educator is to **develop** talent, then you...clarify what you want students to learn and be able to do. Then you do everything possible to ensure that all students learn those things well. If you succeed, there should be little or no variation in measures of student learning. All students are likely to attain high scores on measures of achievement, and all might receive high grades.

-- Thomas R. Guskey, *Education Leadership*, ASCD, November 2011, Pages 16-21

What is standards-based assessment and grading?

It's assessing and grading only in reference to evidence of standard(s), nothing else. If it's listed in the course curriculum, it can be evaluated and included in the final grade. If not, it can be reported, but reported in a separate column on the report card.

It often requires the removal or changing of several conventional grading practices in order to maintain grade integrity.



Operating Premises:

- Implementing the grading policies and practices of upper grade levels in lower grade levels regardless of their effectiveness is **not** the best way to prepare students for those upper grade levels. The best preparation for the next grade level is a student's **personal maturation** and his **authentic and lasting competence** in what is being taught in his current grade level.
- We never subordinate what we know to be effective teaching practice in the current grade level because somebody above us isn't there yet.
- We teach so that students learn, not to play, "gotcha," and think that's building students' self-discipline. Instead, we study how to teach self-discipline, noting that none of the research indicates doing it via grading policies.
- Unrecoverable zeroes and F's don't teach content or cultivate self-discipline and maturation. **Recoverable ones do.**

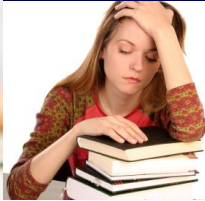
Type of Feedback	Impact on Students
Scores Alone	<i>Ineffective: Students were complacent, unmotivated</i>
Score with Comments	<i>Ineffective: Students focused only on judgement of scores, how they did in comparison to others, didn't internalize or use comments</i>
Comments Alone	<i>Effective: Students in this group demonstrated the most improvement and learning</i>

-- Ruth Butler (1988, as cited in Wiliam 2011), from Arthur Chiaravalli (@hhschiaravalli) "Teachers Going Gradeless: Toward a Future of Growth Not Grades"



Recording a judgement symbol, i.e. a percent, rubric number, or letter grade, on student work is a clear message to the student:

Learning is done.



“...John Hattie (2012) whose synthesis of 800 meta-studies showed that **student self-assessment/self-grading** topped the list of educational interventions with the highest effect size. By teaching students how to accurately self-assess based on clear criteria, teachers empower them to become “self-regulated learners” able to monitor, regulate, and guide their own learning. **The reason students never develop these traits is that our monopoly on assessment, feedback, and grading has trained students to adopt an attitude of total passivity in the learning process.**”

-- Arthur Chiaravalli (@hhschiaravalli) “Teachers Going Gradeless: Toward a Future of Growth Not Grades”



The work belongs to all of us!

I called car tech
and got the forms
I am now siming
with J-man +
Branders
pool is at Mil pond

The work belongs to all of us!

The Correlation of the Human
Gene "Brain Derived
Neurotrophic Factor" with the
Human Disease "Speech
Sound Disorder", Using Single
Nucleotide Polymorphism from
the HAPMAP Project.



CASE WESTERN RESERVE UNIVERSITY

On the recommendation of the Faculty of the
College of Arts and Sciences
The Trustees of the University have admitted

Jacob Matthew Aaronson

to the Degree of
Bachelor of Science in Biology

Given at Cleveland Ohio January twelfth Two Thousand Seven

Angelo R. Santoro
University President

Gregory A. ...
Dean

Identify the Principles Involved, THEN Gather the Solutions

Example: How do I grade English Language Learners?

Principles/Tenets Involved:

- Teachers must be ethical. They cannot knowingly falsify a score or grade.
- To be useful, grades must be accurate reports of evidence of students' performance against standards.
- Regular report cards report against regular, publicly declared standards/outcomes. They cannot report about irregular standards or anything not publicly declared.
- Any test format that does not create an accurate report of students' degree of evidence of standards must be changed so that it does or replaced by one that does.

(continued)

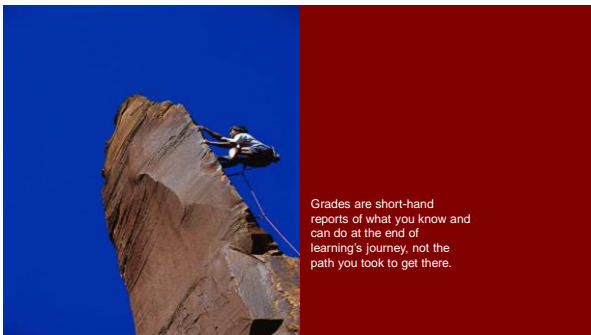
Identify the Principles Involved, THEN Gather the Solutions

Example: How do I grade English Language Learners?

Principles Involved: (Continued)

- English Language Learners have a right to be assessed accurately.
- Lack of language proficiency does not mean lack of content proficiency.
- Effective teachers are mindful of cultural and experiential bias in assessments and try to minimize their impact.

If teachers act upon these principles, what decisions/behaviors/policies should we see in their assessment and grading procedures?



Define Each Grade

A:

Remember, a 2.0 is NOT, "2 out of 4 (50%)" a 3.0 is NOT, "3 out of 4 (75%)" Don't try to "percentagize" scales!



B:

C:

D:

E or F: Failure

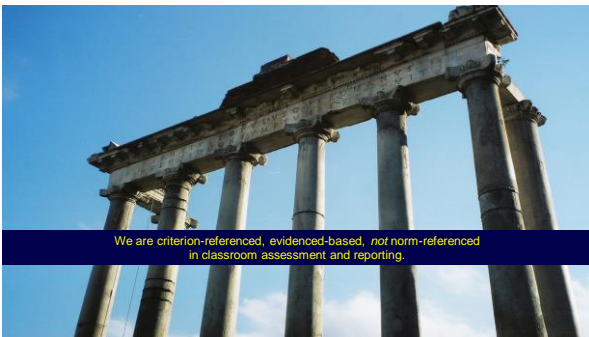
Consider:

- How would you describe a student's 3.5 performance on a 5.0 scale?
- What one number would correlate to that descriptor on a 100.0 scale?

It's what students carry forward, not what they demonstrated during the unit of learning, that is most indicative of true proficiency.



We are criterion-referenced, evidenced-based, *not* norm-referenced in classroom assessment and reporting.





We cannot conflate reports of compliance with evidence of mastery. Grades are reports of learning, not doing.



'Time to Change the Metaphor:

Grades are NOT **compensation**.
Grades are **communication**:
They are an accurate report of what happened.



Fair Isn't Always Equal



This quarter, you've taught:

- Main idea, Theme, Thesis
- Literary Devices used to Evoke Reader Response
- Close Reading
- Annotating Text
- Resurgence in Post-Modernism in current, popular literature
- Cultivating a Writer's Voice
- From Classic Literature to Film

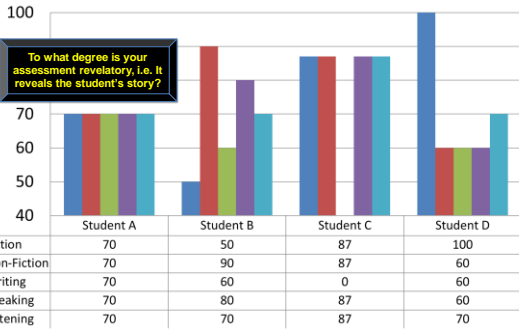
The student's grade: B

What does this mark tell us about the student's proficiency with each of the topics you've taught?

Unidimensionality – A single score on a test represents a single dimension or trait that has been assessed

Student	Dimension A	Dimension B	Total Score
1	2	10	12
2	10	2	12
3	6	6	12

Problem: Most tests use a single score to assess multiple dimensions and traits. The resulting score is often invalid and useless. -- Marzano, CAGTW, page 13



What is Mastery?

“Tim was so learned, that he could name a horse in nine languages; so ignorant, that he bought a cow to ride on.”

Ben Franklin, 1750, *Poor Richard's Almanac*

~~civilization~~ civilization
~~monarky~~ monarchy
~~domonints~~ dominance
~~corispons~~ correspond
~~illiterate~~
~~emphisise~~ emphasize
~~appozition~~ opposition
~~clorpen~~ chlorine
~~comotion~~ commotion
~~Madisona~~ medicinal
~~earisponsial~~ irresponsible
~~sucession~~ succession

Lesson 15

advertize
 advise
 civilize
 clockwise
 compromise
 customize
 empathize
 enterprise
 exercise
 fertilize
 finalize
 franchise
 hypnotize
 improvise
 itemize
 localize
 memorize
 merchandise
 organize
 orient
 otherwise
 realize
 recognize
 socialize
 symbolize
 sympathize

Lesson 16

congratulate
 determination
 dimensions
 exploration
 graduation
 illusion
 inspiration
 intersection
 invitation
 musician
 occupation
 excursion
 permission
 politician
 population
 prediction
 premonition
 preposition
 reservation
 revolution
 salvation
 solution
 tradition
 vegetarian
 veterinarian

Lesson 17

The example of what NOT to do: oral dictation spelling tests

"The student understands fact versus opinion."

Identify

Create

Revise

Manipulate

**There's a big difference:
What are we really trying to assess?**

- "Explain the second law of thermodynamics" vs. "Which of the following situations shows the second law of thermodynamics in action?"
- "What is the function of a kidney?" vs. "Suppose we gave a frog a diet that no impurities – fresh organic flies, no pesticides, nothing impure. Would the frog still need a kidney?"
- "Explain Keynes's economic theory" vs. "Explain today's downturn in the stock market in light of Keynes's economic theory."

From, *Teaching the Large College Class*, Frank Heppner, 2007, Wiley and Sons

Working Definition of Mastery (Wormeli)

Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. Anyone can repeat information; **it's the masterful student who can break content into its component pieces, explain it and alternative perspectives regarding it cogently to others, critique others in their demonstration of content and skills, and use it purposefully in new situations.**

Consider Gradations of Understanding and Performance from Introductory to Sophisticated

Introductory Level Understanding:

Student walks through the classroom door while wearing a heavy coat. Snow is piled on his shoulders, and he exclaims, "Brrrr!" From depiction, we can infer that it is cold outside.

Sophisticated level of understanding:

Ask students to analyze more abstract inferences about government propaganda made by Remarque in his wonderful book, *All Quiet on the Western Front*.

- Determine the surface area of a cube.
- Determine the surface area of a rectangular prism (a rectangular box)
- Determine the amount of wrapping paper needed for another rectangular box, keeping in mind the need to have regular places of overlapping paper so you can tape down the corners neatly
- Determine the amount of paint needed to paint an entire Chicago skyscraper, if one can of paint covers 46 square feet, and without painting the windows, doorways, or external air vents

Which one qualifies for an "A" in the gradebook?

What is the Role of Each One?

Formative Assessment
Summative Judgment





*Formative vs
Summative in Focus:*

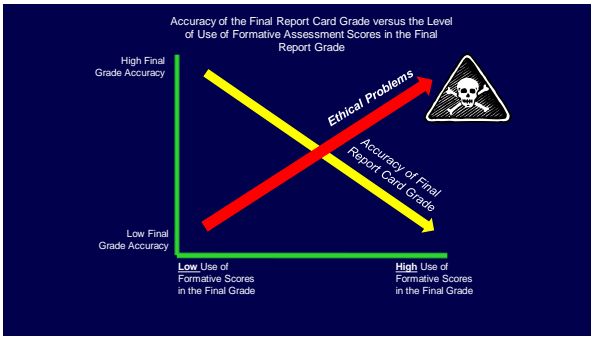
**Lab Reports in a
Science Class**
*(Or any other lab-like activity in
any subject area)*

Two Homework Extremes
that Focus Our Thinking

- If a student does none of the homework assignments, yet earns an "A" (top grade) on every formal assessment we give, does he earn anything less than an "A" on his report card?
- If a student does all of the homework well yet bombs every formal assessment, isn't that also a red flag that something is amiss, and we need to take corrective action?

**Be clear: We mark and grade
against standards/outcomes, not
the routes students take or
techniques teachers use to achieve
those standards/outcomes.**

Given this premise, marks/grades for these activities can no longer be used in the academic report of what students know and can do regarding learner standards: maintaining a neat notebook, group discussion, class participation, homework, class work, reading log minutes, band practice minutes, dressing out in p.e., showing up to perform in an evening concert, covering textbooks, service to the school, group projects, signed permission slips, canned foods for canned food drive...

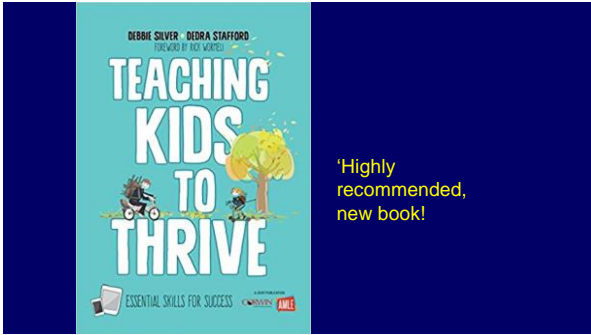


Set up your gradebook into two sections:

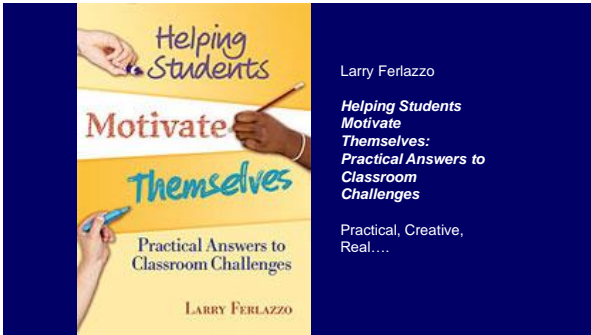
Formative	Summative
Assignments and assessments completed on the way to mastery or proficiency	Final declaration of mastery or proficiency

"...[N]o research supports the idea that low grades prompt students to try harder. More often, low grades prompt students to withdraw from learning. To protect their self-images, many students regard the low grade as irrelevant or meaningless. Others may blame themselves for the low grade but feel helpless to improve (Selby & Murphy, 1992)."

= Tom Guskey, "Five Obstacles to Grading Reform," *Education Leadership*, ASCD, November 2011

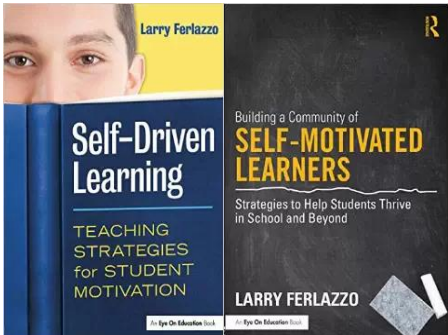


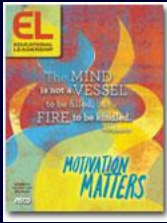
'Highly recommended, new book!'



Larry Ferlazzo
Helping Students Motivate Themselves: Practical Answers to Classroom Challenges

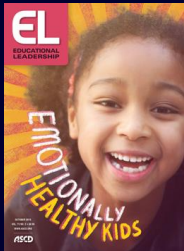
Practical, Creative, Real....





Motivation Matters

September 2014
| Volume 72 |
Number 1
www.ascd.org



**ASCD's
Education
Leadership
"Emotionally
Healthy Kids"**

October 2015 | Volume
73 | Number 2
www.ascd.org



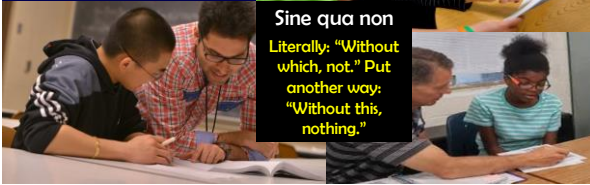
**September 2016
Volume 74 | Number 1
Relationships First
Pages 10-15
"What to Do
in Week One?"**

We can learn without grades, but we can't learn without descriptive feedback.



Sine qua non

Literally: "Without which, not." Put another way: "Without this, nothing."



Two Questions to Ask Students:

- What are you supposed to be learning?
- Where are you in relation to that goal?



What do these all have in common?

Good job.
Excellent.
Little effort here.
Unacceptable.
Confusing.
Did not follow directions.
One of the best in class!
Well organized.

Well done.
Sloppy.
Intelligent!
Missing supportive detail.
Poorly designed.
Outstanding!
Significant errors.

Every one of them is a form of judgment.
None of them can be called, "feedback."

How about this for descriptive feedback?

"You earned a 92%, Joel," says the teacher as she passes back test papers. "That's better than most of the class."

Ruh-roh...

Feedback vs Assessment

Feedback: Holding up a mirror to students, showing them what they did and comparing it what they should have done – There's no evaluative component!

Assessment: Gathering data so we can make a decision

Greatest Impact on Student Success:

Formative feedback

Feedback begins with non-emotional, non-judgmental facts...

From Teacher's perspective:

*"You included one piece of evidence for each claim."
"You accounted for the amplitude of the wave."*

From student's perspective:

*"I did not use distilled water in the lab."
"I arched my back on the dismount."*

...then it is followed by reflection on how those elements relate to student's success relative to the evaluative criteria:

From the teacher's perspective:

- *"The criteria called for two pieces of evidence per claim, not one."*
- *"Because you accounted for the wave amplitude, your declarations of energy outputs were correct."*

From the student's perspective:

- *"If I used distilled water, I would not have as many contaminants potentially affecting my lab results."*
- *"Because I arched my back, I am able to make a fluid transition into the next element of the routine."*

What about teachers receiving constructive, descriptive feedback?

"Your lesson was engaging."

[Judgement/Unhelpful]

"You incorporated students' personal interests and culture in your examples, and you started with a real-life problem that needed to be solved. As a result, students spent most of their time discussing the math involved instead of just socializing."

[Commenting on Decisions and their Impact – Helpful, professional]

Two Ways to Begin Using Descriptive Feedback:

■ "Point and Describe"

(from *Teaching with Love & Logic*, Jim Fay, David Funk)

■ "Goal, Status, and Plan for the Goal"

1. Identify the objective/goal/standard/outcome
2. Identify where the student is in relation to the goal (Status)
3. Identify what needs to happen in order to close the gap

When providing descriptive feedback that builds perseverance,

...comment on decisions made and their impact, NOT quality of work.



Highlighting Mistakes: A Grading Strategy
(Youtube.com)



**Effective Protocol for Data Analysis
and Descriptive Feedback found in many Schools:
Here's What, So What, Now What**

1. Here's What: *(data, factual statements, no commentary)*
2. So What: *(Interpretation of data, what patterns/insights do we perceive, what does the data say to us?)*
3. Now What: *(Plan of action, including new questions, next steps)*

Item	Topic or Proficiency	Right	Wrong	Simple Mistake?	Really Don't Understand
1	Dividing fractions		✓		✓
2	Dividing Fractions		✓		✓
3	Multiplying Fractions		✓	✓	
4	Multiplying fractions	✓			
5	Reducing to Simplst trms	✓			
6	Reducing to Simplst trms	✓			
7	Reciprocals	✓			
8	Reciprocals		✓	✓	
9	Reciprocals		✓	✓	

Date

Mr./Mrs./Miss _____,

I understand....

I need assistance in....

I suggest the following four steps for me to take in order to learn these content and skills:

Sincerely,

Teacher Action	Result on Student Achievement
Just telling students # correct and incorrect	Negative influence on achievement
Clarifying the scoring criteria	Increase of 16 percentile points
Providing explanations as to why their responses are correct or incorrect	Increase of 20 percentile points
Asking students to continue responding to an assessment until they correctly answer the items	Increase of 20 percentile points
Graphically portraying student achievement	Increase of 26 percentile points

-- Marzano, CAGTW, pgs 5-6

A child is attempting to ride a bicycle, and the bike falls over. Another child, learning to walk, loses her balance and lands on her bottom. A baby's green peas slide off his spoon as he moves it toward his mouth. How do their parents respond? Good parents don't say, "You fail, you're not able to meet bicycling standards," "I'll develop a rubric for walking without falling," or, "We need a Common Core curriculum to help you keep your food in your spoon."[They] simply say, "Try again."

- Richard L. Curwin, *Education Leadership*, ASCD, September 2014, p.38



Students should be allowed to re-do assessments until they achieve acceptable mastery, and they should be given full credit for having achieved such.

A Perspective that Changes our Thinking:

“A ‘D’ is a coward’s ‘F.’ The student failed, but you didn’t have enough guts to tell him.”

-- Doug Reeves

- A **I = Incomplete**
- B **IP = In Progress**
- C **NE = No Evidence**
- I, IP, NE, or NTY **NTY = Not There Yet**

Once we cross over into D and F(E) zones, does it really matter? We'll do the same two things: Personally investigate and take corrective action

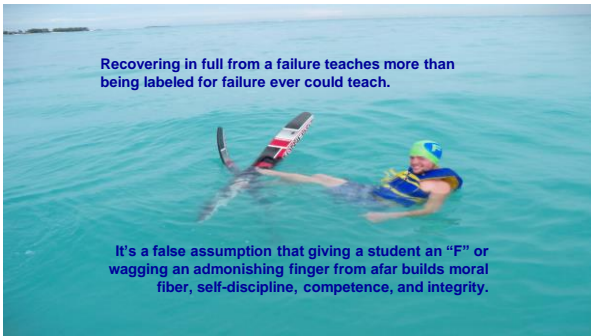
If we do not allow students to re-do work, we deny the growth mindset so vital to student maturation, and we are declaring to the student:

- This assignment had no legitimate educational value.
- It's okay if you don't do this work.
- It's okay if you don't learn this content or skill.

None of these is acceptable to the highly accomplished, professional educator.

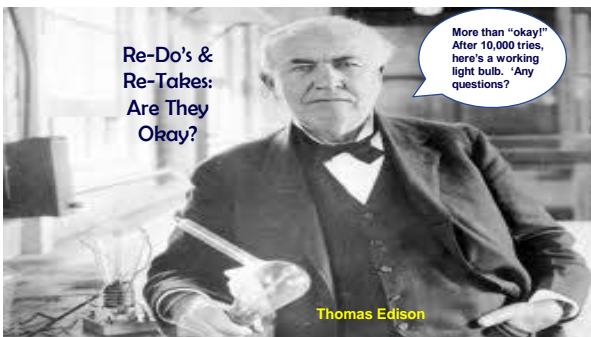


If an "F" on a project really motivated students to work harder and achieve, retention rates would have dropped by now. They haven't; they've increased. We need to do something more than repeatedly document failure.



Recovering in full from a failure teaches more than being labeled for failure ever could teach.

It's a false assumption that giving a student an "F" or wagging an admonishing finger from afar builds moral fiber, self-discipline, competence, and integrity.



Re-Do's & Re-Takes: Are They Okay?

Thomas Edison

More than "okay!" After 10,000 tries, here's a working light bulb. Any questions?

Pilot training

United States Air Force Training Manual

- b. *Minimum Academic Performance* — The minimum acceptable score on any phase exam or End-of-Course exam is 85 percent. Should a student receive less than the minimum acceptable score, the instructor will remediate the student and a second, different exam for that phase will be administered. Unsatisfactory performance will be referred to the appropriate military authority.
- c. *Minimum Demonstration/Performance Test Standard* — The minimum acceptable performance on any demonstration/performance test will be measured against the course standard and the required proficiency level for events requiring a demonstration/performance test.
- d. *Minimum Hour Requirement* — There is no minimum hour/event/sortie requirement for graduation.
- e. *Instructor Responsibilities* — Instructors are responsible for training accomplishment; however, students should monitor their own training and develop mission profiles when appropriate.



From Youtube.com:

Dr. Tae Skateboarding
(Ted Talk)

<http://www.youtube.com/watch?v=lHfo17ikSpY>

Helpful Procedures and Policies
for Re-Do's and Re-Takes

- Always, "...at teacher discretion."
- Don't hide behind the factory model of schooling that perpetuates curriculum by age, perfect mastery on everyone's part by a particular calendar date.
- As appropriate, students write letters explaining what was different between the first and subsequent attempts, and what they learned about themselves as learners.
- Re-do's and re-takes must be within reason, and teachers decide what's reasonable.

- Identify a day by which time this will be accomplished or the grade is permanent, which, of course, may be adjusted at any point by the teacher.
- With the student, create a calendar of completion that will help them accomplish the re-do. If student doesn't follow through on the learning plan, he writes letters of apology. There must be re-learning, or learning for the first time, before the re-assessing.
- Require the student to submit original version with the re-done version so you and he can keep track of his development.
- If a student is repeatedly asking for re-doing work, something's up. Investigate your approach and the child's situation.

- C, B, and B+ students get to re-do just as much as D and F students do. Do not stand in the way of a child seeking excellence.
- If report cards are due and there's not time to re-teach before re-assessing, record the lower grade, then work with the student in the next marking period, and if he presents new evidence of proficiency, submit a grade-change report form, changing the grade on the transcript from the previous marking period.
- Reserve the right to give alternative versions and ask follow-up questions to see if they've really mastered the material.
- Require parents to sign the original attempt.

- It's okay to let students, "bank," sections of the assessment/assignment that are done well.
- No-re-do's the last week of the grading period.
- Replace the previous grade with the new one, do NOT average them together.
- Sometimes the greater gift is to deny the option.
- Choose your battles. Push for re-doing the material that is transformative, leveraging, fundamental.

Premise

A grade represents a valid and undiluted indicator of what a student knows and is able to do – mastery.

With grades we document progress in students and our teaching, we provide feedback to students and their parents, and we make instructional decisions.

10 Practices to Avoid in a Differentiated Classroom

[They Dilute a Grade's Validity and Effectiveness]

- Penalizing students' multiple attempts at mastery
- Grading practice (daily homework) as students come to know concepts [Feedback, not grading, is needed]
- Withholding assistance (not scaffolding or differentiating) in the learning when it's needed
- Group grades
- Incorporating non-academic factors (behavior, attendance, and effort)

- Assessing students in ways that do not accurately indicate students' mastery (student responses are hindered by the assessment format)
- Grading on a curve
- Allowing Extra Credit
- Defining supposedly criterion-based grades in terms of norm-referenced descriptions ("above average," "average", etc.)
- Recording zeroes on the 100.0 scale for work not done

Grading Late Work













- One whole letter grade down for each day late is punitive. It does not teach students, and it removes hope.
- A few points off for each day late is instructive; there's hope.
- Yes, the world beyond school is like this.

Helpful Consideration for Dealing with Student's Late Work:

Is it chronic....

...or is it occasional?

We respond differently, depending on which one it is.

Summative Assessments							Student: _____
Standards/ Outcomes	XYZ Test, part 1	POR Project	EFG Observ.	XYZ Test, part 2	GHI Perf. Task	Most Consistent Level	
1.1 [Descriptor]		3.5			3.5	3.5	
1.2 [Descriptor]	2.5	5.0		4.5		4.5	
1.3 [Descriptor]		4.5	3.5	3.0	3.5	3.5	
1.4 [Descriptor]	3.5			3.5		3.5	
1.5 [Descriptor]	2.0			1.5		1.75	

- Gradebooks and Report Cards in the Differentiated Classroom:
Ten Important Attributes*
1. Everything is clearly communicated, easily understood
 2. Use an entire page per student
 3. Set up according to Standards/Outcomes
 4. Disaggregate!
 5. No averaging – Determine grades based on central tendency, trend, mode

- Gradebooks and Report Cards in the Differentiated Classroom:
Ten Important Attributes*
6. Behavior/Effort/Attendance separated from Academic Performance
 7. Grades/Marks are as accurate as possible
 8. Some students may have more marks/grades than others
 9. Scales/Rubric Descriptors readily available, even summarized as possible
 10. Grades/marks revisable

Responsive Report Formats

Multiple Categories Within Subjects Approach:

Divide the grade into its component pieces. For example, a "B" in Science class can be subdivided into specific standards or benchmarks such as, "Demonstrates proper lab procedure," "Successfully employs the scientific method," or "Uses proper nomenclature and/or taxonomic references."

The more we try to aggregate into a single symbol, the less reliable that symbol is as a true expression of what a student knows and is able to do.

Report Cards without Grades

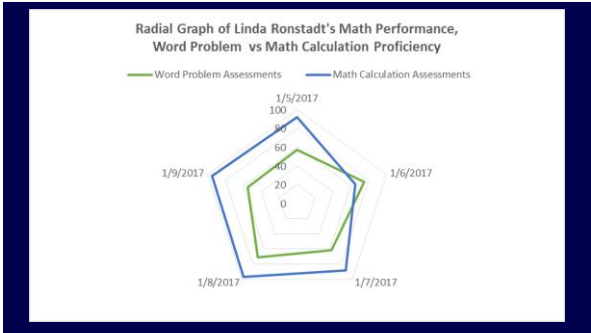
Course:	Standard	Standards Rating
English 9	Descriptor	(1) (2) (3) (4)
Standard 1	Usage/Punct/Spelling	-----2.5
Standard 2	Analysis of Literature	-----1.75
Standard 3	Six + 1 Traits of Writing	-----3.25
Standard 4	Reading Comprehension	-----3.25
Standard 5	Listening/Speaking	-----2.0
Standard 6	Research Skills	-----4.0

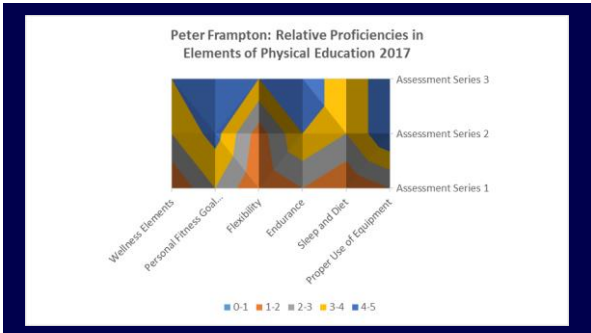
Additional Comments from Teachers:

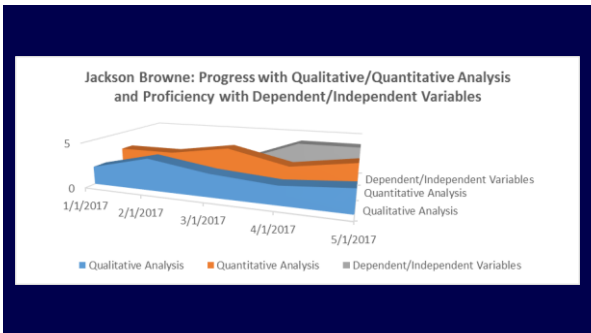
Health and Maturity Records for the Grading Period:

Student	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Antonio Palmore	2	4	3	4	4	4
Adene Brien	3.4	4	2	4	4	4
Benjamin Palmer	1.2	4	1.4	4	4	4
Bertha Royston	3	4	1.5	4	4	4
Bruce Dever	4	4	1.4	4	4	4
Chris Gwin	1	4	0.8	4	4	4
Danielle Mullin	3	4	2.3	4	4	4
Dennis Turk	2	2.1	1	1.9	1.9	1.3
Douglas Alpert	3.6	4	1.5	4	4	4
Eleanor Delano	4	4	1.5	4	4	4
Ellen Muncy	3.4	3.7	1.9	3.3	3.5	3.3

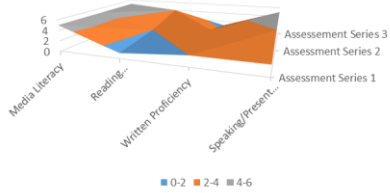
Time to revisit this topic!







Stevie Nicks: Spread of Achievement Levels Across Three Assessment Series 2017





Assessment Policies:
<http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.pdf>

www.ibo.org

College Board Advanced Placement Scores

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

“Qualified” means that you have proven yourself capable of doing the work of an introductory-level course in a particular subject at college.”
 (https://ap.score.collegeboard.org/scores/about-ap-scores)

The biggest factors colleges examine when considering a student for acceptance:

- Marks/Grades in courses they value
- Rigor of coursework (Level II, AP, IB, Honors)
- Evidence of tenacity, perseverance, stick-to-itiveness, resilience, likelihood of finishing
- Significant participation in at least one extra-curricular activity: Sports, fine/performing arts, community organizations – a sense that the student is more than is academics
- Unusual circumstances (*raised in homeless shelters, spent two years working in Antarctica, raised \$50,000 for juvenile diabetes program, teaches puppetry to impoverished students, speaks four languages fluently, invented economically viable water filtration system for impoverished countries, turned 1.0 GPA into 3.8 GPA in two years' maturation, is the primary care-taker of younger siblings while also caring for a parent with cancer, etc.*)



Consider:

- Class Rank is falling out of favor in many universities.
- The SAT is optional at most universities in the United States.
- Very few colleges/universities disadvantage students because their high school does not provide a class rank or GPA. For those that need either one, however, most schools will provide one, if absolutely necessary.
- Nationwide, about 40% of high students who graduate from high school have to re-take high school courses in colleges because the grades were false reports.
- For many affluent and relatively affluent school districts, there is a stunningly high percent of students who go on to a four or five year college program that don't finish, often between 20 and 40%.

Article of Interest:

"Grades pointless? Some colleges don't care about GPAs" Admissions officers at the nation's top schools say they barely look at an applicant's GPA

Mary Beth Marklein @mbmarklein USA TODAY Published 12:32 p.m. ET Feb. 27, 2013 | Updated 9:39 a.m. ET Feb. 28, 2013

From Massachusetts Institute of Technology (MIT)'s grading policy for freshman:

"In the first semester and the January Independent Activities Period (IAP) freshmen are graded on a Pass or No Record basis in all subjects they take, where P (passing) means C- or better performance. Freshmen earn no credit for subjects with D and F grades. In the second semester, freshmen are graded on an A, B, C or No Record basis. They continue to earn no credit for subjects with D and F grades...Subjects with a grade of P, A, B or C appear on both the student's grade report and transcript.

"A grade point average (GPA) is calculated for freshmen starting in the second semester. Freshman grading is designed to ease the transition from high school by giving students time to adjust to factors like increased workloads and variations in academic preparation. A, B, and C grades are used during the second semester so that freshmen can begin the progression to regular A-F grading in the sophomore year."

web.mit.edu/registrar/reg/grades/freshmangrading.html

From Drake University:

"A student may repeat a course. Only the highest grade and credit hours are used in computing the student's cumulative G.P.A....The mark "I" (Incomplete) indicates a student has not submitted all evidence required for a final grade. The student must make satisfactory arrangements with the instructor to complete the work by the end of the next semester of enrollment...The instructor writes out the conditions that must be met to remove the incomplete. As a component of these conditions, the instructor may demand an accelerated deadline (the midterm of the following semester) or may provide an extended deadline if special circumstances warrant (a semester abroad, student teaching, etc.). The instructor will indicate online the final grade for the course in the event the work is not completed. A copy of conditions that must be met to complete the course is also given to the student. Marks of incomplete are changed to a final grade either by the instructor (upon completion of the work) or by the Office of Student Records (upon attaining the specified due date). Marks of incomplete are not computed in the G.P.A."

-- www.drake.edu/catalog/undergrad/14-15/geninfo/academicregulations/

From Reed college in Portland, Oregon, where they rank, "...fourth in the nation among all institutions of higher learning in the per capita production of future Ph.D.s in all disciplines. It ranks third in science and mathematics, third in social sciences, and sixth in humanities and art. [It ranks]...second in life sciences, second in humanities, second in social sciences (not including psychology, education, and communications), second in psychology, and fourth in physical sciences." - www.reed.edu/registrar/pdfs/grades.pdf

But check out their grading policy: "Students are encouraged to focus on learning, not on grades. Students are evaluated rigorously, and semester grades are filed with the registrar, but by tradition, students do not receive standard grade reports. Papers and exams are generally returned to students with lengthy comments but without grades affixed. There is no dean's list or honor roll, and Reed does not award Latin honors at graduation." - www.reed.edu/registrar/pdfs/grades.pdf



Check out the FREE Website for Perspective and Practicality on Assessment and Grading Issues!

www.stenhouse.com/fiae

1. Two new, substantial study guides for *Fair Isn't Always Equal*
2. Q&A's - abbreviated versions of correspondence with teachers and administrators
3. Video and audio podcasts on assessment and grading issues
4. Testimonials from educators
5. Articles that support the book's main themes



Also, check out
ASCD's *Education Leadership*
November 2011 issue
Vol. 69, Number 3
Theme: *Effective Grading Practices*
Single Issue: \$7.00, 1-800-933-2723
www.ascd.org

Among the articles:

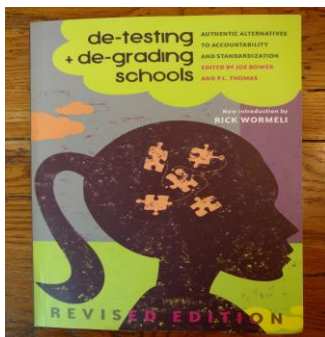
- Susan M. Brookhart on starting the conversation about the purpose of grades
- Rick Wormeli on how to make redos and retakes work
- Thomas R. Guskey on overcoming obstacles to grading reform
- Robert Marzano on making the most of standards-based grading
- Ken O'Connor and Rick Wormeli on characteristics of effective grading
- Cathy Vatterott on breaking the homework grading addiction
- Alfie Kohn on why we should end grading instead of trying to improve it

Particularly Compelling Websites with Research on SBG:

<http://tguskey.com/articles/>

<http://mctownsley.net/standards-based-grading/>

www.rickwormeli.com



De-Testing & De-Grading Schools: Authentic Alternatives to Accountability and Standardization, Revised Edition (2016)

Warning: 'Mind-changing essays, unusually well-researched content, compelling prose, myth-busting impact, and a rather intense Foreword!'

Former AP Teacher,
now Building Administrator,
Reed Gillespie



Responses to Re-Do Concerns:

<http://www.reedgillespie.blogspot.com/2013/04/redos-and-retakes.html>

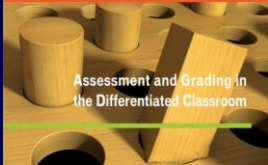
12 Practical Steps to Conducting Re-do's:

<http://www.reedgillespie.blogspot.com/2013/04/12-steps-to-creating-successful-redo.html>

FAIR ISN'T ALWAYS EQUAL

SECOND EDITION

Rick Wormeli



Assessment and Grading in
the Differentiated Classroom

Eleven years in the making --
Here it comes!

Fair Isn't Always Equal,
Second Edition

Now available from Stenhouse
Publishers, Barnes and Noble,
and Amazon!

The Collected Writings

(so far) of Rick Wormell

Crazy Good
Stuff You
Learned about
Teaching Along
the Way

Association for Middle Level Education



Great Books on Feedback, Assessment, and Grading:

- *Grading from the Inside Out* (Schimmer)
- *Hacking Assessment* (Sackstein)
- *Elements of Grading* (Reeves)
- *How to Give Feedback to Your Students* (Brookhart)
- *Balanced Assessment, From Formative to Summative* (Burke)
- *Grading Smarter, Not Harder* (Dueck)
- *Grading* (Brookhart)
- *How to Grade for Learning* (O'Connor)
- *A Repair Kit for Grading: 15 Fixes for Broken Grades* (O'Connor)
- *Fair Isn't Always Equal* (Wormeli)

- *Checking for Understanding: Formative Assessment Techniques for your Classroom* (Fisher and Frey)
- *Transforming Classroom Grading* (Marzano)
- *Classroom Assessment and Grading that Work* (Marzano)
- *How to Assess Higher-Order Thinking Skills in your Classroom* (Brookhart)
- *Grading Exceptional and Struggling Students: RTI, ELL, IEP* (Guskey, Jung)
- *On Your Mark: Challenging the Conventions of Grading and Reporting* (Guskey)

Three particularly helpful books I just read and I highly recommend:

- Keeley, Page. *Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning*, Corwin Press, NSTA Press, 2008
- Brookhart, Susan. *How to Assess Higher-Order Thinking Skills in your Classroom*, ASCD, 2010
- *Alternatives to Grading Student Writing*, Stephen Tchudi, Editor, NCTE, 1997

For further conversation about any of these topics:

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