

**Fair Isn't Always Equal:
Assessment and Grading
in the Differentiated
Classroom**



**Cherry Valley –
Springfield Central School 2023**

1

For Further Conversation

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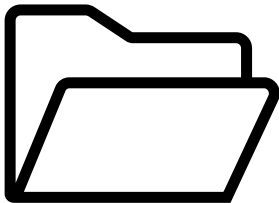
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Consider...

- [X] was validating, reaffirming for me...
- I really like...
- This shifts my thinking a bit...
- So, what these ideas mean for me in my program is...
- I like [X], but I'm concerned about...
- I'd like to do a deeper dive into...
- Someone with whom I'd like to discuss these ideas is...
- My favorite kind of pie is...
- If we did this [X], we'd have to change...
- I wonder if we...
- This makes me think of...
- In the months ahead, I'd like to focus on...

3

Two Articles that May Help:



- www.amle.org/where-do-we-find-the-time-to-do-all-this-stuff/
- <https://www.washingtonpost.com/education/2023/02/06/should-homework-be-graded/>

4



Educator Disposition

5

Suggested Resources for Starting and Maintaining Differentiation in Diverse Classrooms - Be sure to get the latest editions of these books, as many have been updated as of 2021, 2022, 2023, and 2024!)

- Differentiated Instructional Strategies: One Size Doesn't Fit All by Gayle H. Gregory and Carolyn M. Chapman
- How to Differentiate Instruction in Academically Diverse Classrooms by Carol Ann Tomlinson
- Culturally Responsive Teaching and the Brain by Zaretta Hammond
- Making Differentiation a Habit by Diane Heacox
- Neurodevelopmental Differentiation: Optimizing Brain Systems to Maximize Learning by Andrew Fuller and Lucy Fuller
- Seen, Heard, and Valued by LeeAnn Jung

6

Suggested Resources for Starting and Maintaining Differentiation in Diverse Classrooms - Be sure to get the latest editions of these books, as many have been updated as of 2021, 2022, 2023, and 2024!)

- **Leading and Managing a Differentiated Classroom by Carol Ann Tomlinson and Marcia B. Imbeau**
- **Advancing Differentiation by Richard Cash**
- **Differentiation: From Planning to Practice by Rick Wormeli**
- **Differentiation and the Brain by David Sousa and Carol Ann Tomlinson**
- **When Kids Can't Read-What Teachers Can Do: A Guide for Teachers 4-12 by Kyleene Beers**
- **Differentiation in Middle and High School by Kristina Doubet and Jessica Hockett**
- **Fair Isn't Always Equal by Rick Wormeli**

7

“I can't teach (or grade) like that for those three students because it wouldn't be fair to the others.”

8



We provide what students need to maximize their learning and achievement, even when it differs from what we do for their classmates. It does *not* mean equal, similar, or same treatment.

9



So, what are the goals?

- Students learn it, not that they learn it on the same day and in the same manner as everyone else.
- Students demonstrate learning, not that they did a project, took a test, read a book, or wrote a paper.
- Students find meaning, potential, maybe even joy, in their learning.

10

We like orderly schematics and linear progression.
It makes us feel like we are productive, and
students' learning seems quantifiable.

11

Uneven pacing, varied
readiness levels, three steps
forward 2 steps back,
responding to new variables,
shifting priorities, new voices
added to the conversation...

Yet, learning is disorderly, and we try
to impose order on disorder. How do
we build capacity for ambiguity and
the dynamic motions of progress?

12

Time is not immutable. It's a variable.

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.

We are not beholden to an arbitrary, uniform timeline.

13

**What if you were asked to prove your instruction, is developmentally appropriate for the *age, culture, readiness, nature, and region of the world* for the students you teach?
- How would you respond?**

14

We can be mindful of:

- Diverse levels of background knowledge
- Different levels/types of support needed by students on their way to performance independent of all that support
- Multiple pathways/routes to proficiency, including multiple iterations with feedback
- Students' varying access to resources, tools, finances, child and elderly care
- Language/cultural differences
- Physical and/or mental/academic challenges
- Multiple generations living under one roof

15

Consider: Do we filter out or justify less energy spent on those without the same privilege, culture, race, sexual orientation, gender identity, access, opportunity, and what we consider normal, as others? Yeah, bias happens. Let's remain attentive to it.

16

We're hired to teach the way *students* best learn,
not the way *we* (or *their classmates*) best learn.

17

“When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce.

- Thich Nhat Hanh,
Vietnamese Buddhist Monk

18

What we
present doesn't
matter so much
as what
students carry
forward after
the experience.

19

Hope is very demanding as
it makes things possible
and compelling. When
there is hope, there is no
choice but to forge ahead
and commit to the effort.

When we remove hope,
there's nothing left to lose,
and we find ways to avoid
the demands and rationalize
our way out of accountability.

20

- You're having a tough time. How can I help?
- This seems out of character for you. Is there something you can tell me that would help me understand things better?
- You seemed to have lost your way. What can we do together to get you back to a positive place?
- I believe in you and your future unconditionally. Let's take a look how we can re-gain trust.

That Different Lens:
Compassion

21

No research indicates using low, unrecoverable grades as the way to instill self-discipline, respect for deadlines, and caring about one's work. Teachers who rely on grades for class management and student motivation are uninformed, exacerbating the problems they are trying solve.

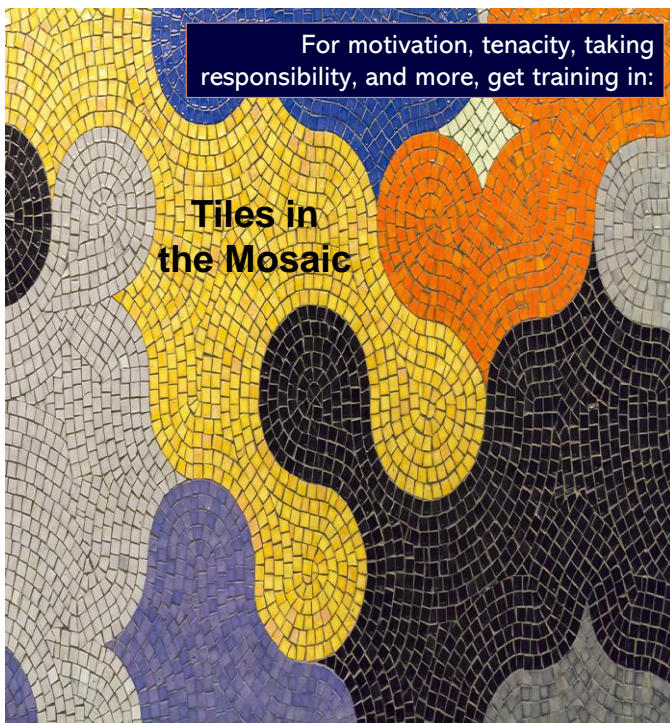
Let's get up to speed on what we know about motivating students and use those ideas instead of grades and grading.

22

Stop & Consider:

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

23



- Responsive Teaching
- Child and Adolescent Motivation
- Relationships, Belonging, and the Social-Emotional Side
- Constructive Response to Anxiety, Panic, and Depression
- Agency (Voice and Choice)
- Learning Tools
- Executive Function Skills
- Descriptive Feedback, Student Self-Monitoring
- Re-Learning-Re-Assessing
- Engaging Cognitive Science Strategies (How the brain learns)
- Meaning-Making
- Engaging Presentations/Lectures

24

Knight v. Board of Education (1976):

“The Court ruled that grades are expected to serve as sources of information about academic performance rather than moral character (Chartier, 2003)”

-- p. 160, Guskey and Brookhart,
What We Know about Grading
(ASCD, 2019)

25

Smith v. School City of Hobart (1993): “A federal judge rules that grade reductions for nonacademic reasons result in, “clear misrepresentation of the student’s scholastic achievement, ...Misrepresentation of achievement is equally improper...and illegal whether the achievement is misrepresented by upgrading or downgrading, if either is done for reason that are irrelevant to the achievement being graded. For example, one would hardly deem acceptable an upgrading in a mathematics course for achievement on the playing field.”

-- p. 160, Guskey and Brookhart,
What We Know about Grading (2019, ASCD)

26

“Court[s]...have relied on grade accuracy to mean “the extent that it permits someone to estimate the extent of a student’s knowledge and skills in a given area” (Chartier, 2003, p. 41) ...[I]ncluding factors such as ability, effort, improvement, or work completion in grades may not be legally defensible.”

*-- p. 161, Guskey and Brookhart,
What We Know about Grading
(ASCD, 2019)*

27

Ethics in the Legal Profession: Lawyers, paralegals and other employees of the legal profession are bound to a general code of ethics. A few of these governing ethics include:

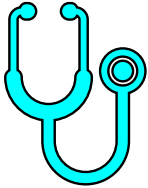


- Confidentiality - Lawyers must maintain their clients' confidence at all times.
- Competence - Legal professionals must represent their clients with a high level of competence.
- Professional Courtesy - Lawyers must treat their colleagues with fairness and courtesy.

- <https://examples.yourdictionary.com/code-of-ethics-examples.html>

28

Ethics in the Medical Profession: The American Medical Association imposes a code of ethics on physicians. It addresses everything from interpersonal relationships with other staff members to information on patient care. For instance:



- Trust - Doctors must instill a sense of trust between themselves and their patients.
- Do No Harm - Doctors cannot engage in any activity that would cause harm to their patients.
- Privacy - Doctors cannot share the details of their patients' medical treatments or histories without permission.

- <https://examples.yourdictionary.com/code-of-ethics-examples.html>

29

Ethics is a branch of philosophy that is responsible for studying the principles that govern the conduct of an individual. Ethical principles depend on the situation in which a person encounters and varies from one individual to another. Samples include:

- Acceptance
- Charity
- Respect
- Compassion
- Responsibility
- Empathy
- Equality
- Integrity
- Justice
- Transparency

- <https://www.lifepersona.com/20-examples-of-ethics-and-morals-in-daily-life>

30

What are our ethics as educators of
the next generation of humanity?

31

Grades should be accurate
reports of student learning.
Any practice that distorts this
accuracy should be stopped.

32

Knowingly falsifying a grade report of student learning is a form of lying, which is highly unethical.

33

These grading principles and practices apply universally. They are ethical & effective in urban, rural, suburban, affluent, impoverished, diverse, STEM, Magnet, charter, faith-based, IB, AP, and low/high-performing classrooms.

They are so universal, in fact, the same principles should be applied to teacher evaluations.

34

“...the great enemy of truth is very often not the lie – deliberate, contrived, and dishonest – but the myth – persistent, persuasive, and unrealistic. Too often we hold fast to the clichés of our forebears.....**We enjoy the comfort of opinion without the discomfort of thought.**”

- President John F. Kennedy to Yale's graduating class of 1962

35



36

Assessment is focused
on growth, not gotcha'.

37

Assessment is an ongoing
process of gathering data
(information) in order to provide
feedback, monitor progress, and
inform next steps in instruction.

It's critical partner, feedback,
does not judge or indict, nor is
either one transactional. They are
used to improve learning.

38

Consider: A rubric, scoring guide, mentor text, or a list of evaluative criteria is a coaching tool used for growth, not ultimate accountability. Its most effective use is to assist with helpful feedback and students' self-monitoring of progress *during* the learning, not to merely justify the grade after the learning is done.

39

**Nine Types of Assessment
Key to Grading and Student
Achievement:**

- Valid
- Authentic
- Self
- Pre-
- Re-
- Formative
- Summative
- Common
- Alternative

40

“Science advances one funeral at a time.”
– Theoretical Physicist Max Planck

41

We let go of a secure thing in order to reach toward something less secure....but we build momentum, critical mass, capacity in order to do it.

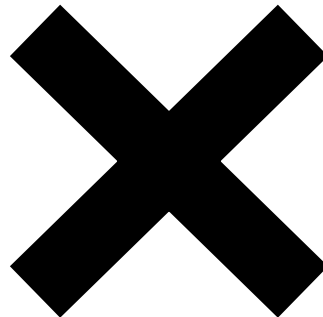
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**Samples of What We Need
to Let Go in Grading**

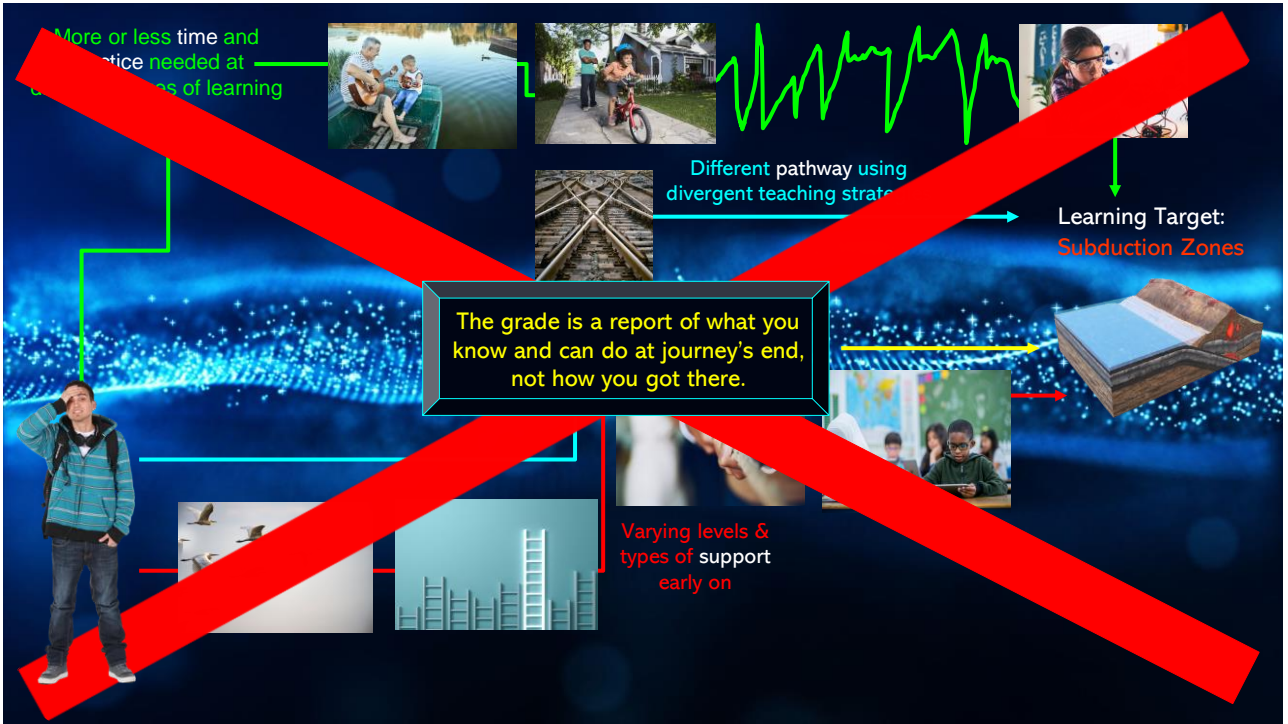
- Assuming that we have to use the grading practices of the levels above us in the younger levels in order to prepare our students for those upper levels
- Thinking we teach responsibility and tenacity through punitive grading
- Scoring student work and providing feedback in order to justify and calculate the grade at the top

43

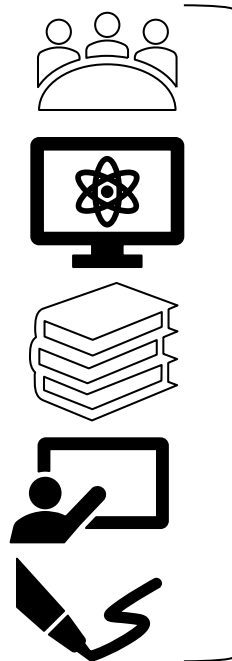
Grades are not transactions!
Grades are accurate communication,
***not* compensation, reward, affirmation,**
validation, or what a child deserves.



44



45



Functionally, then, anything that is a teaching technique or learning method is not included in the report of proficiency at journey's end, i.e. the report card grade.

46

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

47

What is the value of x when 2

$5x + 3 = -4$
 $-4 = -4$

$x = \frac{5}{5}$

48

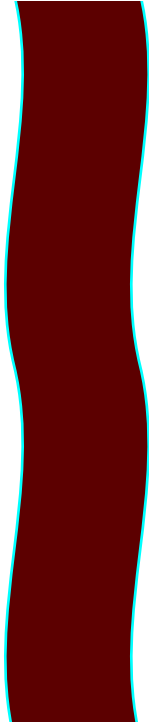
Consider E- or digital portfolios carried over several years. Students maintain science, Spanish, CTE, physical education, math portfolios, and similar over all three years of 3rd, 4th, and 5th grades, for example. When we do this, it doesn't matter what summer or school year a student learns the material, he is given full credit for competencies as demonstrated.

49

What if a student does none of the homework assignments, yet earns an "A" or 100% on every formal assessment, proving absolute mastery – What grade does she get? What if a student does all of the homework beautifully, yet bombs every formal assessment – What happens then?

50

Homework is practice of what has already been vetted as learned, NOT to learn content or skills for the first time, OR to be the declarative proof of final proficiency at journey's end.



51

Be clear: Homework completion should count 100% -- of its own column on the report card. It should count 0%, however, of the report of what students know about red blood cells, Spanish preterite, or coding in Python.

52

Consider our Ethics:

1. Grades must be accurate reports of student learning at journey's end.
2. Homework is a series of progressions toward final mastery, but not indicative of that final mastery.
3. Homework does not "count" in the final report of proficiency, but it counts 100% of its own report of compliance.

53

Let's avoid conflating the report of one element with the report of something else, as doing so knowingly falsifies the report of each element individually.

54

When a colleague says a student received a low grade because he didn't do the work, **worry**.

If we're grading against standards, it's irrelevant how students demonstrate proficiency, unless we are literally assessing proficiency with the test format itself.

We don't care if students take our tests, do the assigned tasks, or culminating projects so much as that they demonstrate evidence of learning.

55

What do all these have in common?

- Put name, date, period in the top right corner of the paper
- Completed a task in a timely manner
- Put in volunteer service hours
- Dressed appropriately
- Maintained a neat notebook
- Worked collaboratively in class
- Demonstrated courtesy and patience
- Used college-rule lined paper
- Invited a professional from the field to talk with the class
- Attended class regularly
- Participated in class

None of these report evidence of course content outcomes such as: *the student used the merge and center features properly to make his spreadsheet, sorted data in cells, demonstrated absolute and relative cell referencing, and he used basic formulas and functions, if-statements, and the sort and find function effectively.*

56

Work Behavior	Grade
Meets Deadlines	4.0
Takes Initiative	4.0
Task Analyzes	4.0
Works collaboratively	4.0
Demonstrates Good Organizational Skills	4.0
Remains Calm in the Face of challenges; Does not Frustrate Easily	4.0
Consistently Well-Provisioned, has Necessary Supplies	4.0

Since these elements are so important, give them their own radar – Report them separately from academic content and skills.

57

- One whole letter grade down for each day late is punitive. It does not teach students responsibility, and it moves students to rationalize giving up.
- Is it chronic or is it occasional?
- Report timeliness separately from the level of proficiency – Avoid conflating the two.
- Yes, the world beyond school *is* like this more than we think.

What about Late Work?

58

“One of the biggest misunderstandings...is that the non-achievement factors don't matter; they do. Achievement grades are the reason students will ultimately gain entry into college; their habits of learning are the reason they will graduate from college. It is not okay for students to turn work in late. But it's equally not okay to distort achievement levels as a result of lateness. Given current remote or hybrid learning models, the observation of these non-achievement factors has become increasingly more complex; having any of them contribute at all to a student's achievement grade would be inequitable and even unethical.”

- Tom Schimmer, www.ascd.org/el/articles/quality-over-counting-mindsets-for-grading-reform

59

I'm an introvert. I'm not shy. I am a thinker. I'm an observer. I'm not stuck up. I'm not anti-social. I treasure my solitude. I'm not a fan of small talk. I prefer a few close friends. I am reserved, until I'm not. I appreciate true connection. If we connect, you matter to me.

- Posted by @IntrovertProbss,
1:16 PM · Dec 18, 2022,
Author Unknown

60

Uh-oh...

It is deeply inappropriate to use the characteristics of an extrovert to judge the healthy and positive behaviors of an introvert.

61

'Follow Up Idea

Most schools are overly dependent on linguistic representation of intellect and proficiency and the extroverted expressions of such.

62

A grade is not a statement or description of the student or her character. It is a summation of evidence as of one arbitrary calendar date indicating where she is right now on her learning journey.

You are not your grade. You are infinitely more than your grade. Grades are temporary positions along the learning continuum at best.

63

Elements/Perspectives that Really Help When it Comes to Grading Students Identified as Special or ELL

- Increase assessment repertoire: *What are 12 different ways to assess this?*
- Remember that grades only report what students know and can do at journey's end, NOT how they got there. How or when they learned something is irrelevant to the final grade determination.
- Separate the report of teaching & learning strategies from the report of evidence regarding standards.

64

Elements/Perspectives that Really Help
When it Comes to Grading Students
Identified as Special or ELL

- Disaggregate according to standards.
- Identify grade levels for standards.
- Remember that grades are temporary positions along a continuum at best.
- Do not succumb to arbitrary, uniform timelines. Be willing to facilitate a completely different timeline for learning, including multiple learning-assessment iterations and proficiencies demonstrated after the year is completed.

65

Elements/Perspectives that Really Help
When it Comes to Grading Students
Identified as Special or ELL

- Never allow the test format to get in the way of a student's accurate demonstration of learning. We are obligated to change the format if we know the current one will not allow for an accurate expression of proficiency.
- Grade against evidence of standards, not compliance with the directions, unless that is what you're reporting.

66

Elements/Perspectives that Really Help
When it Comes to Grading Students
Identified as Special or ELL

- Remember that legally, the report card refers to the end-of-year transcript only. What we send to parents and students every quarter, trimester, or semester is a progress report.
- Academic progress is relative to developmental readiness. If the student is making substantive academic progress where he is functionally ready, then he is in good standing academically.

67

Elements/Perspectives that Really Help
When it Comes to Grading Students
Identified as Special or ELL

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68

And who ultimately determines the final grade regarding achievement in any course or subject?
The general ed teacher, but informed by evidence and perspective provided by the special teacher.

69

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.

Example: How do I grade English Language Learners?

70

Principles/Tenets 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.

Example: How do I grade English Language Learners?

71

The most useful assessment for most situations is criterion-referenced.

Teacher: “He’s above average in his CTE class.” (Norm-referenced)

Parents: “Yeah, but what has he learned specifically?”
(Criterion-referenced)

72

One of these students received an 89% on the multiplying binomials test. One received a 90%. What is the functional difference in their proficiency when it comes to multiplying binomials?

Whose future will we deny because we thought we could perceive a difference in proficiency to this level of precision?

73

When it comes to demonstrating full mastery of polynomial functions (*or how the energy transfer cycle works, the capacity to infer an author's meaning, or how the use of specific art techniques and materials evoke the zeitgeist of an identified historical era*), what is the difference between...

...an 89% and a 90%?

...an 89.4 and an 89.5?

...an 89.424 and an 89.425?

It's a false assumption that you can discern mastery to this level of precision with most things we teach. It's set up to sort students arbitrarily, NOT to report learning accurately.

74

The more levels we have in a grading scale, the more subjective and inconsistent are the scores among teachers.

The smaller the scale, however, the higher the inter-rater reliability, especially when attached to calibrated evidence descriptors. The grades have integrity; they mean what they say.

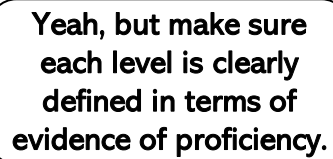
75



Less is more.



Move to smaller scales.



Yeah, but make sure each level is clearly defined in terms of evidence of proficiency.

76

Two different operating tenets at the end of the marking period (*and the canal*):

- The most recent evidence is the most accurate.
- Larger sample size increases accuracy.

77




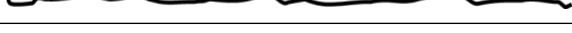

Assessment must be revelatory (reveal story). So, yeah, write the outcomes/standards at the tops of tests, quizzes, writings, projects, labs, and other assessments, and record the appropriate report of proficiency for each one. Do not mash them up into one test score.

78

TEST X

Student: _____

Date: _____

Code	Standard	Proficiency Level Demonstrated
A.1		3
A.2		3
G.5		3
G.11		4
G.12		3

- Test is organized as normally done, but codes for the specific standards being assessed by each prompt are placed next to each of those prompts.
- Test is organized into segments, with all the questions assessing a particular standards located together.

79

TEST X

Student: _____

Date: _____

$$\text{G.11 } 12. \quad 5x + 6 = 66$$

[Of course, if we can color our fonts, we can simply color code evidence for each standard: All green refers to evidence for G.11, all red refers to evidence for G.12, and so on.]

- Test is organized as normally done, but codes for the specific standards being assessed by each prompt are placed next to each of those prompts.
- Test is organized into segments, with all the questions assessing a particular standards located together.

80

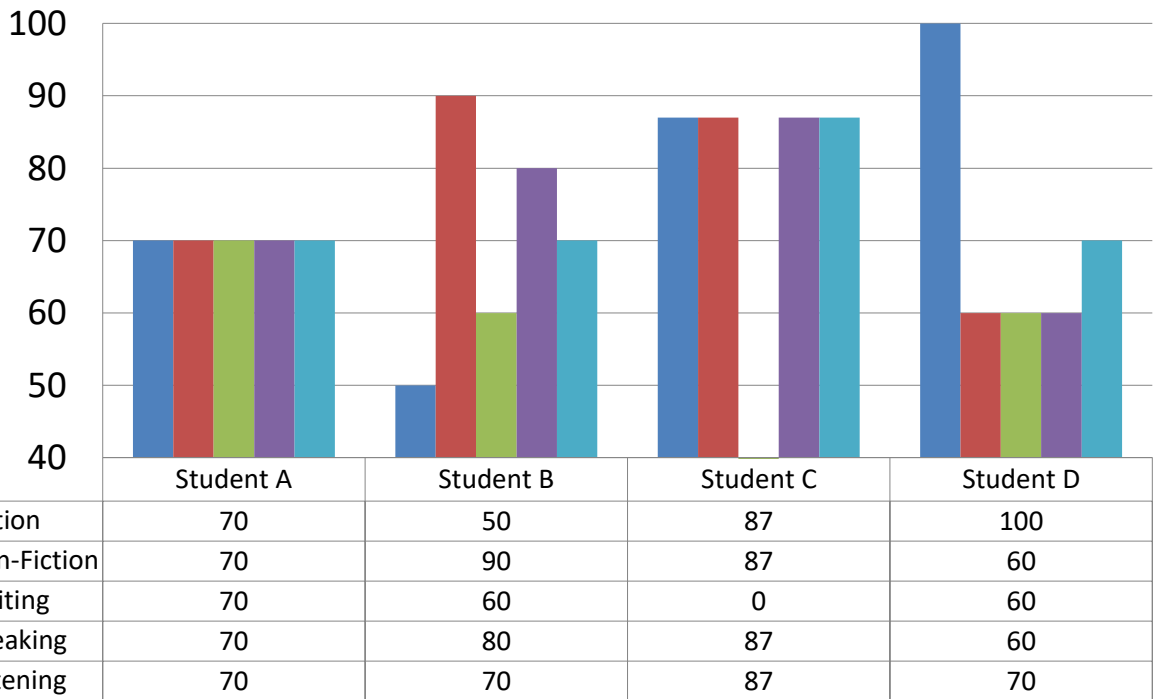
Tier Assessments as Warranted

- Level 1 Test, Level 2 Test (Subset of Standards, Full Set of Standards)
- Record outcomes/standards being assessed at the top of each version
- Alternatively, provide one large test with all the standards & prompts, then circle the particular questions you want individual students to answer.

81

Give me feedback and later, grades, on individual outcomes. There is gold inside me. I am so much more than a composite report of my weakest areas allow to be reported.

82



83

Just because it's mathematically easy doesn't mean it's pedagogically sound. Averaging, particularly on a 100-point scale, can distort the accuracy of the grade. Mode and median are far more consistent with performance outside of school than is mean.

84

We don't worship at the math altar for grading credibility. It's far more an analysis of student performance against evidence of standards.

85

Wait, this doesn't make sense.

"You told me that level of learning was only a B in your class, but that same level of learning counts for an A in the class next door."

"And now you want to tell me the grades are accurate and can be used to make high stakes decisions?"

86

When teachers discuss what number on the 100-point (percentage) scale means, “Satisfactory,” they often have a difference of 20 to 30 points difference, from 70% to 90% or 100%. Is there a problem here?

87

“A” range in some schools:

95-100

90-100

85-100

80-100

The scale doesn't matter nearly so much as your consistency in definitions across faculty, and your principled practice requiring grades to report student learning accurately, with each symbol in the scale indicating a discernible difference in evidence of the standard or proficiency from that indicated by the symbols above and below it.

88



Becoming Evidentiary

89

No local, state, faith-based, or national math curriculum indicates, "Has a nice, neat math notebook," as one of its math standards. Should it be a part of the math grade on what students know about graphing?

90

At its basic level, a grade expresses a student's school performance as a report of evidence of specific outcomes, standards, and proficiencies. 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

Ethical, accurate grading is focused on clear communication: Grades are an undistorted report of student proficiency as of one calendar date.

91

We're never coy,
secretive, or vague
about what students are
supposed to learn. We
demystify learning goals
and, "what it looks like,"
when successful.

92



There are two types of assessments that all teachers use:

- **Forced Choice**
- **Constructed Response**

93

“Students can hit any target they can see and which stands still for them.”

- Rick Stiggins, Educator
and Assessment expert

**Great
assessment is
never kept in
the dark.**

**If a child ever asks,
“Will this be on the test?”
we haven’t done our job.**

94

Assessment and grading are never a game of guessing what's on the teacher's mind. Students and parents should know how a student moves from a 0 to 1, a 1 to 2, a 2 to a 3, and 3 to a 4 on any standard.

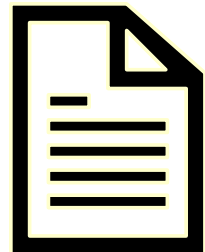
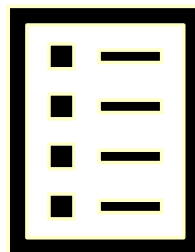
The implicit is made explicit, with clear transparency for expectations at each level of proficiency. Students know where they stand against the evaluative criteria.

95

Two Pieces of Reporting: The Report Card and the Course Description with Outcomes & Proficiencies

The report card is a summative judgement of proficiency evidence as of one arbitrary calendar date only. It is a general progress update, no more.

It is **NOT** a good place to provide detailed feedback. We also provide a separate document describing our curriculum, and listing outcomes and the evidence for proficiency in those outcomes.



96

Three Great Ideas that Shape our Evidence Culture:



- Stop referring to points, grades, scores, and percentages. Use the proficiency terms only.



- Using the same evaluative criteria that will be applied to their own efforts, ask students to analyze samples from different levels of proficiency, and as they work on their own versions, ask them periodically to explain how their efforts demonstrate the criteria for success.

97

It's appropriate to ask students to prove their proof, give evidence for their evidence.

98

'Excuse me. What about alternative assessments?

They are just as legitimate as traditional assessments as long as they ask for the same evidence of learning. And even better? They can be more meaningful to us students, and we remember the learning longer as a result.

Give it a try, ask students to submit a proposal for one.

“Calculus Rhapsody”

by high school students,
Mike Gospel and Phil Kirk
2009

And yes, we can augment traditional assessments reflective of standardized exams with alternative assessments from time to time without diluting students' preparedness for those exams.

And the alternative ones can often be more meaningful and extended, resulting in better learning of course content.

101

Descriptor Words	Letter Grades	Letter Grades	Whole Numbers	Symbols	%s
Proficient	O	A	3 4 5	★	100%
Approaching Proficient	G	B	2 3 4	😊	89%
Basic Elements Demonstrated	S	C	1 2 3	🌙	79%
No Evidence	N	D	0 1 2	❓	69%
No Evidence	U	F	0 0 1	🚫	59%

Arbitrary Equivalencies Chart

Notice that everything pivots through the Descriptors. If something is "Approaching Proficient," for example, it's 2 on a 3.0 scale, a 3 on a 4.0 scale, a smiley face on a symbol scale, and an 89% on the percent scale.

Grades, numbers, symbols, and single words are place-holders for summative judgements as of one arbitrary calendar date. They simply reference more thorough evidence descriptors.

102

“The learning target for the lesson...is not, ‘write a book report.’ The teacher wants students to be able to read and comprehend the plot of a chapter book and form a personal connection with the story.”
– Moss/Brookhart, p. 29

103

Assessment is not about what a student does; it's always about what a student learns or demonstrates. We do not confuse compliance for mastery.

104

If we include reports of elements not indicative of outcomes, proficiencies, or standards that we claim to be reporting, we distort the truth about students' learning.

Ethics would then be in question.

105



We're looking for evidence of learning, not the instrument used to convey it.

We're evaluating the produce, not the wagon used to delivery it.

106

What does all that
(4.0) mean?

The top symbol in our grading or proficiency scale should be “Meets” the standard, not “Exceeds” the standard, and we are demanding in those expectations for “Meets.”

Performance that extends beyond identified standards can be recorded in a separate column or addendum dedicated to “Advanced,” “Accelerated,” “Enriched” (or similar) curriculum.

107

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*

108

- 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?

109

What is “mastery” level performance?

- Yeah, he had 1-inch margins, but can he write well? Does he have a strong voice?
- Yeah, she used a color printer, but did she interpret the data correctly and draw reasonable conclusions?

What is true excellence?

- Do they know content and skills?
- Are they versatile, agile, flexible in response and problem-solving?
- Do they carry content and skills forward long after initial assessments?

110

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.

111

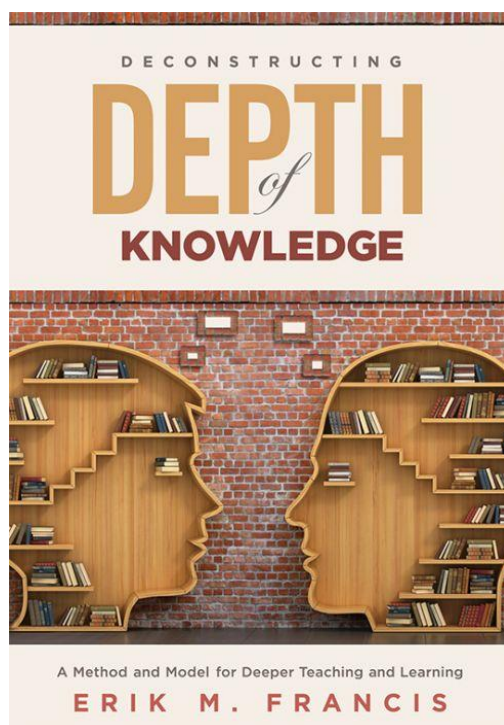
Consider your qualifiers –
In order to be Proficient (or
achieve Mastery), students can
demonstrate the concepts or skills...

- Accurately?
- Frequently/Consistently?
- Independently?
- Efficiently?
- Safely?
- with Agility?
- Quickly?
- with proper Disposition?
- Responding effectively
to novelty and variables?

112

What do these descriptions mean?
Intellectually agile
Versatile
Divergent
Perseveres
Balanced
Skillful
Astute
Adapts readily
Innovative
Wide repertoire
Flexible
Assimilates
Multi-faceted
Dives deeply
Not formulaic
Mentally/skillfully dexterous
Authentic voice, Genuine
Capacity to transfer

113



Impressive new book, highly recommended!

114

Evaluating the Quality of our Assessments Helps Us Think about our Evidence

- What are your essential and enduring skills and content you're trying to assess?
- How does this assessment allow students to demonstrate their mastery?
- Is every component of that objective accounted for in the assessment?
- Is this assessment more a test of the chosen format or of actual learning?
- Can students respond another way and still satisfy the requirements of the assessment task? Would this alternative way reveal a student's mastery more accurately?

115

Objective Selection Criteria

(Larry Ainsworth, *Common Formative Assessments, 2.0*, Corwin, 2015, p. 59)

- Endurance (lasting beyond one grade or course; concepts and skills needed in life)
- Leverage (crossover applications within the content area and to others content areas; interdisciplinary)
- Readiness for next level of learning (prerequisite concepts and skills needed for the next level of the course)
- External exam requirements

116

Where do we get ideas for evidence of students' proficiencies in Outcomes and Standards?

- Our own expertise
- Other teachers' tests/online tutorials
- Subject associations
- Books on our standards
- Professional conferences
- Accreditation requirements
- Professional Learning Network (PLN)
- Common Core or Other Curriculum
- Provincial mandated curriculum
- Other school districts posted standards, benchmarks, Programs of Studies

117



118

**What is the role
of each one?**

**Formative Assessment
Summative Judgment**

119

**Everything is formative
until it's not.**

To be clear, anything originally designated as summative can become a formative any time we think we can improve learning.

120

Anything once declared as summative can be turned into a formative experience. The only reason we don't do this in some schools is because of uninformed policy, lack of commitment to student learning and achievement, and false notions of how we instill self-discipline and personal responsibility in students.

121

What makes it formative or summative is when in the student's learning we employ it and how we use the data from it: Is it diagnostic or evaluative?

122

This means anything in the coming-to-know (formative) portion of the learning does *not* count in the final grade, as it's meant to be low stakes, high feedback, 'a safe place to wrestle with ideas and skills without these early attempts and practice being used as final evaluation of proficiency, which is knowingly falsifying a final grade.

123

All formative assessments are learning/progress checks, nothing more, and nothing for the permanent record. To do this, though, they must present evidence of proficiency thus far, and the data gathered must inform next steps.

124

Instructionally, each of these is considered formative, and thereby, receives only helpful, timely feedback, not judgement, evaluation, or grades.

- Labs (unless used for final demonstrations of proficiency)
- Writings (unless used for final demonstrations of proficiency)
- Competitions or exhibitions that are a part of series of such
- Anything used as way for students first come to know and practice content and/or skills
- Anything once declared as final or summative that receives helpful feedback students can use to improve learning
- Anything that requires multiple drafts or versions
- Homework/Classwork
- Online modules
- Exit slips/cards
- Quizzes
- Group projects
- Maintaining notebooks, note-taking

125

Feedback is only helpful if it's actionable.

126



**Descriptive,
Actionable Feedback**

127

- Who are the individuals from whom you are always willing to take feedback?
- Who are some individuals from whom you are reluctant to take feedback?
- Now, think about the how the individuals on these two lists are different.

- From, *How Feedback Works, A Playbook*, p. 63

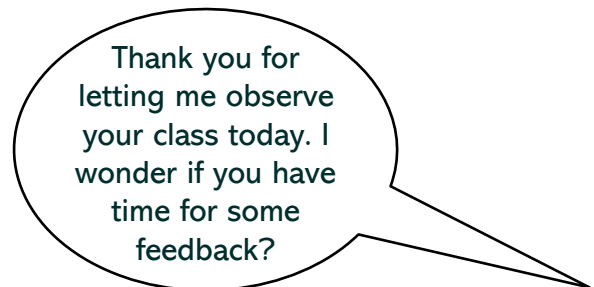
128

Relationships are everything. How would I know if I have the kind of relationship with students that allows feedback to flourish?

“Do you have credibility? Do your students believe they can learn from you? ...[T]eacher credibility has the potential to more than double the rate of learning in the classroom.” – *How Feedback Works*, p. 78-79,

How do we build credibility with our students?

129



Feedback isn't something to endure; it something to welcome. Worry when there's no feedback.

130

“Feedback given is not necessarily feedback received.”

- How Feedback Works, p. 55

131

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

132

We're talking about feedback that is specific, engages students in their own learning, cultivates their own versatility with the content/skills,

...sheds learned helplessness, builds self-efficacy, and avoids CYA comments simply to justify the grade.

133

What am I learning, and how do I know I'm learning it?

134

Let me tell you...

- What worked for me, and what did not
- What I will change in my learning or study practices next time
- Where I started, where I ended up, and what decisions I made in order to learn (or be successful)
- What I learned about myself as a student
- Where I'm going next with this

135

When properly done, **validation** for hard work and solid learning comes primarily from sources *other* than teachers or parents:

- The student finds connection, meaning, or joy in it for its own sake.
- Classmates find the student's work and competence helpful to them in their own efforts.
- The student uses the learning in meaningful pursuits in other classes.
- The student uses the learning to do things after school hours that are valuable to him.
- Professionals in the field provide constructive feedback.

136

**“Focus on the learning,
not the person.”**

– How Feedback Works, p. 149

137



**When providing
descriptive feedback
that builds agency and
tenacity, comment on
decisions made and
their impact, NOT
quality of work.**

138

'Particularly helpful to have in your feedback "back pocket"

- What do you notice?
- Tell me about this.
- What is your goal, and how will you know you have achieved it?
- Where does your work match and where does it differ from the example given?
- I hear you saying this....., is that what you intended?
- If you had to do this over again, what would you do differently?

139

'Particularly helpful to have in your feedback "back pocket"

- I noticed you did [X], and the result was [Y]. Is this what you wanted?
- How would a respected classmate respond to this?
- How would you like this to be different?
- What could we do together to help you achieve your goal?
- Can you give me an example of that?
- Let's rehearse that right now and see how it feels.

140

Consider asking students to regularly set learning goals in your curriculum area(s):

- » *What would that look like?*
- » *Is there a format for subject goal-setting you could draft right now?*

141

Task		Due Date	Submission Date
Learning Target	Success to Repeat on Summative	Struggle I Had This Time	How to Fix it for Summative

From, *Coaching your Classroom* by Garnet Hillman & Mandy Stalets;
Original idea from Aric Foster and Megan Moran, 2012

142

What's the Greatest Motivator to Humans in a Workplace?

- Recognition for good work?
- Incentives for work well done?
- Management support?
- Interpersonal support (other staff)?
- Clear, achievable goals?
- Making progress?

Amabile, TM, Kramer S. J. (2007, May). Inner work life: understanding the subtext of business performance. *Harvard Bus Review*, 85(5):72-83, 144.

143

“*F*eedback is most effective when sought.”

– Seamus Gibbons, as quoted in Clarke and Hattie, 2019, p. 157

What does this mean for us as educators?

144

“The Story of Austin’s Butterfly”
with Ron Berger
www.youtube.com/watch?v=hqh1MRWZjms

Let’s process the video a moment:

- *What does the teacher do -- What are the elements of feedback you see used?*
- *What about helpful feedback was made clear to students in this experience?*
- *What elements demonstrated here could you incorporate in your lessons in your subject(s) and grade level(s)?*
- *How is our teaching (and students’ learning) affected positively, given the foundation of education as an effort to, “draw out?”*

145

2014 study (Cohen and Carcia) with high school English classes writing essays: “Half the students received one more sentence [*with their feedback*]: ‘I am giving you this feedback because I believe in you.’ The students who received this message achieved at significantly higher levels a year later, even though teachers did not know who had received the sentence and there were not other differences between the group.” - Clarke and Hattie, p. 45

146

Judgement inhibits learning; it limits the instructional impact of descriptive feedback. Ego and status are invoked.

147

Helpful: Create feedback (and rubric) with an eye toward increasing the student's involvement with her own learning, and building repertoire of responses (versatility), NOT for sorting students or justifying a grade or score.

148

What do these all have in common?

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

Well done.
Sloppy.
Intelligent!
Confusing.
Poorly designed.
Outstanding!
Significant errors.

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

149

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."

150

Tone matters.

- “Using words and phrases that ‘lecture’ or ‘boss’
- Telling the student what to do, leaving nothing up to the student’s choice
- Assuming that your feedback is the last word, the final expert opinion”
- Finding fault

Avoid

VS

Do Instead:

- “Using words and phrases that assume the student is an active learner
- Asking questions
- Sharing what you are wondering about”
- Seeking to understand, compare to exemplars, re-direct, not blame

- Brookhart, 2028, p. 26, 34

151

In which teacher statement is the student considered thoughtful and an agent of their own learning?

- “That topic is going to take you down too many rabbit holes. It won’t work for this project.”
- “Tell me more about your reasoning for this topic – Where do you think it will lead?”

152

Unhelpful and not aligned with what we know is effective:

- Correcting all spelling & punctuation errors and noting problems in proper citation when the agreed feedback focus would be on the effective use of theme.
- Define more precisely, 'needs clarification.
- Half of these are wrong. Re-do the assignment.
- This is not Advanced Program quality.
- Look how smart you are!
- Try harder.
- Use a stronger voice.
- It's obvious you don't care about this.
- Next time, follow the directions.
- Why would you think this is okay?
- I can tell you didn't spend more than two minutes on this.
- On a student-designed lab investigation, commenting on improper margins, placement of a data chart, or a careless math calculation when you were supposed to provide feedback on the student's inclusion of the scientific method in his design.

153

Generally,

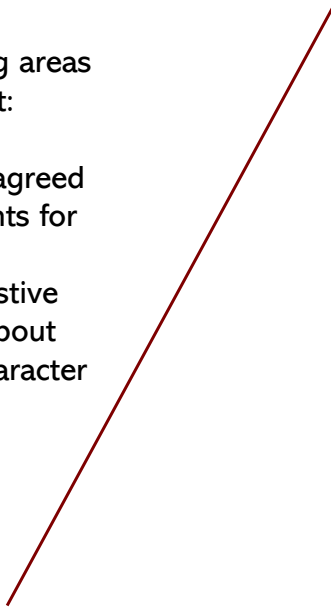
- Give feedback on two or three elements of the project/paper only. (Spandel, 2012; Brookhart, 2008) In the moment, this is about all the mind can process and use effectively.
- "Goldilocks Principle: Give feedback so that, "students get enough feedback so they the understand what to do, but not so much that they work has been done for them." - Brookhart, 2008, p.

13

154

When identifying areas for improvement:

- be specific
- stick to the agreed upon elements for discussion
- avoid suggestive comments about students' character



155

Don't telegraph the solution or opinion of the student's work.

The goal is for students themselves to see the errors and the successes, how to fix the errors, and the decisions they made that led to this success or lack thereof. We want children to be active participants in their own feedback and learning.

156

A mirror is emotionally inert, it does not judge you. It just reflects your reality back to you.

We are mirrors for students, reflecting back to them what they've done or learned, helping them compare that to learning goals.

157

Feedback from the Teacher to the Student:

- “You included one piece of evidence for each claim. Notice here in the directions that you were asked to include two or pieces of evidence per claim. What would you like to change?”
- “You used all four suggestions for compelling introductions, and as a reader, it made me want to read the rest of your paper. Thank you for that.”
- “You split your notebook into a double-entry journal, placing notes on the left side, applications on the right. How did that work for you?”
- “You accounted for the amplitude of the wave. As a result, what can you now tell me about energy outputs that you couldn’t tell me before?”
- “You cleared 8 of the 10 hurdles. What did you notice about the run, and what would you like to try differently in the next one?”
- “I noticed you used 500’s for your vertical increments on the graph. Why did you not use 50’s or 1000’s?”

158

Feedback from the student him/her/themselves:

- I used distilled water in the lab. As a result, I do not have as many contaminants potentially affecting my lab results.
- I arched my back on the dismount. Because I arched my back, I am able to make a fluid transition into the next element of the routine.
- I isolated the variable to one side of the equation sign so I could plug in for x to get y and determine the coordinates to plot on my 4-quarant graph.
- I tied my shoe using a bow today, and it didn't fall off!
- Unless I use a ruler, nothing in my picture lines up.

159

receiving feedback from a colleague or administrator:

"Your lesson was engaging."

[Judgement/Unhelpful]

"You incorporated students' personal interests and culture in your examples, and you started with a real scenarios from students' lives that needed proper language in order to be resolved. As a result, students spent most of their time discussing French instead of socializing."

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

160

Sometimes we stop the feedback and provide direct instruction instead.

“Feedback about the task has been found to be more powerful when it corrects misconceptions than when it alerts students to lack of information (Hattie & Timperley, 2007). If a student doesn’t know something, further instruction is more powerful than feedback.”

– Brookhart, p. 20

If a step in a mathematical procedure keeps going wrong, ...and there is clearly a place value misconception, there is no point continued with the [feedback] procedure until the place value understanding is developed.”

- Clarke and Hattie, p. 60

161

Desmos Design – “Why We’re Suspicious of Immediate Feedback” by Dan Meyer • February 21, 2017

“Delay feedback for reflection, especially during concept development activities....I can illustrate that for you with this activity, which has two tasks. You get immediate feedback on one and delayed feedback on the other...” -

Activity: Immediate v. Delayed Feedback by Dylan Kane:
<https://teacher.desmos.com/activitybuilder/custom/58a230282380de7934fe8b2e>

Edit the equation below so that you separate the blue points from the red points.” [Equation and graph of blue and red points provided]

Question: How was your brain working differently in the “Circle” challenge [delayed feedback] than the “Parabola” challenge [immediate feedback]?

162

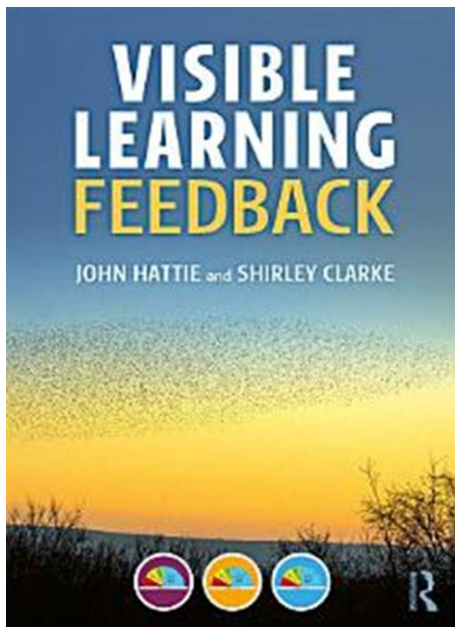
Desmos Design - Why We're Suspicious of Immediate Feedback By Dan Meyer • February 21, 2017

Teacher Comments on the Activity, Considering Immediate vs Delayed Feedback:

- The circle one was both more challenging and fun. I found myself squinting on the circle to visualize it in my head while with the parabola I mindlessly did trial and error.
- With the circle, the need to submit before seeing the effect made me really think about what each part of the equation would effect the graph in each way. This resulted in a more strategic first guess rather than a guess and check approach.
- I could guess & check the parabola challenge. In the circle challenge I had to concentrate more about the center of the circle and the radius. Much more in fact.
- I couldn't use trial and error. I had to visualize and estimate and then make decisions. My brain was more satisfied after the circle.
- I probably worked harder on [the circle] because my answer was not shown until I submitted my answer. It was more frustrating than the parabola problem – but I probably learned more.

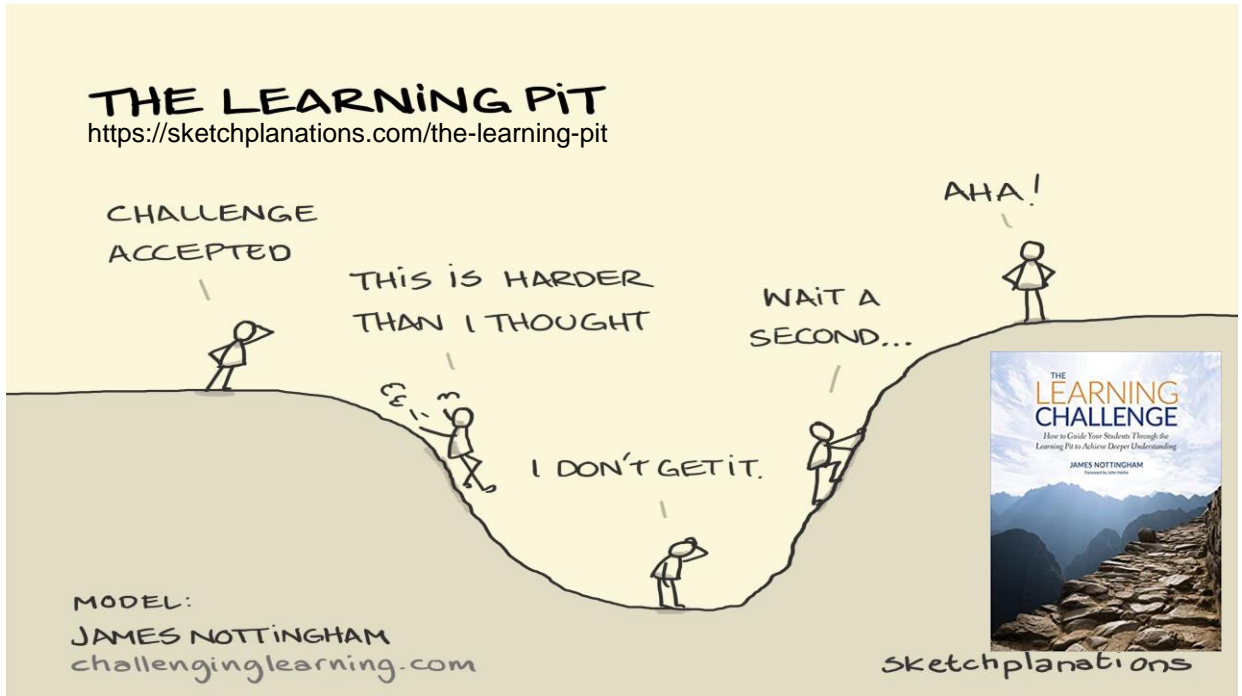
“For most people, the feedback delay provoked thoughtfulness where the immediate feedback provoked trial-and-error.”

163



“Judicious withholding, delaying, and reducing feedback can boost long-term retention and lead to more sustained learning (Soderstrom & Bjork, 2015). This ‘holding back’ is more effective after the students have gained the idea or information (the surface phase) and are moving into relating and extending ideas (the deeper phase). It is the optimal time to encourage the students to follow ‘what to do when you are stuck strategies,’ ...and let them wallow in error.”
– Clarke and Hattie, p. 88

164



165

Neuroscience support for delayed feedback:

- From *Medium*: “Not So Fast: The Hidden Value of Delaying Educational Feedback” by Jay Lynch, Jan 18, 2019 (Analytical, research-based piece with thorough citations and references)
- EdSurge: “Is Immediate Feedback Always Best?” By Craig Roberts, Feb 16, 2016
- *Scientific American Mind* magazine: “Wait for It: Delayed Feedback Can Enhance Learning: When answers to questions come at unpredictable intervals, memory improves” by Tori Rodriguez, May 1, 2015

166

Two Questions to Ask Students:

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

167

Great Idea: Ask students to compare (in writing or orally) their effort to an exemplar - Where does it match, where does it differ, and what they need to do to match the example given.

- How does my method of solving the problem align with the given algorithm or example?
- How is my result or approach different than my classmate's and which one was effective in answering the given question?
- What questions did I ask as I figured out how to solve the problem, and were they the right questions or those asked by others?

168

“Point and Describe”

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

Two Ways to Begin Using Descriptive Feedback

“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

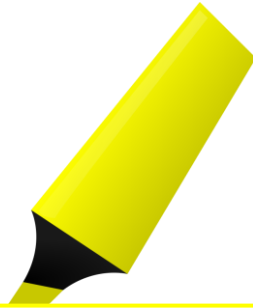
169

Place a dot at the end of the line of writing, or near the issue in the math problem, code, lab, performance, music piece....

Do not identify the concern or issue, let the student do that.



170



$$2(2x-5) + 2x = 38$$

$$4x - 10 + 2x = 38$$

$$2x - 10 = 38$$


$$2x - 10 + 10 = 38 + 10$$

$$2x = 48$$

$$X = 24$$

Check out: "Highlighting Mistakes
– A Grading Strategy" on
www.Youtube.com

 = Feedback Area 1

 = Feedback Area 2

 = Feedback Area 3

171

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*)

172

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 Smpst trms	✓			
6	Reducing to Smpst trms	✓			
7	Reciprocals	✓			
8	Reciprocals		✓	✓	
9	Reciprocals		✓	✓	

173

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,

174

**“I used to
think...,
but now
I think...”**

175

Student Samples:

- “I used to think semi-colons and periods were the same, but now I think they’re not. A period is a cold stop at the end of a complete thought. A semi-colon separates two main clauses that could stand alone, but are related to each other, and we want to give the second clause a boost with the momentum from the first one.”
- “I use to think fake news was a modern invention, but now I think it’s been around since the first Continental Congress.”
- “I used to be suspicious of anyone who wasn’t from my culture, but now I think that people in other cultures have the same fears and hopes as me and my culture. Maybe we’re more alike than I think.”

176

TAG – You're It!

(Hillman, Stalelets, 2019, p. 67)

To be filled out by the assessor:

T: Tell what you like. What is a strength of his or her work tied to the standard or target?

A: Ask a question about his or her work.

G: Give the writer an actionable suggestion.

To be filled out by the writer:

You're It: Self-Assessment,
What comes next for you?

177

Additional, Quick Students' Self-Monitoring Ideas:

- Fill-in-the-blank or responding to self-reflection prompts. These are done in an effort to get students to recognize when they do and do not understand content.
 - Can I draw a picture of this?
 - Can I explain it to someone else?
 - Can I define the important words and concepts in the piece?
 - Can I recall anything about the topic?
 - Can I connect it to something else we're studying or I know?

- From Cris Tovani's book, *I Read It, but I Don't Get It* (2001), which has more ideas on how to help students with self-reflect.

- Use a Likert scale (Place an X on the continuum: Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree) and ask students to explain why they feel as they do.
- Use video footage of demonstrations of learning, asking students to analyze their proficiencies based on evidence from the video demonstrations.

178

Reading Notations

- ✓ I agree with this.
- X I disagree with this.
- ?? I don't understand this.
- !! Wow! ('Elicits a strong emotion)
- CL General Claim
- EV Evidence for the Claim
(These can be numbered to indicate their sequence, too: EV1, EV2, EV3...)

179



180

Principle:

Grades should report student proficiency regarding standards accurately.

If true, and we aren't hypocrites, what would this mean for our grading practices?

181

O or 50 (or 60 or 70)?


182

“F” or an, “F?”

183


With one zero on the 100-point scale, it usually requires six to seven perfect 100's in a row just to get up to a “D” average. Why bother when there's no hope?

184



Do we need to discern
among degrees of “F”-titude,
gradations of failure?

185



Whether it's due to moral or
immoral reasons, we still
investigate and take corrective
action. Hope and recovery lead
to maturation.

186

4 - Excellent

3 - Good

2 - Fair

1 - Poor

0 - No Evidence, Failure

187

 - Excellent

 - Good

 - Fair

 - Poor

 - No Evidence, Failure

188

+ - Excellent

& - Good

@ - Fair

* - Poor

! - No Evidence, Failure

189

- 4 The grade symbols are merely placeholders for longer descriptions of evidence of learning we don't have
- 3 time to write out for every student. They are not meant to be, "math-ified."
- 2 For example, 2 on this scale is "Fair," NOT half of 4, or 50%, which is considered failure in most school
- 1 divisions. A score of 3 does not mean, "75% of the content was learned."
- 0 They are not parts learned out of a total possible to be learned.

190

100

90

80

70

60

So, a 60 (or 50, depending on your intervals), is an F, not, “60% learned,” or, “60% completed.” It’s a placeholder for the clear declaration for, “No Evidence Presented,” or, “Failure.” No one is getting half credit or a 50% or 60% for doing nothing.

191

The four key understandings to resolving this issue are:

- Volatility in using average for central tendency
- Interval science
- The principle of hope as far more maturing and effective than are gotcha and despair
- The ethical stance to be accurate in grading

192

Be clear: Students are not getting points or credit for having done nothing. The student still gets an unequivocal F. We're simply aware of interval science, realizing that,

- 1) We need to equalize the influence of each grade when averaged for the overall grade, and, 2) We have a responsibility to assess and grade in a way that leads to learning and achievement, not despair and incompetence.

193

Imagine the Reverse...

$$\mathbf{A = 100 - 40}$$

$$\mathbf{B = 39 - 30}$$

$$\mathbf{C = 29 - 20}$$

$$\mathbf{D = 19 - 10}$$

$$\mathbf{F = 9 - 0}$$

What if we reversed the proportional influences of the grades? That "A" would have a huge, yet undue, inflationary effect on the overall grade. Just as we wouldn't want an "A" to have an inaccurate effect, we don't want an "F" grade to have such an undue, deflationary, and inaccurate effect. Keeping zeroes on a 100-pt. scale is just as absurd as the scale seen here.

194

100	4
90	3
80	2
70	1
60	0
50	-1
40	-2
30	-3
20	-4
10	-5
0	-6

Consider the Correlation

A (0) on a 100-pt. scale is a (-6) on a 4-pt. scale. If a student does no work, he should get nothing, not something worse than nothing. How instructive is it to tell a student that he earned six times less than absolute failure? Choose to be instructive, not punitive.

[Based on an idea by Doug Reeves, *The Learning Leader*, ASCD, 2006]

195

Temperature Readings for Norfolk, VA:

85, 87, 88, 84, 0 ← ('Forgot to take the reading')

Average: 68.8 degrees

This is inaccurate for what really happened, and therefore, unusable.

196

The concern over minimum 50 as an F on the 100-point scale would be moot if we used the 50-point scale.

40-50 = A range
30-39 = B range
20-29 = C range
10-19 = D range
0- 9 = F range

197



198

When it comes to what we're teaching, what do most teachers aspire to achieve with their students?

Competence.

This happens only with re-iterations, increasing complexity, and facilitating helpful feedback along the way, not "one and done."

199

Incompetence in a subject is never maturing or preparatory. 'Just sayin'.

200

**Stop & Consider: Recovering from failure in full teaches
more than being labeled for failure ever could teach.**

201

How does anyone become competent in a profession or hobby? By doing it a lot and receiving helpful feedback as they progress, NOT by doing it one time well or attempting it one time and falling short of excellence.

202

From a Welding instructor: "If students know they can just re-take the test and getting a higher score later, they won't give the initial attempt its due attention and effort. ...These students have to be on the ball, ready to go the first time around when they are in the field. Re-do's don't prepare them for that."

Response: How did any of us become competent? We did it over and over w/feedback from instructors in between. Lives are at stake, students better be prepared. Doing re-do's (and getting a higher grade for higher performance as a result), does NOT make students dependent on re-do's. In fact, it helps them mature so they don't need the re-do, and even better, they're competent in the skill and content..

203

Let's discern between post-certification, seasoned veteran performance expectations, and what the mind needs to experience during the learning process: They're different. We can read all we want about inserting IV lines, for example, but we will lack finesse, likely bruising the patient, the first time we attempt the procedure, if we're not well practiced.

204

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

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

Thomas Edison

205

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.

206

'Principled First, 'Actionable Second

Repeated learning and assessment (re-iteration) after critical feedback is one of the most effective ways any one person becomes competent in any field.

207

'Principled First, 'Actionable Second

Requiring experienced veteran, high-quality, post-certification performance in a student's one attempt at demonstrating competency during his/her/their learning process is ineffective instruction and not in alignment with how the mind learns.

208

'Principled First, 'Actionable Second

Falsifying the report of student learning & proficiency does NOT teach responsibility or prepare them for certification in the field. It is a dishonest and ineffective practice.

209

'Principled First, 'Actionable Second

Walking with students as they recover from mistakes/failures teaches more content and helps them develop professional maturity more than do unrecoverable labels of "F." Unrecoverable F's have limited instructional impact. Denial of "F" recoverability communicates the message that it is okay for students to be incompetent.

210

'Principled First, 'Actionable Second

Label zeroes and F's what they really are: **Not yet.**

211

'Compelling Observation

Second career teachers embrace re-learning/re-assessing far more readily than do those who entered the classroom directly after college.

212

One-and-done practices employed on the premise we're teaching students personal responsibility allows teachers and students to escape the demanding nature of learning. It creates nothing but regret and incompetence. And when did incompetence become our goal?

213

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 has 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 a conscientious educator.

214

Rick's new article on Practical Tips
for Re-Learning and Re-Assessing:

[https://www.amle.org/re-learning-
and-re-assessing-practical-tips/](https://www.amle.org/re-learning-and-re-assessing-practical-tips/)

215

Great Video:

Dr. Tae [Skate-boarding]

216

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

217

Misinforming, Unethical, and Ineffective:

- **“I’ll give you ½ a point for each problem you go back and fix.”**
- **Averaging the new grade with the former one.**
- **“You can only re-do if you have a D or an F (1 or a 0).”**
- **“The highest grade you can get is a 70 (80, 85, etc) in order to be fair to those who studied and got a 100 the first time around.”**
- **Allowing students to do something else for the re-do that does not demonstrate the same evidence of learning (often found in Credit Recovery Programs)**
- **Allowing re-do’s without requiring re-learning.**

218

"A 'D' is a coward's 'F.'
The student failed, but
you didn't have enough
guts to tell him."
-- Doug Reeves

**We are in
ceaseless composition.**

**A (4,O)
B (3,G)
C (2,S)**

Then one category
called: Not Yet, In
Progress, Incomplete, or
No Evidence as of Today

219

13 Quick Tips and Mechanics of Re-do's/Re-Takes:

- Re-do's and Re-assessments are always done at teacher discretion, not the students' or parents' discretion.
- To protect sanity at first, limit redo's to only the identified, most pivotal of concepts/skills at first, and perhaps only to two attempts. No redo's the last week of the marking period.
- Simply making problem or response corrections is insufficient for a redo. Such a task is more of a proper learning experience.
- Identify a day by which time the re-assessment is accomplished or the grade is permanent, which, of course, may be adjusted at any point by the teacher.
- Students must submit a thoughtful plan of re-learning that is acceptable to the teacher before granted the opportunity to redo an assessment. Evidence of that re-learning must be submitted prior to the re-assessment.

220

13 Quick Tips and Mechanics of Re-do's/Re-Takes:

- As appropriate, students write letters explaining the differences between the first and subsequent attempts, what new decisions they made that they did not make before, and what they learned about themselves as a growing professional. Teachers may require students to include the original attempt with the revised assessment in order to truly make the comparison.
- Students achieving any grade or score less than an A, 4.0, or top of the scale are allowed to redo assignments and assessments. This isn't just for the lowest performers.
- Instead of averaging previous scores with new ones, we replace the earlier grade with the report of most recent evidence of proficiency.
- An accurate report of student proficiency is recorded on all re-assessments. There is no policy of having an upper ceiling that can be achieved on re-assessments in a misguided attempt to be fair to students who earned an A on their first attempt.

221

- Teachers reserve the right to give alternative versions of any assessment for the re-assessment version. These are not more difficult, as they are assessing the same evidence, but they may be in a different format to make sure students don't simply memorize answers and that they really know the material.
- If a test is organized in sections, teachers may opt to request students only redo the sub-sections on which they scored poorly rather than re-take the entire exam. This is "banking" the correct responses.
- If a student demonstrates proficiency after grades have been submitted to the college for the semester, a grade change report form can be submitted to the front office approving the new report in the student's academic record indicating higher proficiency.
- Re-taking the course for full credit is a viable re-assessment option, though this should not be used as the default option for all situations, nor should it be done with the same teacher.

222

Important Consideration:

Students may lack executive function and specific skills in how to study and learn something. In response, do we say, “That’s their tough luck, they should be more responsible,” or do we ask them, “How can I help?” We may need to help them figure out how to learn as well as how to prioritize, organize, and follow through on their goals.

223

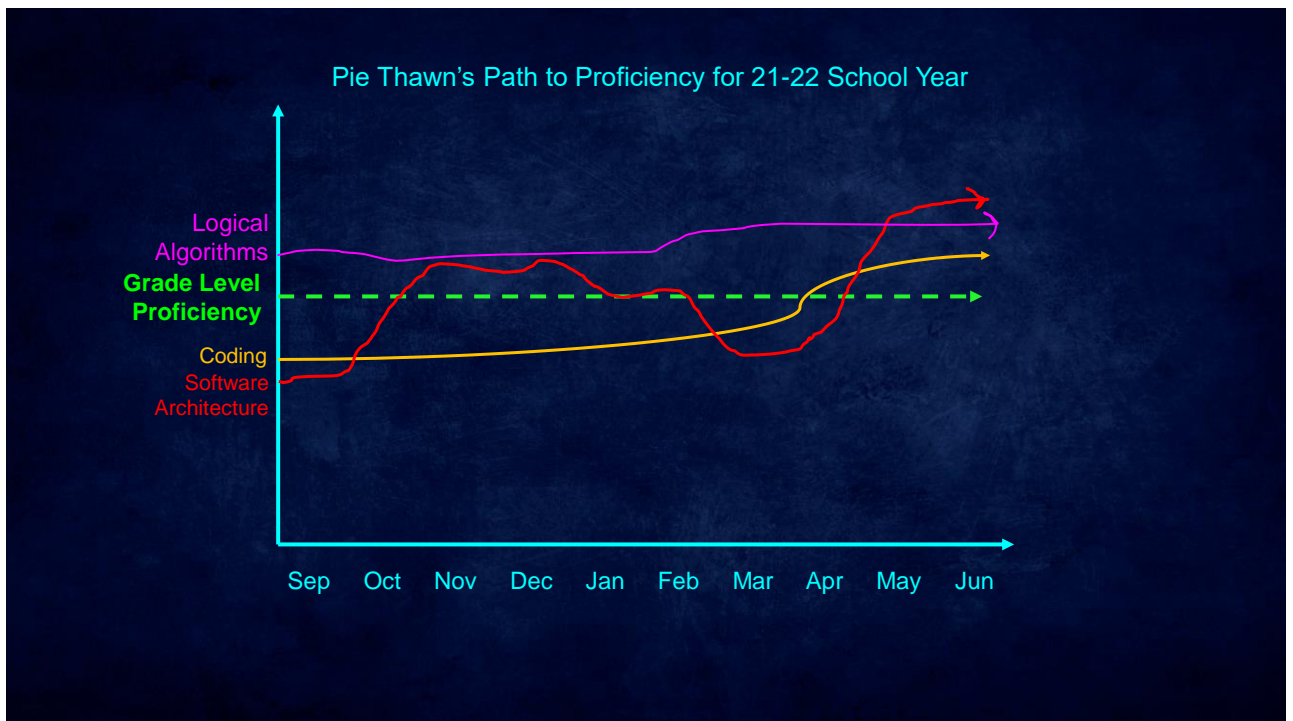


224

Graphic Representation of Knowledge

What does this mean for students' capacity to learn, to construct and use knowledge? And what does it mean for how we report student learning?

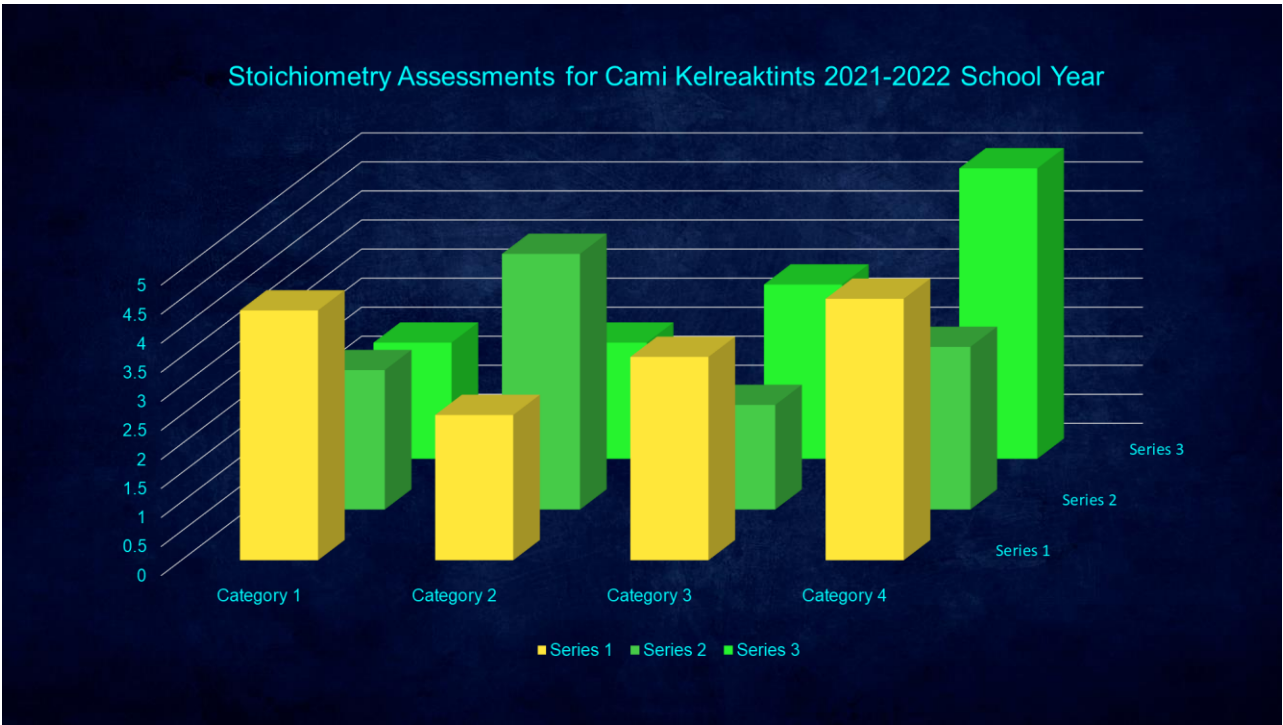
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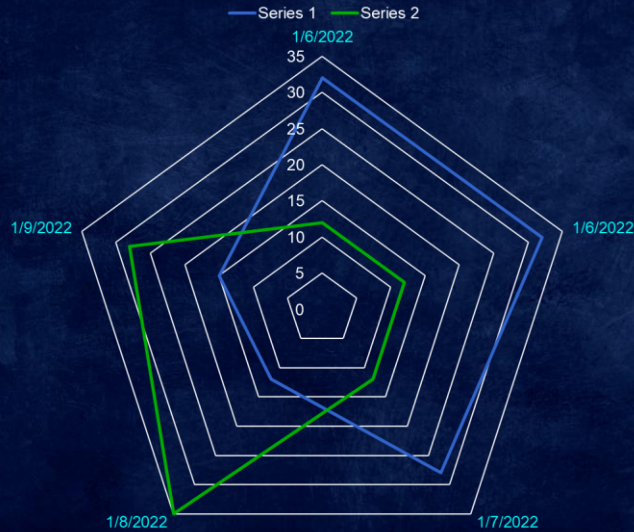


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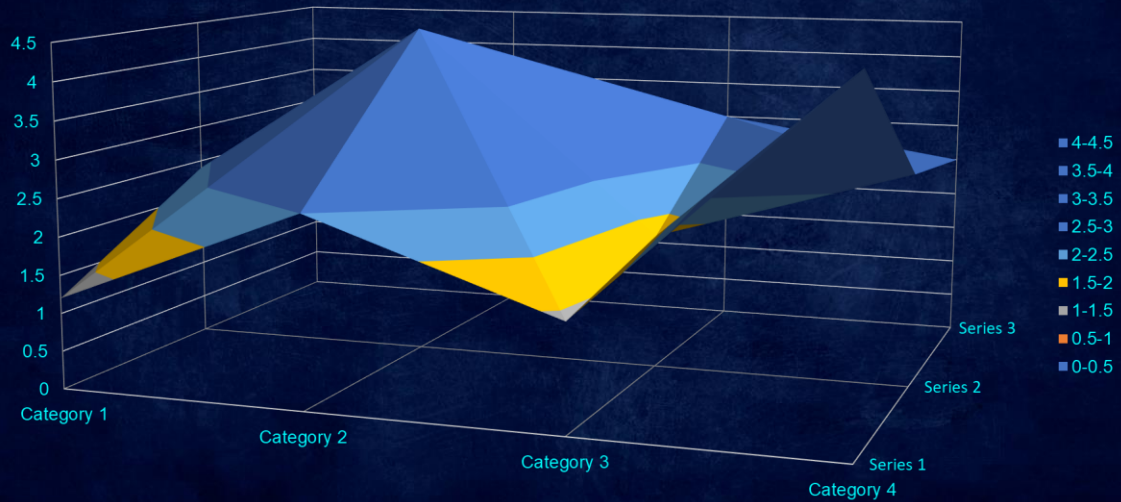
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Proficiencies in Ceramics and Oils for Leonard da Vinci January 2022



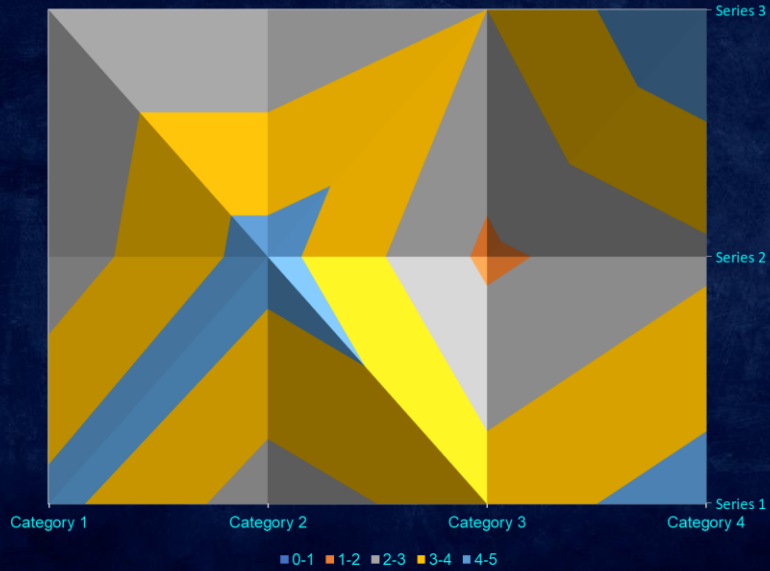
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Jim Nasium Wellness Development for 2021-2022 School Year



230

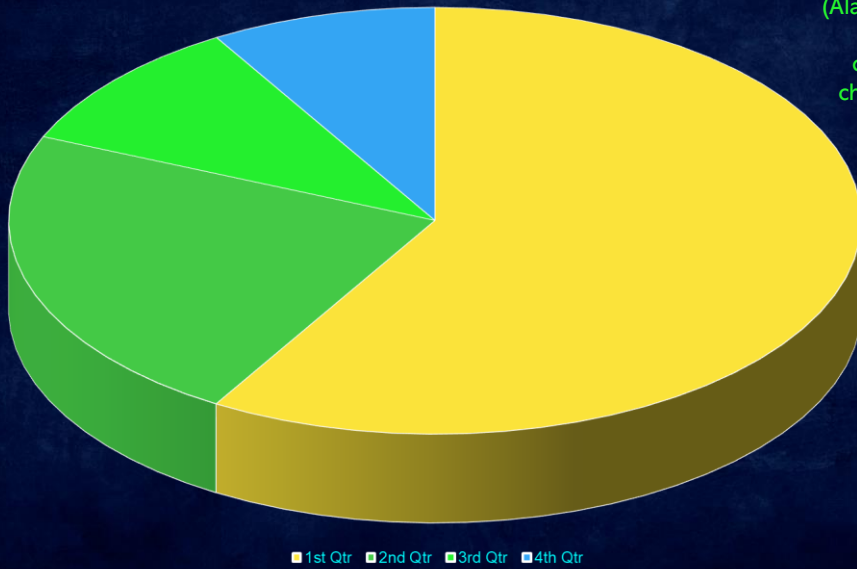
Al Jebrah Math Literacy for 2021-2022 School Year



231

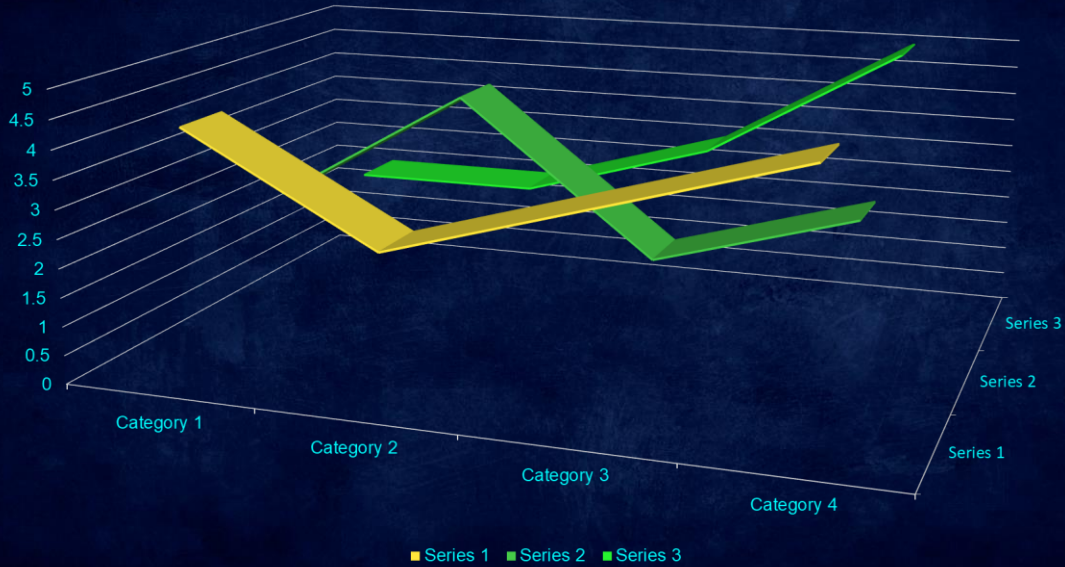
Musical Dynamics Report for Johannes Brahams' younger brother, Hugo

(Alas, Hugo dedicated more time to cultivating great cheese than he did to music. 😊)



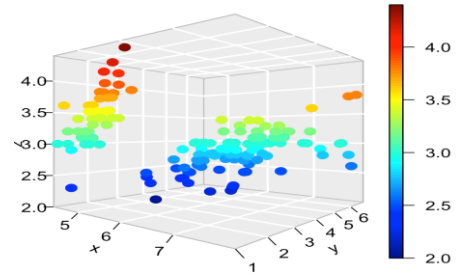
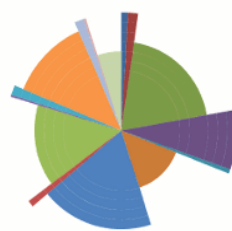
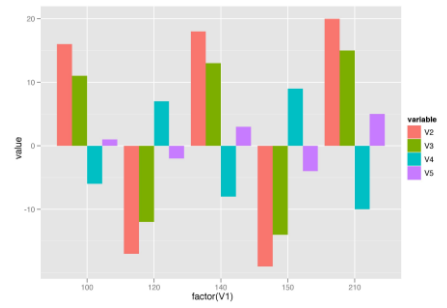
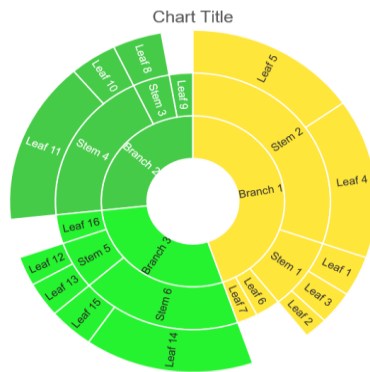
232

Writing Prof, Reading Comp, Media Analysis for Ken O'Connor '21-'22



233

Graphic Data Clustering according to different elements can create a variety of contours, patterns, and discernable proficiencies:



234

Visual story-telling, Infographics, Charts, Graphs, Pattern Recognition, Icons, Emojis
Data Visualization, Data Imaging, Data Mining, Data Communication

Consider the educational value and transformative power of...

235

Simultaneous efforts will need to include training on...

Focus on Ethics, Integrity, and Minimizing Plagiarism/Cheating

Differentiation, Responsive Teaching

Increase Assessment Repertoire

Cultivating Creativity, Intellect, & Professionalism

Stay Up to Date Cognitive Science (How the mind learns) principles

Cultivating Motivation, Tenacity, Self-Discipline, Time Management in Students Using Methods Other than Coercive Grading Policies

Educate parents on why and how you grade every year of your career

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How to GRADE FOR LEARNING

Linking Grades to Standards

FOURTH EDITION

Ken O'Connor

Forewords by Garnet Hillman and Rick Stiggins



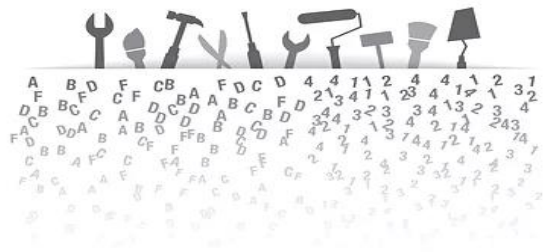
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KEN O'CONNOR

Foreword by Rick Wormell

A REPAIR KIT FOR GRADING

15 FIXES FOR BROKEN GRADES



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James Nottingham • Jill Nottingham
Foreword by Larry Ainsworth

CHALLENGING LEARNING Through FEEDBACK



How to Get the Type, Tone, and Quality of Feedback Right Every Time

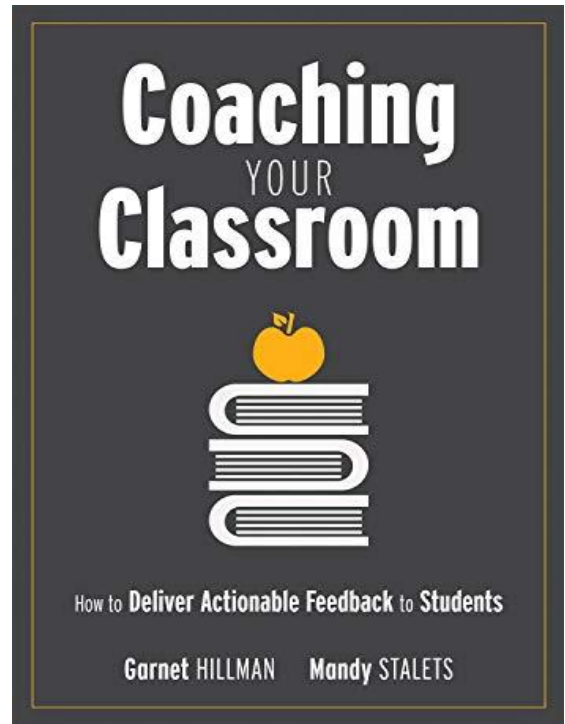
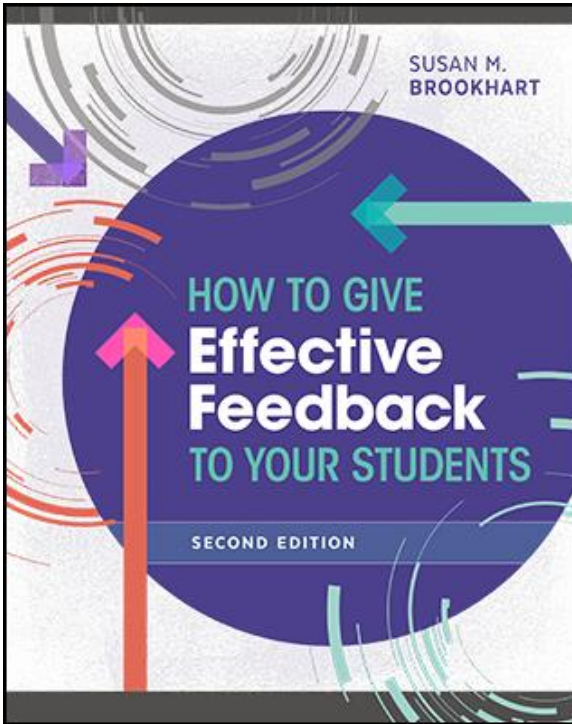
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Advancing FORMATIVE ASSESSMENT In Every Classroom

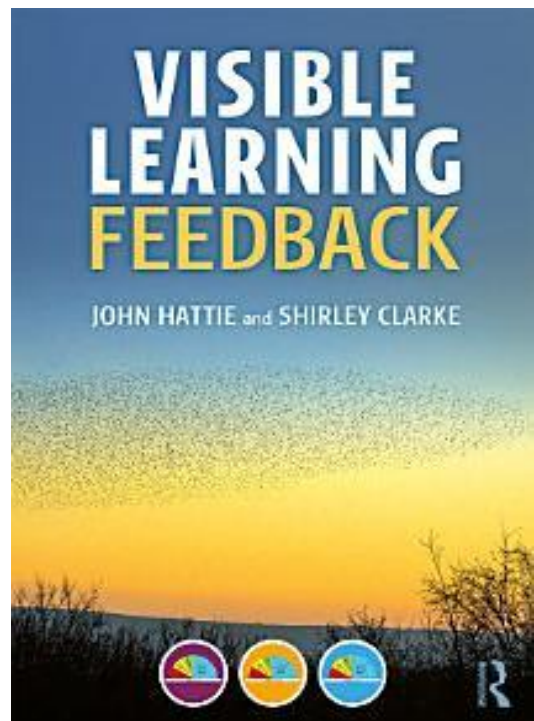
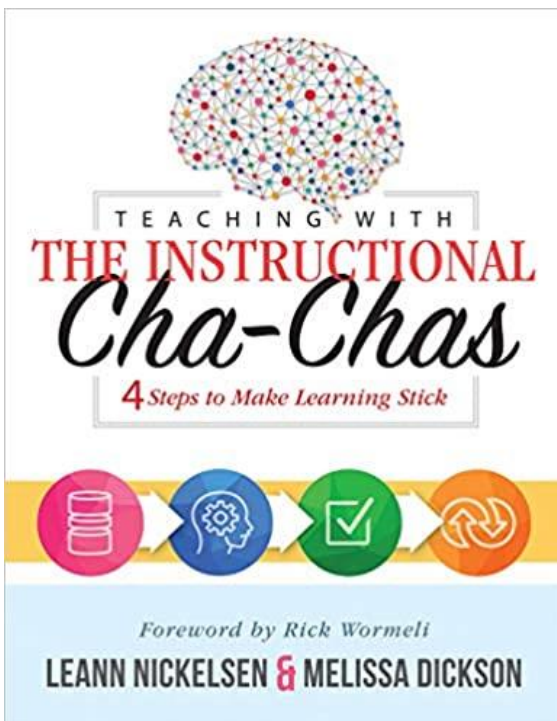
A Guide for Instructional Leaders

2nd Edition

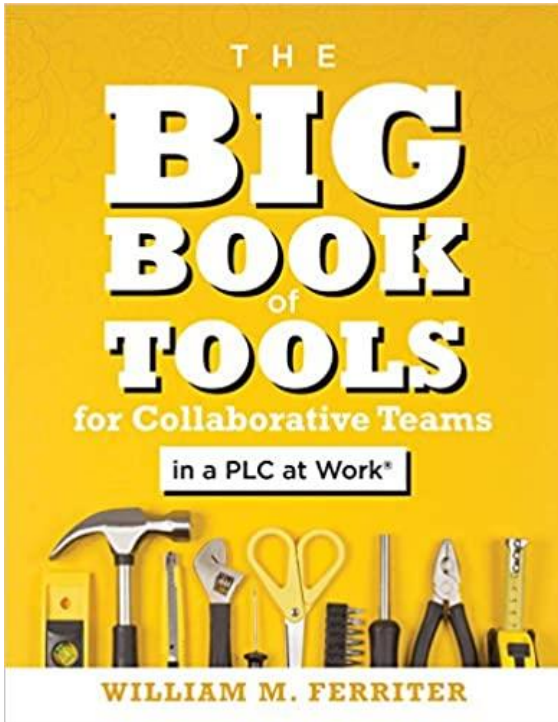
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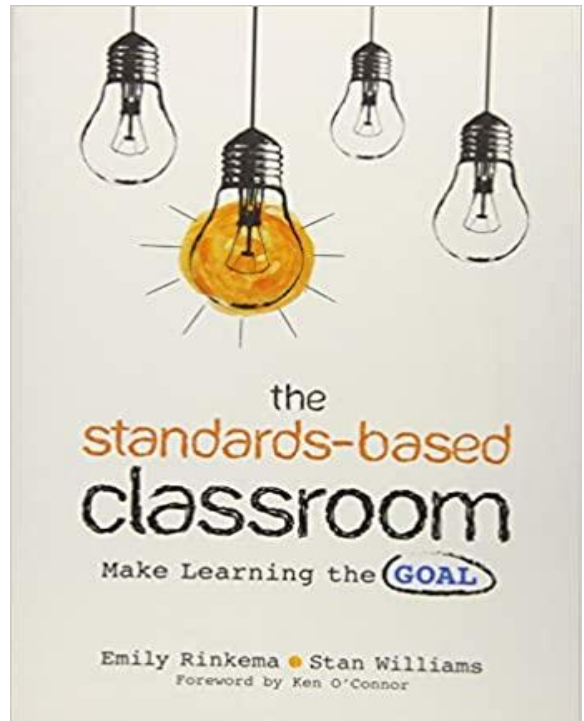
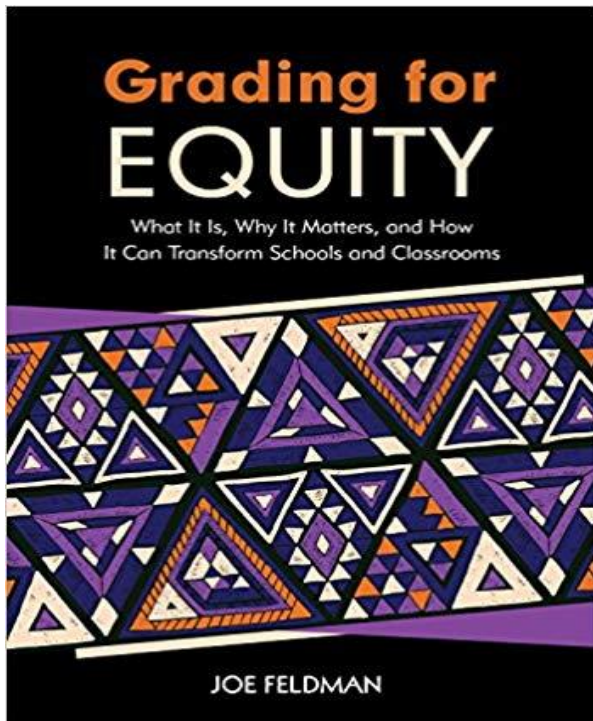
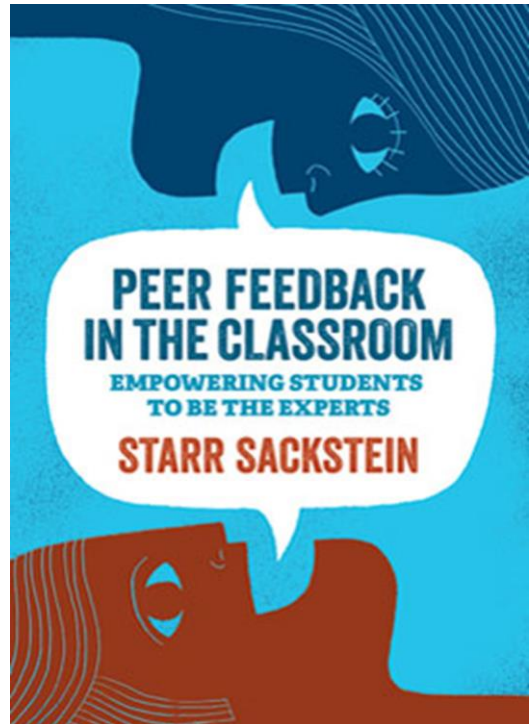
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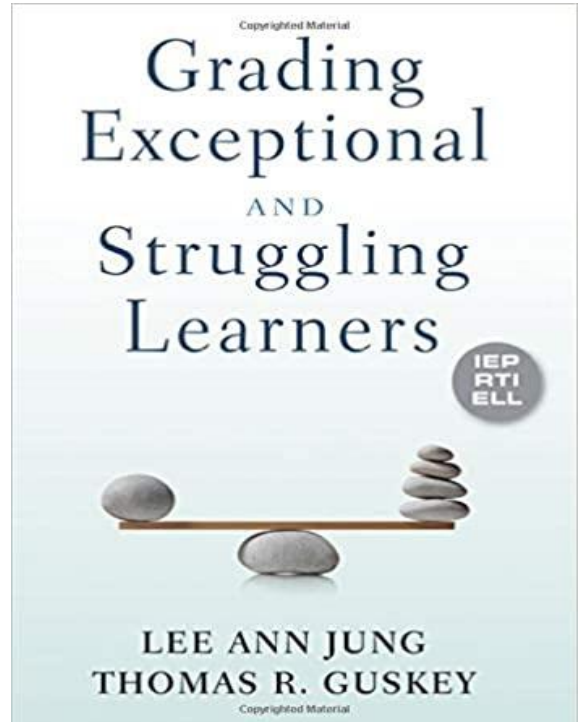
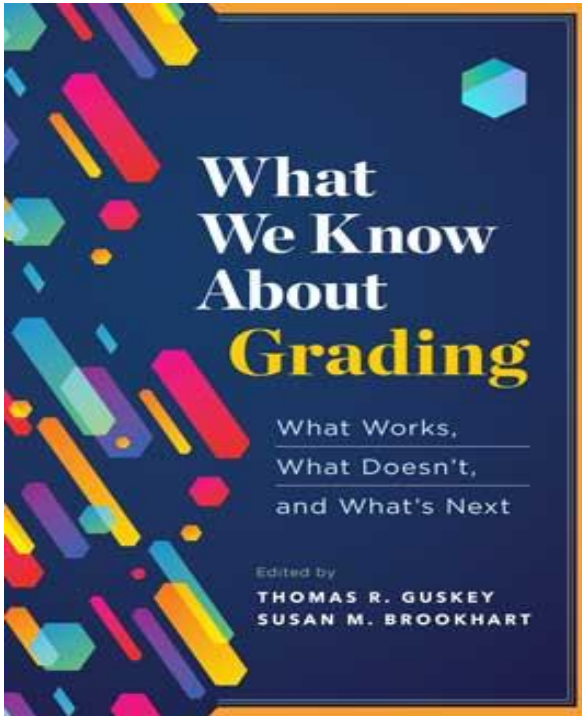
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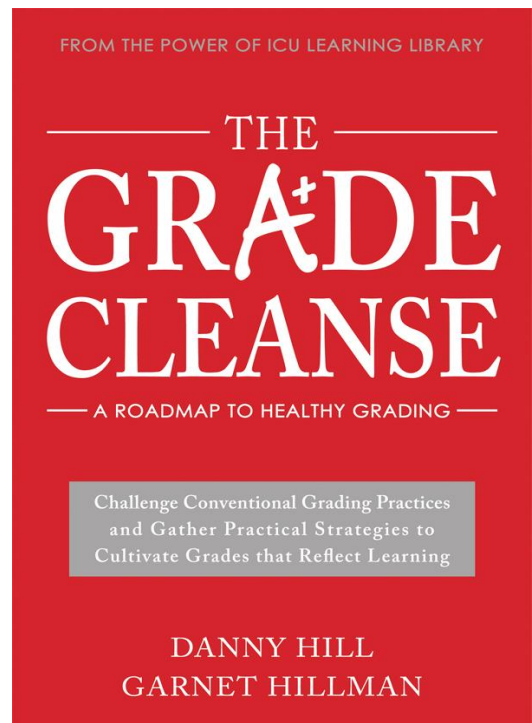
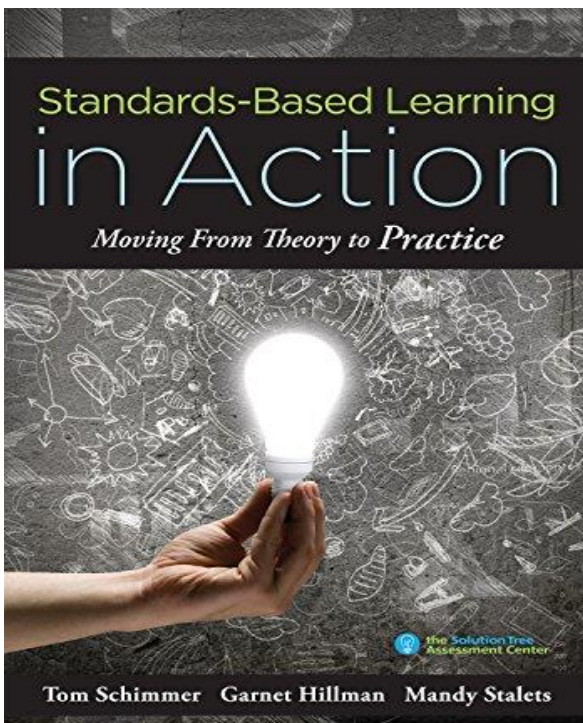
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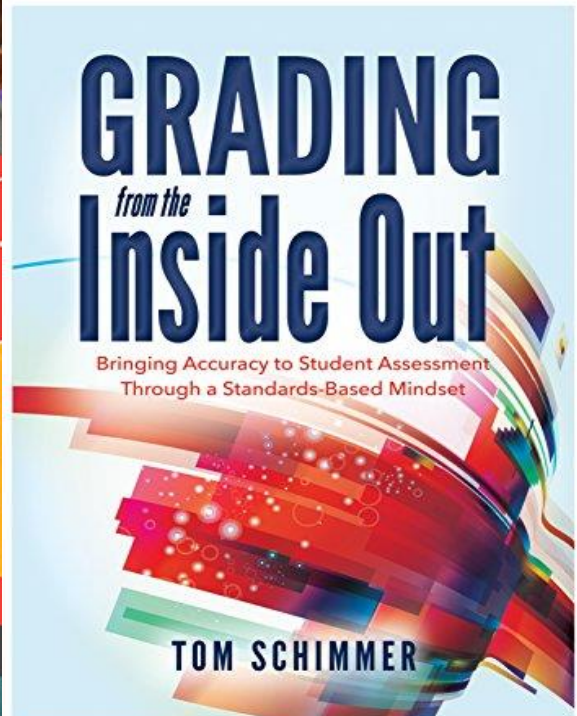
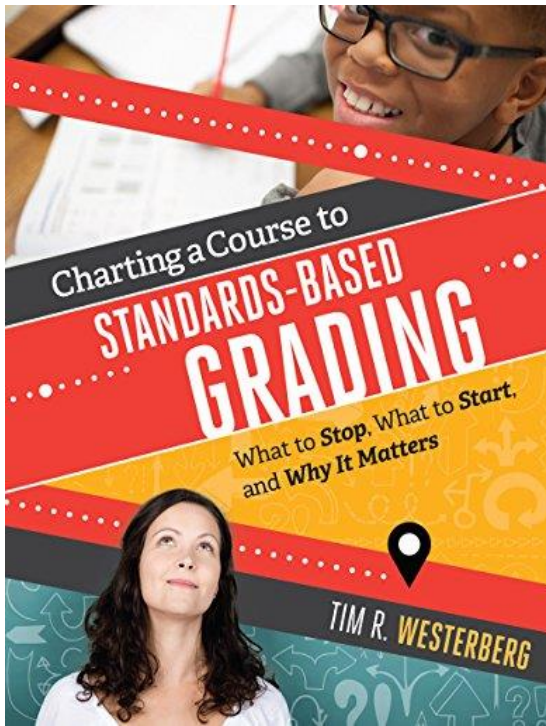
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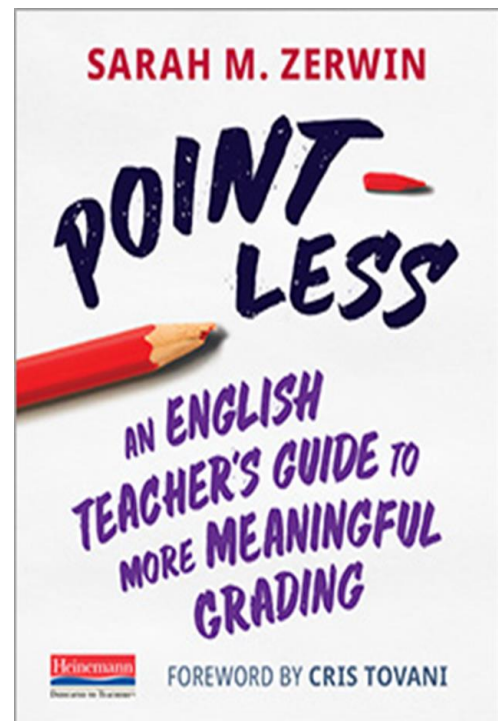
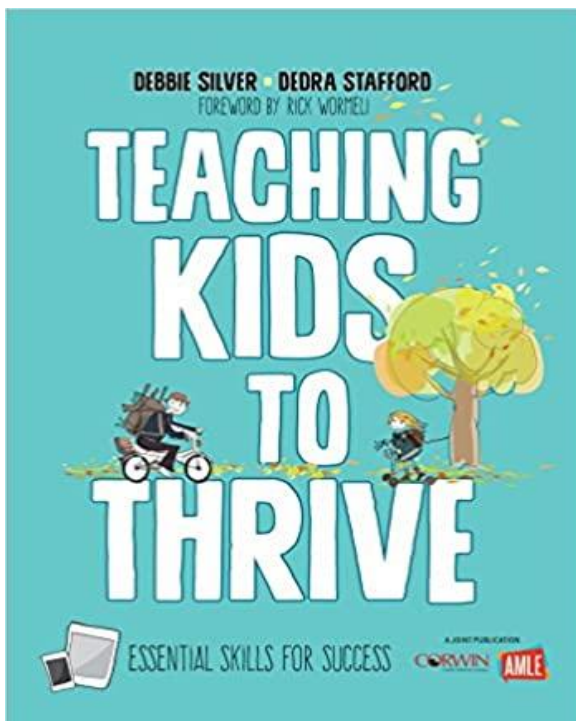
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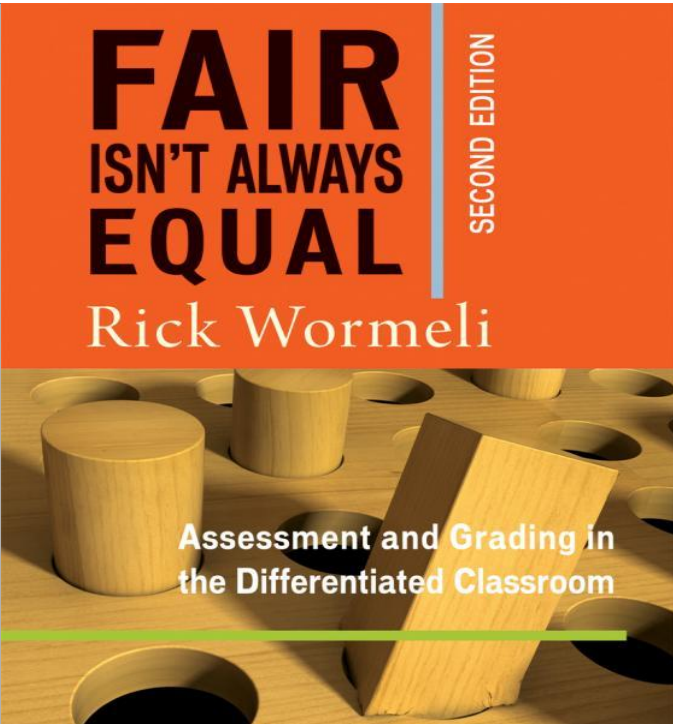
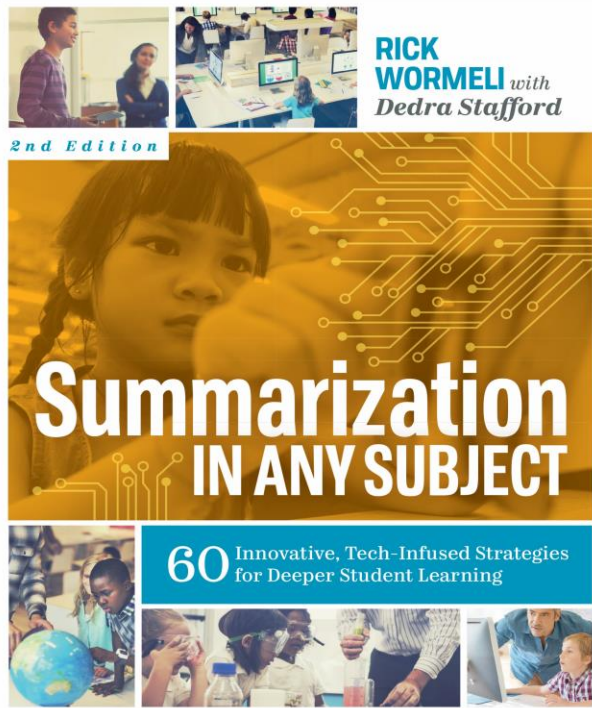
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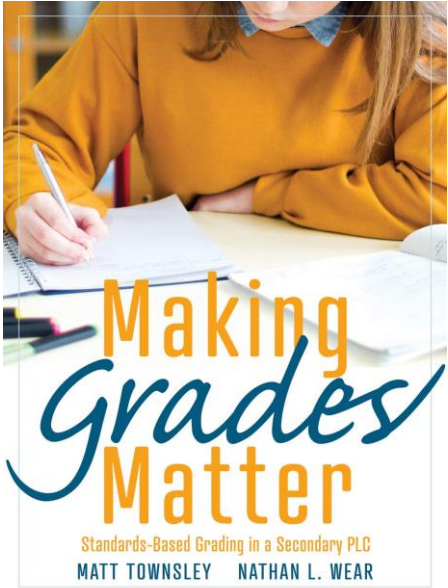
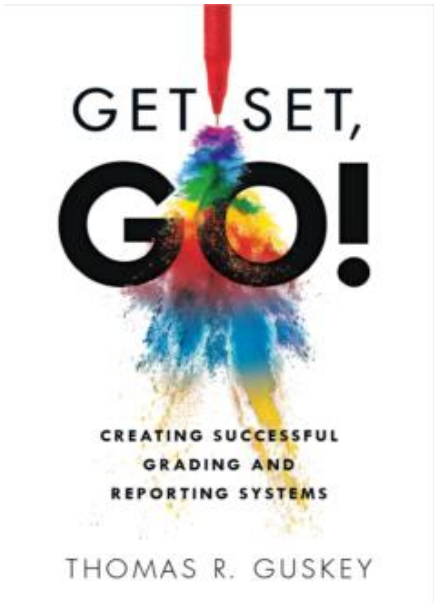
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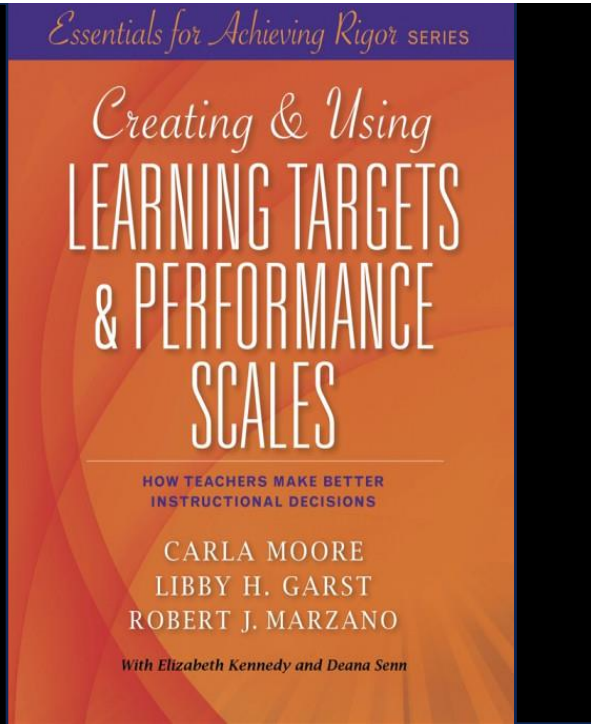
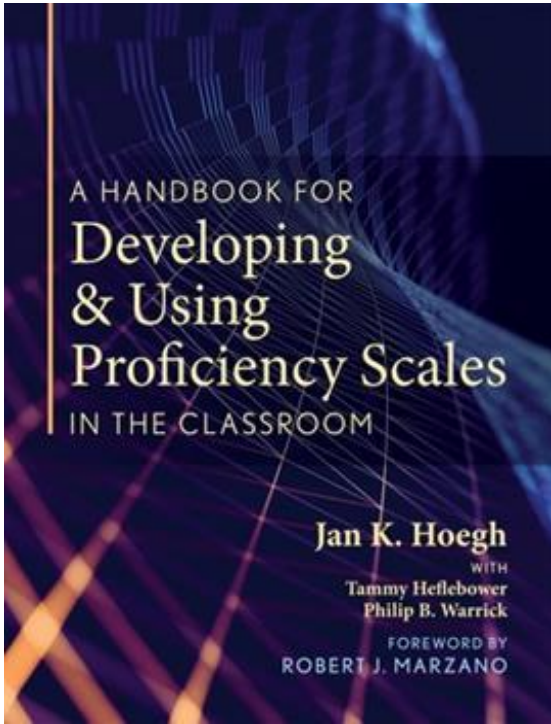
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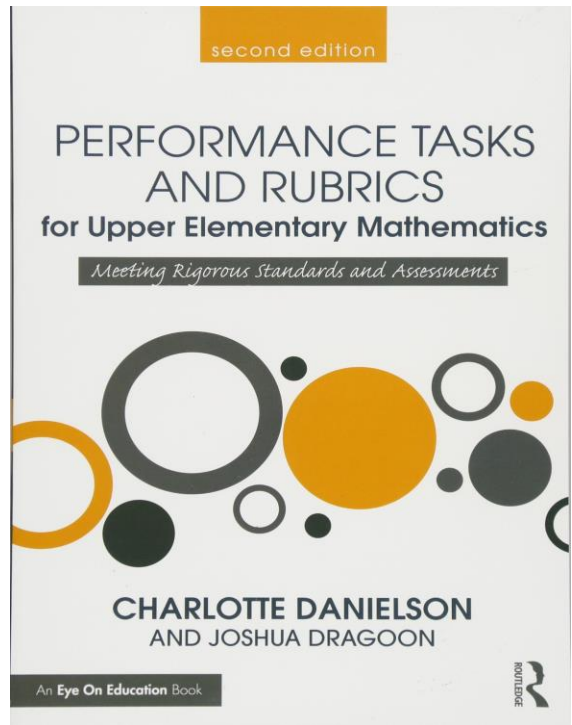
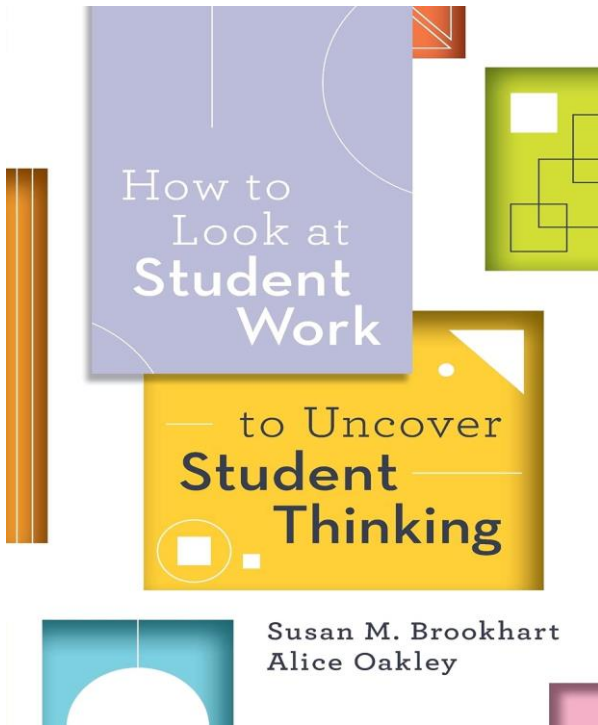
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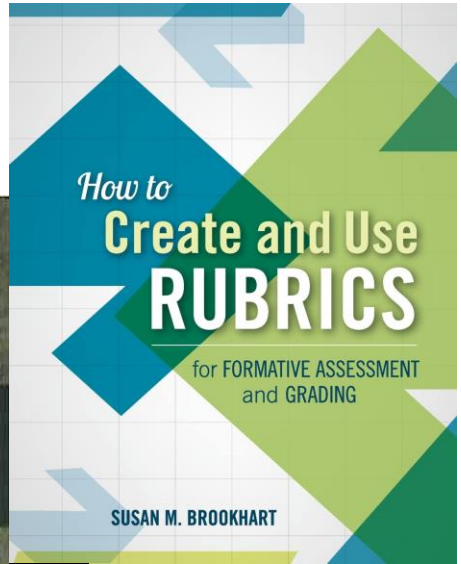
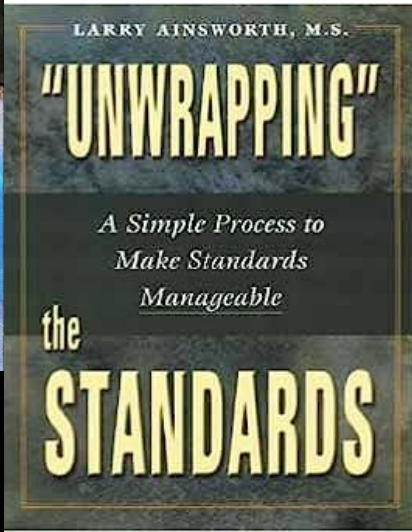
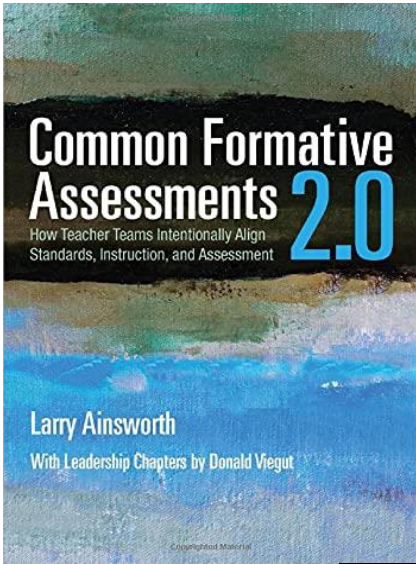
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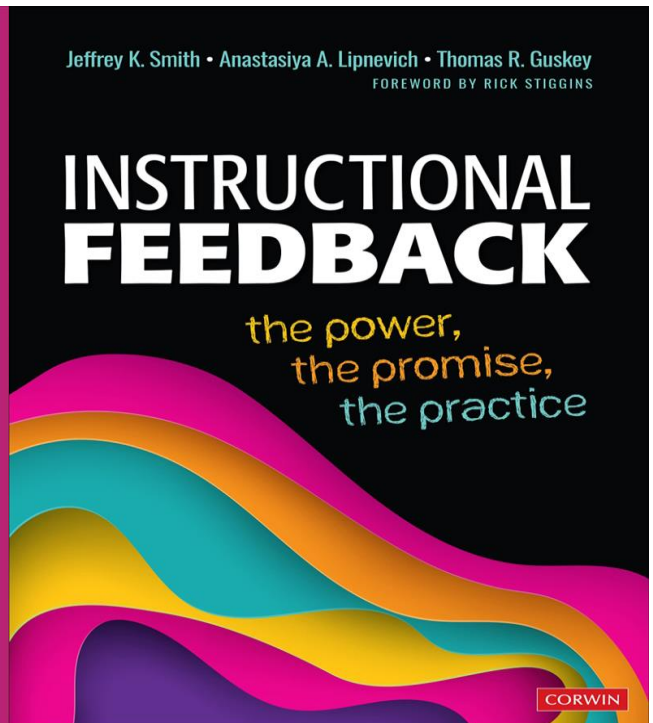
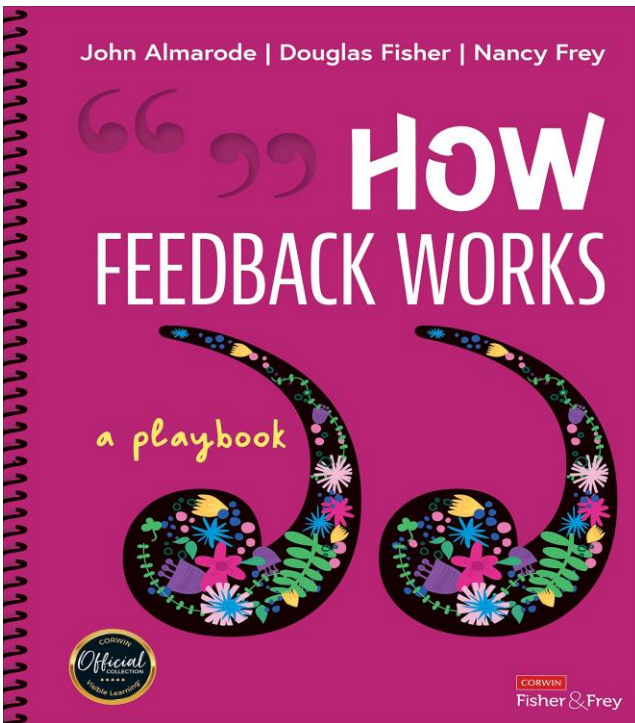
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250



251



252

The two most referenced websites for research on standards-based grading:

- <http://mctownsley.net/standards-based-grading/>
- <http://tguskey.com/> (*Go to the Resources tab*)

253

Assistance as We Dive Deeper into these New Waters:

On Twitter: @tguskey @TomSchimmer @mctownsley @garnet_hillman @RoweRikW @MandyStalets @kenoc7 @leeannjung @CVULearns, @rickwormeli2, @myrondueck

Websites:

- mctownsley.net/standards-based-grading/
- tguskey.com
- oconnorgrading.com
- cafln.ca/ (*Canadian Assessment Learning Network*)
- pearsonassessments.com/ati/ (*This is the Assessment Training Institute*)
- tomschimmer.com
- rickwormeli.com
- crescendoedgroup.org/community/resources/
(*This is Joe Feldman's grading for equity organization*)
- aac.ab.ca (*Alberta Assessment Consortium*)



254

Consider...

- [X] was validating, reaffirming for me...
- I really like...
- This shifts my thinking a bit...
- So, what these ideas mean for me in my program is...
- I like [X], but I'm concerned about...
- I'd like to do a deeper dive into...
- Someone with whom I'd like to discuss these ideas is...
- My favorite kind of pie is...
- If we did this [X], we'd have to change...
- I wonder if we...
- This makes me think of...
- In the months ahead, I'd like to focus on...