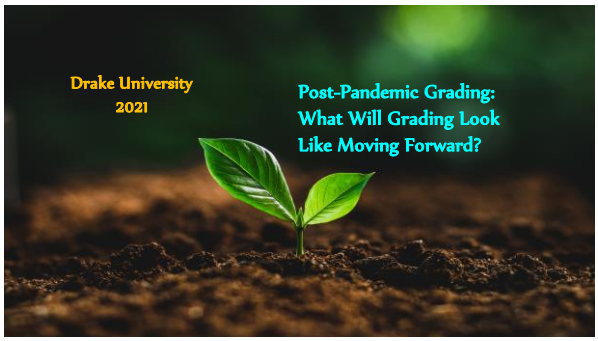


1

For Further Conversation

rick@rickwormeli.onmicrosoft.com
www.rickwormeli.com
@rickwormeli2

2

When it comes to post-pandemic grading,

- I feel competent in/at...
- I will need to think more about...
- I used to think..., but now I think...
- I wish...

3

Doubt and humility
serve us well in education.

4

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

5

"Let's not let perfect get in the way of progress."
- Tom Schimmer

6

Ours is an ethical enterprise. Integrity matters. We have no moral authority to lie to children, their parents, and our schools.

7

Grades are accurate, undistorted communication, 'a marker of where you are at journey's end – not compensation, reward, validation, affirmation, or what a child deserves.

8

Standards-based grading shouldn't be an issue. Seriously, if we're not grading against standards (our curriculum), what HAVE we been grading against this whole time?

9

"We can learn without grades, but we can't learn without feedback."
– Tom Guskey

10

When teachers have strong training in cognitive science, standards-based grading is more readily accepted: SBG aligns with what we know about how the brain learns effectively.

11

Real futures and whole lives are at stake. We need to get this right.

12

To grade students accurately, ethically, and equitably in a post-pandemic world, we will have to be gently insubordinate.

13

We know all students have challenges outside of our classes that may affect motivation and perseverance at any point in their learning, including:

- caring for parents/grandparents
- language or cultural barriers
- opioid and alcohol use in self or family
- sleep deprivation
- mental, physical, sexual abuse
- loss of normalcy
- Loneliness
- Hunger
- "Am I enough?" worries
- physical and mental health concerns
- going through puberty
- access to technology and other resources
- jobless parents due to economic downturn
- transportation challenges
- physical and mental health
- limited study skills or executive function
- dealing with biases: implicit, institutional, micro-aggressional, or overt

14

During difficult times, and these are difficult times, it's compassion before curriculum, grace before accountability. And grant yourself the same.

Practice Forgiveness

15

16

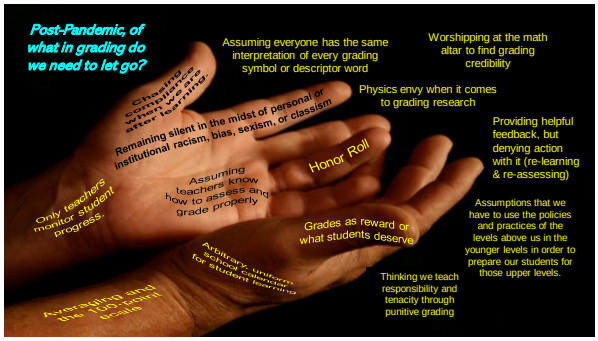
- Letting Go of the Familiar
- Becoming Principled
- Focusing on Equity
- Choosing Accuracy and Ethics
- Hope, not Despair

17

18

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.

19



20

In order for someone to accept feedback or take a risk with a new idea, he must admit first that what he was doing was less effective than his ego thought it was.

21

Teacher: "He's above average in his Algebra class." (Norm-referenced)
Parents: "Yeah, but what has he learned specifically? (Criterion-referenced)

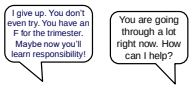
22

Work the Instead-of's!

Instead of, "How do I get these parents off my back?," try: "How do I communicate better with parents about what we're doing here in the classroom?"

Instead of, "How am I supposed to give students all this feedback when there is only one of me?," try: "Let me teach students to give themselves and each other helpful feedback so I'm not the bottleneck in communication."

Instead of, "This student doesn't do any homework – He is very irresponsible," try: "What's keeping him from doing his work and wanting to learn this material, and how can I respond to those things so they are no longer limiting him?"



23

Ethical, accurate, competencies-based grading is far more preparatory for the post-schooling world than is traditional grading. Consider the parallels with *how professionals in any field learn their craft.* Consider, too, *how professionals are evaluated.* Very few traditional grading practices are applied in professional assessments and evaluations.

24

– People's training phase first attempts aren't averaged into their post certification job performance.
– We don't describe a person's performance for the year as an 82%.
– Yes, we do get re-do's as we improve.
– Our capacity to park our car aligned within parking space lines is not used as an indicator of our performance as a lawyer (or pharmacist, accountant, nurse, etc.)
– We gravitate towards those jobs with which we have proclivities. We don't have to be excellent at everything everyone else is good at doing all at the exact same time and in the exact same format.
– And yes, we have to present evidence of our performance and how it matches the job description and goals.

25

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.)*

26

Consider:
- Class Rank is falling out of favor in many universities.
- The SAT and other entrance exams are becoming more and more optional at universities in the United States, and some are foregoing them completely.
- 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 calculate one, if absolutely necessary.
- Nationwide, about 40% of high school 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 4 or 5-year college programs 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

27

"The humiliation of becoming a raw novice at a new trade after having been a master craftsman at an old one, and…the deep crisis caused by the need to suppress ancient prejudices, to pust aside the comfort of the familiar to relinquish the security of what one knows well." (Kaufman, 1971, p. 13)" - Evans, p. 48

28

"Denying others the opportunity to *[resist, push back, stress, work through challenges, clarify their thinking, struggle with new perspectives],* criticizing them for not responding to explanations about change, dismissing their resistance or hesitation as ignorance or prejudice expresses arrogance and contempt for the meaning of other people's lives (Marris, p. 155)." - Evans, p. 63

Article, "The Grief of Accepting New Ideas," by Rick Wormeli

29

30

Standards-based grading is not a set of indifferent recipes to follow. It is a set of clear, actionable principles that help teachers report student learning accurately, equitably, and ethically.

31

Being principled helps us re-frame what we do, and perspective powers the engine of reform. Suddenly, we see clearly and find conviction; we put skin in the game.

32

Effective educators are principled in their instruction and assessment. With the deep dives into operating principles, they find wellsprings of, "why" and, "how," with which they build pedagogical conviction and stamina.

33

Alfie Kohn, November 2020 Twitter posting:

"Thomas Green (1927-2006), philosopher of education, said the best question for teachers to ask students in their final course evaluation is: 'What did you used to put up with that you won't put up with anymore now that you've taken this course?'"

34

Tenet: Whoever does the editing, does the learning.

Principled Responses:

- I will stop correcting students' work so often. Instead, I will put a dot at the end of the line or in the general area of the issue in a math problem, lab write-up, computer code, etc and ask students to identify and fix the mistakes. If necessary, I will provide a one-word clue as to the nature of the error.
- I will include students' critique and editing of others' work as a portion of the evidence of their own mastery in that content area.
- I will increase students' practice with editing/critiquing the work of others.
- I will do more self-talks and think-alouds of successful editing of content and skills, and I will ask students to demonstrate the same in front of their classmates.

35

Tenet: We teach for subject mastery, not short-term memory.

Principled Responses:

- I will avoid tests prompting for only basic recall of information, and I will include prompts requiring flexible applications and proven versatility with content and skills.
- In formative and summative assessments, I will ask students to apply, adapt, and reimagine what they are learning to ensure that their understanding is both broad and deep.
- I will incorporate novel applications of content into both lessons and assessments so students will become flexible when using new information and accounting for working world variables.
- I will put previous curriculum on subsequent assessments, even months later, to make sure they carry learning forward.

36

Tenet: We teach in ways *students* learn best, not the way *we* learn best.

Principled Responses:

- I need to continually update my knowledge and skills to ensure that I can provide appropriate responses to students' learning needs.
- Sometimes I will provide learning experiences for students that are outside my comfort zone.
- I will ask students how they learn best and use that information to help me plan lessons and assessments.
- I will not wait for my college to provide professional development for me. If I perceive a need, I will take steps to get the necessary training myself.
- I will analyze and reflect on the effectiveness of at least two lessons each month.

37

Operating Tenet: Homework should enable students to practice what they have already learned in class and should not present new content for the first time.

Principled Responses:

- I will not assign homework to students who do not understand the content.
- I will give some students homework and others different or no homework, depending on their proficiency.
- I will use exit slips and formative assessment during class so I can determine proper after-school practice for each student.
- I will not give homework because parents and administrators expect me to do so, nor assign homework because it's a particular day of the week.
- I will only assign homework if it furthers students' proficiency in the field we're studying.

38

Tenet: Students learn at different rates.

Principled Responses:

- Some students will need more or less support and/or time in order to meet learning objectives and deadlines, but once they achieve mastery, I will record full credit for the demonstrated proficiencies.
- I will encourage students to re-do assignments and tests for full credit.
- I will not be restricted by a school district's calendar if I can teach students the course content solidly, though it be on a different timeline, including providing extensions into the summer months.
- I will incorporate formative assessment often to make sure teaching matches learning needs.

39

Tenet: Classrooms should cultivate, not stifle, creativity.

Principled Responses:

- I will embrace students who think differently and provide frequent descriptive feedback about their efforts to extend and adapt learning.
- I will encourage students to incorporate their own unique voice and experience in projects.
- Using specific subject content, I will show students how to look for fallacies in arguments, compare different viewpoints, and push for divergent thinking.
- I will provide students with multiple examples from many fields of individuals who parted from normal procedures and improved the human condition as a result.
- I will cultivate my own creativity as a teacher and thinker and model it for students.
- I will make it safe and inviting to think outside the box in our course learning.

40

Tenet: Fair isn't always equal.

Principled Responses:

- I will use varied instructional techniques as needed for students to achieve full competencies.
- I will not use a one-size-fits-all approach in my lessons.
- Grades will report only what students know and can do after learning's cycle, not the routes they used to get there.
- I will question teaching, assessment, and grading practices that are not developmentally appropriate for students.
- I will not promote fair as being equal; it means to be developmentally appropriate for the student at strategic moments in their learning.

41

Tenet: Intrinsic motivation for learning is more valuable than extrinsic motivation based on rewards and punishments.

Principled Responses:

- I will not use rewards and punishments to try to motivate students. Instead, I will provide descriptive feedback and strive to make the work meaningful.
- I will not use grades and grading policies to substitute for effective classroom management.
- I will study and use research about motivational strategies that are developmentally appropriate for the students I teach.
- I will help students build perseverance, executive function, and self-efficacy in their own learning and to be less dependent on external validation.

42

Tenet: Grades are communication, not compensation.

Principled Responses:

- I will not barter with students about grades, such as when declaring, "If you do this, I will give you an A."
- I will not use grades to reward, affirm, or validate any student.
- I will not tell students they "earned" a grade, which perpetuates the grades as currency rhetoric.
- I will make every effort to make sure grades are perceived as accurate reports of evidence, nothing more.
- I will not sort or classify students based on grades alone.

43

Accountability means we have *Mutual Ethos*.

Mutual Ethos

We share a common commitment: the other's success. We enter into a mutually benefitting relationship, conducting ourselves in such a way as to honor what the other brings to learning's table, help each other achieve their goals, and we find meaning in that achievement.

44

Five Accountability Elements for Successful Classrooms

- **Do we identify what we want students to know and be able to do and calibrate it with subject-like colleagues?**
- **Do we critique our assessments to make sure they present valid evidence of student learning with these standards and revise them, if they don't?**

45

Five Accountability Elements for Successful Classrooms

- **Do we report student progress in a clear, timely way, and in a manner useful to all stake-holders?**
- **Can we analyze instructional practices in terms of their impact on students' learning? Can we demonstrate growth over time?**

46

Five Accountability Elements for Successful Classrooms

- **Do we provide descriptive feedback that,**
  1) engages students in their own learning,
  2) cultivates their own versatility with the content/skills,
  3) and avoids CYA comments simply to justify the grade?
- **In short, 'feedback that ends learned helplessness and the need for external validation, and instead, builds self-efficacy?**

47

Assessment and Grading are ultimately about growth, not "gotcha."

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.

48

Assessment is a process of gathering data (information) in order to provide feedback and inform next steps in instruction. Neither assessment nor feedback is judgement or evaluation; they're just information to use to improve learning.

49

Based on a metaphor by Doug Reeves, consider: Is our assessment a physical exam (medical) or an autopsy (postmortem)? Which one leads to student learning and growth?

"Here's your current health status regarding each of these elements…"
(or)
"Here's how you are dying (or, how you died)…"

50

"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

51

"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*

52

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?

53

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.

54

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

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

55

What is evidence-based, competency-based grading?

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

- Install, service, and troubleshoot HVACR systems.
- Size and assemble piping systems.
- Perform a complete heating service and problem analysis.

(or)

- Use federal and state case law and statutory laws along with secondary sources to locate accurate support for research projects.
- Use Uniform System of Citation, Bluebook, to locate correct rules of citation for case law, federal and state; statutory materials, federal and state; administrative rules, federal and state; parallel citation; official and unofficial materials; and secondary sources.
- Analyze Shepard's online research to verify case and statutory research standing.

56

'Operational Tenets for Assessment and Grading:
Accurate Communication, Ethics, and Integrity.
Anything that clears the water, we do. Anything that makes the water more polluted, we stop doing.

57

We can't conflate the report of one thing with the report of another: ***Maintaining an organized math notebook is a different skill than graphing inequalities.***

58

Assessments and grades report *learning*, not *doing*.

They report evidence of the outcome or standard being assessed, not peripheral elements used to achieve that proficiency.

59

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**

60

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.

61

Letter Grades	Other Letter Grades	Descriptor Words	Whole Numbers	%'s	Symbols
A	O	Exemplary	4	100%	
B	G	Proficient	3	89%	
C	S	Basic	2	79%	
D	N	Minimal	1	69%	
F	U	Failure	0	59%	

What is a grade?

No matter the symbol, grades are place-holders for the more effective descriptions we don't have time and energy to record. They allow for easier – *but often questionable* – sorting.

62

Every grading symbol is a summative judgement as of one arbitrarily chosen calendar date. As such, they are temporary at best.

Grades are subjective and meaningless unless they are connected to clear, useful, and commonly understood descriptors.

"Grades are as meaningful or meaningless as adults make them."
- Tom Schimmer

63

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

64

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

65

It's what students carry forward and can do independent of all assistance, not what they demonstrated during the unit of learning then forgot, that is most indicative of true proficiency…

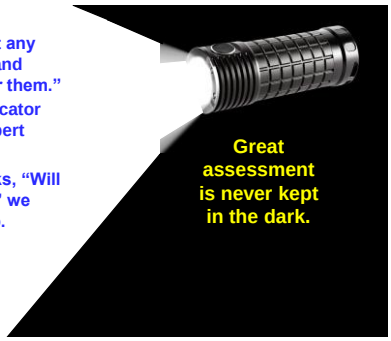
…and of the teacher's effectiveness.

The most accurate indicator of final skill proficiency is the most recent evidence of it, not the evidence of weeks and months ago.
Trust, but verify.

66

"Students can hit any target they can see and which stands still for them."
-- Rick Stiggins, Educator and Assessment expert

If a child ever asks, "Will this be on the test?," we haven't done our job.



67

We don't grade you on how you run the drills during the week. The report of your proficiency is based on how you do in the game that weekend.

And even then, you'll get feedback and be encouraged to adjust your performance for the game the following weekend.

68

What is the role of each one?

Formative Assessment
Summative Judgment

69

An assessment format or product is *not* formative or summative. What makes it formative or summative is when in the student's learning we employ it and how we use the data from it.

Effective assessors make the distinction:
Is it diagnostic or evaluative?

Why is this distinction important in instruction?
Why is it important for grading?

70

This means anything in the coming-to-know (formative) portion of the learning does ***not*** count in the final grade; it's 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.

71

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?**

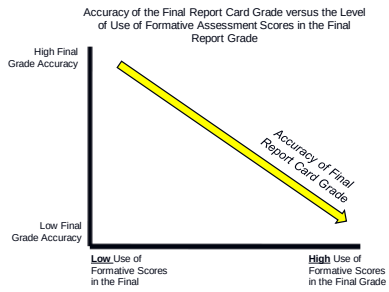
72

What about labs?
‘Classwork?
‘Quizzes?
‘Group projects?
‘On-line modules?

73

Be clear: *We mark, assess, and grade against competencies and standards, ***not* compliance or the routes students take or techniques instructors use to achieve them.***

74



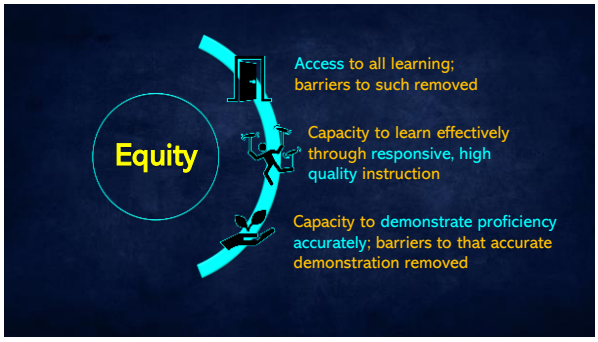
75

"…[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

76

77



78

"Equity efforts…provide supports to give every young person and all groups of young people a full chance to develop their vast human talents. Equity efforts treat all young people as equally and infinitely valuable, ….[T]hey seek to remedy any situation where opportunities for some are insufficient or expectations low, particularly when young people have long been underserved by schools." - Pollock, p. 7, 2017

79

80

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.

81

82

83

So, there is no conflict between differentiation and accountability here because we rally around standards (*learner outcomes, competencies, proficiencies, learning targets or objectives*), not the routes students take to get there.

In fact, we can only achieve those standards through vigilante attention to equity and multiple pathways to achievement!

The grade is a report of what you know and can do at journey's end, not how you got there.

84

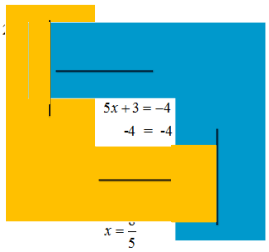
We're hired to teach the way *students* best learn, not the way *we* (or *their classmates)* best learn.

When learning doesn't happen, we look at our own decisions as well as those of the student.

To do this well, we cultivate *instructional versatility* and *personal intellect*, and we don't always adhere to the master schedule, unit sequence, or agreed upon novel.

85

What is the value of x when



86

Sample: Tiered Assessments

- **Level 1:** A Subset of Learning Goals in a Given Unit
- **Level 2:** All Learning Goals in a Given Unit

87

Scaffold Student Learning

Support, then pull away support.

Ceaselessly move students from dependence to independence.

88

Disaggregate.

Less curriculum reported per symbol makes that symbol a more accurate and useful report of student proficiency. We want assessments to reveal the student's story regarding his/her/their learning, so we make assessments ***revelatory*** ("Reveal story").

89

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?

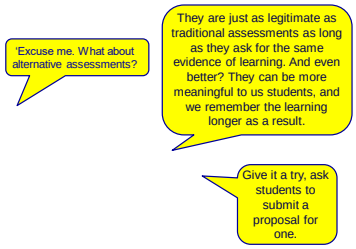
90

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

91



92

Innovative Assessment Prompts for Use in Multiple Subject Classes:

- Build physical model with one moving piece that accurately expresses this abstract concept. Be prepared to defend it as an accurate representation as classmates critique its elements.
- One of these is impossible to answer, figure out which one and explain why.
- For each multiple-choice problem, explain why your answer is correct and the others are not.
- Identify four metaphors for this science, math, writing, engineering, art, music, health, government, legal, media, or philosophical concept and a favorite sport or hobby.
- Here's how five different classmates responded to this particular question – Who did it correctly, and how do you know? Who did it incorrectly, and what would they need to be re-taught?
- Given this question, here is its correct answer. Demonstrate two different ways to arrive at this answer.

93

- Have a debate between two of these components about who's function has more impact on the success of the whole. [Alternatively: 'Between two historical/literary/scientific figures about a modern debate topic.
- Would your answer to the previous question change if you were given this new variable…? Why or why not?
- Add your own voice in the assessment: If we left your name off the project, would we know it was you that created it? Express your individual voice in at least three elements.
- Create podcast debates between historical figures or inanimate elements of our topic of study
- Create a series of postcards or Instagram reflections from specific characters in their novels.
- Culture, class, gender, and intersectionality as originated by Kimberlé Williams Crenshaw can be explored and expressed via dozens of avenues in fine and performing arts, as can Boyle's Law (gas pressure increases as volume of its container decreases), laws of algebra (commutative, associative, distributive), and the Bill of Rights.

94

Embrace the fact that, "[l]earning is fundamentally an *act of creation*, not *consumption of information*."

-- Sharon L. Bowman, Professional Trainer

95

Cultivate Student Agency:

Voice and Choice

William Blake (1757-1827) reminds us, "No bird soars too high, if he soars with his own wings." Today's schools are exactly the right places to build sturdy wings and launch bravely into the emerging breeze.

96

Cultivate Student Agency through Voice and Choice:

- Empower students with specific roles in learning and classroom management, including responsibility for materials management, work updates, curating web content, committees for improvement, community service, resolving conflicts as they arise, and arranging for guest speakers/trainers to do presentations for the class.
- Constantly invite students to design and take social and emotional, climate surveys to improve the school and classroom.
- Provide learning experiences in which students "try on" different voices as they explore this growing element to their identity. Allow them to change their voice if they feel what they are doing isn't their genuine selves or is a little too revealing.

97

Cultivate Student Agency through Voice and Choice:

- Allow students opportunities for flexible seating, standing when they need to stand, or move to a better location to see or hear the learning.
- Explicitly teach leadership and ethics so that students can be better decision makers to solve community, school and classroom problems.
- Consider using Restorative Justice techniques for classroom discipline. See https://www.edutopia.org/blog/restorative-justice-resources-matt-davis for resources.
- Build Executive Function Skills. For more on this, see, "Looking at Executive Function," AMLE 2013, located here: www.rickwormeli.com/articles.

98

- Invite students to choose topics of personal interest with which you can integrate your subject standards.
- Create a pre-assessment, interest survey, or idea contributor before you start the unit in order to know their background knowledge, their passions within the unit's topic, questions that intrigue them, and ideas that would make the unit more relevant and fun.
- Prime their brain before units or lessons begin so that when you activate prior knowledge at the beginning of your lesson, all students will have something to activate. Activating prior knowledge also sends the message of respecting what they know and what they want to learn. It allows the teachers to personalize the learning.
- Invite students to choose a favored technology to investigate and express their learning as long as it allows for clear representation of evidence of the standard.
- Ask students to moderate online discussions, curate Google docs and similar artifacts.

99

- Teach descriptive feedback techniques that they can use for themselves and with one another. Ask students, for example, to write a letter to you describing where their effort on a particular assignment matches the exemplar provided and where it differs. Place a dot at the end of a line of student's writing or next to a mistake in a math problem (or use a simple highlighting swipe), to indicate a mistake is present, but don't identify what the issue is. Ask students to identify and correct the mistake(s) made. You can also ask students to create item analysis charts they can use to reflect on their test performance, they can respond to the three basic questions of feedback: What is my learning target? Where am I now (or, what progress have I made so far?), and what do I need to do now to achieve my goal?
- Ask students for proposals for the products they will create to demonstrate their mastery of a topic and accept those alternative products as long as they demonstrate the required evidence of learning.
- Let students decide which method, i.e. choose their own assignment, they will use to practice the newly learned content between now and the next class meeting.
- Help students build and maintain portfolios (e-portfolios) of their work over time, including reflections on each piece.

100

- As you include access to knowledge and sense-making in your lessons, ensure processing knowledge and meaning-making as well. It's not just about memorizing the five protections under the First Amendment; it's knowing our rights and our responsibilities when we're stopped by a police officer for a traffic violation.
- Invite students to research a question of interest directly or tangentially related to the subject of your course right now. Let students co-teach, or actually teach, the full lesson or a sub-section such as vocabulary terms. to classmates (with your facilitation, of course).
- Let them help design the criteria for success (the qualities of the formative that ensure mastery of the Learning Target) for a project or learning task.
- Build a cause meaningful to students into the curriculum – something for which they'd like to advocate in their own lives or communities.

101

- Provide an audience for student demonstrations of learning other than you or students' parents. Younger students make a great audience for older student's efforts, as do community organizations, publishing/displaying students' creative content, and recorded performances.
- Let students choose a contemporary novel for your novel studies or as a companion text to the assigned reading
- Give students two sticky notes before the lesson begins and invite them to write two questions that pop into their minds during the lesson (this activity can be done before, during and/or after the learning). Depending on student age, sort the questions into broader categories and design a plan to answer these valuable questions.
- Ask students to connect with a professional in the field in the subject area of your course and explore how course content is applied.
- Co-create Likert Scales to see where students are with the learning tasks.
- Let students start out processing information or demonstrating learning one way and have the option to go a different direction if they get a better idea while working.

102

- Implement and maintain a robust exploratory program, inviting students to try new and different topics of interest over the year to get a sense of them and discover previously unrecognized interests and talents.
- Invite students to generate metaphors for the science, math, writing, engineering, art, music, health, government, legal, media, or philosophical concept you're teaching and one of their favorite sports, hobbies, or passions. Alternatively, ask students to portray abstract ideas via physically constructed models.
- Ask students to add their own voice to projects and assignments: If we left their name off the project, would we know it was them that created it?
- Teach students empowerment tools and encourage their application in their studies. For example, teach students about debate, deductive/inductive reasoning, and logical fallacies, then ask them to conduct debates and write argumentative papers incorporating those tools. Teach them how to paraphrase others' work, memorize text/information, how to capture gist (summarize) cogently, and how to think divergently and analytically use Webb's Depth of Knowledge, Frank Williams Taxonomy of Creative Thinking, David Hyerle's Thinking Maps, and Sketch-noting. Summarization in any Subject, 2nd Edition (ASCD 2019) by Rick Wormeli and Dedra Stafford is a great place to start .

103

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.

104

"Calculus Rhapsody"

by high school students,
Mike Gospel and Phil Kirk
2009

105

Grades from last year and this year should be allowed to be revised if new evidence of improved proficiency in those competencies is presented. In this effort, consider using e-portfolios (digital portfolios) that follow students across years at your school.

106

- Museum Futurists
- Jason Tomaszewski, EducationWorld, https://www.educationworld.com/a_tech/schools-students-digital-badges.shtml

Digital Badges tend to have the following elements:

- *Name of the badge and image/icon*
- *Criteria for Certification/Proficiency*
- *Earner's name*
- *Course title*
- *Issue date*
- *Issuer name and title*

- What would this look like in schools as students pursue personalized learning and build their academic and professional portfolios?

107

Grading Inclusion Students

Question #1:

"Are the standards set for the whole class also developmentally appropriate for this student?"

- If they ***are*** appropriate, proceed to Question #2.
- If they are ***not*** appropriate, identify which standards are appropriate, making sure they are as close as possible to the original standards. Then go to question #2.

108

Grading Inclusion Students

Question #2:

"Will these learning experiences (processes) we're using with the general class work with the inclusion student as well?"

- If they ***will*** work, then proceed to Question #3.
- If they will ***not*** work, identify alternative pathways to learning that *will* work. Then go to Question #3.

109

Grading Inclusion Students

Question #3:

"Will this assessment instrument we're using to get an accurate rendering of what general education students know and are able to do regarding the standard also provide an accurate rendering of what this inclusion student knows and is able to do regarding the same standard?

- If the instrument will provide an accurate rendering of the inclusion student's mastery, then use it just as you do with the rest of the class.
- If it will not provide an accurate rendering of the inclusion student's mastery, then identify a product that will provide that accuracy, and make sure it holds the student accountable for the same universal factors as your are asking of the other students.

110

Education Leadership (ASCD)
February 2010 | Volume 67 | Number 5
Meeting Students Where They Are Pages 31-35
Grading Exceptional Learners
Lee Ann Jung and Thomas R. Guskey

The next four slides' content can be found in this article.

For more details, see:

Office of Civil Rights. (2008, October 17). Dear colleague letter: Report cards and transcripts for students with disabilities. Available: www.ed.gov/about/offices/list/ocr/letters/colleague-20081017.html

ljung@uky.edu
guskey@uky.edu

111

"Myth 2: Report cards cannot identify the student's status as an exceptional learner.

"Fact: According to guidance recently provided by the U.S. Department of Education's Office of Civil Rights (2008), a student's IEP, 504, or ELL status can appear on report cards (which communicate information about a student's achievement to the student, parents, and teachers) but not on transcripts (which are shared with third parties—other schools, employers, and institutes of higher education) (Freedman, 2000). Even on report cards, however, schools must carefully review whether such information is necessary."

112

"Myth 3: Transcripts cannot identify the curriculum as being modified.

"Fact: This is perhaps the most common of all reporting myths. Under the Individuals with Disabilities Education Act (IDEA) of 1997 and 2004, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, transcripts cannot identify students as qualifying for special services or accommodations— supports that provide access to the general curriculum but do not fundamentally alter the learning goal or grade-level standard. However, schools can legally note curriculum modifications—changes that fundamentally alter the learning goal or grade-level expectation (Freedman, 2000, 2005)."

113

Three types of learning criteria related to standards (see Guskey, 2006):

"Product criteria address what students know and are able to do at a particular point in time. They relate to students' specific achievements or level of proficiency as demonstrated by final examinations; final reports, projects, exhibits, or portfolios; or other overall assessments of learning."

114

"Process criteria relate to students' behaviors in reaching their current level of achievement and proficiency. They include elements such as effort, behavior, class participation, punctuality in turning in assignments, and work habits. They also might include evidence from daily work, regular classroom quizzes, and homework.

"Progress criteria consider how much students improve or gain from their learning experiences. These criteria focus on how far students have advanced, rather than where they are. Other names for progress criteria include learning gain, value-added learning, and educational growth."

115

What about Co-Teaching and Grading?

116

What Does Each One Bring to the Conversation?

Regular Teacher:

- **Expertise in the subject matter**
- **Expertise in general regarding the unique nature of students in this grade level or age group**
- **Deep awareness of the nature of the individuals in the class**
- **Legal vigilance**
- **Creative self**

117

Special Education Teacher:

- **Expertise in the unique nature of the identified student**
- **Expertise in accommodations and modifications (IEP case manager)**
- **Expertise in the subject area (if we're lucky!)**
- **Creative self**
- **Legal vigilance**

118

A Few Tips for Successful Co-Teaching

- Students identified with challenges are not considered, "your kids vs my kids." All students in the room, regardless of designation, are the students of the regular education teacher.
- Regular education teacher tries to plan lessons WITH the special education teacher as often as possible. If this is not possible, the regular teacher gives a, "heads up," to the special teacher about what's coming in a timely manner.

119

A Few Tips for Successful Co-Teaching

- Regular education teacher loops special education teacher into all class-wide communications.
- Regular education teacher spends significant time working with students identified with challenges.
- Regular education teacher often yields to the professional wisdom of the special education teacher in how to address challenges (They have expertise!), though they work in mutuality.
- Regular education teacher is the ultimate arbiter of grades recorded for special education students in the regular classroom.

120

121

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)

122

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)

123

"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)

124

What does an, "A," performance really mean – *Meets*, *Exceeds*, *Compliant*? 'Something else?

125

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*

126

"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

127

What is "mastery" level performance?

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

128

Try these instead:

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 skill forward long after initial assessment?

129

We are evidentiary; we do not confuse compliance with demonstrations of mastery. Unless we're teaching the test format itself, the vehicle used to assess is irrelevant.

We are criterion-referenced, not norm-referenced: We look at how the student is doing in relation to the learning goal, not how he is doing in relation to classmates.

130

Choosing the Best Assessment

On the sphere provided, draw a latitude/longitude coordinate grid. Label all major components.

Given the listed latitude/longitude coordinates, identify the countries. Then, identify the latitude and longitude of the world capitols and bodies of water that are listed.

Write an essay about how the latitude/longitude system came to be.

In an audio-visual presentation, explain how our system of latitude and longitude would need to be adjusted if Earth was in the shape of a peanut? (narrow middle, wider edges)

Create a collage or mural that represents the importance of latitude and longitude in the modern world.

131

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?

132

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

133

Where do we get ideas for evidence of students' proficiencies in 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
- State mandated curriculum
- Other school districts posted standards, benchmarks, Programs of Studies

134

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.

135

Be careful: We don't want to assume elements in a standard not in evidence.

Another caution: Be sure your assessment assesses what you think it assesses.

136

- What's the minimum # of points needed to draw a straight line?
- What's the minimum # of points needed to draw a parabola?

Do I have a pattern of evidence over time, not just a single snapshot moment in time? Accuracy increases with larger sample sizes.

137

From the Center for Media Literacy In New Mexico – "If we are literate in our subject, we can:

access (understand and find meaning in),

analyze,

evaluate, and

create the subject or medium."

Consider your verbs…

138

"The student understands fact versus opinion."

Identify

Create

Revise

Manipulate

139

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

140

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, and use it purposefully in new situations.

141

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.

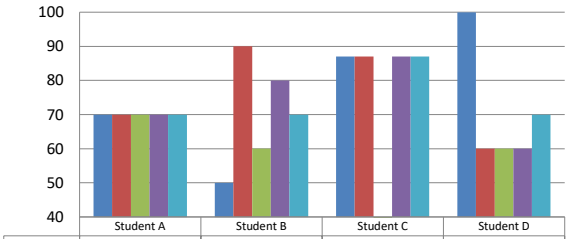
Sophisticated level of understanding:

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

142

- 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.

143



	Student A	Student B	Student C	Student D
Fiction	70	50	87	100
Non-Fiction	70	90	87	60
Writing	70	60	0	60
Speaking	70	80	87	60
Listening	70	70	87	70

144

Just because it's mathematically easy to calculate doesn't mean it's pedagogically correct.

145

10 Grading Practices to Avoid in the Ethical Classroom
[*They Dilute a Grade's Validity and Effectiveness*]
[Inspired by Ken O'Connor]

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

146

10 Grading Practices to Avoid in the Ethical Classroom
[*They Dilute a Grade's Validity and Effectiveness*]
[Inspired by Ken O'Connor]

- **Assessing students in ways that do not accurately indicate students' mastery (Student responses are hindered by the assessment format)**
- **Defining criterion-based grades in terms of norm-referenced descriptions ("above average," "average", "below average")**
- **Recording values less than 50 on the 100.0 scale**
- **Grading on a curve**
- **Allowing Extra Credit**

147

O or 50 (or 60 or 70)?

148

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.

149

Imagine the Reverse…

A = 100 – 40
B = 39 – 30
C = 29 – 20
D = 19 – 10
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

150

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]

151

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.

152

- **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?

153

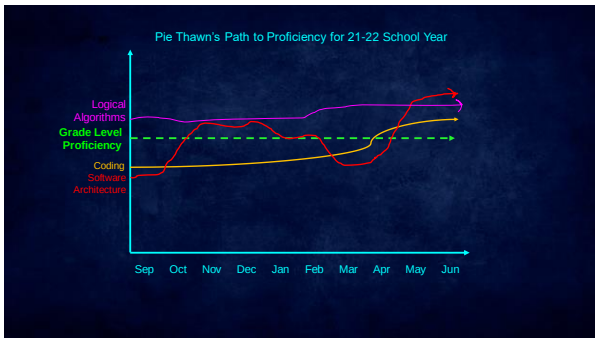
If our goal is accurate reporting,
perception is everything.

154

Graphic Representation of Knowledge

Let's make progress visible to students…

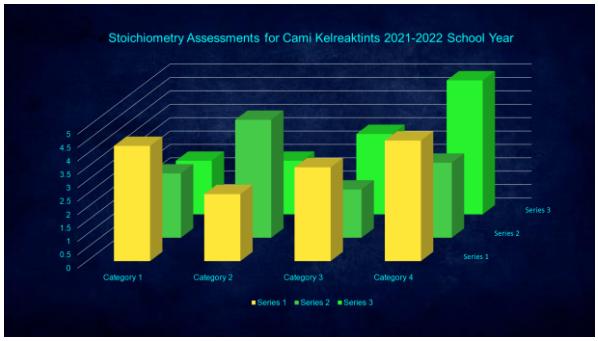
155



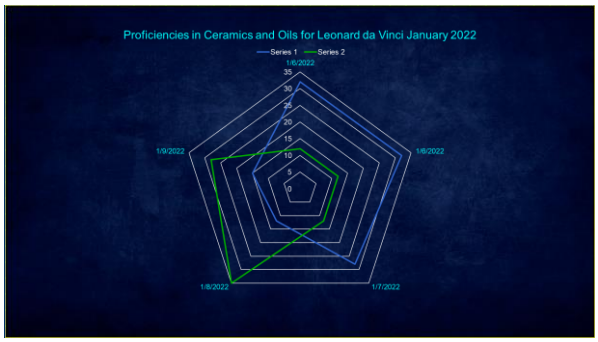
156


2021-2022 Scholarship and Professionalism Proficiencies for Tri Yingm`bessed
Category 4
Category 3
Category 2
Category 1
0
1
2
3
4
5
6
Series 3
Series 2
Series 1

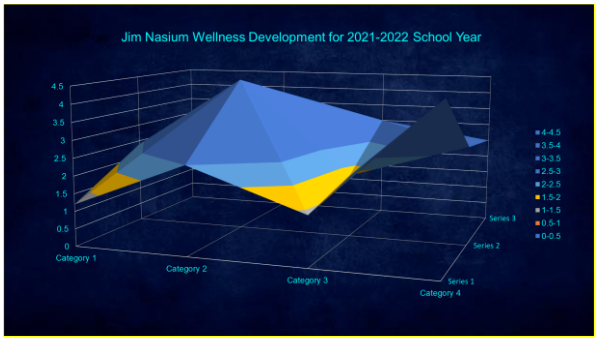
157


Stoichiometry Assessments for Cami Kelreaktints 2021-2022 School Year
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Category 1
Category 2
Category 3
Category 4
Series 3
Series 2
Series 1
Series 1
Series 2
Series 3

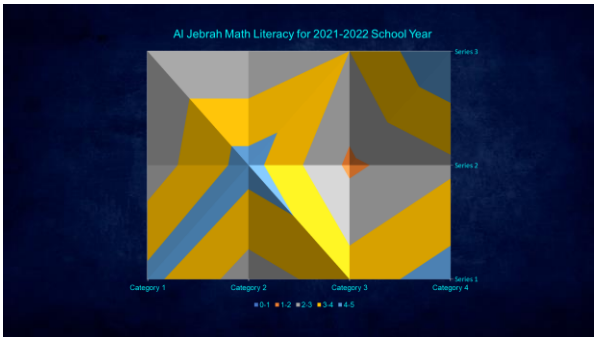
158


Proficiencies in Ceramics and Oils for Leonard da Vinci January 2022
Series 1
Series 2
1/6/2022
35
30
25
20
15
10
5
0
1/7/2022
1/8/2022
1/9/2022

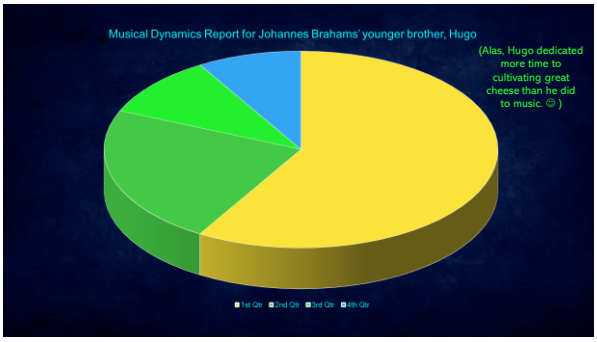
159


Jim Nasium Wellness Development for 2021-2022 School Year
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Category 1
Category 2
Category 3
Category 4
Series 1
Series 2
Series 3
4-4.5
3.5-4
3-3.5
2.5-3
2-2.5
1.5-2
1-1.5
0.5-1
0-0.5

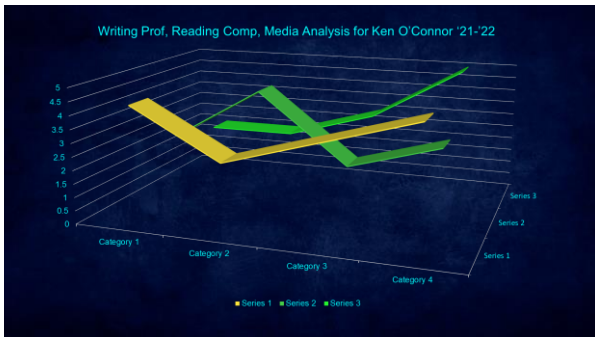
160


Al Jebrah Math Literacy for 2021-2022 School Year
Series 3
Series 2
Series 1
Category 1
Category 2
Category 3
Category 4
0-1
1-2
2-3
3-4
4-5

161


Musical Dynamics Report for Johannes Brahams' younger brother, Hugo
(Alas, Hugo dedicated more time to cultivating great cheese than he did to music. ☺)
1st Qtr
2nd Qtr
3rd Qtr
4th Qtr

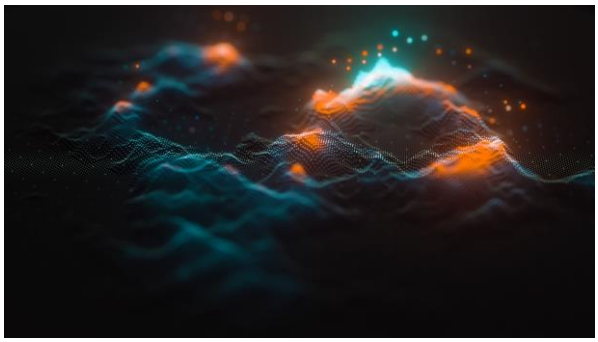
162


Writing Prof, Reading Comp, Media Analysis for Ken O'Connor '21-'22
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Category 1
Category 2
Category 3
Category 4
Series 3
Series 2
Series 1
Series 1
Series 2
Series 3

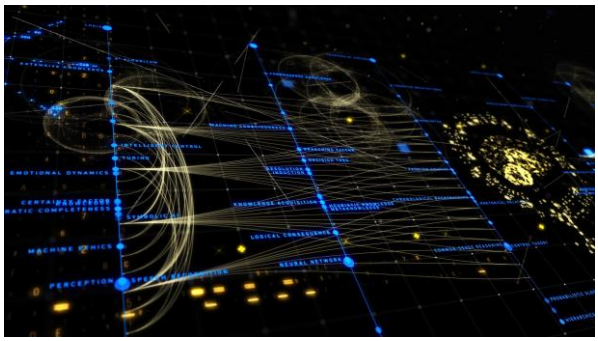
163


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

164



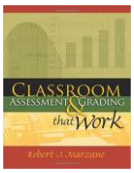
165



166

Let's start here and now looking at visual representation of student performance against standards. Search on these terms to get ideas:

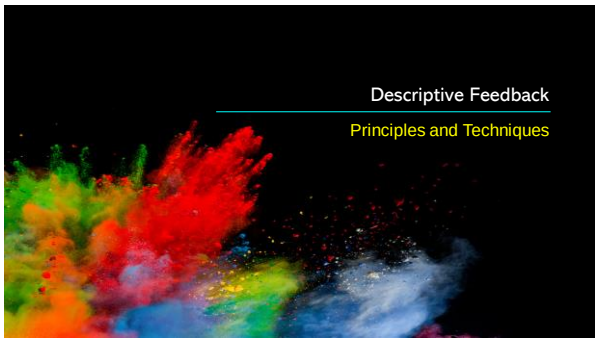
- Data Visualization
- Data Imaging
- Data Communication
- Data Mining
- Visual story-telling
- Visual communication
- Infographic
- Information Graphics
- Pattern Recognition
- Icons
- Charts
- Graphs



Graphically portraying student achievement increases student achievement by 26 percentile points.

('Summarizing Robert Marzano, *Classroom Assessment and Grading*, ASCD, 2006)

167



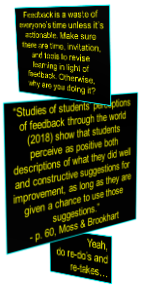
168

Descriptive Feedback Techniques gain new urgency here. Here are two new videos for teachers AND parents to help develop descriptive feedback in learning:

- Descriptive Feedback Techniques Part 1 ttps://www.youtube.com/watch?v=78y5Csm5N8g
- Descriptive Feedback Techniques Part 2 https://www.youtube.com/watch?v=TgpumwMOe4g
  Both are also available at www.rickwormeli.com/multimedia

- See, too, the work of Susan Brookhart, Bill Ferriter, Starr Sackstein, and Douglas Fisher/Nancy Frey

169



170

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

171

How do we learn to play such an instrument?
How do we learn to build and tune such an instrument?

Competence comes from study & practice, feedback on that practice, and re-doing in light of that critique, then doing the whole process again and again, improving each time.

172

Stop & Consider:

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

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

173

Study any research on how to cultivate self-discipline, respect for deadlines, moral fiber, tenacity, and self-efficacy in students: NONE of it indicates falsifying grades (lowering the grade for performance on elements that are not direct evidence of the standard) or denying re-learning and re-assessing.

174

Re-learning/Re-do's are one of the most preparatory and maturing things we can facilitate with our students that effectively prepares them for their future professions. *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?

…and we can do redo's without losing our sanity while students learn personal responsibility and how to meet deadlines.

175

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

176

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.**

177

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..

178

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.

179

The only reason students can't re-do final exams, projects, and papers, is because someone uninformed in cognitive science (how the mind operates and learns) set the policy that way, *not* because it was instructionally sound.

"The best geologist in the world is he who has seen the most rocks."
- Herbert Harold Read, a British geologist, 1957

180

- **A (4)**
- **B (3)**
- **C (2)**
- **I, IP, NE, or NTY**

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

I = Incomplete
IP = In Progress
NE = No Evidence
NTY = Not There Yet

181

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.

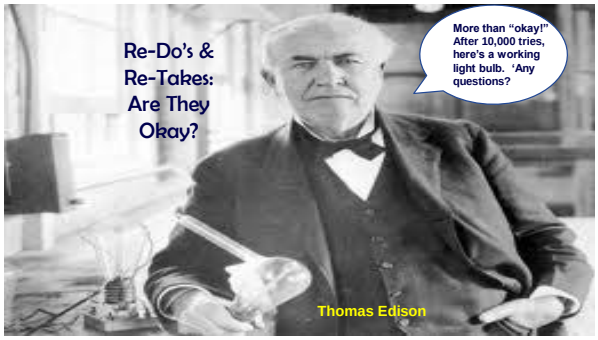
None of these is acceptable to a conscientious educator.

182

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.

183



184

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.

185

From Youtube.com:

Dr. Tae Skateboarding
(Ted Talk)

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

186

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

https://www.amle.org/re-learning-and-re-assessing-practical-tips/

187

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 student's 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.

188

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

- 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 learner. 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.

189

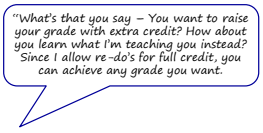
- Teachers reserve the right to give alternative versions of any assessment for the re-assessment version. These are not more difficult, as they are assessing the same evidence, but they may be in a different format to make sure students don't simply memorize answers and that they really know the material.
- 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 school for the marking period, a grade change report form can be submitted to the principal or guidance department 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.

190

Important Consideration:

Students make 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.

191



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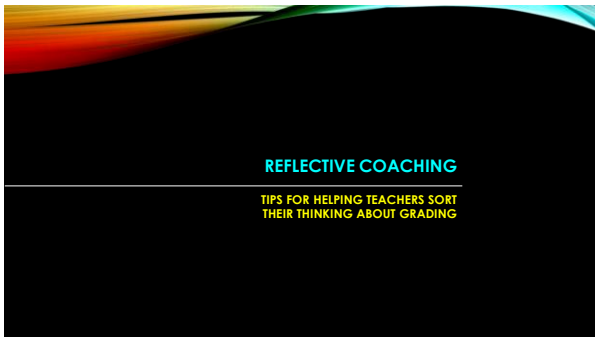

193

SUGGESTED PRACTICES/RESPONSES

- Ask teachers to declare whether or not grades should be accurate reports of student learning. Discuss about why this is so important to both the student and the teacher. Then, set up a T-chart: "Elements that Increase the Accuracy of Grades, and, "Elements that Decrease the Accuracy of Grades." Now, ask teachers to look at every grading policy/practice they have and place each one into one of the two categories. Ask the teacher to reflect on what she notices in the listings.
- Ask to see the teacher's grading policy letter (syllabus) and using it, create a pretend new contract for the teacher's evaluation that reflects the exact same policies. Ask the teacher to consider whether or not the policies are equally applicable to her, a professional educator.

194

SUGGESTED PRACTICES/RESPONSES

- Ask the teacher to provide a clear list of the standards and acceptable evidence of their proficiency, then to show where her assessments and grading focuses on those elements. Do a one-to-one comparison. For example, we might ask, "Where in the standards for this course, does it say, "Maintains an organized notebook?"
- Use the "pitchback," bigger picture method: "When you declare this in your syllabus, it comes across as saying _____. Is that the message you intend to convey?" For example, recording an automatic, unrecoverable zero for any work submitted one day late gives the message that the assignment doesn't matter and it's okay to remain incompetent. Is that what he wants to communicate to students?

195

PARAPHRASING

- I hear you saying…
- What I hearing you saying is…
- Let me make sure I have this correct…
- In sum, then, you are worried that…
- Do I have that right?
- Did I hear that correctly?
- It sounds like you're saying that…

196

SUGGESTED PRACTICES/RESPONSES

- "Can you walk me through that thinking for a moment, and when finished, show me how similar that is to employee evaluation in most professions?"
- "Tell me how you learned your craft as a teacher…."
- "What's your goal here ultimately, and how does this policy/action advance that goal?"
- "You've identified three things that concern you about grading. Which one would you like to address first?"

197

SUGGESTED PRACTICES/RESPONSES

- Ask the teacher to join you in designing the perfect gradebook that reflects as many of the acceptable principles of ethical grading as possible: What information would be included? What format or structure would be the most user-friendly? What do we currently use in our gradebooks that does not align with ethical grading principles that we'd need to remove? How might we graphically represent the reporting? What supplementary elements would be helpful? If time allows, do the same with a suggested new report card for the district to use. This is wish-list, big time brainstorming and thinking that helps us aspire – and in doing so, make principles real.

198

SUGGESTED PRACTICES/RESPONSES

- Ask the teacher to invite parents and students to reflect on how the information she is sending home about students' learning is helping or not helping them at home.
- Ask the teacher to video herself working with students – What worked? What didn't? What was in alignment with ethical assessment/feedback/grading principles and what wasn't? What might she change for next time?
- Obtain a few samples of grading policy letters (syllabi) from other schools and analyze them together in terms of which ones align with equitable, ethical grading practices, and which ones do not align.

199

QUESTIONS FOCUSED ON ASSESSMENT AND GRADING

- How will students be able to self-assess/self-monitor their learning?
- How do you know that learning targets were successfully communicated and understood?
- How does that demonstrate ethical assessment/grading principles?
- Is that a report of compliance or competence?
- What does the grade/symbol/percent mean?
- Have you calibrated the evidence here with subject colleagues?
- Is your formative assessment low stakes, but high feedback? If so, how?
- What instruction/assessment principle is at work here?

200

QUESTIONS FOCUSED ON ASSESSMENT AND GRADING

- How did you express your assessment philosophy here?
- Will students and their parents get a clear picture of the student's progress?
- What are you trying to assess?
- What evaluative criteria are you using?
- Did students create the criteria by which they will be judged or did you?
- How does that help students understand what is expected of them?
- Is there any other way students could express the evidence you're seeking?
- Is the assessment format getting in the way of an accurate report?

201

QUESTIONS FOCUSED ON ASSESSMENT AND GRADING

- Have students practiced analyzing samples of different levels of proficiency using the same criteria that will be applied in the evaluation of their own efforts?
- How does this move learning forward? How does it inform the next steps in learning?
- What does that tell us?
- Is that diagnostic or evaluative, and is that helpful here?
- How are you making students agents of their own learning here?
- Will that get you the accurate data you need? Why or why not?
- How does that practice make an assessment/grade more accurate?

202

QUESTIONS FOCUSED ON ASSESSMENT AND GRADING

- Does your assessment create a valid report of student proficiency? How do you know?
- Tell me about your evaluative criteria and how your assessment prompts allow students to represent evidence of that learning.
- Are you reporting what students did or what they learned?
- Is consistency teacher to teacher valuable?
- Let's rehearse how we might phrase that for students…
- As a result of this analysis of evidence, where are the students' strengths and needs?
- How will feedback be provided to students?
- How will students be able to monitor their own learning?

203

QUESTIONS FOCUSED ON ASSESSMENT AND GRADING

- "I know you pride yourself on reaching and teaching all students. I'd like to spend some time thinking with you about ways to collect strong evidence that students are learning and achieving in each lesson."
- "The last time we talked, you were concerned that your students were not skilled at regulating their own learning, and you planned to use rubrics to help them become more competent in that area. Talk with me a bit about your students' self-regulation process." - p. 21, Moss and Brookhart

204

QUESTIONS THAT HELP TEACHERS GET TO SPECIFICS

- How will you begin?
- What will you need for that?
- Can you give an example of….?
- Imagine yourself at that point in the lesson (or grading those projects) – What will be going through your mind?
- Can you describe that further?
- Let's rehearse that moment in the lesson/assessment together.
- At this point in the lesson, were you making students more reliant or less reliant upon you for their learning?
- Let's watch another teacher teach/assess a similar lesson via this video clip – What do you notice?

205

QUESTIONS THAT HELP TEACHERS GET TO SPECIFICS

- Let's consider the situation from his/her point of view….
- How will you know your lesson/assessment was successful?
- What would you like me to look for as I watch the lesson/assessment happening?
- What did you see students doing (or hear them saying) that made you feel that way?
- What do you recall about your own behavior during the lesson?
- How did what you planned compare with what you did?
- Are the students engaged or just on task, and how do you know?

206

QUESTIONS THAT HELP TEACHERS GET TO SPECIFICS

- What are the goals for student learning stated in student-friendly language?
- What are some anticipated misconceptions? How will they be addressed?
- How will we make student learning visible?
- How will we record what we notice about student learning; during the lesson and after?
- Is there any part of this lesson you can turn over to students?
- At this point in the lesson, are students *accessing* content or *processing* content? Let's look at evidence of each.
- Does this make it passive or active for students?
- How could we streamline this process so you have more time to…?

207

QUESTIONS TO HELP SOLVE PROBLEMS

- Could you tell me how you…?
- And what else?
- And what was your response?
- How could you have re-phrased the question/statement so there was a different outcome?
- How could we re-phrase that to better communicate your intent?
- What did you do/decide that added to -- or resolved -- the issue?
- How will students be different as a result?
- What have you tried so far?
- Was this effective – How do you know?
- Did this increase the difficulty of the challenge or the complexity?

208

QUESTIONS TO HELP SOLVE PROBLEMS

- "If this problem were solved what would it look like?" (Toll, p. 32), or alternatively, "What would I notice is different if I visited the classroom or chatted with you about your students' learning?" (Toll, p. 33)
- What would a respected colleague do in this situation?
- Let's brainstorm some possibilities together.
- What have you tried?
- How would you like this to be different?
- Would it be okay if we "partnered on this" (Toll) and did some individual information gathering and share back with other next week?

209

QUESTIONS TO HELP SOLVE PROBLEMS

- Have you talked to….? They may have some advice on this.
- Where did the learning break down?
- Is there a metaphor or analogy we could create or help students create that would help them understand this more clearly?
- I hear you saying….. Is that what you intended to say?
- What else are you considering?
- Why did you not choose to….?
- Why did you choose to….?
- Of the three concerns/challenges listed, on which one would you like to focus first?

210

QUESTIONS FOCUSED ON ASSESSMENT AND GRADING

- "I know you return work to students in a timely manner, and I appreciate the amount of effort that takes. Let's look at some of the comments you make on student work and see if we can figure out a way for you to write less but be more effective."
  - *'Nice affirmation, but is this conversation directed by the teacher? If not, is that okay?*
- "You've said that one of your main goals for students this year is for them to become more independent learners. Let's see how your feedback supports that goal."
  - *Same question…*

- p. 63, Moss and Brookhart

211

Given all we've discussed, what is a constructive, ethical response to students who are late submitting assignments and tasks?

Notice that we do this for adults in technical colleges all the time. We can do it for k-12 even more readily.

- When it comes to grading them, do not conflate timeliness with specific content or skill mastery. Report them separately.
- Talk to the student. See what's going on.
- Require a plan for recovery from the mistake, perhaps directing the student to a support center or counselor.
- Get up to speed on what we know about motivation, tenacity, and self-efficacy.

212

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- "I'm not giving students something for having done nothing. If he doesn't turn it in, he gets a zero, NOT a 50. Minimum F's of 50 don't teach responsibility."
- "In college and the working world, we don't get re-do's. I'm not going to let them do it here because that's not preparing them with what they are going to face after high school."

213

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- "If we don't count timeliness and organization in the academic grade, students won't care about it."
- "If students can redo something, then they won't study for the test the first time around."

214

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- "I see the reasoning behind doing all this, but our report card doesn't allow us to do this stuff, so it's a waste of time."
- "I'm overwhelmed as it is, and now you want me to write three and four versions of tests so students have redo options? I don't have the time."

215

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- "There's nothing I can do when he doesn't turn in the work and the parents are uncooperative. The F stays."
- "Look, I know he is an English Language Learner, but he needs to learn to speak and write in English; that's the only way he's going to get serious about learning it. Plus, I have to be fair to all the other students, so I can't give him a different version of the test – It has to be the same as everyone else."

216

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- "Students have to learn to take a standardized, non-creative test for the state. Allowing them to do alternative assessments like this does not prepare them for that world."
- "He needs sports eligibility, so I let him do that project about finding examples of mathematics in classical music instead of taking the unit test on the math topic."

217

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- All students in Mr. Brown's class keep journals in math. The type of journal matches each student's strengths and interests. For example, one journal is for the students whose verbal skills are stronger than their math skills. Students keep a list of math terms learned in class and then use the terms in sentences. Another journal is for students have good visual-spatial skills. These students draw pictures to remind them of math vocabulary.

218

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- Two students struggle with graphing the intersection of two inequalities, so the teacher asks them to graph only one inequality instead and counts that as an A for the test.
- J.J. demonstrates 100% on all of his formative assessments, so his teacher doesn't make him take the final unit test. She just records a 100 for the final unit test for him.

219

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- A student has text anxiety, so his teacher schedules his exam for three, after-school sessions, each one for 20 minutes, over the course of three days. Instead of the short answer, multiple choice format the rest of the class is using, she conducts the test as an interview.
- Mrs. GoodTeacher counts her single-sitting, two-hour, final exam at the end of the year as 50% of the overall grade.

220

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- For every high grade on a report card that was achieved by the student completing one or more redo's, the teacher records an asterisk next to the grade and explains that it was only achieved through the redo process in the narrative section below
- The teacher keeps averaging grades, claiming there is nothing she can do about it.

221

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- At the end of the year, the teachers averages grades from the first, second, and third marking periods with the last quarter grade without going back to make sure students still recall the material from earlier in the year.
- The teacher really wants to align her policies with ethical grading practices, but feels she has to match what the rest of the department or grade level is doing, and they aren't there yet.

222

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- The teacher's rubric uses, "Above average," "average," and, "below average," as descriptors.
- The teacher's sense of fairness seems to be hung on the idea of doing the same thing for all students instead of what is developmentally appropriate for individual students.

223

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- The teacher's rubric uses, "Above average," "average," and, "below average," as descriptors.
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224

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- The teacher's assessment prompts do not match what she has declared as evidence of mastery for the standards.
- The teacher declares that there is only one real way to assess something in this particular topic.
- The teacher is using a diagnostic assessment experience as an evaluative, final judgement of student's proficiency, but doesn't perceive it that way.

225

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- A student is failing the course because, as the teacher puts it, "He doesn't do anything in my class!"
- The declares that all labs count 30% of the grade.
- The teacher seems to be using grades as a form of bribery and classroom management.

226

SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- A lot of the teacher's feedback to students includes judgments and assigning attributes to student work. As a result, students aren't responding well, and she doesn't think the descriptive feedback techniques are worth the time away from instruction.
- The teacher seems to be the students' only source of validation in their learning.

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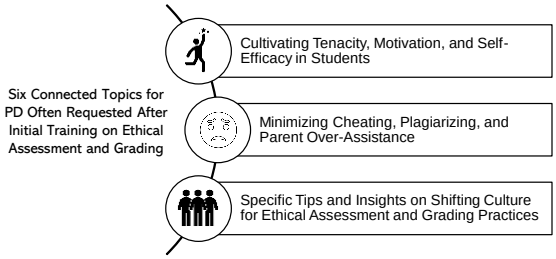
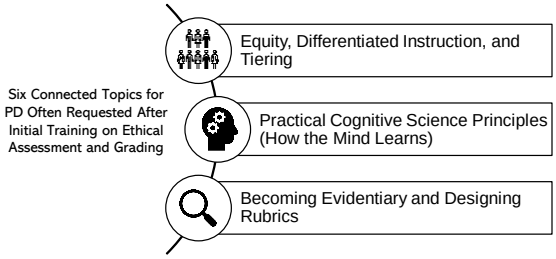
SCENARIOS
IN YOUR SMALL GROUP, DETERMINE GREAT OPENING LINES FOR COACHING A TEACHER WHO EXPRESSES THE OPINIONS/PRACTICES SEEN HERE.

- A teacher is giving feedback on every element of students' work, not just a few, and as result, students aren't learning from the feedback. She wonders at the effectiveness of feedback.
- The teacher really hasn't done much a deep dive into the power of descriptive feedback and what it might mean for her program.

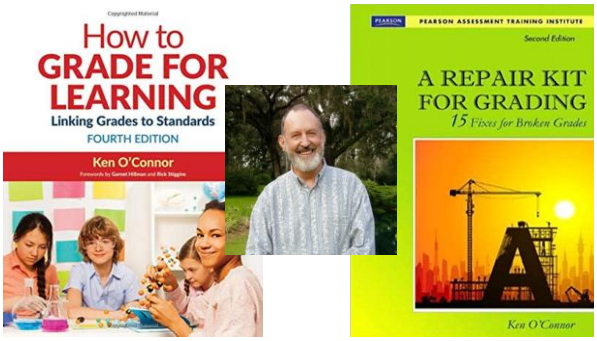
228


Six Connected Topics for PD Often Requested After Initial Training on Ethical Assessment and Grading
Cultivating Tenacity, Motivation, and Self-Efficacy in Students
Minimizing Cheating, Plagiarizing, and Parent Over-Assistance
Specific Tips and Insights on Shifting Culture for Ethical Assessment and Grading Practices

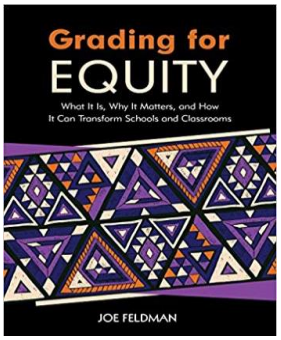
229

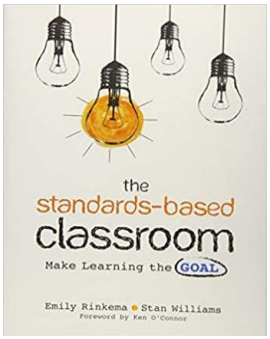

Six Connected Topics for PD Often Requested After Initial Training on Ethical Assessment and Grading
Equity, Differentiated Instruction, and Tiering
Practical Cognitive Science Principles (How the Mind Learns)
Becoming Evidentiary and Designing Rubrics

230

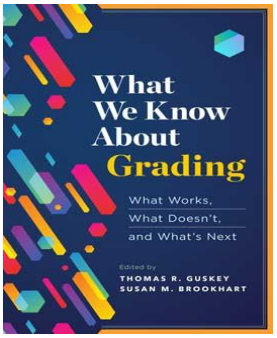

How to
GRADE FOR LEARNING
Linking Grades to Standards
FOURTH EDITION
Ken O'Connor
PEARSON ASSESSMENT TRAINING INSTITUTE
Second Edition
A REPAIR KIT FOR GRADING
15 Vices for Broken Grades
Ken O'Connor

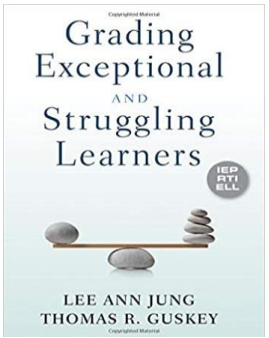
231


Grading for
EQUITY
What It Is, Why It Matters, and How
It Can Transform Schools and Classrooms
JOE FELDMAN


the
standards-based
classroom
Make Learning the GOAL
Emily Rinkema • Stan Williams
Foreword by Ken O'Connor

232


What
We Know
About
Grading
What Works,
What Doesn't,
and What's Next
Edited by
THOMAS R. GUSKEY
SUSAN M. BROOKHART


Grading
Exceptional
AND
Struggling
Learners
IEP
RTI
ELL
LEE ANN JUNG
THOMAS R. GUSKEY

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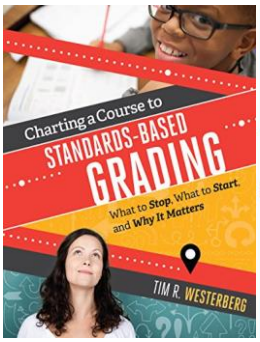
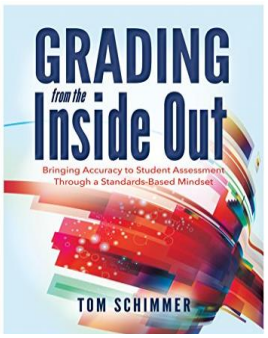
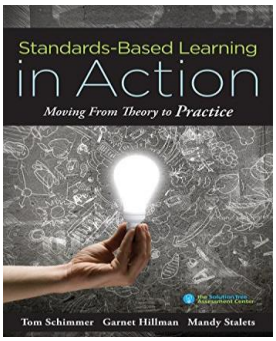
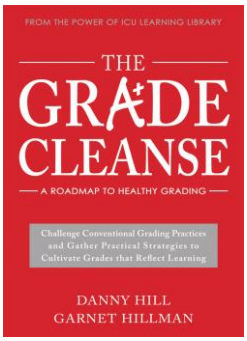

Charting a Course to
STANDARDS-BASED
GRADING
What to Stop, What to Start,
and Why It Matters
TIM R. WESTERBERG

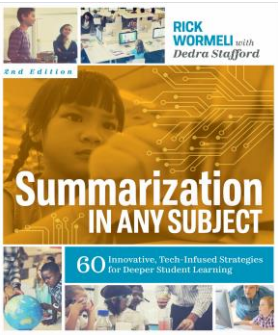

GRADING
from the
Inside Out
Bringing Accuracy to Student Assessment
Through a Standards-Based Mindset
TOM SCHIMMER

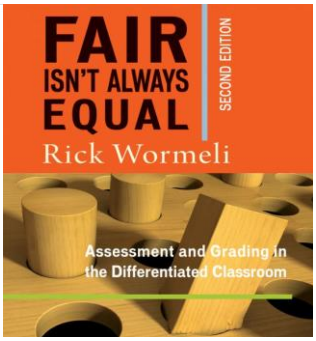
234





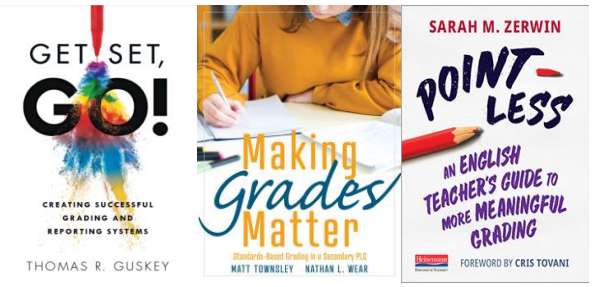
235



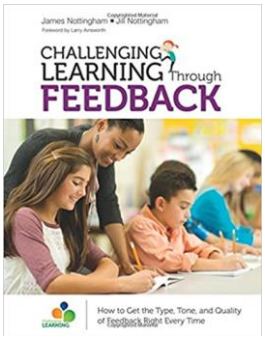


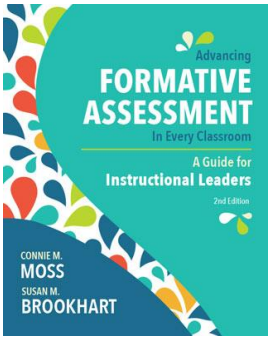
236

-- All three just out in 2020! --

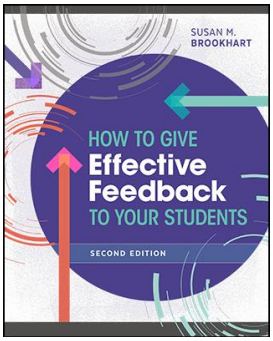


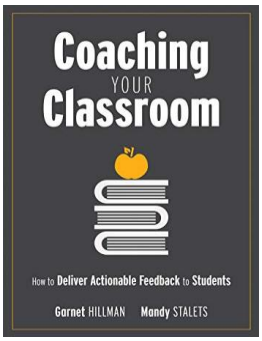
237


James Nottingham • Jill Nottingham
CHALLENGING LEARNING Through FEEDBACK
How to Get the Type, Tone, and Quality of Feedback Right Every Time


Advancing
FORMATIVE ASSESSMENT
In Every Classroom
A Guide for Instructional Leaders
2nd Edition
CONNIE M. MOSS
SUSAN M. BROOKHART

238


SUSAN M. BROOKHART
HOW TO GIVE
Effective Feedback
TO YOUR STUDENTS
SECOND EDITION


Coaching YOUR Classroom
How to Deliver Actionable Feedback to Students
Garnet HILLMAN
Mandy STALETS

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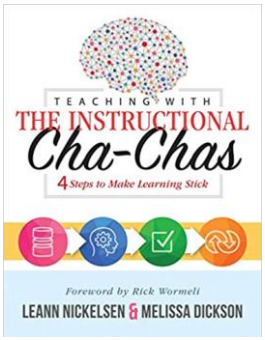
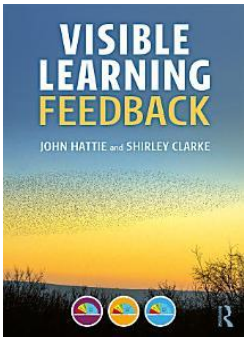
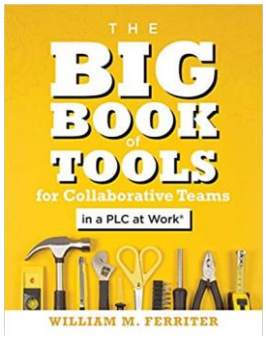
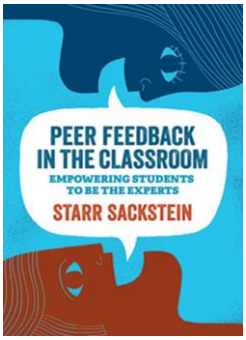

TEACHING WITH
THE INSTRUCTIONAL Cha-Chas
4 Steps to Make Learning Stick
Foreword by Rick Wormeli
LEANN NICKELSEN & MELISSA DICKSON


VISIBLE LEARNING FEEDBACK
JOHN HATTIE and SHIRLEY CLARKE

240





241

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)***

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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)*

243

Let's see our call to be innovative right now not as a burden to bear,

…but as a wellspring from which we draw rich ideas and new perspectives for assessing students, responding to injustices, and finding meaning in our instructional practice.

244

In difficult times, tennis champion, HIV/AIDS educator, and civil rights activist, Arthur Ashe, often reminded us to, *"Start where you are. Use what you have. Do what you can."*

245

Reminder:
We teach and assess to engender **hope**, not despair.

246

When it comes to post-pandemic grading, focus on:

- A commonly understood and frequently communicated purpose for grading
- Being principled first, actionable second; minimizing hypocrisy
- Letting go of grading conventions & practices that do not advance accurate, equitable, and ethical reporting
- Evidence of learning, not compliance with formats
- Student Agency: Voice & Choice
- Descriptive feedback and student self-monitoring of achievement
- Graphic representation of proficiencies
- Re-learning/Re-Assessing
- Student mental/emotional health
- Teacher assessment literacy

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When it comes to post-pandemic grading,

- **I feel competent in/at…**
- **I will need to think more about…**
- **I used to think…, but now I think…**
- **I wish…**

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Equity, Ethics, and Accuracy in Post-Pandemic Grading? 'No problem, you've got this.

Thank you for your compassion, professionalism, creativity, and courage of conviction. We're lucky to have you. Now here, take the lantern, and light the way forward…

Thank you, Drake University!

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