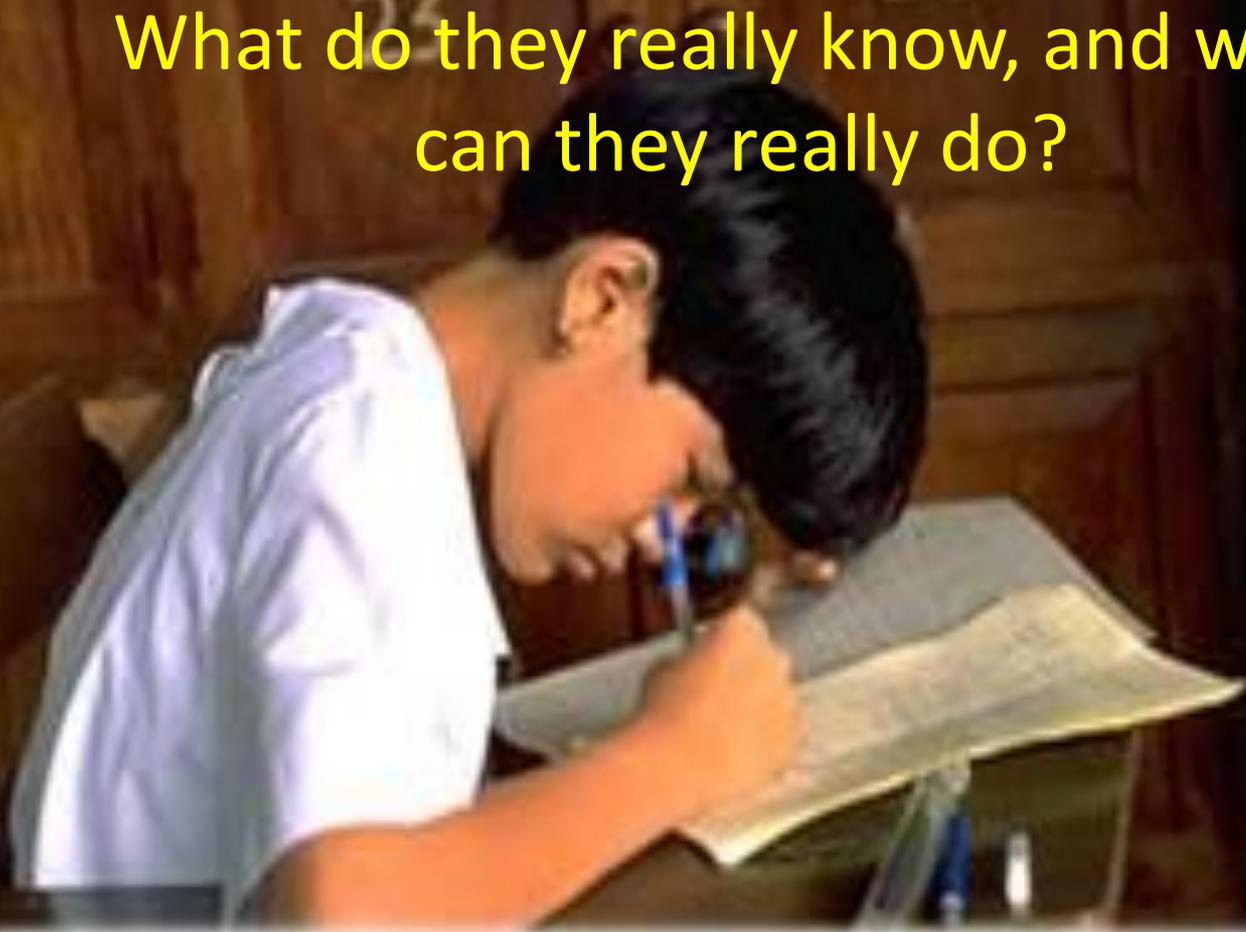


Standards-Based Formative Assessment

What do they really know, and what
can they really do?

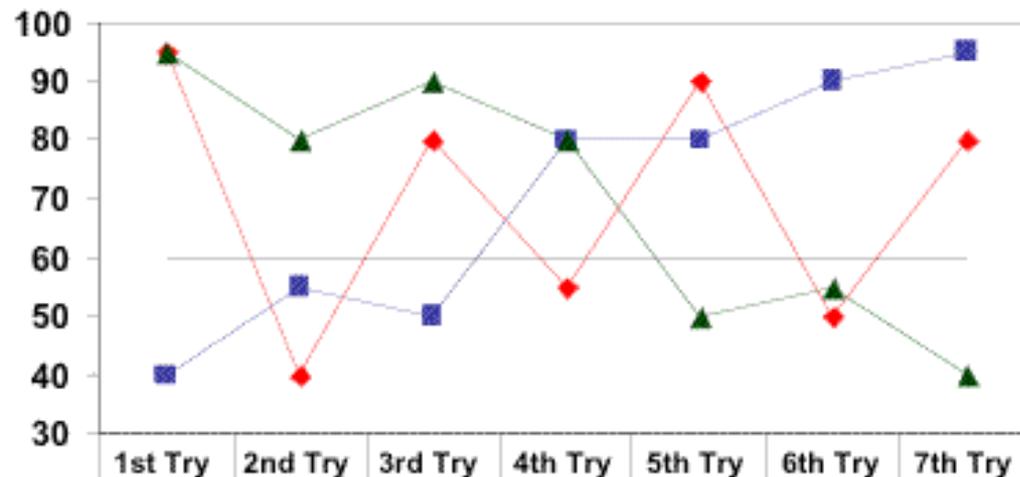


Standards-based Assessment – Rationale:

- Current methods of grading don't accurately indicate what a student knows and is able to do.
- Students are required to achieve standards, but currently not all report cards indicate student performance on standards.
- Through ongoing assessment students understand their progression toward success.
- In real-life, attainment of important milestones (SATs, certificates, drivers' licenses, CPA, bar exam, medical boards, etc.) allows for multiple opportunities with course corrections along the way.

From the Federal Government

Which student would you choose to pack your parachute?



	1st Try	2nd Try	3rd Try	4th Try	5th Try	6th Try	7th Try
◆ Student A	95	40	80	55	90	50	80
■ Student B	40	55	50	80	80	90	95
▲ Student C	95	80	90	80	50	55	40
— Mastery	60	60	60	60	60	60	60

Adapted from How to Grade for Learning (O'Connor, 2002)

Discussion questions for the parachute packing case



1. Which student will you choose to pick your parachute? Why?
2. If these were scores in a typical teacher's grade book, which students would pass? Which students would fail?
3. Is there any discrepancy between your answers to questions 1 and 2? If so, why does this discrepancy occur?
4. What are the implications of this for the way you calculate student grades?

Adapted from How to Grade for Learning (O'Connor, 2002)

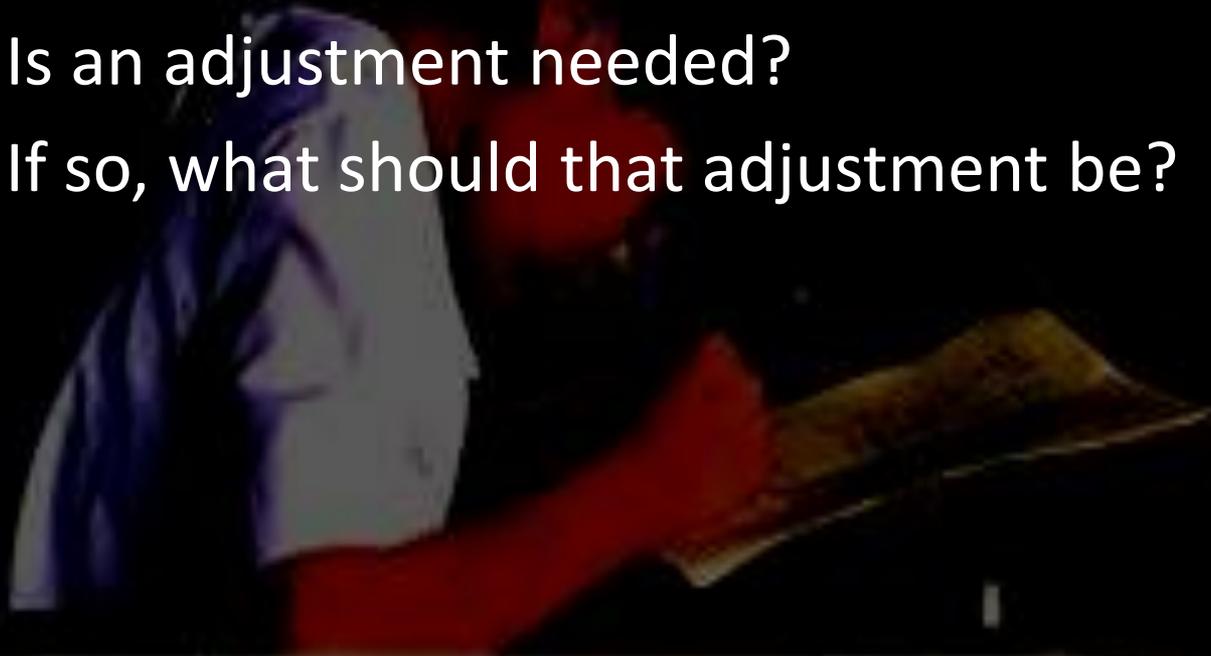
What/How are we assessing?

- How should we be grading?
- What constitutes an O, S, N, U?
- What does it mean to get an A, B, C, D, F?
- The power of zero
- A 4-point scale versus 0-100 point scale.



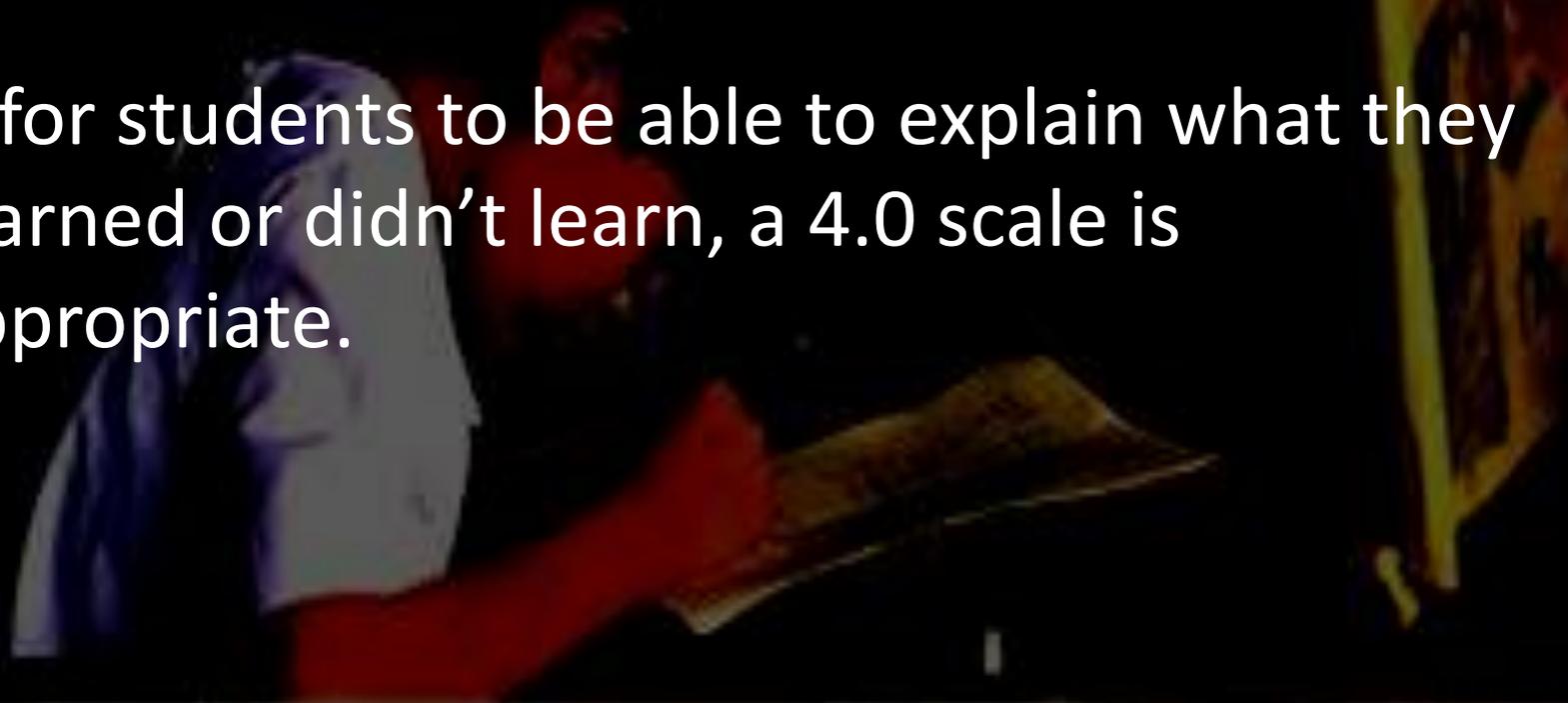
Formative assessment is...

- A planned process in which teachers and/or students use assessment-based evidence to adjust what they're currently doing.
- Requires 2 questions:
 - Is an adjustment needed?
 - If so, what should that adjustment be?



If the purpose of grading...

- Is for students to be able to explain how many questions they missed, percentages or points work best.
- Is for students to be able to explain what they learned or didn't learn, a 4.0 scale is appropriate.



Andy's School of Juggling

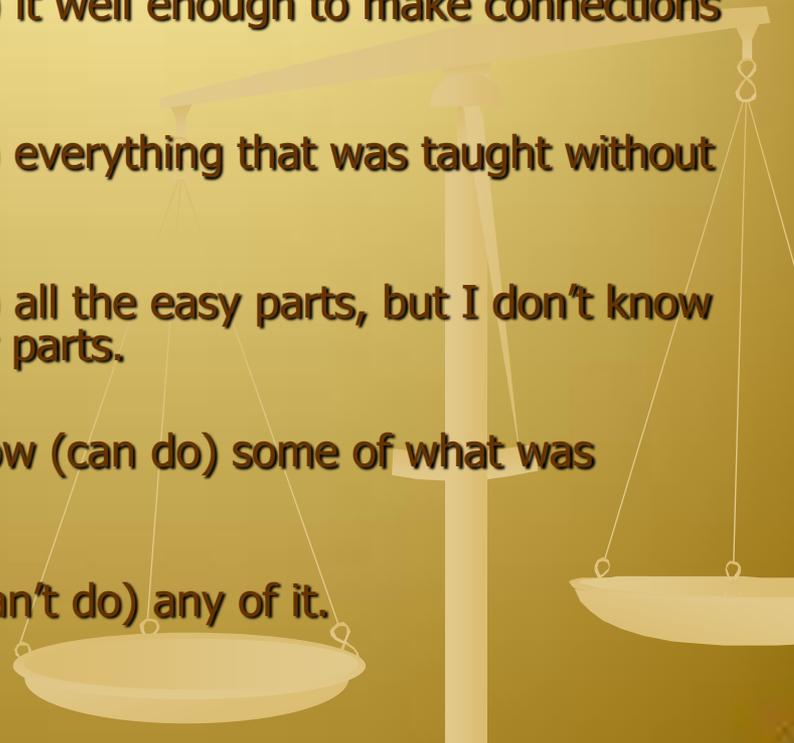
Standard J.1 – demonstrate juggling skills involving the manipulation of spherical objects

- Proficient – student is able to juggle 3 balls, keeping 1 in the air at all times for a minimum of 30 seconds.
- What would advanced juggling look like? Developing? Beginning?

Student Version

- **4.0** I know (can do) it well enough to make connections that weren't taught.
- **3.0** I know (can do) everything that was taught without making mistakes.
- **2.0** I know (can do) all the easy parts, but I don't know (can't do) the harder parts.
- **1.0** With help, I know (can do) some of what was taught.
- **0.0** I don't know (can't do) any of it.

(Marzano, 2006)



Purpose of Grading

- To document student & teacher progress
 - To provide feedback to the student and family, and the teacher
 - To inform instructional decisions
-
- To motivate students
 - To punish students
 - To sort students

The differences:

- The first 3 reasons work, because they allow
 - Documentation
 - Feedback
 - Modification of instruction
- The second 3 reasons are ineffective, because they
 - Dilute the grades' accuracy
 - Dilute the usefulness
 - Cause manipulation of students

Why Standards-based Assessment?

- In response to *No Child Left Behind*, schools need to now focus on educating all students and finding an appropriate way to report their performance, rather than using grades to sort students, as educators have traditionally done (Robertson, 2004).

QCSD Strategic Plan

- Goal #1

- Specific Result #5:

- Employ a grading policy focused on reporting achievement of standards.



Harvard Study

- Two things that improve teaching the most:
 - Enhancing student awareness of the big picture
 - Helpful, regular feedback for midcourse corrections.



Reality...

“In fact, research indicates that the score a student receives on a test is more dependent on who scores the test and how they score it than it is on what the student knows and understands (Marzano, 2006, p. 30).”



Standards-based Assessment –

What it is:

- Indicates what students know and are able to do.
- Measures a student's progress toward the attainment of a standard.
- Indicates if the student has mastered the standard.
- Is ongoing.
- Clearly communicates expectations ahead of time.
- Is authentic to the learning experiences of the students, based on complex tasks, as opposed to rote memory.
- Occurs when appropriate, not just on scheduled days.
- Often uses tasks that reveal common misunderstandings so teachers can see whether students have truly learned the material.
- Grades are based on the results of multiple experiences over time.

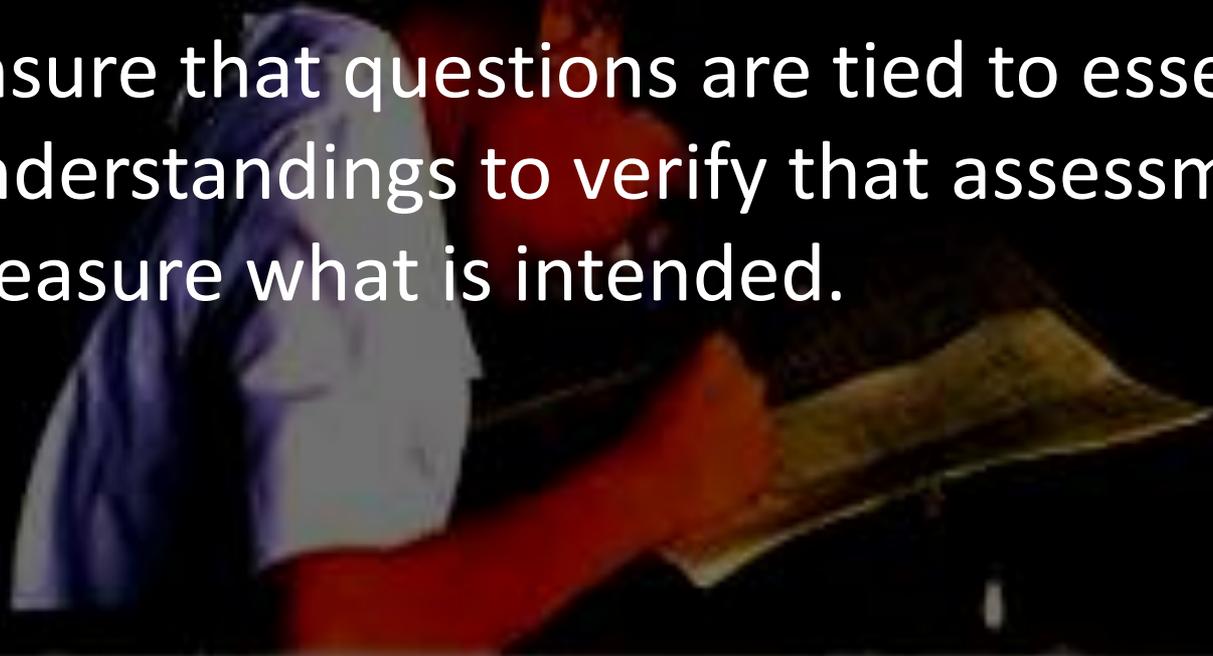
Standards-based Assessment – What it isn't:

- Based on attendance .
- Based on effort.
- Based on participation.
- Based on promptness.
- Based on factors other than performance on the standards.

These items are important but reported separately from content standards.

Shared Grading Practices for the 2008-09 School Year

- Ensure that grades reflect what a student knows and is able to do, rather than compliance.
- Includes more complex tasks.
- Ensure that questions are tied to essential understandings to verify that assessments measure what is intended.



Grading Practices Continued

- Limited use of zeroes.
- No extra credit.
- Homework for practice/reinforcement counts for no more than 10% of the grade.
- Homework might be differentiated for student readiness.
- Late work is scored for achievement. The lack of punctuality is graded separately.

Grading Practices Continued

- Opportunities to resolve incompletes.
- Students have multiple chances to demonstrate understanding.
- Students are required to submit evidence that expectations are being met.
- Most recent scores and trends are used to determine student's level of understanding.



Next Steps

- Continued professional development for teachers.
- Explanations for the students.
- Explanations for the public with opportunity to ask/answer questions.
- Ongoing updates for the School Board.
- Preparation for implementation of standards-based report card across the district.