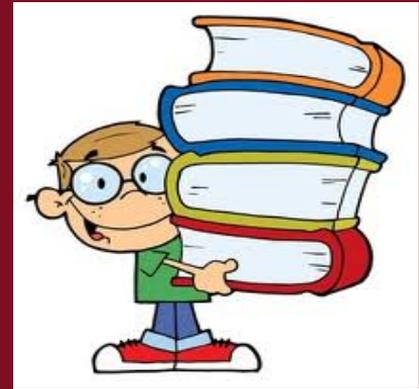


USING A GRADEBOOK APPLICATION WITH STANDARDS BASED GRADING

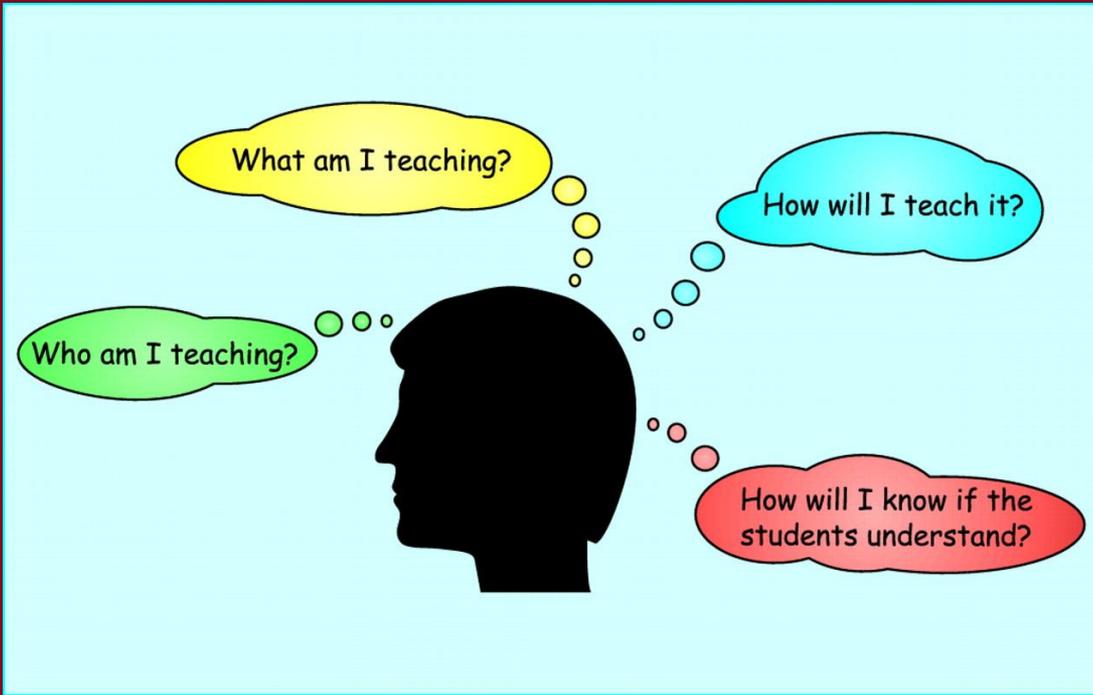
Camden Iliff-Director of Programming, Aeries Software
Suzanne Alberstein-Teacher, Upland Unified

A series of horizontal stripes in various colors (yellow, green, blue, purple, orange, red, white, green) running across the bottom of the slide.

IF YOUR GRADING
SYSTEM DOESN'T GUIDE
STUDENTS TOWARD
EXCELLENCE, IT'S TIME
FOR SOMETHING
COMPLETELY
DIFFERENT



PURPOSE OF STANDARDS BASED GRADING



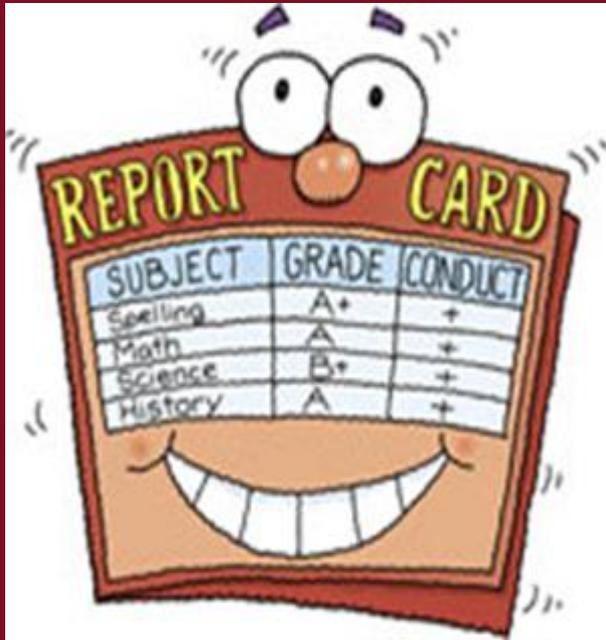
1. WHAT DO WE WANT STUDENTS TO LEARN?

2. HOW WILL WE KNOW IF STUDENTS LEARN IT?

3. WHAT DO WE DO IF STUDENTS LEARN IT?

4. WHAT DO WE DO IF STUDENTS DON'T LEARN IT?

STANDARDS BASED GRADING MEASURES THE MASTERY OF THE LEARNING OBJECTIVES, OR HOW WELL THE STUDENT UNDERSTANDS THE MATERIAL. IT IS BASED ON A SPECIFIC SET OF STANDARDS THAT STUDENTS NEED TO MEET IN EACH GRADE CONTENT/LEVEL.



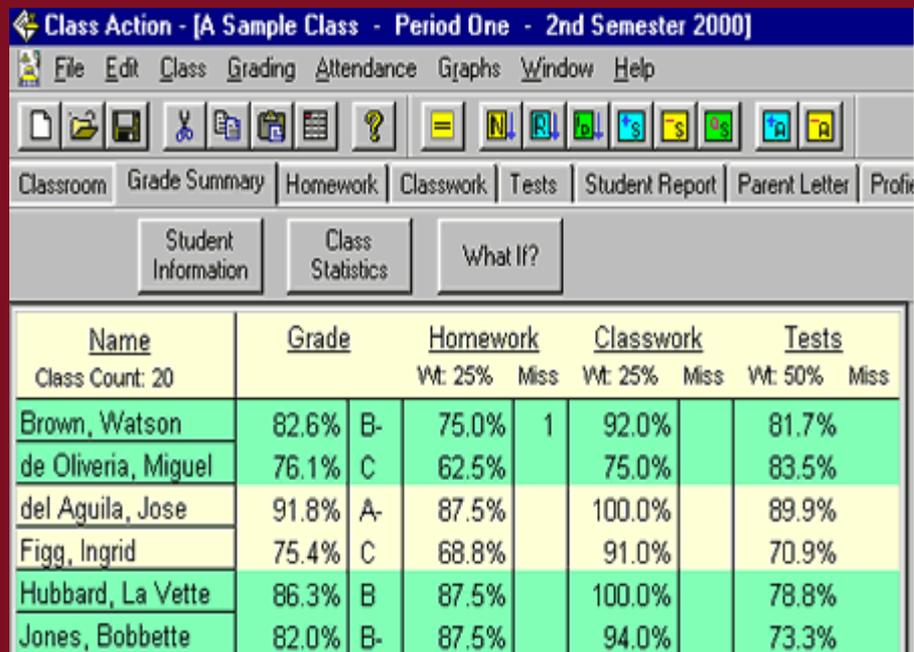
A standards based approach:

- ❖ clearly communicates expectations
- ❖ scores indicate a student's progress toward the attainment of a standard
- ❖ is based on complex tasks/DOK
- ❖ emphasises the most recent evidence of learning
- ❖ multiple methods of grade calculation

We Need to Challenge the Status Quo

ONLY INCLUDE SCORES THAT RELATE TO THE ACHIEVEMENT OF STANDARDS:

1. Be clear about what students must know and be able to do.
2. Don't give points for extra credit
3. Homework should NOT be included in the student's score.
4. Late work, effort, participation, etc., should be reported separately.



The screenshot shows a software interface for a classroom management system. The title bar reads "Class Action - [A Sample Class - Period One - 2nd Semester 2000]". The menu bar includes "File", "Edit", "Class", "Grading", "Attendance", "Graphs", "Window", and "Help". The toolbar contains various icons for file operations and editing. Below the toolbar are several tabs: "Classroom", "Grade Summary", "Homework", "Classwork", "Tests", "Student Report", "Parent Letter", and "Profile". Under the "Student Report" tab, there are three buttons: "Student Information", "Class Statistics", and "What If?". The main area displays a table of student performance data.

Name	Grade		Homework		Classwork		Tests	
	Class Count: 20		Wt: 25%	Miss	Wt: 25%	Miss	Wt: 50%	Miss
Brown, Watson	82.6%	B-	75.0%	1	92.0%		81.7%	
de Oliveria, Miguel	76.1%	C	62.5%		75.0%		83.5%	
del Aguila, Jose	91.8%	A-	87.5%		100.0%		89.9%	
Figg, Ingrid	75.4%	C	68.8%		91.0%		70.9%	
Hubbard, La Vette	86.3%	B	87.5%		100.0%		78.8%	
Jones, Bobbette	82.0%	B-	87.5%		94.0%		73.3%	

If teachers aren't sure of instructional goals, their instructional activities will not be focused, and unfocused instructional activities do not engender student learning.

Marzano "Formative Assessment & Standards Based Learning, 2009

USE A VARIETY OF ASSESSMENT METHODS TO COLLECT HIGH QUALITY, ORGANIZED EVIDENCE OF ACHIEVEMENT BASED ON LEARNING TARGET

- 1. Use multiple measures to determine student achievement.**
- 2. Provide students with multiple opportunities to demonstrate they have acquired the knowledge or skill expected with proficiency.**
- 3. Provide clear descriptions of achievement expectations and score each assessment on clear pre-established criteria. (Rubric) Marzano, 2007**
- 4. Report card grades are based on final proficiency, not an average.**

GEOMETRY	
Circle Theorems	
High School	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	The student will: <ul style="list-style-type: none"> Describe relationships among inscribed angles, radii, and chords (HSG-C.A.2) Construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle (HSG-C.A.3)
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Angle, central, chord, circle, circumscribe, construct, inscribe, line, property, prove, quadrilateral, radius, relationship, similar, tangent, triangle The student will perform basic processes, such as: <ul style="list-style-type: none"> Prove that all circles are similar (HSG-C.A.1) Identify central, inscribed, and circumscribed angles, radii, chords, and tangent lines (HSG-C.A.2)
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success

WHY USE
RUBRICS?
Rubrics can
improve student
performance by
making
expectations
clear and by
showing
students how to
meet those
expectations

Strand: Number Sense and Computation

Topic: Fractions and decimals (5.1.2)

Level: 5th

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> compares and orders fractions and decimals to the thousandths using the symbols $<$, $>$, and $=$ The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Write from least to greatest: 0.846, 0.9, $4/10$, $3/6$, 0.67.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ performs basic processes, such as: <ul style="list-style-type: none"> ○ compares and orders fractions to the thousandths using the symbols $<$, $>$, and $=$ ○ compares and orders decimals to the thousandths using the symbols $<$, $>$, and $=$ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Write from least to greatest: 0.846, 0.26, 0.9. Write from least to greatest: $4/10$, $863/1000$, $3/6$.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

HOW DO YOU CREATE RUBRICS?

1. Look at models

Show students examples of good and not so good work.

2. List criteria

Use the models to begin a list of what counts in quality work

3. Articulate gradations of quality



FORMATIVE vs SUMMATIVE

In a balanced assessment system, both summative and formative assessments are an integral part of information gathering. BUT...

The key is to think of **summative assessment** as a means to gauge, at a particular point in time, student learning relative to content standards. **Formative assessment** is the instructional process, the "practice." We do not hold students accountable in "grade book fashion" for skills and concepts they have just been introduced to or are learning. It's only their mastery that counts.

SO HOW DOES ALL THIS LOOK IN A REAL-LIFE GRADE BOOK? AERIES.NET

Aeries.NET 2011-2012 Eagle High School

Gradebook View Edit Acosta - 1 - IB US Hist - Spring

You have students to be Added To or Dropped From your Gradebooks

Student	Gr	Perc	Mark	Cold War...	China DBQ	Sharing our...	Indo...	Online Algeria	Conflict Chart	Essay Cl #1	Cold War...	
				# 7: 10	# 8: 25	# 9: 5	# 10: 3	# 11: 10	# 12: 5	# 13: 3	# 14: 10	
Baca, Jason Steven	12	79.93%	C+	10 / 10 - 100	17 / 25 - 68*	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Brown, Gloria A	12	83.61%	B	10 / 10 - 100	19 / 25 - 76*	5 / 5 - 100%	3 / 3 - 100%	0 / 10 - 0%	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Celucag, Thais J	12	82.16%	B-	8 / 10 - 80%	NA		3 / 3 - 100%		5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Daxson, Mike M	12	1.02%	F									
Ehadery, Brian M	12	85.71%	B	10 / 10 - 100	19 / 25 - 76*		3 / 3 - 100%	10 / 10 - 100	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Flores, Desiree R	12	70.75%	C-	0 / 10 - 0%	15 / 25 - 60*	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Godina, Jennifer	12	61.32%	D-	1 / 10 - 10%	1 / 25 - 4%	5 / 5 - 100%	1 / 3 - 33%	1 / 10 - 10%	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Gotto, James Roy	12	71.09%	C-	2 / 10 - 20%	20 / 25 - 80*	4 / 5 - 80%	3 / 3 - 100%	8 / 10 - 80%	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Gruettner, Jesse	12	67.69%	D+	3 / 10 - 30%	2 / 25 - 8%	3 / 5 - 60%	3 / 3 - 100%	10 / 10 - 100	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Guzman, Leticia M	12	86.16%	B	10 / 10 - 100	17 / 25 - 68*	2 / 5 - 40%	3 / 3 - 100%	10 / 10 - 100	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Kelli, Stacey I	12	79.24%	C+	10 / 10 - 100	17 / 25 - 68*	1 / 5 - 20%	3 / 3 - 100%	10 / 10 - 100	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Lewis, Ernest Alexander	12	70.07%	C-	1 / 10 - 10%	1 / 25 - 4%	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Miranda, Ruben Angel	12	71.77%	C-	2 / 10 - 20%	2 / 25 - 8%	3 / 5 - 60%	3 / 3 - 100%	10 / 10 - 100	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Negrete, Justin J	12	69.39%	D+	4 / 10 - 40%	3 / 25 - 12%	3 / 5 - 60%	3 / 3 - 100%	10 / 10 - 100	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Parlow, Jonathan	12	77.55%	C+	8 / 10 - 80%	15 / 25 - 60*	5 / 5 - 100%	3 / 3 - 100%	9 / 10 - 90%	0 / 5 - 0%	3 / 3 - 100%	10 / 10 - 100	1
Penz, Sarah Ivette	12	72.45%	C-	10 / 10 - 100	10 / 25 - 40*	5 / 5 - 100%	3 / 3 - 100%	0 / 10 - 0%	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Shields, Crotine	12	84.35%	B	10 / 10 - 100	19 / 25 - 76*	1 / 5 - 20%	3 / 3 - 100%	10 / 10 - 100	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1
Wenzler, Steve	12	85.03%	B	7 / 10 - 70%	19 / 25 - 76*	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	5 / 5 - 100%	3 / 3 - 100%	10 / 10 - 100	1

Assignments not counted until graded Inactive Status Max Value 0 Score > Max

Sort By Custom Sort Field instead of Name

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