STANDARDS-BASED GRADING: RIGHT FOR YOU?

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SBG: The Big Picture

- Break a unit into distinct outcomes/standards (skills + concepts).
- Assess student understanding based on holistic portrait of that outcome.
  - We will tell you how this translates to a letter grade!
- Multiple opportunities to demonstrate understanding, as necessary for each student.

SBG: One Perspective

- Our system has evolved in the last four years.
  - Now: Blended assessment, as opposed to 100% outcomes
- Disclaimer: We're not experts, we're just sharing our experiences.

How blended grading works

- Outcomes: worth 65% of grade
  - Proficient – 1 pt per outcome
  - Not Yet Proficient – 0 points
- Synthesis: 35% of grade (we'll get to this)
- Final letter grade: 85 – 100% A, 72 – 84% B, 60 – 72% C, < 60% F; must also have passed 3/4 of all outcomes for that semester in order to pass

Implementation

- First identify outcomes (opportunity to link to CCSS) – not just titles, but details.

- Then, distribute to students, so they know what we expect them to learn.

Sample Outcome Handouts
Algebra 1

Chapter 5 Outcomes: Functions

Note: Students need to be able to do most algebraic skills with and without their TI-Nspires.

#	Sec.	Outcome	Proficient	✓
5a	5.4, 5.5	Evaluate functions	• Given a function, evaluate for a given value • Basic operations on functions • Evaluate composition of functions • Determine x-value for value of function (e.g. Given f(x) = 5, find x.)	
5b	5.2,5.10, 5.11	Write functions	• Given a scenario, write a corresponding function • Represent a sequence using function notation	
5c	5.3, 5.6	Determine whether or not a relation is a function	• Determine if a graph, table, or description represents a function; justify your answer	
5d	5.5	Identify the domain of a function	• Identify the domain (all possible inputs) of a function	

Sample Outcome Handouts Geometry

Chapter 2 Outcomes: Congruence and Proof

#	Sec.	Outcome	Proficient
2b	2.4-2.6	Identify and use congruent triangles.	Given a pair of triangles: • Determine whether they are congruent; • Write a congruence statement using correct notation; • Identify the postulate or theorem justifying congruence; • Deduce further truths based on triangle congruence. Explain why (or give a counterexample showing) AAA and SSA do not guarantee congruence.
2c	2.6-2.7	Know and use relationships between angles formed by parallel lines.	Given a pair of parallel lines and one or more transversals, • Describe the relationship (if any) between a given pair of angles; • Identify angles corresponding to a given relationship (e.g. same-side interior angles), using correct vocabulary; • Determine which angles are congruent. Use angle relationships to determine whether lines are parallel. Given a figure with parallel lines, find measures of missing angles.

Quizzes & Boosts

- Every outcome is equally weighted.
- "Boosting" is central to the outcomes process.
- Grading individual assessments
  - Can the student complete the outcome reliably?

Sample Geometry Quiz

Microsoft Office
Word Document

Synthesis

- Rather than unit tests, we have synthesis tasks.
- Students are faced with novel tasks, and must determine how to combine previously learned concepts (outcomes).
- These can also look similar to traditional tests.

Homework

- Department philosophy: “You don’t get credit for daily homework.”
- What does that mean for outcomes?
- What are the resulting effects?

Pros & Cons

Hypothetical Pros *(in the ideal case)*	**Actual Cons** *(these happened!)*
• Students encouraged to persevere	• Teacher workload
• Building metacognition	• Record-keeping
• Showing mastery at your own pace	• Showing mastery at your own pace
• Challenge opportunities from synthesis	• Parent + student confusion

Helpful ingredients

- Course planning teams
- A collaborative department
- Time built in to day

Specific Cases

- **Student A:** Student who would unquestionably have failed
- **Student B:** Student who wouldn't have mastered anything, but has enough partial understanding to scrape together a 'C' in a normal model
- **Student C:** Students who had been pulling easy A's

Years 1 - 2

- Outcomes only, no synthesis
- Point scale for outcomes
  - Not Yet Proficient – 0 points
  - Proficient – 2 pts
  - High Performing – 3 pts

Questions?

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