Please sit:

Closer to the front

Near friends

Near strangers

(aka new friends)

Presentation: tinyurl.com/nctm18sbg

Building a Flexible Standards-Based Classroom within a Traditional School Setting

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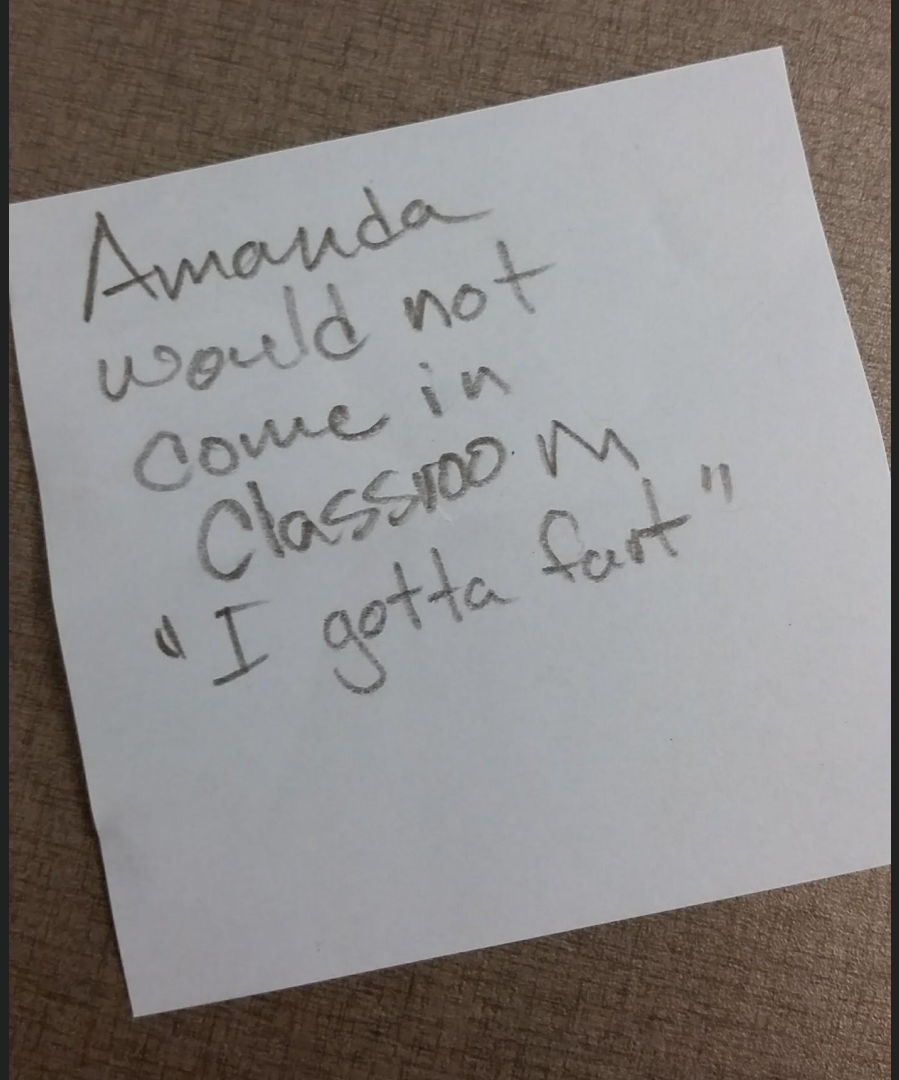
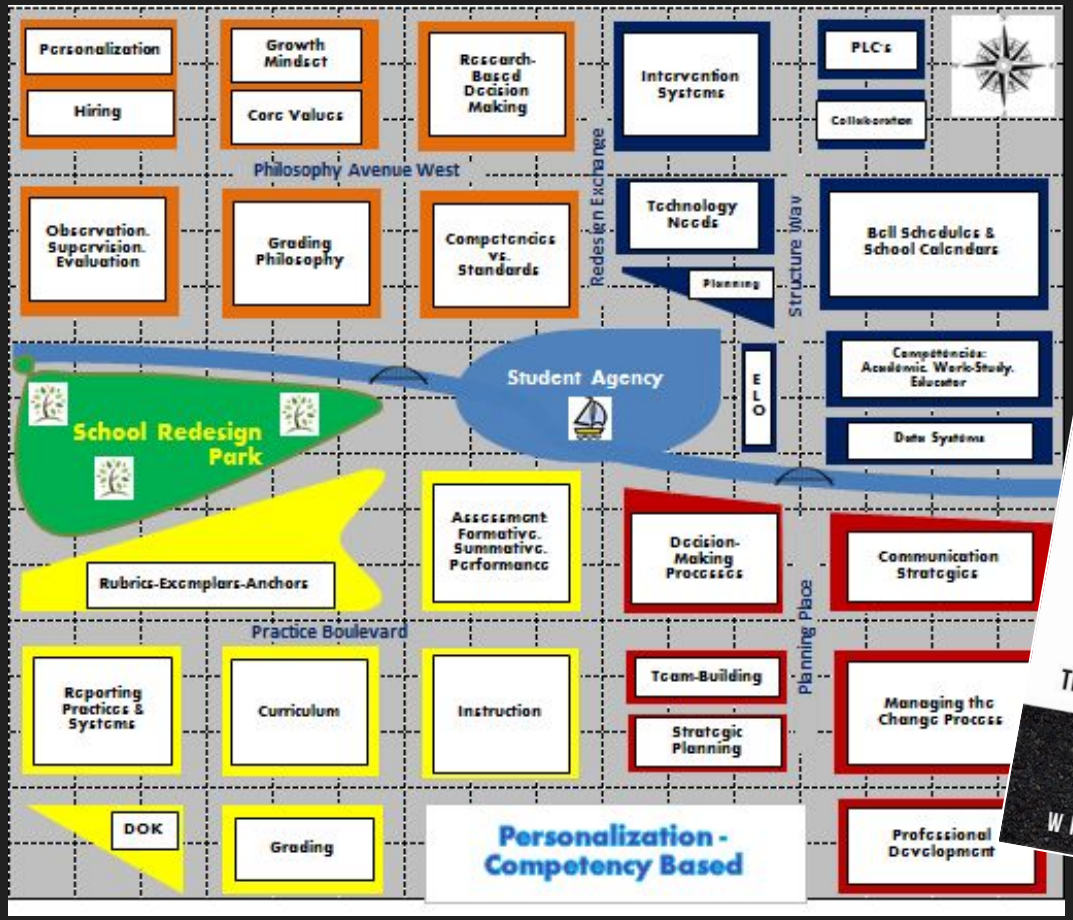
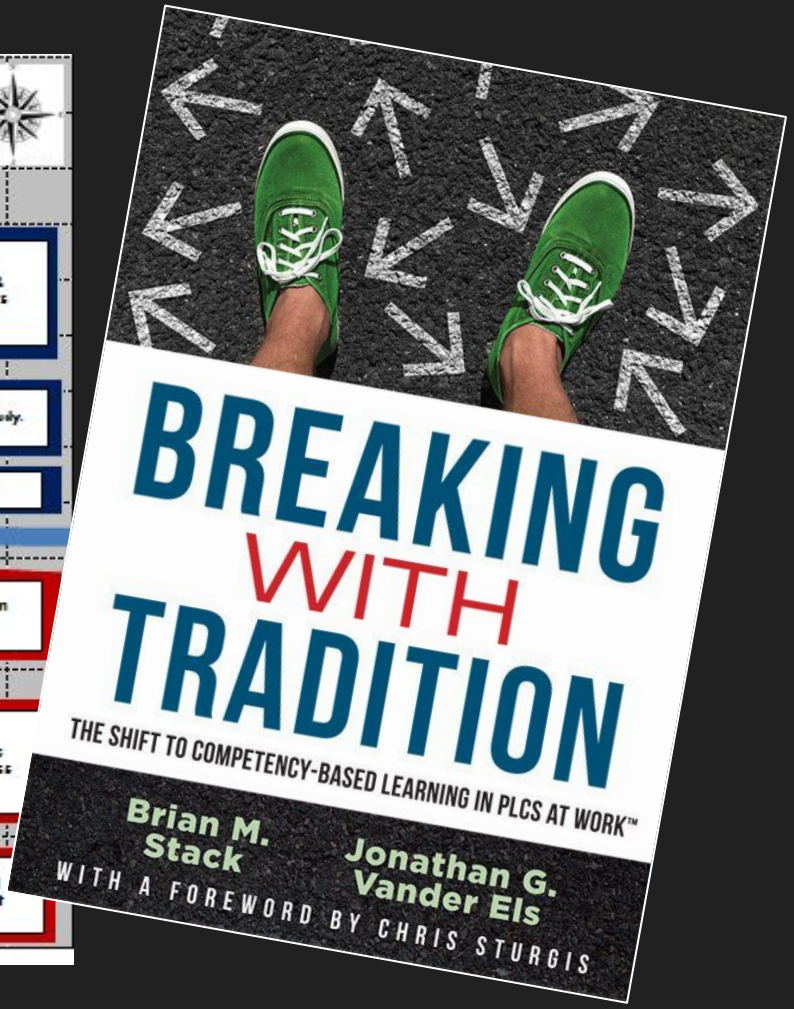
Mrjanesmath.blogspot.com

NCTM Annual Meeting
Washington Convention Center
Fri, 4/27/18 8:00 AM - 9:00 AM
Session 1404, Room: 145 AB (Theater, 552 Seats)


Amanda
would not
come in
Classroom
"I gotta fart"


Personalization
Hiring
Growth Mindset
Core Values
Research-Based Decision Making
Intervention Systems
PLC's
Collaboration
Philosophy Avenue West
Redesign Exchange
Observation. Supervision. Evaluation
Grading Philosophy
Competencies vs. Standards
Technology Needs
Planning
Structure Way
Bell Schedules & School Calendars
Competencies: Academic. Work-Study. Educator
Data Systems
Student Agency
E L O
School Redesign Park
Assessment Formative. Summative. Performance
Decision-Making Processes
Communication Strategies
Rubrics-Exemplars-Anchors
Practice Boulevard
Planning Place
Reporting Practices & Systems
Curriculum
Instruction
Team-Building
Strategic Planning
Managing the Change Process
DOK
Grading
Personalization - Competency Based
Professional Development


BREAKING WITH TRADITION
THE SHIFT TO COMPETENCY-BASED LEARNING IN PLCS AT WORK™
Brian M. Stack
Jonathan G. Vander Els
WITH A FOREWORD BY CHRIS STURGIS

Roadmap

- Examine our personal philosophies of grading and assessment
- Discuss the definition of “standards-based grading”
- Preview ways to embed SBG in the most restrictive environments
- Smooth the transition for parents, students, and yourself

Welcome to Traditional High School in Anywhere, USA

What does it mean for a student to pass your class?

Turn and talk to a partner.

What is the purpose of a final grade in your class?

Sort the slips of paper from most to least important with a partner.

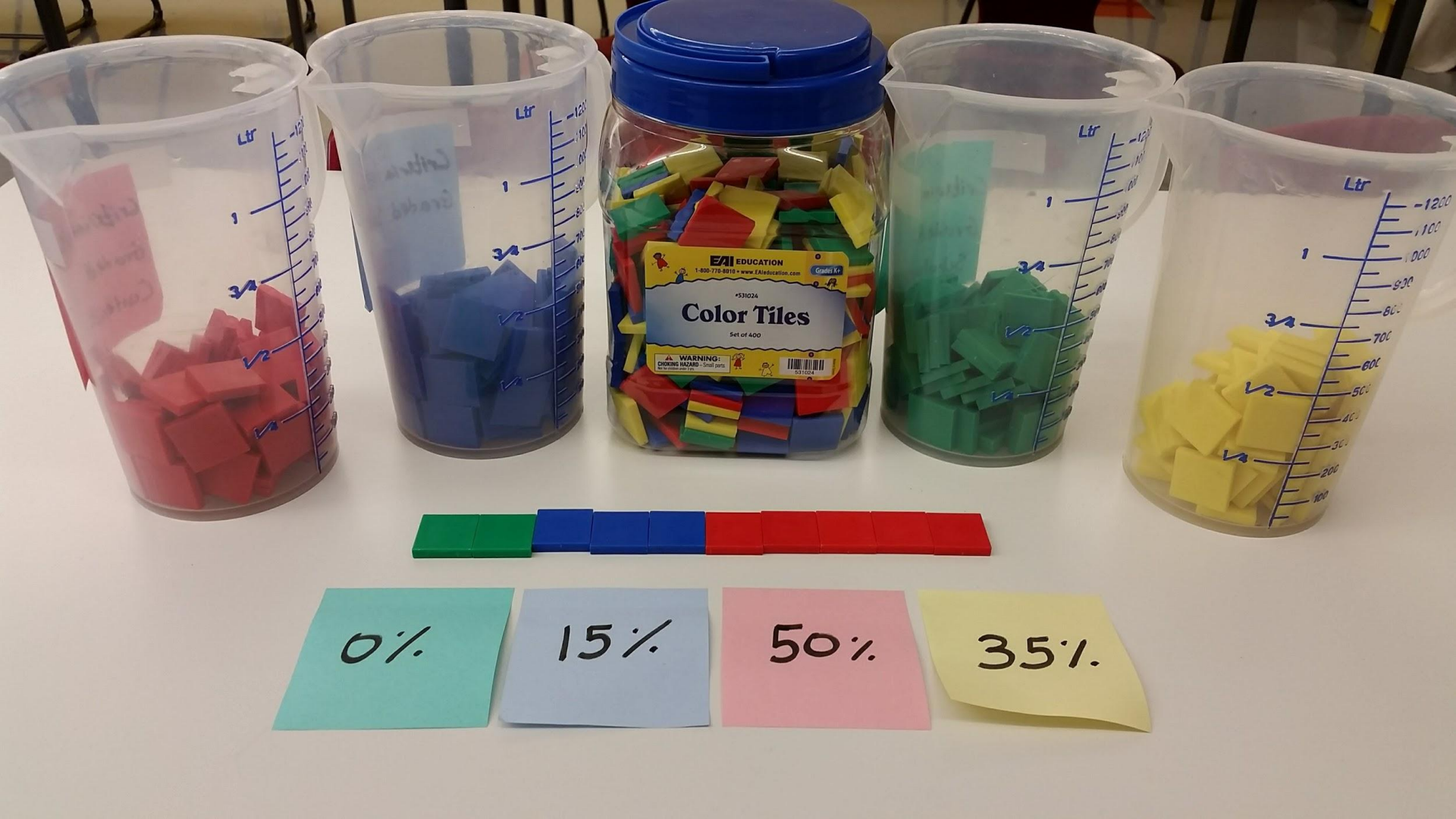
Norming Our Grading System

Content Grades:
This grade represents a student's progress towards mastery of content standards. This could also be called the "traditional" math grade. Typically, these skills are not very transferrable.

Practice Grades:
This grade represents a student's progress towards the math practice standards. These could be seen as an "application" grade. Typically, these skills are transferable to other fields.

Scholarship Grades:
This grade represents a student's progress towards the transferable qualities of being a "productive student". Typically, these skills are transferable to all other academic settings.

Completion Grades:
This grade represents the completion of a specific task. Often an "all or nothing" grade to elicit a specific behavior.


EAI EDUCATION
1-800-770-8010 • www.EAIeducation.com
Grades K+
#531024
Color Tiles
Set of 400
WARNING:
CHOKING HAZARD – Small parts
0%
15%
50%
35%

Awareness
Kindness
Class Expectations
GOOD
BAD
UGLY
Wall of Norms
CONTENT STANDARDS
Everyone can Learn Math
Questions are Important
Mistakes are Valuable
Math is About Creativity and Making Sense
Mercedes-Benz
Mobil 1
vodafone
JOHNNIE WALKER

What is Standards Based Grading?

> “Standards based grading involves measuring students' proficiency on well-defined course objectives”

Tomlinson & McTighe, 2006
Integrating Differentiated Instruction & Understanding by Design

What is Standards Based Grading?

1. Based on learning goals and performance standards. One grade per goal.
2. Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.
3. Measures achievement only OR separates achievement from effort/behavior. No penalties or extra credit given.
4. Selected assessments (tests, quizzes, projects, etc.) are used for grading purposes.
5. Emphasize the most recent evidence of learning when grading.

Ken O'Connor, 2002 (4th ed in 2017)
How to Grade for Learning: Linking Grades to Standards
Corwin

What is Standards Based Grading?

1. Entries in the grade book are limited to course or grade level standards
2. Extra credit will not be given at any time
3. Multiple opportunities to demonstrate their understanding
4. Grade book entries from multiple points of data emphasizing the most recent
5. Multiple opportunities to practice standards independently. Practice assignments are for providing feedback. Practice assignments, including homework, will not be included as part of the final grade

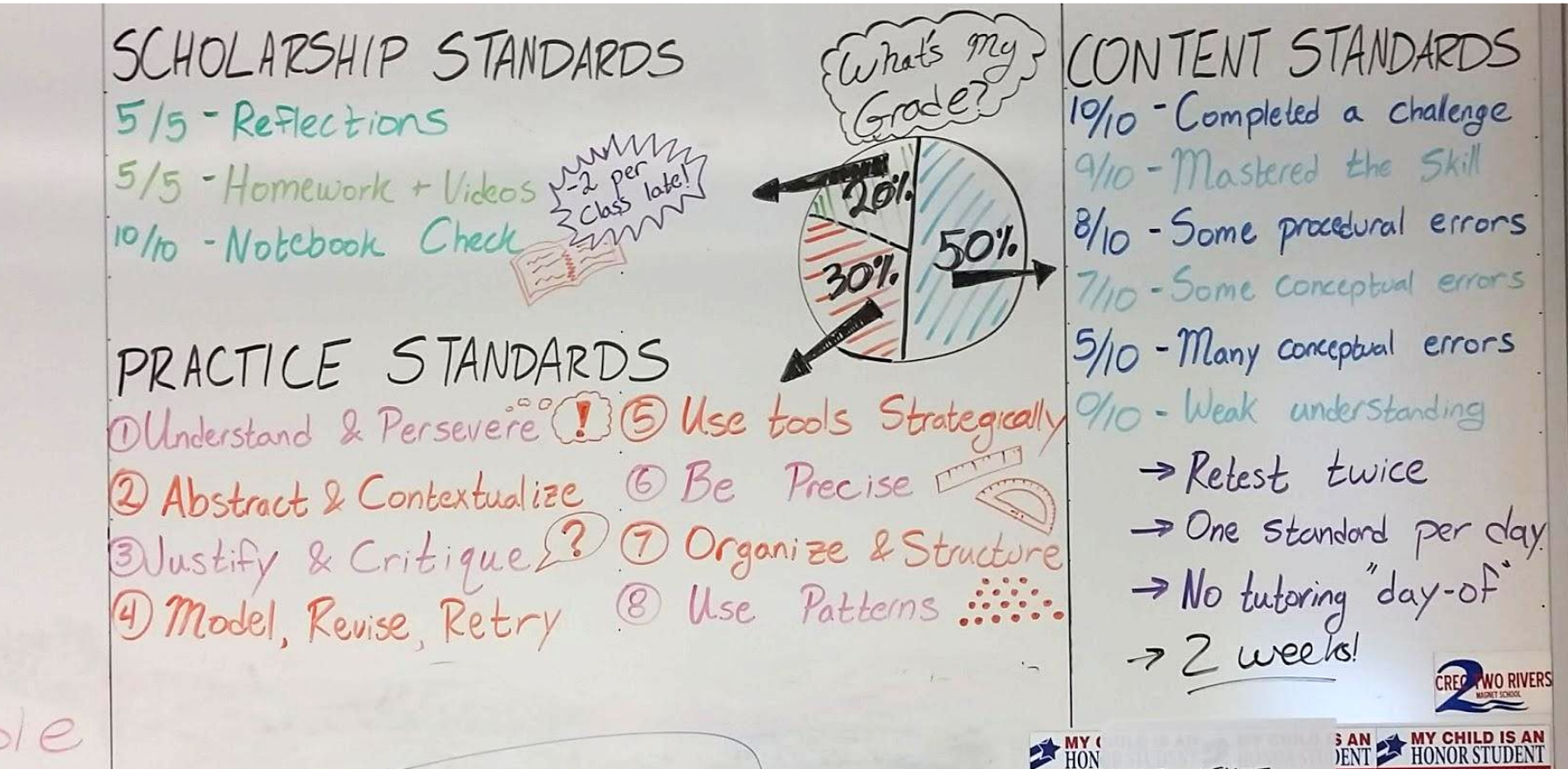
Matt Townsley, 2014
What is the Difference between Standards-Based Grading (or Reporting) and Competency-Based Education?
Competency Works

What is Standards Based Grading?

> “A traditional system done in the spirit of SBG is much, much better than an SBG system done poorly”

Frank Noschese, 2013
The Spirit of SBG
https://fnoschese.wordpress.com/2013/06/26/the-spirit-of-sbg/

"Measures achievement or separates achievement from effort/behavior"



"Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time." "No extra credit"

10/10 Above Mastery: you have mastered the skill and correctly applied it to a challenging and novel situation

9/10 Mastery: you have demonstrated a full understanding of the concepts involved, have clearly showed all steps of your reasoning, have used notation correctly, and have no errors

8/10 Some procedural errors: you have demonstrated a full understanding of the concepts involved, but you may have made a procedural error that was not related to this standard

7/10 Some conceptual errors: you have demonstrated partial understanding, but are unclear on one minor concept.

5/10 Weak understanding: you have attempted to answer the question, but are unclear about multiple minor concepts, or one major concept. Student should retake.

0/10 No understanding: You left the problem blank or made no mathematical attempt.

"Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time." "No extra credit"

10/10 Above Mastery: Wow!

9/10 Mastery: Yes!

8/10 Some procedural errors: Yes, but…

7/10 Some conceptual errors: Kinda…

5/10 Weak understanding: Not really.

0/10 No understanding: Check for a pulse!

Standard 1: I can graph a linear equation in any form

10/10 Above Mastery: All correct with challenge

10) If the line $Ax + By = C$ has $A > 0$, $B > 0$, and $C > 0$, what can you conclude about the slope of the line?

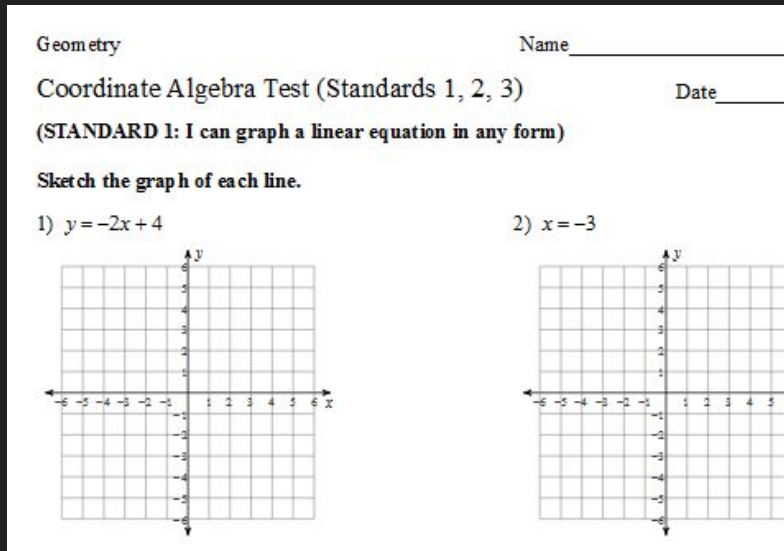
A) The slope is positive
B) The slope is negative
C) The slope is 0
D) There is not enough information

9/10 Mastery: All correct except challenge

8/10 Some procedural errors: Reverses the sign of the slope in one graph

7/10 Some conceptual errors: Continuously confuses x=3 and y=3

5/10 Weak understanding: Continuously graphs the slope and the y-intercept incorrectly.



Geometry Name_____

Coordinate Algebra Test (Standards 1, 2, 3) Date_____

(STANDARD 1: I can graph a linear equation in any form)

Sketch the graph of each line.

1) $y = -2x + 4$

2) $x = -3$

“Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.” “No extra credit”

8 + 1 / 10

"Based on learning goals & performance standards. One grade per goal"

03/15/2018	Content Standards	Content Standard 20: Points, Lines, and Planes								5/10	50	50	View
03/15/2018	Content Standards	Content Standard 21: Naming Geometric Figures											
03/15/2018	Content Standards	Content Standard 22 Geometric Vocabula											
03/15/2018	Content Standards	Content Standard 23 Missing Angle and Segment											
03/13/2018	Math Practice Standards	Application Standar Geometry Pictionar											

Unit 1A, Basic Figures and Notation Assessment
Geometry
Mr. Janes – TRMHS

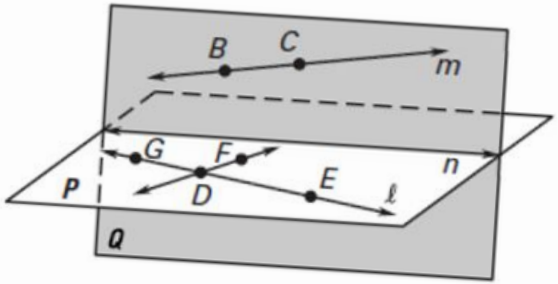
Name: _____

Date: _____ Class Period: _____

Please write all answers on the lines provided. Be sure to read all directions and check your work. Good luck!

Standard 20: I can understand and apply the notions of points, lines, and planes. _____ / 10

Use the diagram to answer questions 1 and 2.



1. Name a point **collinear** with point D and point E

“Based on learning goals & performance standards. One grade per goal”

03/15/2018	Content Standards	Content Standard 20:	5/10	50	50	View
03/15/2018	Content Standards					
03/15/2018	Content Standards					
03/15/2018	Content Standards					
03/13/2018	Math Practice Standards					

Practice Standard: I can use precise language to explain my ideas

________ / 10

Practice Standard: I can justify and critique mathematical arguments

________ / 10

Practice Standard: I can change strategies, rely on my group, and persevere when struggling

________ / 10

As you are completing the Geometry City task, the teacher will grade your group twice: first by interviewing your group and later by listening to your group. Your teacher may also subtract points at any time if the group is off-task.

0	5	8	10
Group members… ...do not use vocabulary terms	Group members… ...attempt to use precise vocabulary terms	Group members… ...use precise vocabulary terms most of the time	Group members… ...always use precise vocabulary terms
...do not explain their ideas ...do not clarify or challenge [illegible]	...attempt to explain their ideas, but rely on [illegible]	...explain their ideas using [illegible]	[illegible]

Turn & Talk

What constraints might you encounter when assessing with standards?

What solutions would make sense for you, your students, and your families?

“Separates achievement from effort/behavior”

Geometry Scholarship Reflection

* Required

Tier 1 Goals

Reflect on the questions below

Reflect on your timeliness today: *

- …as on time to class and started the warm up i…
- …less than a minute late to class, including …oint)
- I was more than a minute late to class, includi… points)

Scholarship Goal Setting Document
Geometry & Statistics
Academy of Science and Innovation

Name: _____

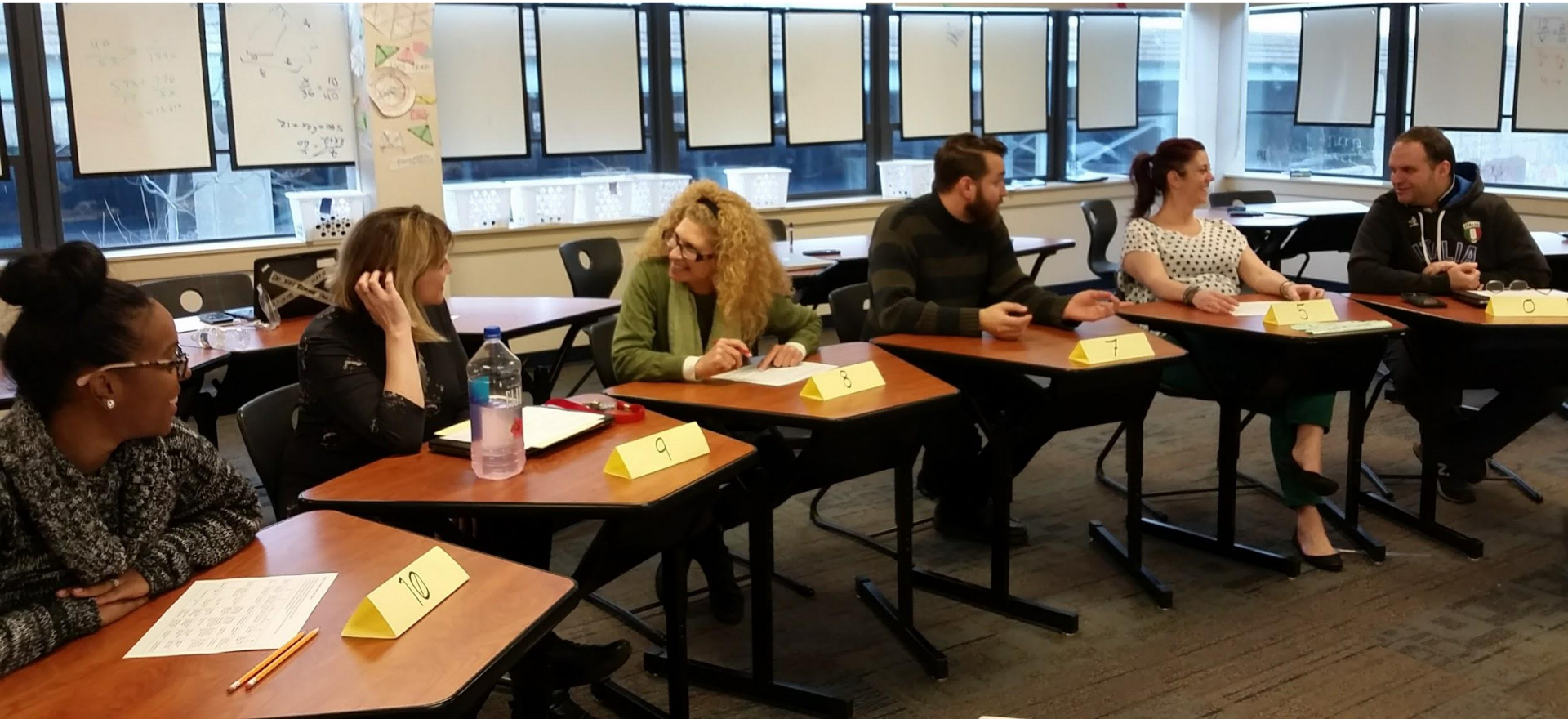
Date: _____ Cla…

The best way to improve in any field is to reflect in order to analyze your practice, find room for growth, most efficient way to improve. Math class is no different! Please read the goals below and identify three will help you grow the most. If you feel there are more than three you want to focus on, choose goals c… the list.

Each class, you will reflect on your three goals with a google form. You will be asked to rate yourself usi… found in the rubric below. At the end of the reflection, you will think about what you can do to improve on… These reflections will be used as part of your scholarship grade, and I will conference with you periodical… reflection and growth. If you feel that you are having difficulty with your goals, or believe you have master… of your goals, please meet with me to discuss changing your goals before the next unit.

Goal	Not There… Yet! (0 points)	Getting There (½ point)	Met G… (1 poi…
Punctual	I was more than a minute late to class, including getting my materials	I was less than a minute late to class, including getting my materials	I was on time to cla… the warm up im…
Prepared	The teacher needed to remind me to go get my materials	I asked the teacher to get my materials or provide extra	I had all of my mat… start of class…
Focused	I was not…	materials…	

“Separates achievement from effort/behavior”



Turn & Talk

Did you include scholarship standards in your ideal grading system?

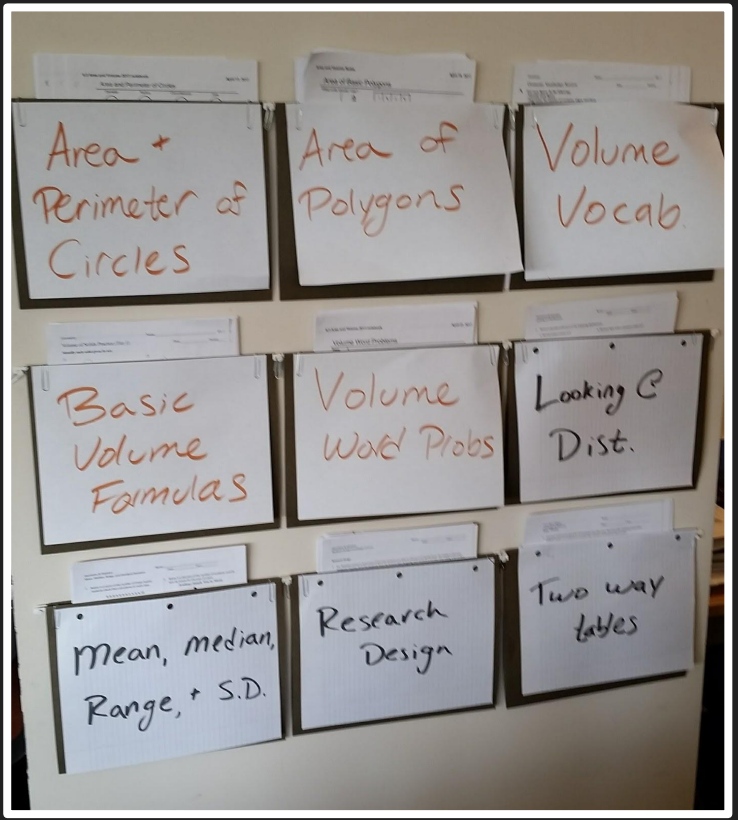
If so, how would you assess them?

"Multiple opportunities to practice standards independently"

Unit 2C: Triangles and Quadrilaterals

4 sections

- Video and Worksheet: Intro to Triangle and Quadrilateral Vocabulary [Standard 19]
- Video Check: Triangle and Quadrilateral Vocabulary [Standard 19]
- Video: Properties of Quadrilaterals [Standard 20]
- Video: Properties of Quadrilaterals Through Transformations [Standard 20]
- Worksheet: Properties of Quadrilaterals HW [Standard 20]
- In-Class: Properties of Quadrilaterals, Tier 1 [Standard 20]
- In-Class: Properties of Quadrilaterals, Tier 2 [Standard 21]
- In-Class: Properties of Quadrilaterals, Tier 3 [Standard 21]
- Video Check: Properties of Quadrilaterals [Standard 20]
- Video Check: Algebra and Quadrilaterals [Standard 21]



"Multiple opportunities to practice standards independently"

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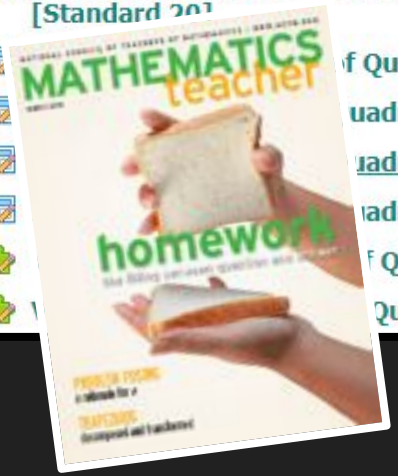
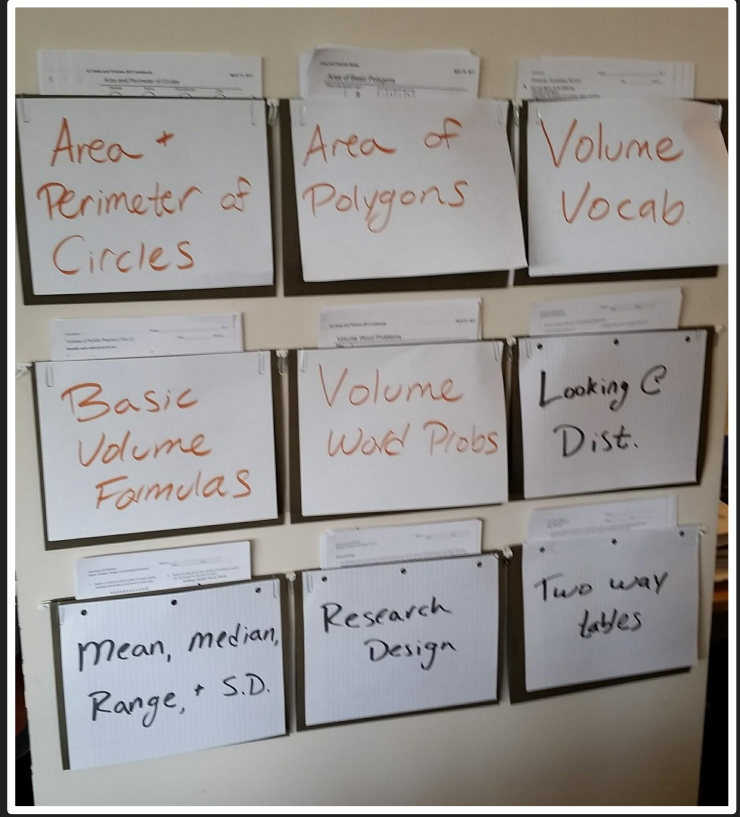
- Video: Properties of Quadrilaterals [Standard 20]
- Video: Properties of Quadrilaterals Through Transformations [Standard 20]
- …f Quadrilaterals HW [Standard 20]
- …uadrilaterals, Tier 1 [Standard 20]
- …uadrilaterals, Tier 2 [Standard 21]
- …adrilaterals, Tier 3 [Standard 21]
- …F Quadrilaterals [Standard 20]
- …Quadrilaterals [Standard 21]





Turn & Talk

What structures could you add to your class to encourage and facilitate independent practice?

"Multiple opportunities to demonstrate their understanding"

When Can I Retake a Geometry Standard?

Lunch Block	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch 1	Unavailable	Room 319 Janes	Unavailable	Room 319 Janes	Room 319 Janes
Lunch 2	Unavailable	Room 319 Janes	Unavailable	Room 319 Janes	Room 319 Janes
Lunch 3	Unavailable	Room 319	Room 319	Room 319	Room 319

1. ~~You can only re-test a standard twice~~
2. Only one standard can be re-tested per day
3. You cannot receive tutoring right before you re-test a standard

Assignment Comments:

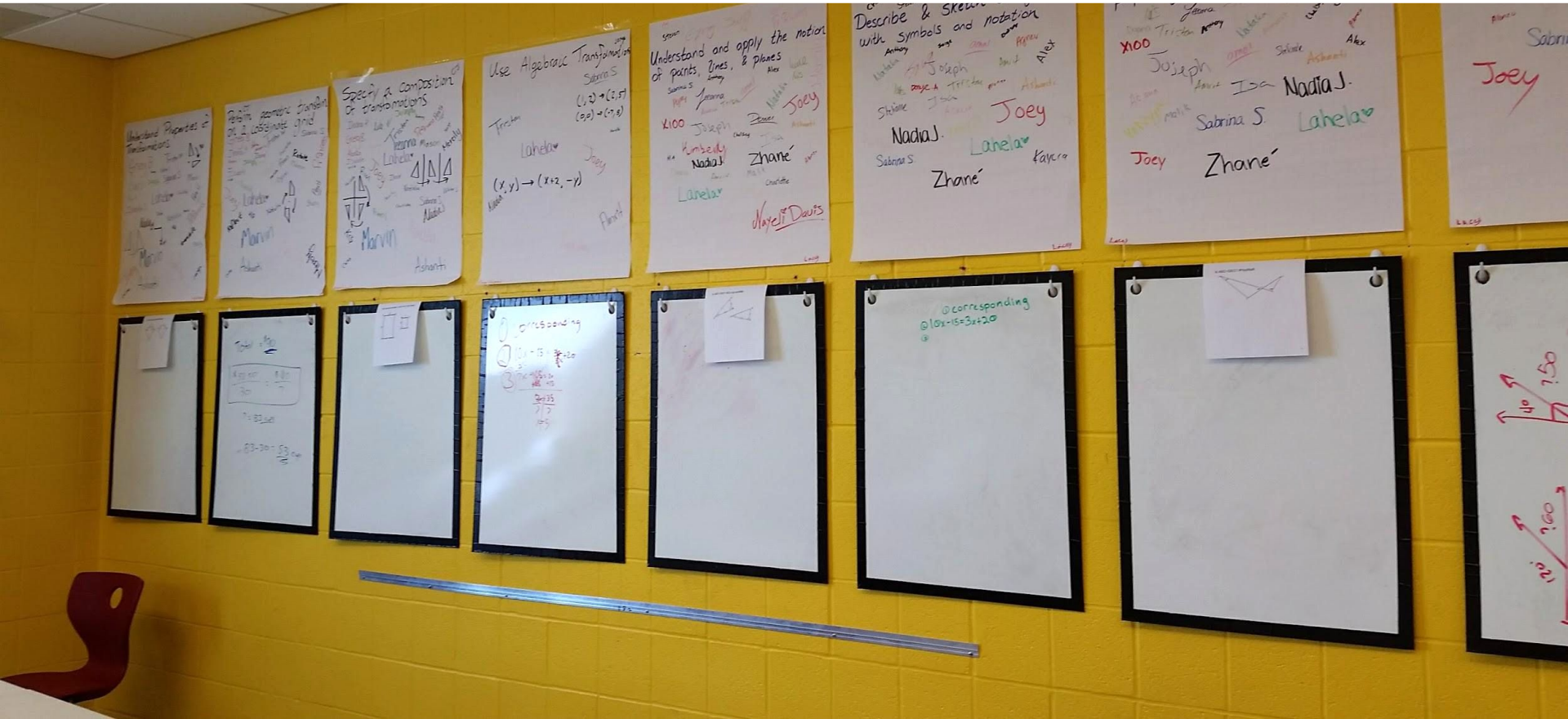
Attempt 1: 5

Attempt 2: 8

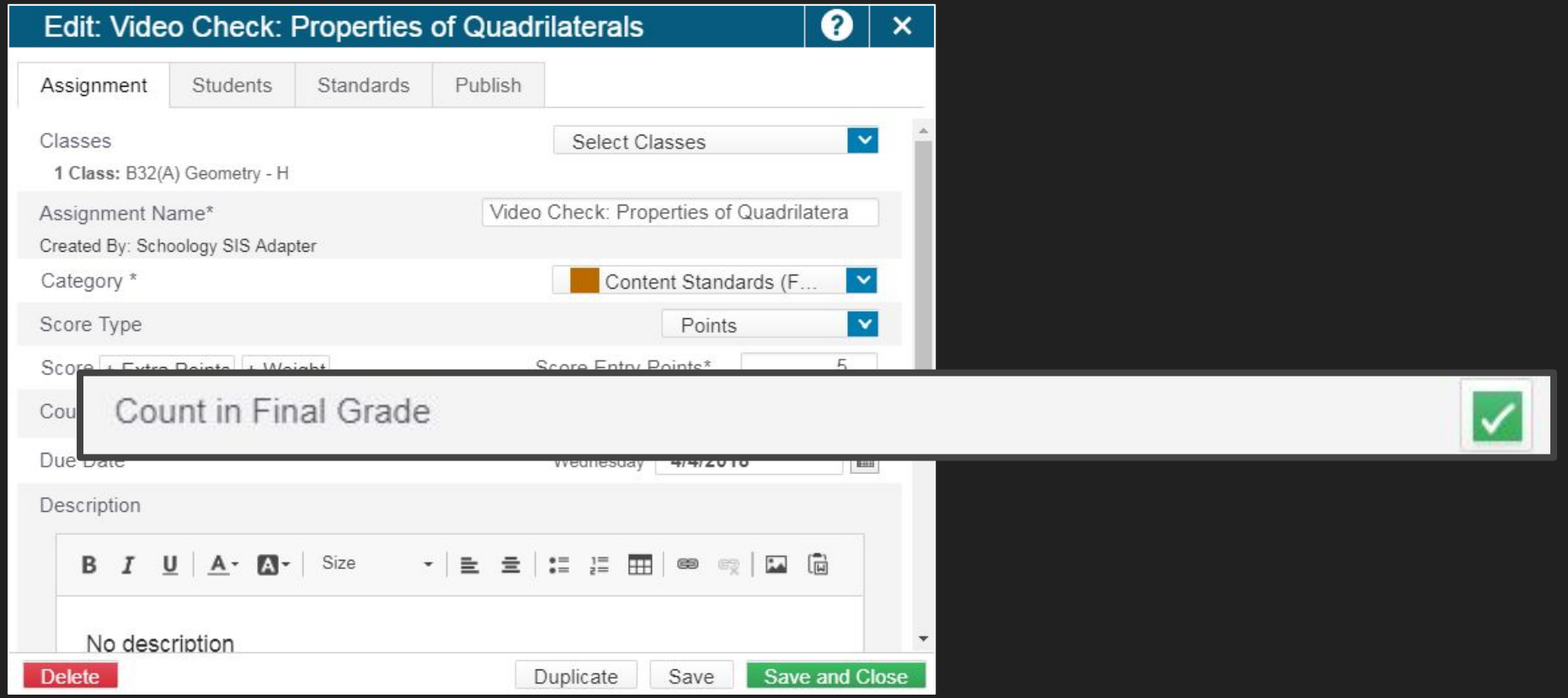
Attempt 3: 9

practice sheet or study guide

“Multiple opportunities to demonstrate their understanding”



“Emphasize the most recent evidence of learning when grading.”



Turn & Talk

What structures could you add to your class to encourage students to persevere and re-try?

Places where Traditional and SBG Clash

- Rubrics with a total point value of 4
- Passing criteria based on number of standards mastered
- Report Cards that don’t display categories
- Marking Periods with permanent grades
- Tendency to treat standards in isolation

Making the Transition for Students

- Keep it focused on learning and growth
- Support the conditions necessary for students to succeed
- Make failure cheap
- Make learning accessible
- Celebrate success

Making the Transition for Parents

- Have your policies in ink and write a letter to parents
- Have your ideas ready for Open House
- Showcase the resources students have to succeed
- Use the standards as an asset during parent communication
- Focus on learning and growth

Making the Transition for You

- It’s okay to not have standards for the whole year planned out
- It’s okay not to grade everything
  - Assess only what you value
  - Use technology (if possible)
  - Focus on feedback, not grades
- It’s okay to change policies to meet the needs of your class

Sources of Inspiration

Frank Noschese: https://fnoschese.wordpress.com/category/standards-based-grading-2/
Matt Townsley: http://mctownsley.net/standards-based-grading/
Dane Ehlert: https://whenmathhappens.com/standards-based-grading/
Dan Meyer: http://blog.mrmeyer.com/2007/the-comprehensive-math-assessment-resource/
John Stevens: http://www.fishing4tech.com/fishin-solo-blog/i-failed-my-standards-based-grading-reflection
Sam Shah: https://samjshah.com/tag/standards-based-grading-sbg/
Matt Vaudrey: http://mrvaudrey.com/2012/09/09/sbg-standards-based-grading/
Dylan Kayne: https://fivetwelvethirteen.wordpress.com/2015/07/28/standards-based-grading-skepticisms
Daniel Schneider:
https://mathymcmatherson.wordpress.com/2013/04/27/assessments-the-collateral-damage-of-sbg/
Bruce Jackson:
https://www.nctm.org/Publications/mathematics-teacher/2014/Vol107/Issue7/Algebra-Homework_-A-Sandwich!/
Anna Blinstein: http://borschtwithanna.blogspot.com/2017/04/formative-feedback.html
Marissa Walczak: https://laviemathematique.wordpress.com/2017/11/27/weekly-summaries-updated-11-27-17/

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tinyurl.com/nctm18sbg