

EARNING AN "A" IN GRADING POLICIES AND PROCEDURES

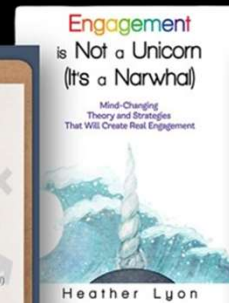
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INTRODUCTIONS

- 20+ Years in Education
- An Assistant Superintendent
- Educational Consultant
- Adjunct Professor for Niagara University
- Wife & Mom
 - Nolan - 17
 - Lilia - 15
 - Oliver - 13
- Author
 - *Engagement is Not a Unicorn (It's a Narwhal)*
 - *The BIG Book of Engagement Strategies*
 - *50 Ways to Engage Students With Google Apps* (out later this year)
- Blogger - www.lyonsletters.com



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WHAT IS LEARNING?




Consultant for Solution Tree, author, and an assistant superintendent for the Cobb County School District in Georgia

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WHAT IS LEARNING?

Learning=Change



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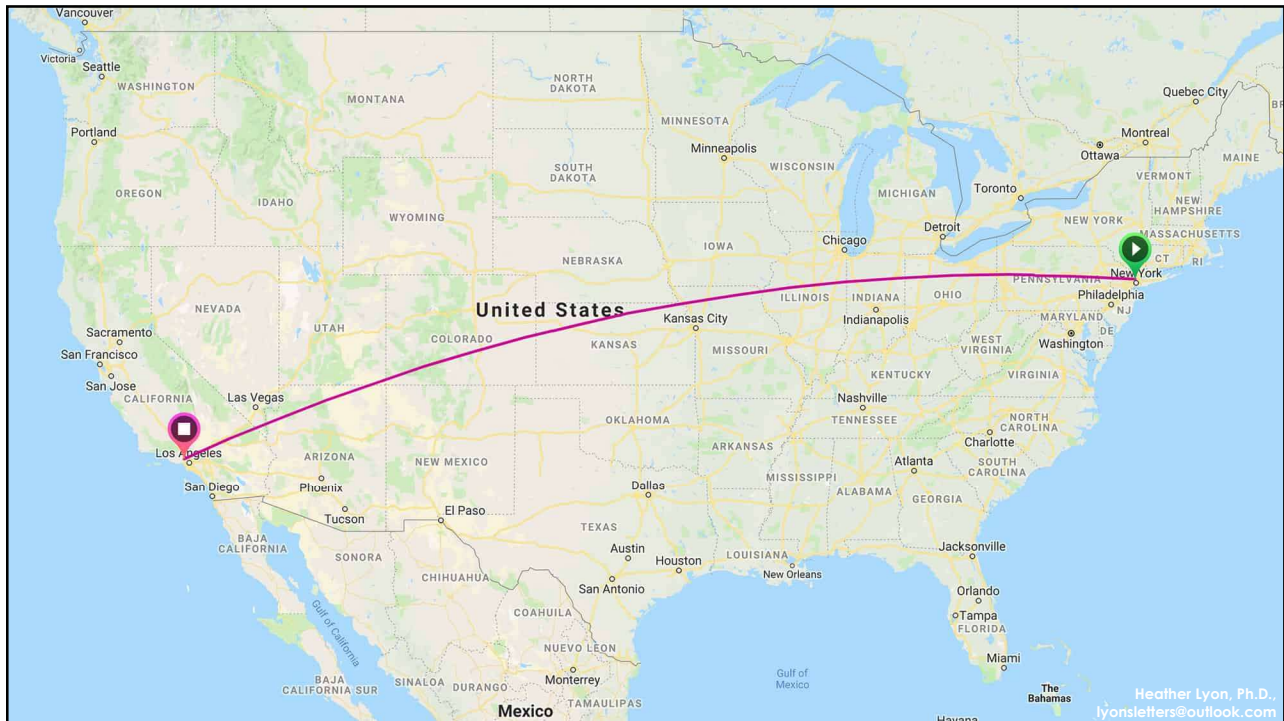
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MATCHING GAME

Assessment	Full Autonomy
Curriculum	Some Autonomy
Instruction	No Autonomy
Standards	

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STANDARDS

Standards are the **destination** and answer the question, “**Where are we going?**”



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CURRICULUM

Curriculum is the **vehicle** and answers the question, “**What are the best vehicles to ensure all students arrive at the destination?**”



<https://image.shutterstock.com/image-vector/mode-transport-illustration-icons-objects-260rw-296216972.jpg>

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CURRICULUM

Guaranteed

<http://www.quickmeme.com/meme/3r668f>

Viable

<https://www.intelligentliving.co/wp-content/uploads/2022/07/broken-down-car.jpg>

<https://www.capitalone.com/cars/learn/finding-the-right-car/10-little-known-facts-about-giant-car-bows/1024>

Contextual

<https://national-parking.com/about/resources/2023/08/what-does-compact-parking-mean/>

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INSTRUCTION

Instruction is the path/route and answers the question, "What are the best routes I can use to ensure all students arrive at the destination?"

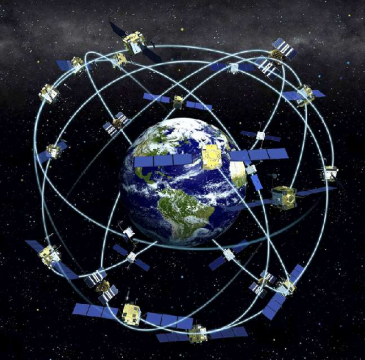
Route	Miles	Energy Savings	Time
1	7.1	6%	14 min
2	8.5	12%	15 min
3	9.4	0%	17 min

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ASSESSMENTS

Assessments are the **GPS** and answer the question, **“How do I know where the students are in relations to the destination?”**



“Capital A” Assessments

<https://spaceplace.nasa.gov/review/gps/constellation.en.jpg>



“Lowercase a” Assessments

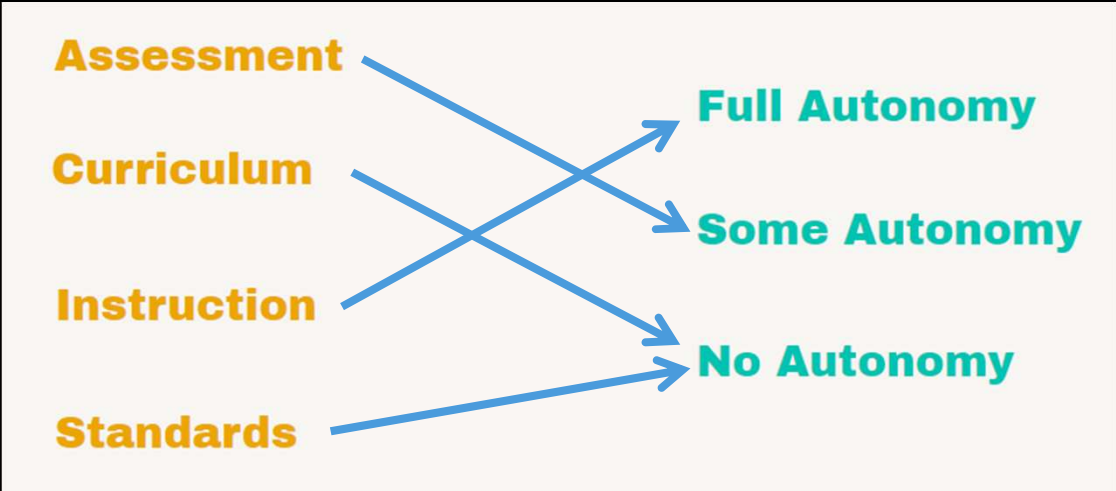
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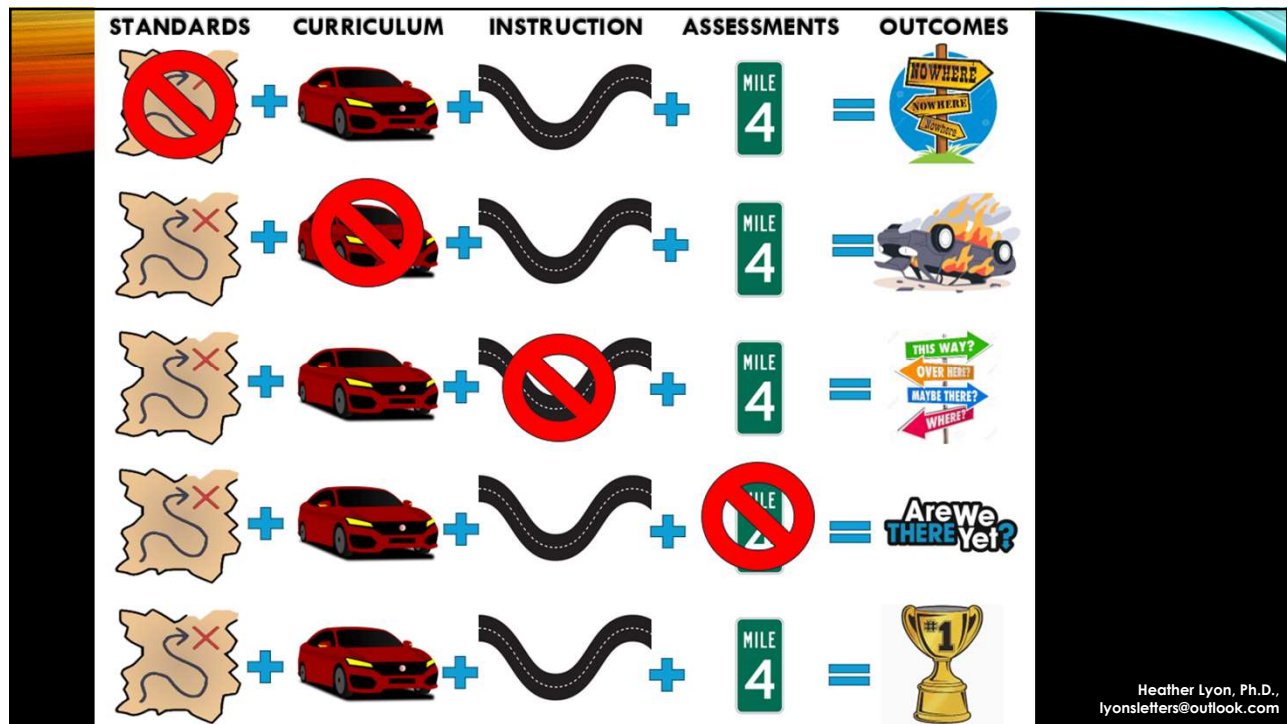
MATCHING GAME

Assessment		Full Autonomy
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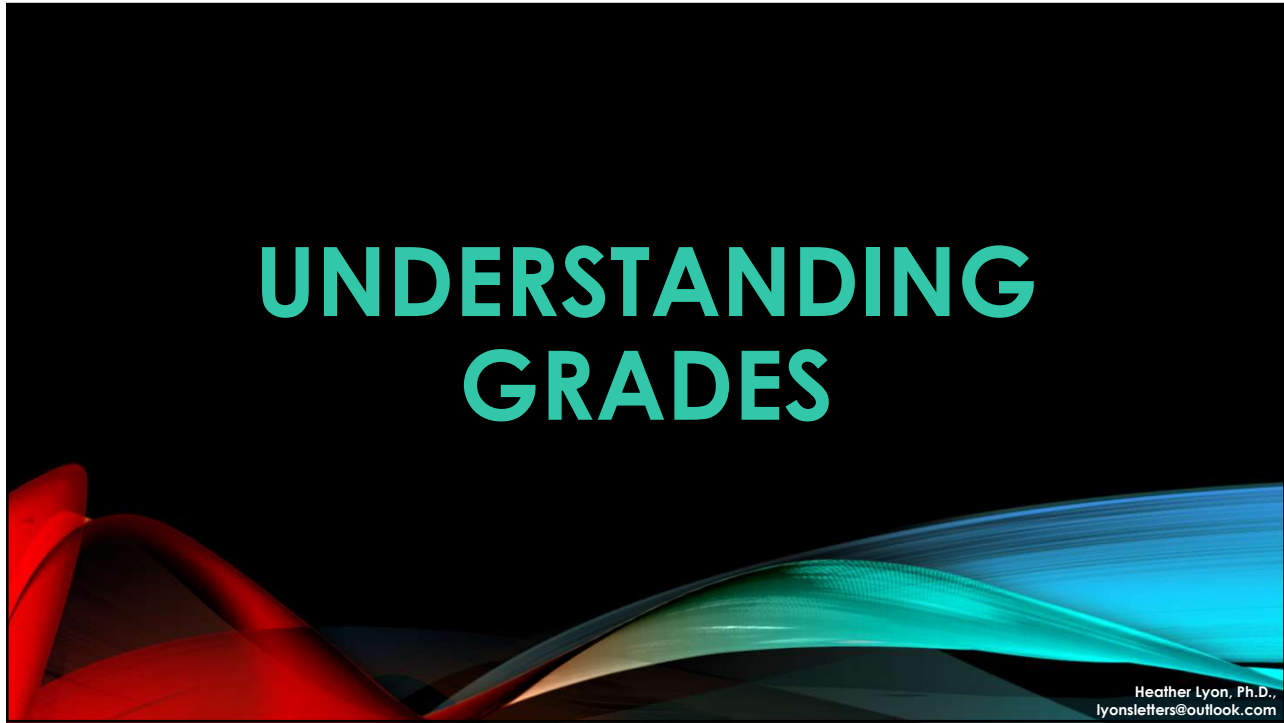
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HARSH REALITY #1

Teacher and administrator alignment to the standards, curriculum, instruction, and assessments will directly impact student outcomes...both student learning AND student grades.

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New York State Next Generation Mathematics Learning Standards
 This document is intended to help educators identify the key changes that have occurred to the content standards for this grade-level course and to assist with designing curriculum and lessons aligned to the NYS Next Generation Mathematics Learning Standards. This document does not contain the comprehensive list of learning standards for the grade-level/course. The complete list of standards for the grade-level/course can be found at [NYS Next Generation Mathematics Learning Standards](#).

Grade 6 Snapshot

Standards New to Grade 6

NY-6.G.1 Use area and volume models to explain perfect squares and perfect cubes.
 NY-6.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.
 NY-6.SP.1a Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from the population so valid inferences can be drawn about the population. Generate multiple samples (or simulated samples) of the same size to recognize the variation in estimates or predictions.
 NY-6.SP.1b Understand that the probability of a chance event is a number between 0 and 1, inclusive, that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 0.5 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
 NY-6.SP.7 Represent the probability of a simple event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
 NY-6.SP.8 Develop a probability model and use it to find probabilities of simple events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible causes of discrepancy.

NY-6.RP.3c Percent problems involve finding a percent as a rate per 100, finding the whole given a part and the percent; also finding a part of a whole given the percent.

NY-6.SP.3 Measures of center are mean, median, and mode. Measure of variation is the range only.

Highlights/Instructional Considerations

NY-6.RP.2 Use rates are limited to non-negative fractions.
 NY-6.RP.3 Students may utilize a strategy of their choice when solving real-world and mathematical problems using rate and rate reasoning.
 NY-6.RP.3c Percent problems involve finding a percent as a rate per 100, finding the whole given a part and the percent; also finding a part of a whole given the percent.
 NY-6.SP.3 Conversions are not across different measurement systems.
 NY-6.NS.1 Students may utilize a strategy of their choice when interpreting, computing and solving word problems that involve quotients of fractions, including any standard algorithm.

NY-6.EE.8 Add, subtract, multiply, and divide rational expressions using the distributive property.
 NY-6.EE.9 Students will be given an equation (no longer need to write) and will need to analyze/identify the relationship between the independent and dependent variable.
 NY-6.G.1 Rectangular prisms and cylinders with congruent bases (e.g., ellipsoids) are included in the definition of a triangular prism/cylinder are therefore also included.
 NY-6.G.4 Classification of three-dimensional figures for nets/surface area, right rectangular prisms, right rectangular pyramids, and right triangular prisms.
 NY-6.SP.1b Data should be representative of the situation. The standard came from 7th grade NYS-P-12 CCSS (7-SP.1).
 NY-6.SP.1c Examples of obtainable representative samples include, but are not limited to, a simple random sample for a given population or a systematic random sample for an unknown population.
 Examples of unacceptable methods of sampling include, but are not limited to, online polls and convenience sampling. This standard came from 7th grade NYS-P-12 CCSS (7-SP.2).
 NY-6.SP.3 Students need to determine and justify the most appropriate graph to display a given set of data (histogram, dot plot). Students extend their knowledge of symmetric shapes to describe cylinders.
 NY-6.SP.3 Measures of center are mean, median, and mode. Measure of variation is the range only.
 NY-6.SP.4 This point is new in expectation for grade 7. Visual representation of quantitative data includes dot plots and histograms.
 NY-6.SP.5c and 5d Measures of center include mean, median, and mode. Measure of variation is the range only. MAD has been removed and QR is an expectation of grade 7. Rule of octiles should be discussed, but is formula required.
 NY-6.SP.6, 7, and 8 These standards came from 7th grade NYS-P-12 CCSS (7-SP.5, 6, and 7). The focus at the grade 6 level is simple events. Compound events are introduced at grade 7.

NYSED Grade 6 Draft

According to the NYS NG Math Standards, what grade do students learn about averages for the first time? What grade do they learn about percents for the first time?

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According to the NYS NG Math Standards, what grade do students learn fractions are division problems?

The infographic details the following standards:

- Grade 3:** Develop understanding of fractions as numbers.
 - Understand $\frac{1}{b}$ as whole divided into b parts.
 - Understand a fraction as a number on the number line.
 - Explain equivalence of fractions and compare fractions by reasoning about their size.
- Grade 4:** Fraction equivalence and ordering.
 - Explain why $\frac{a}{b}$ is equivalent to $\frac{p \times a}{p \times b}$ by using visual fraction models.
 - Compare two fractions with different numerators and different denominators.
 - Build fractions from unit fractions, i.e., fractions with a 1 in the numerator.
- Grade 5:** Multiplication and division.
 - Interpret a fraction as division of the numerator by the denominator.
- Grade 6:** Divide fractions by fractions.
 - Interpret and compute quotients of fractions.

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ELEMENTARY SAMPLE

Handwritten student work includes the following text:

Name: Nolan Date: 5/16/14
 Unit 4 Week 2 Spelling Test Excellent!
 Spelling Words Vocabulary Words work!
 $+ 14/15 = 94%$ $+ 4$ bonus $= 98%$

1/15 = ~6.7 points
 Bonus = 1 point

The student's list of words includes: 1. earth, 2. active, 3. explode, 4. properties, 5. local, 6. away, 7. found, 8. Saturday, 9. today, 10. thought, 11. pooppy. A note at the bottom says "This is very inappropriate."

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HARSH REALITY #2

We use grades with students before they even understand what the grade actually means.

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TWO QUESTIONS...

1. What are grades?



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2. Are grades valid and reliable?



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WHAT ARE GRADES?

Traditionally Grades Are...

Number or letters that include a student's:

- Behaviors toward learning
 - Participation
 - Timeliness
 - Demeanor towards peers and/or adults
 - Neatness
 - Etc.
- Knowledge of the content

What Grades Should Be...

Number or letters that include a student's:

- Knowledge of the content

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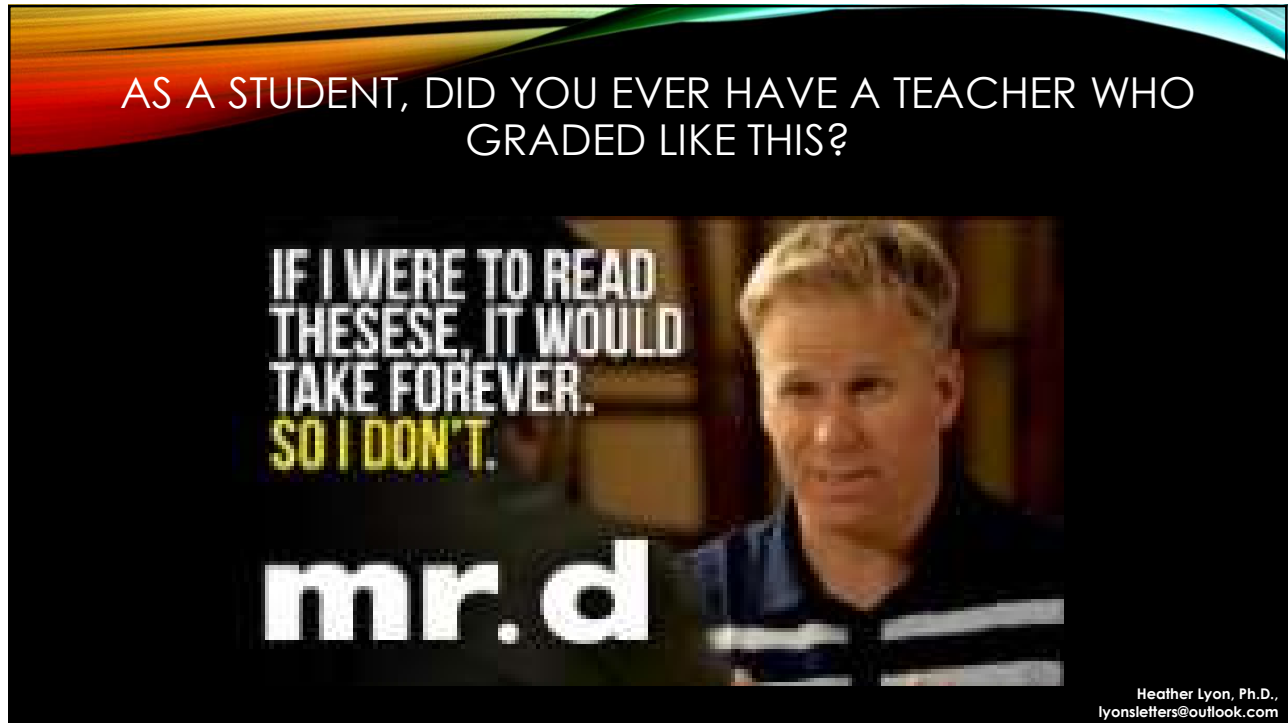
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HARSH REALITY #3

Most teachers have never had even a single course on grading. Therefore, they approach grading in the same way they were graded as students with little thought or training in what would be better.

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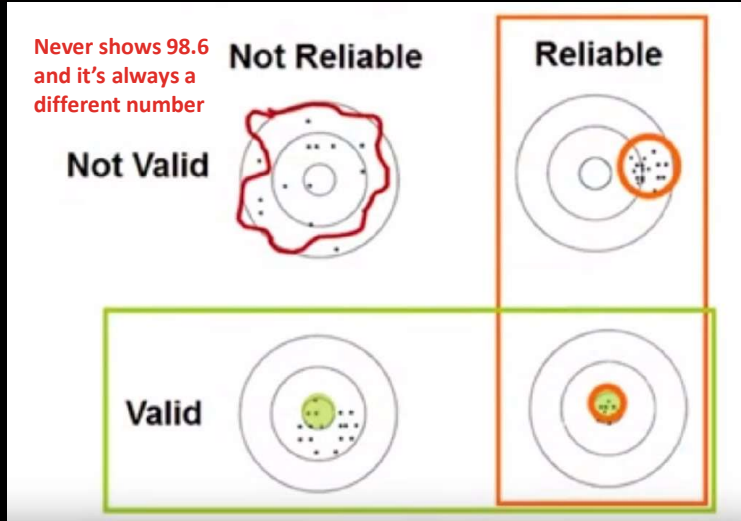
DEFINITION	DEFINITION
RELIABILITY is the extent to which the outcomes are consistent when repeated	VALIDITY is the extent to which the results measure exactly what you want to measure

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ARE GRADES VALID AND RELIABLE?



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HARSH REALITY #5

Report card grades are one of the least valid and reliable measures of student performance...yet think about how often those grades are used:

- Sports eligibility
- Scholarships
- Rankings
- Graduation

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“Why [w]ould anyone want to change current grading practices? The answer is quite simple: grades are so imprecise that they are almost meaningless.”

~ MARZANO, *TRANSFORMING CLASSROOM GRADING*, 2000, P. 1

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FIRST 5 HARSH REALITIES...

1. Teacher and administrator alignment to the standards, curriculum, instruction, and assessments will directly impact student outcomes...both student **learning** AND student **grades**.
2. We use grades with students before they even understand what the grade actually means.
3. Most teachers have never had even a single course on grading. Therefore, they approach grading in the same way they were graded as students with little thought or training in what would be better.
4. The Regents Exams don't care about student behaviors toward learning...they just care about what the students know and can do.
5. Report card grades are one of the **least** valid and reliable measures of student performance...yet think about how often those grades are used:
 - Sports eligibility
 - Scholarships
 - Rankings
 - Graduation

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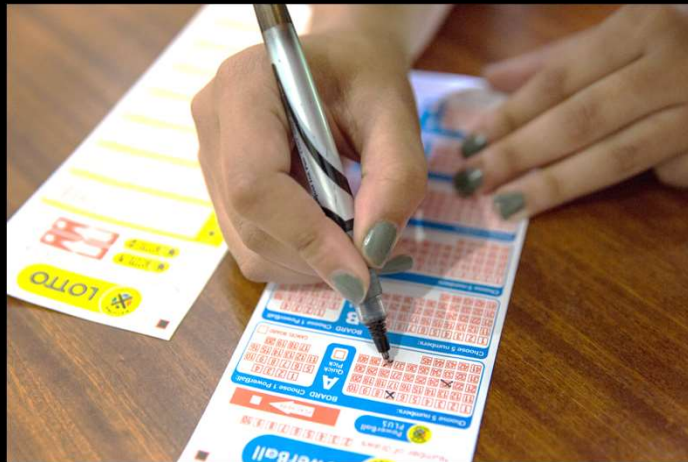
UNDERSTANDING EDUCATIONAL LOTTERIES

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EDUCATIONAL LOTTERY

Educational Lottery: If the student's learning and/or assessment of learning are dependent upon the TEACHER the student has.



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EDUCATIONAL LOTTERY: EXAMPLES

Educational Lottery: If the student's learning and/or assessment of learning are dependent upon the **TEACHER** the student has.



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<https://figarts.com/wp-content/uploads/2022/10/Brown-and-Yellow-Calendar-of-Events-Fall-Autumn-Festival-Poster.png>



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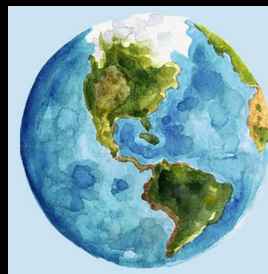
<https://foodbankonline.org/wp-content/uploads/2016/08/140205-FA-TX-0409-1024x683.jpg>

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EDUCATIONAL LOTTERY: EXAMPLES

Educational Lottery: If the student's learning and/or assessment of learning are dependent upon the **TEACHER** the student has.



Earth
Science

<http://www.edc.org/sites/default/files/images/earth-science.jpg>



https://www.educopia.org/wp-content/uploads/2022/10/shutterstock_654280111.jpg

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EDUCATIONAL LOTTERY: EXAMPLES

Educational Lottery: If the student's learning and/or assessment of learning are dependent upon the TEACHER the student has.

			Drop Highest	
03/06/2024	2	1	0	2
03/07/2024	100	1	5	75+5
03/07/2024	20	1	0	19

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EDUCATIONAL LOTTERY: EXAMPLES

Educational Lottery: If the student's learning and/or assessment of learning are dependent upon the TEACHER the student has.

Please detach this page from the syllabus and return it to [redacted] no later than Monday, September 12th along with your required class materials. (for a grade)

If you are unable to acquire or find the required materials, please see me by Friday, September 10th.

b. Late grading policy:
10% late points will be deducted each day the assignment is late. No assignment will be accepted after 5 days after the original due date.
This policy applies to both short term (overnight or 2 to 3 days) and long-term assignments.

****Note:** If you miss class but are in school the day an assignment is due, you are still responsible for turning in your work, or you will be subjected to the late assignment policy.

****Illegal absences are unacceptable under all circumstances!** Any class work assigned the day of an illegal absence will be given a zero.

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HARSH REALITY #6

Each teacher is essentially their own school district able to decide how they want to assess student behaviors and learning.

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UNDERSTANDING GRADING AND LEARNING:

WE GRADE TOO MUCH

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COMPLETE THIS ANALOGY

Dog: Puppy :: Cat: _____

- A. Bird
- B. Tiger
- C. Snake
- D. Kitten

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COMPLETE THIS ANALOGY

Soccer Practice: _____

::

Homework: A Test

- A. Scrimmage
- B. Game
- C. Try Outs
- D. Tournament

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COMPLETE THIS ANALOGY

Dress Rehearsals: A Performance
∴
_____ : A Project

A. Rough Drafts
B. SATs
C. Participation
D. Group Work

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COMPLETE THIS ANALOGY

Karate Lessons: A New Belt
∴
Formative Assessments: _____

A. Homework
B. Entry Ticket
C. Thumbs Up Assessment
D. Unit Test

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FORMATIVE AND SUMMATIVE ASSESSMENTS



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GRADES ARE DEMOTIVATING

What do you
do for fun?



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HARSH REALITY #7

We grade things that shouldn't be graded because we teach kids to focus on the score instead of the learning. WHY? Our learning isn't very engaging so we have to motivate students somehow, right?

“Engagement is how you feel about WHAT you’re doing and motivation is how you feel about WHY you’re doing it.”

~Heather Lyon

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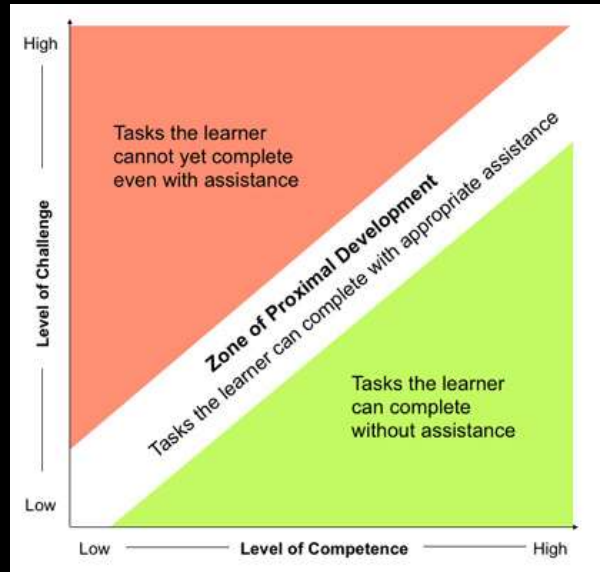
UNDERSTANDING GRADING AND LEARNING:

THE LEARNING ZONE

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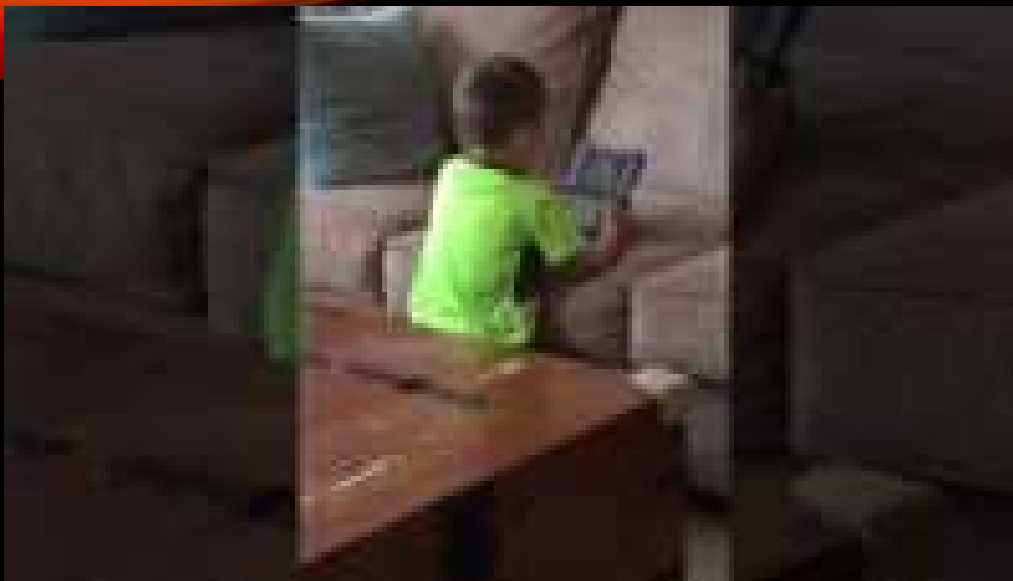
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ZPD – ZONE OF PROXIMAL DEVELOPMENT



https://www.google.com/url?sa=i&url=https://www.literacyworldwide.org/2fblog/2fiteracy-now/2f2013/2f09/2f2022f2file-sig-feature-the-digitially-enhanced-zone-of-proximal-development&sig=AOwVaw2ZVzj_GEohSSJw68e5OoO&ust=1711133079262000&source=images&cd=vfe&opi=89978449&ved=0CBGjRxqFwaCM&ipM&hpDFQAAAAdAAABABAG

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THE POWER OF APPROXIMATION



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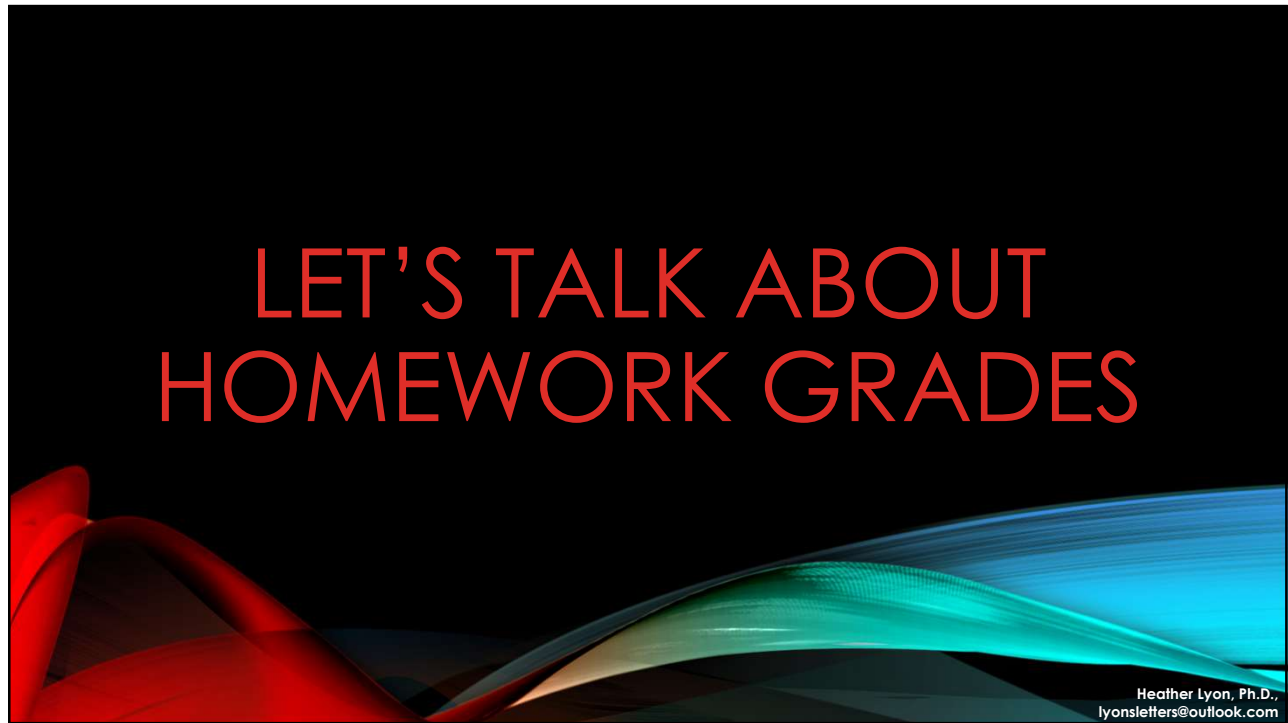
HARSH REALITY #8

Since we throw all grades into an average, kids need to do well 100% of the time and that means we need to make tasks that are easy enough for them to do well the first time...however outside of school, we fail a lot before we do well.



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TWO QUESTIONS...

The student did the homework and the score at the top is 80%

What should that score tell us about what the student knows?

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What Does Each Student Know?		
Student A	Student B	Student C
Turned in the work early	Turned in the work on time	Turned in the work late

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What Does Each Student Know?		
Student A	Student B	Student C
Turned in the work early	Turned in the work on time	Turned in the work late
Bonus for being early	N/A	Penalty for being late

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What Does Each Student Know?		
Student A	Student B	Student C
Turned in the work early...	Turned in the work on time...	Turned in the work late...
And answered 70% of the questions correctly	And answered 80% of the questions correctly	And answered 100% of the questions correctly
Bonus for being early	N/A	Penalty for being late

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What Does Each Student Know?			
	Student A	Student B	Student C
Timeliness	Early	On Time	Late
Accuracy	70%	80%	100%
Grade	?	?	?

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TWO QUESTIONS...

The student did the homework and the score at the top is 80%

What should that score tell us about what the student knows?

Got It Down!

TALK it OUT

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LET'S TALK ABOUT GRADING PRACTICES

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QUESTION...

Teacher A and B collaboratively plan and give the same assignments and assessments.

Should students who respond identically to those assignments and assessments earn the same grades? Why or why not?



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WHICH TEACHER DO YOU WANT?

Six Different Teachers' Grading Policies

1. Nothing lower than 50, then average what's left
2. Drop 0, then average what's left
3. Drop lowest, then average what's left
4. Count assessment twice
5. Average all grades
6. Assessment only

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WHICH TEACHER DO YOU WANT?

Six Different Teachers' Grading Policies

1. Nothing lower than 50, then average what's left
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3. Drop lowest, then average what's left
4. Count assessment twice
5. Average all grades
6. Assessment only

Students	Task 1	Task 2	Task 3	Assessment
A	0	85	90	95
B	40	100	80	60
C	45	70	75	80

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WHICH TEACHER DO YOU WANT?

Six Different Teachers' Grading Policies

1. Nothing lower than 50, then average what's left
2. Drop 0, then average what's left
3. Drop lowest, then average what's left
4. Count assessment twice
5. Average all grades
6. Assessment only

Students	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
A	90	90	90	73	67.5	95
B	80	67.5	80	68	67.5	60
C	75	67.5	75	70	67.5	80

CAUTION:
Same Scores + Different Approaches to Grading = Educational Lottery

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QUESTION...

Teacher A and B collaboratively plan and give the same assignments and assessments.

Should students who respond identically to those assignments and assessments earn the same grades? Why or why not?



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HARSH REALITY #9

Just because a course has the same name or even the same assignments doesn't guarantee the teachers grade the assignments the same way.

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A REPAIR KIT FOR GRADING: 15 FIXES FOR BROKEN GRADES

By Ken O'Connor

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FIXES FOR PRACTICES THAT DISTORT ACHIEVEMENT

<p>DON'T</p> <ol style="list-style-type: none"> 1. Don't include student behaviors (effort, participation, adherence to class rules, etc.) in grades. 2. Don't reduce marks on "work" submitted late. 3. Don't give points for extra credit or use bonus points. 4. Don't punish academic dishonesty with reduced grades. 	<p>DO</p> <ol style="list-style-type: none"> 1. Include only achievement. 2. Provide support for the learner. 3. Seek only evidence that more work has resulted in a higher level of achievement. 4. Apply other consequences and reassess to determine actual level of achievement.
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FIXES FOR PRACTICES THAT DISTORT ACHIEVEMENT (cont.)

DON'T

5. Don't consider attendance in grade determination.
6. Don't include group score in grades.

DO

5. Report absences separately.
6. Use only individual achievement evidence.

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FIXES FOR LOW-QUALITY OR POOR ORGANIZED EVIDENCE

DON'T

7. Don't organize information in grading records by assessment methods or simply summarize into a single grade.
8. Don't assign grades using inappropriate or unclear performance standards.
9. Don't assign grades based on student's achievement compared to other students.
10. Don't rely on evidence gathered using assessments that fail to meet standards of quality.

DO

7. Organize and report evidence by standards/learning goals.
8. Provide clear descriptions of achievement expectations.
9. Compare each student's performance to preset standards.
10. Rely only on quality assessments.

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FIXES FOR INAPPROPRIATE GRADE CALCULATION

DON'T

- 11. Don't rely on the mean.
- 12. Don't include zeros in grade determination when evidence is missing or as a punishment.

DO

- 11. Consider other measures of central tendency and use professional judgment.
- 12. Use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient Evidence.

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FIXES FOR SUPPORTING LEARNING

DON'T

- 13. Don't use information from formative assessments and practice to determine grades.
- 14. Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities.
- 15. Don't leave students out of the grading process.

DO

- 13. Use only summative evidence.
- 14. In those instances, emphasize more recent achievement.
- 15. Involve students; they can—and should—play key roles in assessment and grading that promote achievement.

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HARSH REALITY #10

Most school districts are likely to need most (if not all) of these “fixes.”

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ALL 10 HARSH REALITIES...

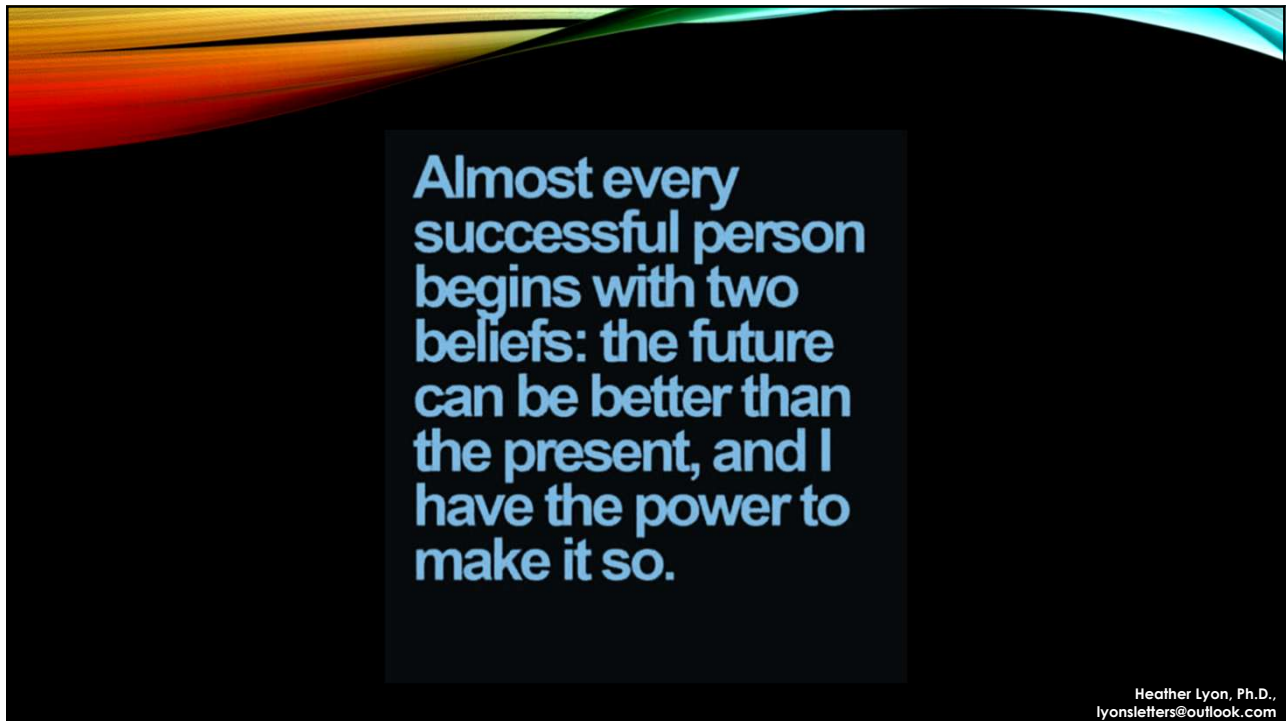
1. Teacher and administrator alignment to the standards, curriculum, instruction, and assessments will directly impact student outcomes...both student **learning** AND student **grades**.
2. We use grades with students before they even understand what the grade actually means.
3. Most teachers have never had even a single course on grading. Therefore, they approach grading in the same way they were graded as students with little thought or training in what would be better.
4. The Regents Exams don't care about student behaviors toward learning...they just care about what the students know and can do.
5. Report card grades are one of the **least** valid and reliable measures of student performance...yet think about how often those grades are used:
 - Sports eligibility
 - Scholarships
 - Rankings
 - Graduation
6. Each teacher is essentially their own school district able to decide how they want to assess student behaviors and learning.
7. We grade things that shouldn't be graded because we teach kids to focus on the score instead of the learning. WHY? Our learning isn't very engaging so we have to motivate students somehow, right?
8. Since we throw all grades into an average, kids need to do well 100% of the time and that means we need to make tasks that are easy enough for them to do well the first time...however outside of school, we fail a lot before we do well.
9. Just because a course has the same name or even the same assignments doesn't guarantee the teachers grade the assignments the same way
10. Most school districts are likely to need most (if not all) of these “fixes.”

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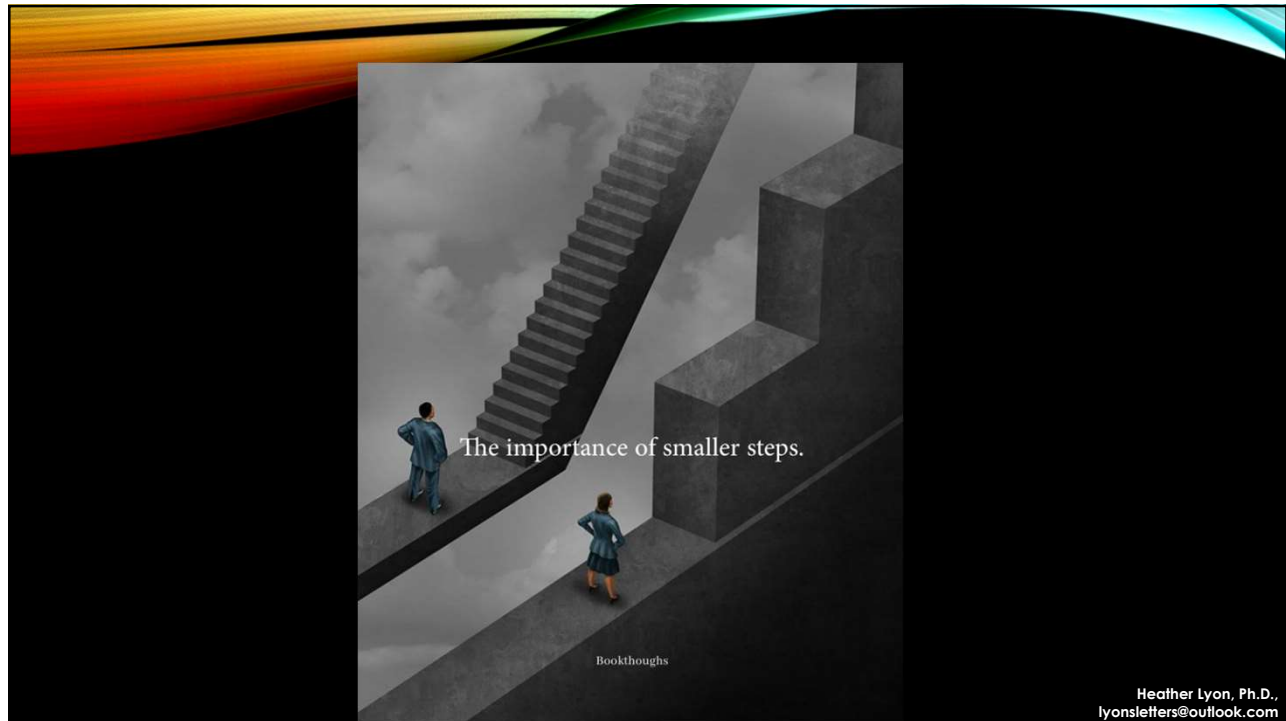
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START SMALL: ACTIONS YOU CAN TAKE


- Books:
 - [*A Repair Kit for Grading: 15 Fixes for Broken Grades*](#) by Ken O'Connor
 - [*Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn*](#) by Myron Dueck
 - [*Making Assessment Work For Educators Who Hate Data but LOVE Kids*](#) by David Schmittou
- Articles/Blog Posts
 - ["The Case Against Zero"](#) by Douglas Reeves
 - ["Making Up the Grade"](#) by Heather Lyon
- Assemble a committee to review your district's current grading policies and procedures

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WHAT IS LEARNING?

Learning=Change



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MOST LIMITS ARE
IN YOUR HEAD

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HOW MUCH YOU LEARN

FROM THEORY

FROM PRACTICE

FROM MISTAKES

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CALL TO ACTION

THIS IS NOT FAILURE ...

... THIS IS FAILURE

ROBERTOFERRARO.AR

BEGINNER

MASTER

"the **master** has failed more than the **beginner** has tried"

milaniCREATIVE.art

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