



SOUTH ATLANTIC CONFERENCE *of* SEVENTH-DAY ADVENTISTS
OFFICE *of* EDUCATION

A BLUE PRINT FOR GETTING TO THE CORE OF STANDARDS-BASED GRADING

Michael Jon Cookenmaster, EdD
Associate Superintendent
11.13.17

“And they shall be like a tree planted near the water. That tree has large roots that reach down into the water and it is not afraid when it gets hot; its leaves are always green. It does not worry when rain does not come; it always produces good fruit.”

Jeremiah 17: 8

“Character is like a tree and reputation like a shadow. The shadow is what we think of it; the tree is the real thing.”

Abraham Lincoln

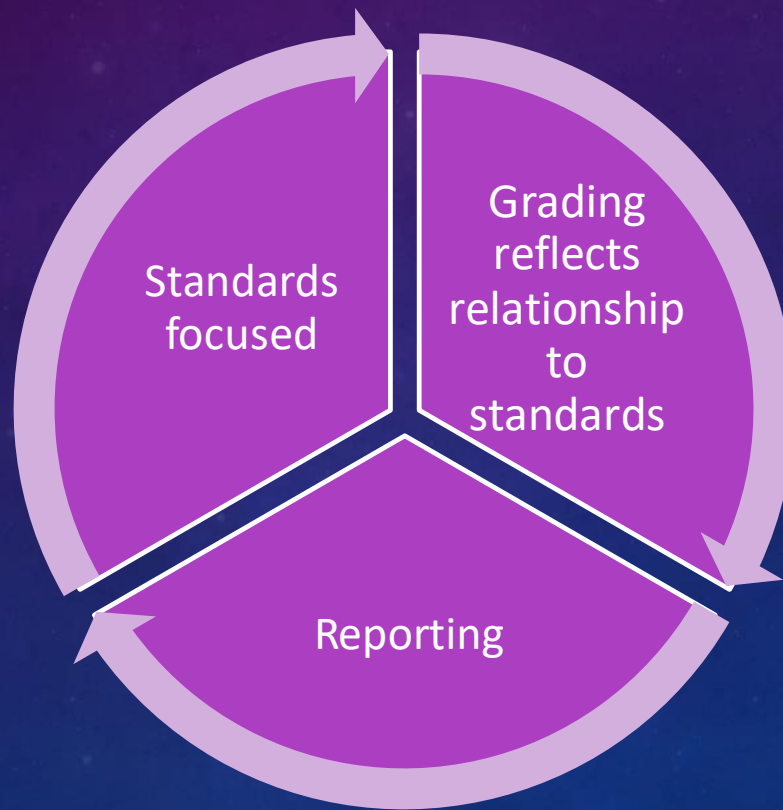


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The 21st C Learner is . . .



WHAT IS A STANDARDS-BASED SYSTEM



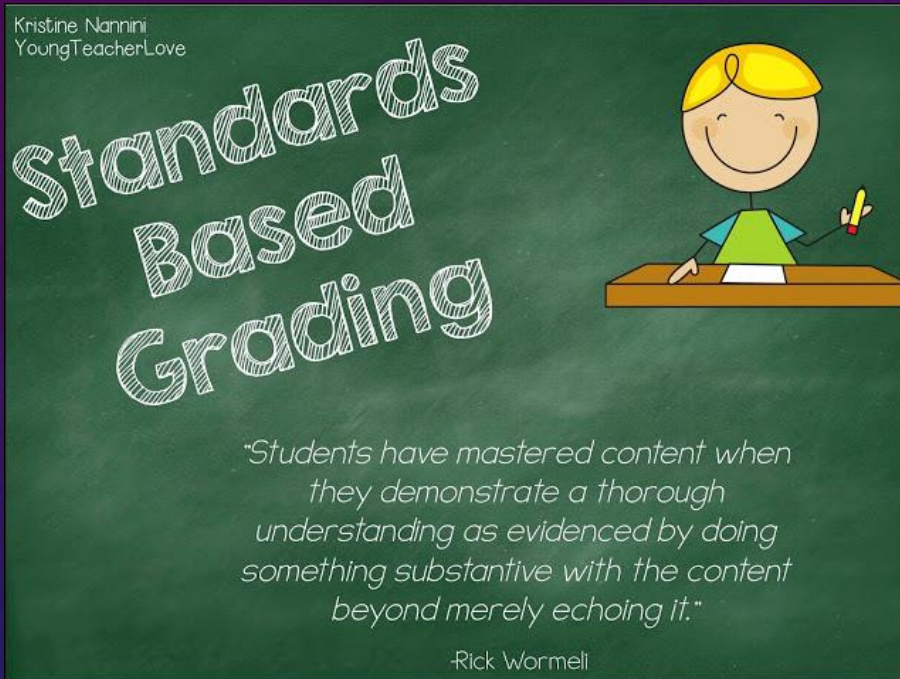
A REVIEW OF 21ST CENTURY EDUCATIONAL PARADIGM

- A standard defines what a student should know and be able to do in each subject area at each grade-level.
- All academic subjects have standards.
- Standards have shifted learning expectations of students from how they get to the end to what will the end result be—this is the premise of Backward Design.
- Goal—is to provide educators, parents, and student with clear, guideposts, allowing teachers to flexibly differentiate their student's curriculum to best meet their educational ability level.
- Objective—preparing students for the knowledge and the skills they must have to succeed in college or technical schools and in a 21st Century global environment.



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WHY CHANGE?



- Single letter grades often combine many factors, making it difficult to understand how grades have been determined.
- Standards-based grading provides a clearer picture of all the factors that have contributed to a grade.
- Families get more information about what students are expected to learn, what they have mastered, and how their work habits are contributing to their learning.



HOW DOES STANDARDS-BASED GRADING HELP PREPARE 21ST CENTURY LEARNERS?

- It is the missing link in aligning standards to lesson planning.

“A truly aligned preschool-to-college educational system consists of teaching, assessment, grading, and reporting established around standards so that students have the skills and the knowledge to succeed in today’s 21st Century, ultra-competitive global economy. Learning is the measure, not the seat of time” (Governor Ritter of Colorado, 2008).



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HIGH STANDARDS TO MAXIMIZE RIGOR & RELEVANCE

- The Adventist Standards set high, clear targets for every child.
- Adventist Standards are designed to be Performance-based.
- Adventist Standards are designed to maximize rigor and relevance.

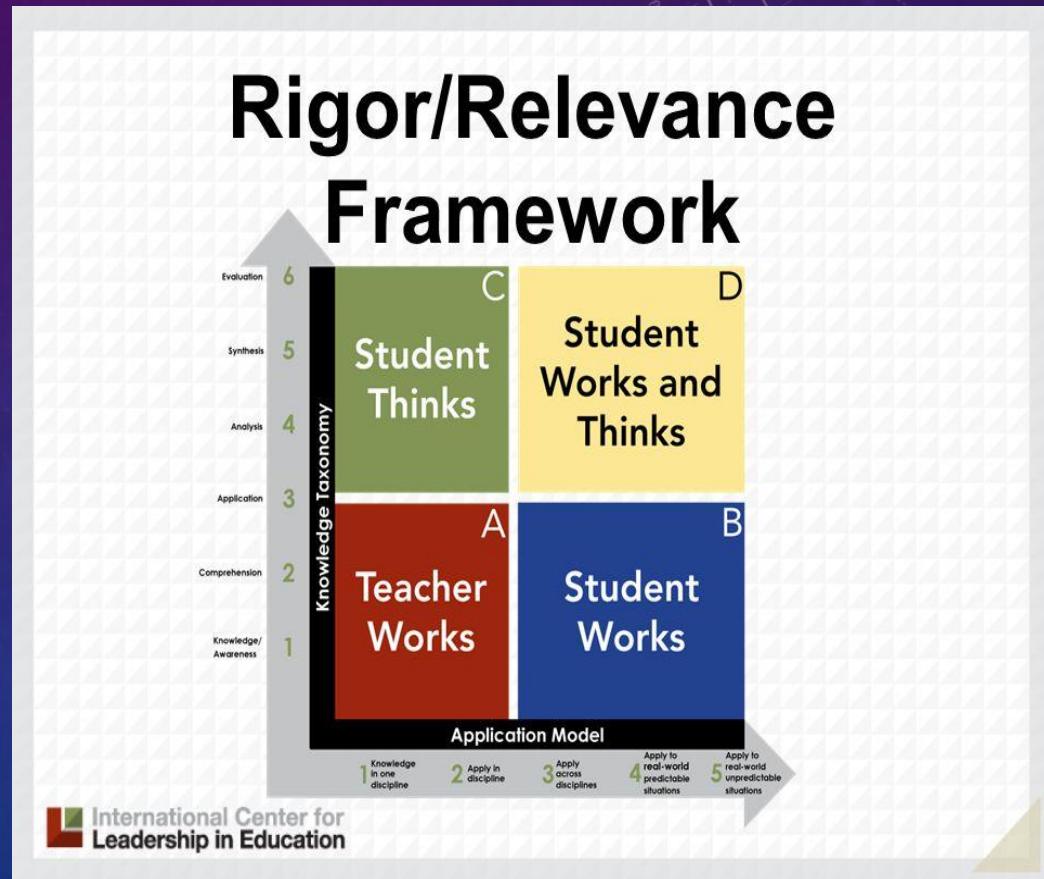


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DEFINING RIGOR AND RELEVANCE

- Academic rigor is learning in which learners demonstrate a thorough, in-depth mastery of challenging tasks that develop skills through reflection, analysis, problem-solving, evaluation, and creativity.
- Academic relevance is learning in which learners are able to apply core knowledge, concepts, and skills to solve real-world problems.

(Jones & Daggett, 2012)



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STANDARDS-BASED REPORTING

- “No studies support the use of low grades or marks as punishments. Instead of prompting greater effort, low grades more often cause students to withdraw from learning” (Guskey & Bailey, 2001).
- “Grading and reporting should always be done in reference to learning criteria, never on the curve” (Guskey, 1994).
- “Teachers also often use extra credit as a reward or to help students with low grades pass a class. In some cases, students who are close to earning a desired grade will ask for extra credit in order to reach that plateau. Both of these approaches to extra credit emphasize work over achievement: instead of indicating the student’s mastery of the class material, this kind of grade also indicates the amount of work the student has done in the class. Grade performance, not work” (Justin Goff, 2015).



STANDARDS-BASED REPORTING GOALS

- Grading is redemptive, allowing students, with reasonable time limits, to correct work and show mastery.
- Improve communication to parents about student achievement as related to the standards.
- Use grading practices that support student learning of standards – removing the penalty and focusing on proficiency rankings.
- Recognize that standards-based grading and reporting is a best practice in education and an expectation.



WHY AND HOW OF PERFORMANCE-BASED GRADING

- Measure how students are performing in relationship to the standards for his or her grade-level and what he or she must learn by the end of the school year.
- A grade is given for each learning goal, therefore multiple grades are given in each subject area. As an example math will be broken down by strand (Number Sense, Operations/Algebraic Thinking, Geometry, Measurement, Data/Statistics/Probability, and Assessments).
- Multiple standards can be covered in one lesson.



PERFORMANCE-BASED GRADING SCALE

| | |
|---|--|
| 6 | Exceptional – Exceeds Grade level expectations (100.5% +) |
| 5 | Mastery – Meeting grade level expectation consistently (90 -100%) |
| 4 | Proficient – Meets grade level expectation; may need some assistance (80-89%) |
| 3 | Developing - Approaching grade level standard expectations, meets them inconsistently, or with assistance (60-79%) |
| 2 | Beginning - Below grade-level standard expectations, understands half the concepts (40-59%) |
| 1 | Not Yet – Below grade level expectation, struggling to understand key concepts (1-39%) |
| M | Missing, Not turned in (0%) |

Robert Marzano, 2009

- Daily assignment grades are placed into appropriate strand categories.
- Each assignment is graded on the rubric with **5** the total number of points assigned, since **Mastery** is the target for each grade-level.
- The average of all the strands is reported as the final grade in the subject.
- Skill Set grades are based on the mode of students scores by subject area strand. This means their most frequently occurring score towards meeting the standard is reported in each strand.



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REMEMBER!



- Standards set the target of learning for *every* child because we believe *every child can learn*.
- Grades are based on the child's achievement of the standards.
- Students on IEPs have the grading scale adjusted to meet the individual learning goals as based on their IEP and the report card will reflect the grading has been modified.
- SACOE has provided teachers rubrics for most subject areas.



DECIPHERING THE STANDARDS-BASED GRADING SCALE

Robert Marzano, 2009

- From **6** to **4** mean the student is meeting standards, or their IEP goals.
- These are challenging because the Adventist Education Standards have been designed for rigor and relevance.
- **6** recognizes work that goes beyond the grade level standard expectation. It is not because the teacher padded the grade by adding extra credit.
- **3** recognizes work that is developing or approaching standard mastery.
- From **2** to **1** mean the student is not meeting standards yet.
 - This means something needs to change:
 - More time and opportunity to learn
 - Adjust the instructional strategies
 - Begin the RTI & REACH process to increase supports and interventions
 - Get outside tutoring
 - More home involvement



TRADITIONAL VS STANDARDS-BASED GRADING

If I could visit Japan, I would be splended. To see the city lights would be cool. To sit under a cherry blossom tree would be nice.

17/20
85% B

Topic Paragraph: 3 sentences to introduce topic

There are bamboo forests that are peaceful, rice fields, and landmarks too. If I go to a rice field I could see the farmers. I can't wait.

Supporting Paragraph 1: Three sentences that give reasons

Did you know that the largest city in Japan is Tokyo? What about the sword shop? What about the festivals?
 What about them?

Supporting Paragraph 2: Three sentences that give a short example

At least we aren't from Tokyo. I he religion you ask? We don't do their religion.
 Why do you say this? What about their religion?

Supporting Paragraph 3: Three sentences that give another short example

I'd also like to go to Sri Lanka. It is amazing. Would you like to come?

Closing Paragraph: Three sentences that restate and invite.

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This Paper Was Scored For:

| | | | | |
|--------------------|---|---|---|---|
| ✓ Ideas | 4 | 3 | 2 | 1 |
| ✓ Organization | 4 | 3 | 2 | 1 |
| ✓ Voice | 4 | 3 | 2 | 1 |
| ✓ Word Choice | 4 | 3 | 2 | 1 |
| ✓ Sentence Fluency | 4 | 3 | 2 | 1 |
| ✓ Conventions | 4 | 3 | 2 | 1 |



TRADITIONAL VS STANDARDS-BASED GRADING

englishforeveryone.org **4/8**
50% F

Name _____
Date 10-9-17

Intermediate Paragraph Correction 2

Directions: Read the passage below. Then answer questions about errors in the passage.

Jaime 1) been applying for full-time jobs for several months. 2) The last week he received a call from the Human Resources director at a computer software 3) company the HR director asked Jaime 4) could he fly to Chicago for a job interview. The company offered to pay for Jaime's plane ticket to Chicago, so that he will not have to pay for it himself. Jamie agreed to come for the interview.

Since then, Jaime has been busy collecting 5) informaton about the company. He also went, shopping for a new 6) suite. Jaime and his wife have been rehearsing answers to possible interview questions, so that Jaime will be 7) good and ready his best. Jaime is nervous about the interview, but 8) his looking forward to working at a new place.

1) ☐ A. have been applying
☐ B. has been applying
☐ C. have applying
☒ D. has applied

2) ☒ A. Last week
☐ B. On last week
☐ C. The week last
☐ D. Both A and C are correct.

3) ☒ A. company, The
☐ B. company - the
☐ C. company. The
☐ D. company! The

4) ☒ A. if he could fly
☐ B. if could he fly
☐ C. whether he could fly
☐ D. Both A and C are correct.

5) ☒ A. informates
☐ B. information
☐ C. information
☐ D. informashun
☐ E. Correct as is

6) ☒ A. suit.
☐ B. siut.
☐ C. suet.
☐ D. sewt.

7) ☒ A. good.
☐ B. smart and ready.
☐ C. prepared.
☐ D. studios.
☐ E. Correct as is

8) ☒ A. he's
☐ B. he is
☐ C. he will be
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1
Please redo the attached work and return to me by 10-9-17.



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TRADITIONAL VS STANDARDS-BASED GRADING

Level 2 Unit 8: Exploring the Sounds Day 4



34/35
97% A

Practice Your Name and Date Zachary 2-23-17

 **Directions:** Use your best writing to use the word in a sentence you have created.

answer The answer is one.

down Let's go down to the river.

explore The rover will explore Mars.


garlic Garlic is spicy.

porches I have nine porches.

reported We reported about school.


scar He has ~~a~~ scar on his cheek.

Level 2 Unit 8: Exploring the Sounds Day 4



| | | | | | |
|------------------------|---|---|---|---|---|
| Spelling Usage: | 0 | 1 | 2 | 3 | 4 |
| Structure & Mechanics: | 0 | 1 | 2 | 3 | 4 |
| Conventions: | 0 | 1 | 2 | 3 | 4 |
| Sentence Fluency: | 0 | 1 | 2 | 3 | 4 |

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TRADITIONAL VS STANDARDS-BASED GRADING

Name _____

PRACTICE 4-3 

Student Pages 108 and 109

32/32 100% A

Subtract.

| | | | | | |
|--|--|--|--|--|--|
| 1. $\begin{array}{r} 586 \\ -278 \\ \hline 308 \end{array}$ | 2. $\begin{array}{r} 324 \\ -192 \\ \hline 132 \end{array}$ | 3. $\begin{array}{r} 675 \\ -483 \\ \hline 192 \end{array}$ | 4. $\begin{array}{r} 197 \\ -89 \\ \hline 108 \end{array}$ | 5. $\begin{array}{r} 836 \\ -219 \\ \hline 617 \end{array}$ | 6. $\begin{array}{r} 881 \\ -174 \\ \hline 707 \end{array}$ |
| 7. $\begin{array}{r} 756 \\ -392 \\ \hline 364 \end{array}$ | 8. $\begin{array}{r} 487 \\ -286 \\ \hline 201 \end{array}$ | 9. $\begin{array}{r} 648 \\ -539 \\ \hline 109 \end{array}$ | 10. $\begin{array}{r} 527 \\ -235 \\ \hline 292 \end{array}$ | 11. $\begin{array}{r} 872 \\ -258 \\ \hline 614 \end{array}$ | 12. $\begin{array}{r} 664 \\ -245 \\ \hline 419 \end{array}$ |
| 13. $\begin{array}{r} 543 \\ -328 \\ \hline 215 \end{array}$ | 14. $\begin{array}{r} 865 \\ -791 \\ \hline 74 \end{array}$ | 15. $\begin{array}{r} 627 \\ -475 \\ \hline 152 \end{array}$ | 16. $\begin{array}{r} 739 \\ -299 \\ \hline 440 \end{array}$ | 17. $\begin{array}{r} 498 \\ -336 \\ \hline 162 \end{array}$ | 18. $\begin{array}{r} 654 \\ -483 \\ \hline 171 \end{array}$ |
| 19. $\begin{array}{r} 827 \\ -619 \\ \hline 208 \end{array}$ | 20. $\begin{array}{r} 687 \\ -573 \\ \hline 114 \end{array}$ | 21. $\begin{array}{r} 746 \\ -252 \\ \hline 494 \end{array}$ | 22. $\begin{array}{r} 288 \\ -192 \\ \hline 96 \end{array}$ | 23. $\begin{array}{r} 543 \\ -318 \\ \hline 225 \end{array}$ | 24. $\begin{array}{r} 219 \\ -87 \\ \hline 132 \end{array}$ |
| 25. $\begin{array}{r} 456 \\ -292 \\ \hline 164 \end{array}$ | 26. $\begin{array}{r} 751 \\ -248 \\ \hline 503 \end{array}$ | 27. $\begin{array}{r} 864 \\ -454 \\ \hline 410 \end{array}$ | 28. $\begin{array}{r} 718 \\ -309 \\ \hline 409 \end{array}$ | 29. $\begin{array}{r} 926 \\ -851 \\ \hline 75 \end{array}$ | 30. $\begin{array}{r} 689 \\ -395 \\ \hline 294 \end{array}$ |


Solve.

31. At the zoo, one kangaroo weighed 215 pounds. One lion weighed 423 pounds. How much more did the lion weigh?
208 pounds

32. There were 3 monkeys in one cage. The biggest monkey weighed 68 pounds. The other 2 monkeys weighed 55 pounds and 47 pounds. How much did the monkeys weigh in all?
170 pounds

brilliant work

Name _____

PRACTICE 4-3 

Student Pages 108 and 109

NO - 5

Subtract.

| | | | | | |
|--|--|--|--|--|--|
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brilliant work



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FINAL THOUGHT

“The key to increasing learner engagement is finding an *efficient* and *effective* way to measure it. When something is measured, summarized, and reported, it becomes important, and people pay attention” (Richard Jones, 2012).



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