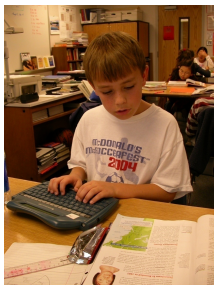
Fair Isn't Always Equal



Differentiated Grading

MMSA Conference 2012

Rick Wormeli

For further conversation about any of these topics:

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(Eastern Standard Time Zone)

Stenhouse PUBLISHERS
Professional Resources by Teachers for Teachers
www.stenhouse.com

Check out the FREE Website for Perspective and Practicality on Assessment and Grading Issues!

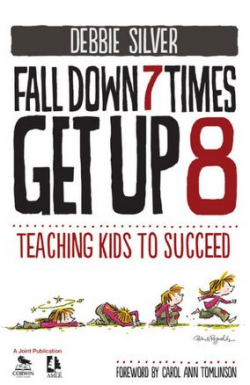
www.stenhouse.com/fiae

1.Two new, substantial study guides for *Fair Isn't Always Equal*
2.Q&A's - abbreviated versions of correspondence with teachers and administrators
3.Video and audio podcasts on assessment and grading issues
4.Testimonials from educators
5.Articles that support the book's main themes

Also, check out
ASCD's *Education Leadership*
November 2011 issue
Vol. 69, Number 3
Theme: Effective Grading Practices
Single Issue: $7.00, 1-800-933-2723
www.ascd.org

Among the articles:

- ❑Susan M. Brookhart on starting the conversation about the purpose of grades
- ❑Rick Wormeli on how to make redos and retakes work
- ❑Thomas R. Guskey on overcoming obstacles to grading reform
- ❑Robert Marzano on making the most of standards-based grading
- ❑Ken O'Connor and Rick Wormeli on characteristics of effective grading
- ❑Cathy Vatterott on breaking the homework grading addiction
- ❑Alfie Kohn on why we should end grading instead of trying to improve it

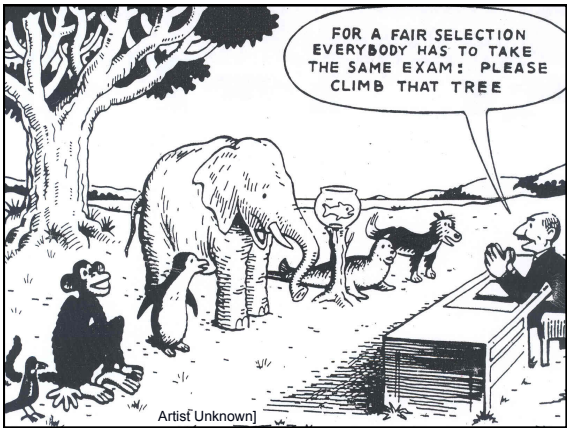


New from Dr. Debbie Silver!

Become well read in differentiation.

Standards-based Assessment and Grading Practices ⟷ **Professional Learning Communities**

1. What do we want our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students don't learn?
4. How will we enrich and extend the learning for students who have demonstrated Proficiency?



Artist Unknown]

What is fair…

…isn't always equal.

Differentiated instruction and standardized tests –

'**<u>NOT</u> an oxymoron!**

The only way students will do well on tests is if they learn the material. **DI maximizes what students learn.** DI and standardized testing are mutually beneficial.

<u>Definition</u>

Differentiating instruction is doing what's fair for students. It's a collection of best practices strategically employed to maximize students' learning at every turn, including giving them the tools to handle anything that is undifferentiated. It requires us to do different things for different students some, or a lot, of the time. It's whatever works to advance the student if the regular classroom approach doesn't meet students' needs. It's highly effective teaching.

Possibilities for finding extra time for student learning outside the classroom:

- Saturday school
- Early back programs
- Audio and video podcast of the day's lesson for student and family access later
- Lunch period
- One assignment demonstrating content in two different classes
- After school work
- Before school work
- E-mail "fan out" to all faculty to send student to you if he finishes early in their classes

Possibilities for finding extra time for student learning outside the classroom:

- Summer school
- Mentoring
- On-line tutorials, distance learning, Skype
- Volunteer adults sitting with him in the classroom
- Resource room/program
- Peer tutoring programs
- Alternative, less time intensive assignments/assessments
- Teaching the student personal study skills
- Other ideas?

One last reminder:

Just because it's mathematically easy to calculate doesn't mean it's pedagogically correct.

1. Mental dexterity, skill versatility, and perseverance will put dinner on the table and help America remain competitive, not simplistic notions of basic recall qualifying as mastery.
2. Common Core standards are basic competencies, not the full curriculum for a state or local district.

Tenets

3. The CCSS are NOT the cure-all for all that ails our schools. While great minds believe the CCSS reflect what is necessary for 21st century citizenry, no one really knows whether or not their implementation will create the positive changes we seek, or if future iterations of these common standards will even include the standards listed in this first version. We also know that poverty has tremendous impact on student performance, Common Core standards used or not, as does class size, family dynamics, teacher professional development, equal access laws, job opportunity, and school leadership.

4. Untested, we're putting a lot of eggs into this one basket, but we're operating from hope, which is a lot better than indifference.

5. These skills can be employed with any set of standards, Common Core or future version thereof.

"We went to school. We were not taught how to think; we were taught to reproduce what past thinkers thought…. … Instead of being taught to look for possibilities, we were taught to exclude them. It's as if we entered school as a question mark… …and graduated as a period."

-- Michael Michalko, *Creative Thinkering,* 2011, p. 3

Define Each Grade

A:

B:

C:

D:

E or F:

'Time to Stop Averaging

1. Society's definition of normal/"average" changes over time
2. Averaging tells us how a student is doing in relation to others, but we are criterion-referenced in standards-based classrooms.
3. Averaging was invented in statistics to get rid of the influence of any one sample error in experimental design, not how a student is doing in relation to learning goal.
4. Mode and in some cases, median, have higher correlation with outside the classroom testing.

Until Report Card Formats catch up to pedagogy, we may have to translate into three languages:

Rubric Symbol	English	Report Card Symbol
4	Mastery	100
3	Just below mastery	90

Perspective that Changes our Thinking:

A 'D' is a coward's 'F.' The student failed, but you didn't have enough guts to tell him."

-- Doug Reeves

- **A**
- **B**
- **C**
- **I, IP, NE, or NTY**

Once we cross over into D and F(E) zones, does it really matter? We'll do the same two things: Personally investigate and take corrective action

If we do not allow students to re-do work, we deny the growth mindset so vital to student maturation, and we are declaring to the student:

- This assignment had no legitimate educational value.
- It's okay if you don't do this work.
- It's okay if you don't learn this content or skill.

None of these is acceptable to the highly accomplished, professional educator.

Remember:

There is a big difference between what we hold people accountable for demonstrating during the learning cycle versus what we hold people accountable for demonstrating once they are fully certified, i.e. finished the learning cycle and received passing scores on valid assessments.

Recovering in full from a failure teaches more than being labeled for failure ever could teach.

It's a false assumption that giving a student an "F" or wagging an admonishing finger from afar builds moral fiber, self-discipline, competence, and integrity.

Re-Do's & Re-Takes: Are They Okay?

More than "okay!" After 10,000 tries, here's a working light bulb. 'Any questions?

Thomas Edison

From Youtube.com:

Dr. Tae Skateboarding
(Ted Talk)

http://www.youtube.com/watch?v=lHfo17ikSpY

It takes doing a task (or revisiting content) about two dozen times to get to an 80% proficiency level with that skill or content in long-term memory.

Helpful Procedures and Policies for Re-Do's and Re-Takes

- **Always, "…at teacher discretion."**
- **Don't hide behind the factory model of schooling that perpetuates curriculum by age, perfect mastery on everyone's part by a particular calendar date.**
- **As appropriate, students write letters explaining what was different between the first and subsequent attempts, and what they learned about themselves as learners.**
- **Re-do's and re-takes must be within reason, and teachers decide what's reasonable.**

- **Identify a day by which time this will be accomplished or the grade is permanent, which, of course, may be adjusted at any point by the teacher.**
- **With the student, create a calendar of completion that will help them accomplish the re-do. If student doesn't follow through on the learning plan, he writes letters of apology. There must be re-learning, or learning for the first time, before the re-assessing.**
- **Require the student to submit original version with the re-done version so you and he can keep track of his development.**
- **If a student is repeatedly asking for re-doing work, something's up. Investigate your approach and the child's situation.**

- **C, B, and B+ students get to re-do just as much as D and F students do. Do not stand in the way of a child seeking excellence.**
- **If report cards are due and there's not time to re-teach before re-assessing, record the lower grade, then work with the student in the next marking period, and if he presents new evidence of proficiency, submit a grade-change report form, changing the grade on the transcript from the previous marking period.**
- **Reserve the right to give alternative versions and ask follow-up questions to see if they've really mastered the material.**
- **Require parents to sign the original attempt.**

- **It's okay to let students, "bank," sections of the assessment/ assignment that are done well.**
- **No-re-do's the last week of the grading period.**
- **Replace the previous grade with the new one, do NOT average them together.**
- **Sometimes the greater gift is to deny the option.**
- **Choose your battles. Push for re-doing the material that is transformative, leveraging, fundamental.**

Prompt:

Write a well-crafted essay that provides an accurate overview of what we've learned about DNA in our class so far. You may use any resources you wish, but make sure to explain each of the aspects of DNA we've discussed.

Student's Response:

Deoxyribonucleic Acid, or DNA, is the blueprint for who we are. Its structure was discovered by Watson and Crick in 1961. Watson was an American studying in Great Britain. Crick was British (He died last year). DNA is shaped like a twisting ladder. It is made of two nucleotide chains bonded to each other. The poles of the ladder are made of sugar and phosphate but the rungs of the ladder are made of four bases. They are thymine, guanine, and cytosine, and adenine. The amount of adenine is equal to the amount of thymine (A=T). It's the same with cytosine and guanine (C=G).

(Continued on the next slide)

The sequence of these bases makes us who we are. We now know how to rearrange the DNA sequences in human embryos to create whatever characteristics we want in new babies – like blue eyes, brown hair, and so on, or even how to remove hereditary diseases, but many people think it's unethical (playing God) to do this, so we don't do it. When DNA unzips to bond with other DNA when it reproduces, it sometimes misses the re-zipping order and this causes mutations. In humans, the DNA of one cell would equal 1.7 meters if you laid it out straight. If you laid out all the DNA in all the cells of one human, you could reach the moon 6,000 times!

'Interesting:

"The score a student receives on a test is more dependent on who scores the test and how they score it than it is on what the student knows and understands."

-- Marzano, *Classroom Assessment & Grading That Work* (CAGTW), p. 30

Conclusions from Sample DNA Essay Grading

The fact that a range of grades occurs among teachers who grade the same product suggests that:

- **Assessment can only be done against commonly accepted and clearly understood criteria.**
- **Grades are relative.**
- **Teachers have to be knowledgeable in their subject area in order to assess students properly.**
- **Grades are subjective and can vary from teacher to teacher.**
- **Grades are not always accurate indicators of mastery.**

What's the difference between **proficient** in the standard/outcome and **mastery** of the standard/outcome?

What does **exceeding** the standard mean?

The better question is not,
"What is the standard?"

The better question is,
"What evidence will we tolerate?"

"The student understands fact versus opinion."

Identify

Create

Revise

Manipulate

Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (From the Common Core Standards)

- What is the proper way to cite textual evidence in a written analysis?
- How much textual evidence is needed to support the student's claims?
- What if the student cites enough evidence but it's for an incorrect claim?
- What if the student is novel or stylistic in some way – will that be acceptable as long as he fulfills the general criteria?
- How specific does a student need to be in order to demonstrate being explicit?

- Is the analysis complete if he just makes the claim and cites evidence without a line or two to tie it all back to the theme?
- And what does, "…as well as inferences drawn from the text," mean? Does it mean students make inferences about the text and back them up with text references or outside-the-text references? Are students supposed to comment on quality of inferences within the text? Are they supposed to make inferences when analyzing the text?
- What if they can do it with one piece of text, but not another, or they can do it this week, but not another?
- What text formats will we require students to analyze in this manner?
- What will constitute, "Exceeds the Standard?"

Working Definition of Mastery

(Wormeli)

Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. Anyone can repeat information; it's the masterful student who can break content into its component pieces, explain it and alternative perspectives regarding it cogently to others, and use it purposefully in new situations.

What is the standard of excellence when it comes to tying a shoe?

Now describe the evaluative criteria for someone who excels beyond the standard of excellence for tying a shoe. What can they do?

Consider Gradations of Understanding and Performance from Introductory to Sophisticated

Introductory Level Understanding:

Student walks through the classroom door while wearing a heavy coat. Snow is piled on his shoulders, and he exclaims, "Brrrr!" From depiction, we can infer that it is cold outside.

Sophisticated level of understanding:

Ask students to analyze more abstract inferences about government propaganda made by Remarque in his wonderful book, *All Quiet on the Western Front*.

- Determine the surface area of a cube.
- Determine the surface area of a rectangular prism (a rectangular box)
- Determine the amount of wrapping paper needed for another rectangular box, keeping in mind the need to have regular places of overlapping paper so you can tape down the corners neatly
- Determine the amount of paint needed to paint an entire Chicago skyscraper, if one can of paint covers 46 square feet, and without painting the windows, doorways, or external air vents.

There's a big difference: What are we really trying to assess?

- "Explain the second law of thermodynamics" vs. "Which of the following situations shows the second law of thermodynamics in action?"
- "What is the function of a kidney?" vs. "Suppose we gave a frog a diet that no impurities – fresh organic flies, no pesticides, nothing impure. Would the frog still need a kidney?"
- "Explain Keynes's economic theory" vs. " Explain today's downturn in the stock market in light of Keynes's economic theory."

From, *Teaching the Large College Class,* Frank Heppner, 2007, Wiley and Sons

What is the Role of Each One?

- Pre-assessment
- Formative Assessment
- Common Formative Assessment
- Summative Judgment
- Standardized Assessments

Feedback vs Assessment

Feedback: Holding up a mirror to students, showing them what they did and comparing it what they should have done – There's no evaluative component!

Assessment: Gathering data *so we can make a decision*

Greatest Impact on Student Success:

Formative feedback

Two Ways to Begin Using
Descriptive Feedback:

- "Point and Describe"
  (from ***Teaching with Love & Logic,*** **Jim Fay, David Funk)**
- "Goal, Status, and Plan for the Goal"
  1. **Identify the objective/goal/standard/outcome**
  2. **Identify where the student is in relation to the goal (Status)**
  3. **Identify what needs to happen in order to close the gap**

"If we don't count
homework heavily,
students won't do it."

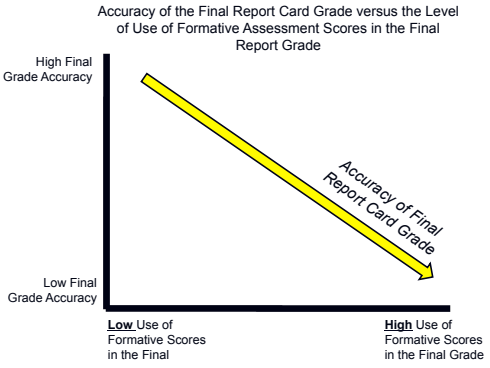
Do you agree with this?
Does this sentiment cross a line?

Two Homework Extremes
that Focus Our Thinking

- **If a student does none of the homework assignments, yet earns an "A" (top grade) on every formal assessment we give, does he earn anything less than an "A" on his report card?**
- **If a student does all of the homework well yet bombs every formal assessment, isn't that also a red flag that something is amiss, and we need to take corrective action?**

Be clear: We mark and grade against standards/outcomes, *not* the routes students take or techniques teachers use to achieve those standards/ outcomes.

Given this premise, marks/grades for these activities can no longer be used in the academic report of what students know and can do regarding learner standards: maintaining a neat notebook, group discussion, class participation, homework, class work, reading log minutes, band practice minutes, dressing out in p.e., showing up to perform in an evening concert, covering textbooks, service to the school, group projects, signed permission slips, canned foods for canned food drive…



This quarter, you've taught:

- **4-quadrant graphing**
- **Slope and Y-intercept**
- **Multiplying binomials**
- **Ratios/Proportions**
- **3-dimensional solids**
- **Area and Circumference of a circle.**

The student's grade: B

What does this mark tell us about the student's proficiency with each of the topics you've taught?

Unidimensionality – A single score on a test represents a single dimension or trait that has been assessed

Student	Dimension A	Dimension B	Total Score
1	2	10	12
2	10	2	12
3	6	6	12

Problem: Most tests use a single score to assess multiple dimensions and traits. The resulting score is often invalid and useless. -- Marzano, CAGTW, page 13

Clear and Consistent Evidence

We want an accurate portrayal of a student's mastery, not something clouded by a useless format or distorted by only one opportunity to reveal understanding.

Differentiating teachers require accurate assessments in order to differentiate successfully.

Great differentiated assessment is never kept in the dark.

"Students can hit any target they can see and which stands still for them."

-- Rick Stiggins, Educator and Assessment expert

If a child ever asks, "Will this be on the test?".....we haven't done our job.

Successful Assessments are Varied and They are Done Over Time

- **Assessments are often snapshot-in-time, inferences of mastery, not absolute declarations of exact mastery**
- **When we assess students through more than one format, we see different sides to their understanding. Some students' mindmaps of their analyses of Renaissance art rivals the most cogent, written versions of their classmates.**

Why Do We Grade?

- **Provide feedback**
- **Document progress**
- **Guide instructional decisions**

- **Motivate**
- **Punish**
- **Sort students**

What about incorporating *attendance*, *effort*, and *behavior* in the final grade?

Standards-based Grading Impacts Behavior, not just Report Cards:

"When schools improve grading policies – for example, by disconnecting grades from behavior – student achievement increases and behavior improves dramatically."

(Doug Reeves, ASCD's *Educational Leadership*, 2008, p. 90, Reeves)

Consider…

- **Teaching and learning can and do occur without grades.**
- **We do not give students grades in order to teach them.**
- **Grades reference summative experiences only – cumulative tests, projects, demonstrations, NOT formative experiences.**
- **Students can learn without grades, but they must have feedback.**
- **Grades are inferences based upon a sampling of student's work in one snapshot moment in time. As such they are highly subjective and relative.**

Premise

A grade represents a valid and undiluted indicator of what a student knows and is able to do – mastery.

With grades we document progress in students and our teaching, we provide feedback to students and their parents, and we make instructional decisions.

Time to Change the Metaphor:

Grades are NOT compensation. Grades are communication: They are an accurate report of what happened.

10 Practices to *Avoid* in a Differentiated Classroom

[*They Dilute a Grade's Validity and Effectiveness*]

- **Penalizing students' multiple attempts at mastery**
- **Grading practice (daily homework) as students come to know concepts [Feedback, not grading, is needed]**
- **Withholding assistance (not scaffolding or differentiating) in the learning when it's needed**
- **Group grades**
- **Incorporating non-academic factors (behavior, attendance, and effort)**

- **Assessing students in ways that do not accurately indicate students' mastery (student responses are hindered by the assessment format)**
- **Grading on a curve**
- **Allowing Extra Credit**
- **Defining supposedly criterion-based grades in terms of norm-referenced descriptions ("above average," "average", etc.)**
- **Recording zeroes on the 100.0 scale for work not done**

0 or 50 (or 60)?

100-pt. Scale:

0, 100, 100, 100, 100, 100 -- 83% (C+)

60, 100, 100, 100, 100, 100 -- 93% (B+)

When working with students, do we choose the most hurtful, unrecoverable end of the "F" range, or the most constructive, recoverable end of the "F" range?

Be clear: Students are not getting points for having done nothing. The student still gets an F. We're simply equalizing the influence of the each grade in the overall grade and responding in a way that leads to learning.

Imagine the Reverse…

A = 100 – 40

B = 39 – 30

C = 29 – 20

D = 19 – 10

F = 9 – 0

What if we reversed the proportional influences of the grades? That "A" would have a huge, yet undue, inflationary effect on the overall grade. Just as we wouldn't want an "A" to have an inaccurate effect, we don't want an "F" grade to have such an undue, deflationary, and inaccurate effect. Keeping zeroes on a 100-pt. scale is just as absurd as the scale seen here

100	4
90	3
80	2
70	1
60	0
50	-1
40	-2
30	-3
20	-4
10	-5
0	-6

Consider the Correlation

A (0) on a 100-pt. scale is a (-6) on a 4-pt. scale. If a student does no work, he should get nothing, not something worse than nothing. How instructive is it to tell a student that he earned six times less than absolute failure? Choose to be instructive, not punitive.

[Based on an idea by Doug Reeves, *The Learning Leader*, ASCD, 2006]

Temperature Readings for Norfolk, VA:

85, 87, 88, 84, 0 ← **('Forgot to take the reading)**

Average: 68.8 degrees

This is inaccurate for what really happened, and therefore, unusable.

Clarification:

When we're talking about converting zeroes to 50's or higher, we're referring to zeroes earned on major projects and assessments, *not* homework, as well as anything graded on a 100-point scale. It's okay to give zeroes on homework or on small scales, such as a 4.0 scale. Zeroes recorded for homework assignments do not refer to final, accurate declarations of mastery, and those zeroes don't have the undue influence on small grading scales.

Grading Late Work

- **One whole letter grade down for each day late is punitive. It does not teach students, and it removes hope.**
- **A few points off for each day late is instructive; there's hope.**
- **Yes, the world beyond school *is* like this.**

Helpful Consideration for Dealing with Student's Late Work:

Is it chronic….

…or is it occasional?

We respond differently, depending on which one it is.

Set up your gradebook into two sections:

Formative	Summative
Assignments and assessments completed on the way to mastery or proficiency	Final declaration of mastery or proficiency

Summative Assessments **Student:** _____

Standards/ Outcomes	XYZ Test, part 1	PQR Project	EFG Observ.	XYZ Test, part 2	GHI Perf. Task	Most Consistent Level
1.1 [Descriptor]		3.5			3.5	3.5
1.2 [Descriptor]	2.5	5.0	4.5	4.5		4.5
1.3 [Descriptor]		4.5	3.5	3.0	3.5	3.5
1.4 [Descriptor]	3.5			3.5		3.5
1.5 [Descriptor]	2.0			1.5		1.75

Gradebooks and Report Cards in the Differentiated Classroom: Ten Important Attributes

1. Everything is clearly communicated, easily understood
2. Use an entire page per student
3. Set up according to Standards/Outcomes
4. Disaggregate!
5. No averaging – Determine grades based on central tendency, trend, mode

Gradebooks and Report Cards in the Differentiated Classroom: Ten Important Attributes

6. Behavior/Effort/Attendance separated from Academic Performance
7. Grades/Marks are as accurate as possible
8. Some students may have more marks/grades than others
9. Scales/Rubric Descriptors readily available, even summarized as possible
10. Grades/marks revisable

Responsive Report Formats

Adjusted Curriculum Approach:

Grade the student against his own progression, but indicate that the grade reflects an adjusted curriculum. Place an asterisk next to the grade or check a box on the report card indicating such, and include a narrative comment in the cumulative folder that explains the adjustments.

Responsive Report Formats

Progression and Standards Approach:

Grade the student with two grades, one indicating his performance with the standards and another indicating his own progression. A, B, C, D, or F indicates the student's progress against state standards, while 3, 2, or 1 indicates his personal progression.

Responsive Report Formats

Multiple Categories Within Subjects Approach:

Divide the grade into its component pieces. For example, a "B" in Science class can be subdivided into specific standards or benchmarks such as, "Demonstrates proper lab procedure," "Successfully employs the scientific method," or "Uses proper nomenclature and/or taxonomic references."

The more we try to aggregate into a single symbol, the less reliable that symbol is as a true expression of what a student knows and is able to do.

Report Cards without Grades

Course: English 9	Standard Descriptor	Standards Rating (1) (2) (3) (4)
Standard 1	Usage/Punct/Spelling	----------2.5
Standard 2	Analysis of Literature	----------1.75
Standard 3	Six + 1 Traits of Writing	----------3.25
Standard 4	Reading Comprehension	----------3.25
Standard 5	Listening/Speaking	----------2.0
Standard 6	Research Skills	----------4.0

Additional Comments from Teachers:

Health and Maturity Records for the Grading Period:

100 point scale or 4.0 Scale?

- **A 4.0 scale has a high inter-rater reliability. Students' work is connected to a detailed descriptor and growth and achievement rally around listed benchmarks.**
- **In 100-point or larger scales, the grades are more subjective. In classes in which teachers use percentages or points, students, teachers, and parents more often rally around grade point averages, not learning.**

Consider:

- **Pure mathematical averages of grades for a grading period are inaccurate indicators of students' true mastery.**
- **A teacher's professional judgment via clear descriptors on a rubric actually increases the accuracy of a student's final grade as an indicator of what he learned.**
- **A teacher's judgment via rubrics has a stronger correlation with outside standardized tests than point or average calculations do.**

(Marzano)

Accurate grades are based on the most consistent evidence. We look at the pattern of achievement, including trends, not the average of the data. This means we focus on the median and mode, not mean, and the most recent scores are weighed heavier than earlier scores.

Median: The middle test score of a distribution, above and below which lie an equal number of test scores

Mode: The score occurring most frequently in a series of observations or test data

Suggested Language to Use in Parents' Handbook:

Parents, as we are basing students' grades on standards for each discipline, final grades are first and foremost determined by our teachers' professional opinion of your child's work against those standards, not by mathematical calculations. Teachers have been trained in analyzing student products against standards and in finding evidence of that learning using a variety of methods. Please don't hesitate to inquire how grades for your child were determined if you are unsure.

Grading Inclusion Students

Question #1:

"Are the standards set for the whole class also developmentally appropriate for this student?"

- If they *are* appropriate, proceed to Question #2.
- If they are *not* appropriate, identify which standards are appropriate, making sure they are as close as possible to the original standards. Then go to question #2.

Grading Inclusion Students

Question #2:

"Will these learning experiences (processes) we're using with the general class work with the inclusion student as well?"

- If they *will* work, then proceed to Question #3.
- If they will *not* work, identify alternative pathways to learning that *will* work. Then go to Question #3.

Grading Inclusion Students

Question #3:

"Will this assessment instrument we're using to get an accurate rendering of what general education students know and are able to do regarding the standard also provide an accurate rendering of what this inclusion student knows and is able to do regarding the same standard?

- If the instrument will provide an accurate rendering of the inclusion student's mastery, then use it just as you do with the rest of the class.
- If it will not provide an accurate rendering of the inclusion student's mastery, then identify a product that will provide that accuracy, and make sure it holds the student accountable for the same universal factors as your are asking of the other students.

Grading Gifted Students

- **Insure grade-level material is learned.**
- **If it's enrichment material only, the grade still represents mastery of on-grade-level material. An addendum report card or the comment section provides feedback on advanced material.**
- **If the course name indicates advanced material (Algebra I Honors, Biology II), then we grade against those advanced standards.**
- **If the student has accelerated a grade level or more, he is graded against the same standards as his older classmates.**

Great New Books on Feedback, Assessment, and Grading:

- *Elements of Grading,* Doug Reeves, Solution Tree, 2010
- *How to Give Feedback to Your Students,* Susan M. Brookhart, ASCD, 2008
- *Developing Performance-Based Assessments, Grades 6-12,* Nancy P. Gallavan, Corwin Press, 2009
- *Measuring Up: What Educational Testing Really Tells Us,* Daniel Koretz, Harvard University Press, 2008
- *Assessment Essentials for Stnadards-Based Education, Second Edition*, James H. McMillan, Corwin Press, 2008
- *Balanced Assessment, From Formative to Summative,* Kay Burke, Solution Tree, 2010

Recommended Reading on Assessment and Grading

- **Arter, Judith A.; McTighe, Jay; *Scoring Rubrics in the Classroom : Using Performance Criteria for Assessing and Improving Student Performance*,** Corwin Press, 2000
- **Benjamin, Amy. *Differentiating Instruction: A Guide for Middle and High School Teachers*, Eye on Education, 2002**
- **Black, Paul; William, Dylan. 1998. "Inside the Black Box: Raising Standards through Classroom Assessment," Phi Delta kappan, 80(2): 139-148**
- **Borich, Gary D.; Tombari, Martin L. *Educational Assessment for the Elementary and Middle School Classroom (2nd Edition),* Prentice Hall, 2003**
- **Brookhart, Susan. 2004. Grading. Upper Saddle River, NJ: Merrill/Prentice Hall**

Recommended Reading on Assessment and Grading

- **Fisher, Douglas; Frey, Nancy. *Checking for Understanding: Formative Assessment Techniques for your Classroom,* ASCD, 2007**
- **www.exemplars.com**
- **Heacox, Diane, Ed.D. *Differentiated Instruction in the Regular Classroom, Grades 3 – 12*, Free Spirit Publishing, 2000**
- **Lewin, Larry; Shoemaker, Betty Jean. *Great Performances: Creating Classroom-Based Assessment Tasks,* John Wiley & Sons, 1998**
- **Marzano, Robert. *Transforming Classroom Grading*, ASCD 2001**
- **Marzano, Robert. *Classroom Assessment and Grading that Work*, ASCD 2006**
- **Marzano, Robert; McTighe, Jay; and Pickering, Debra. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*, Association for Supervision and Curriculum Development, 1993**

Recommended Reading

- **Millan, James H. *Classroom Assessment: Principles and Practice for Effective Instruction (2nd Edition),* Allyn & Bacon, 2000**
- **O'Connor, Ken; *How to Grade for Learning, 2nd Edition, Thousand Oaks, CA, Corwin Press (3rd edition coming in 2009)***
- **O'Connor, Ken; A Repair Kit for Grading: 15 Fixes for Broken Grades, ETS publishers, 2007**
- **Popham, W. James; Test *Better, Teach Better: The Intsructional Role of Assessment*, Association for Supervision and Curriculum Development, 2003**
- **Popham, W. James; *Classroom Assessment : What Teachers Need to Know (4th Edition)*, Pearson Education, 2004**
- **Rutherford, Paula. *Instruction for All Students*, Just ASK Publications, Inc (703) 535-5432, 1998**
- **Stiggins, Richard J. *Student-Involved Classroom Assessment (3rd Edition),* Prentice Hall, 2000**

- **Wiggins, Grant; *Educative assessment: Assessment to Inform and Improve Performance*, Jossey-Bass Publishers, 1997**

  Grant Wiggins Web site and organization:

  Center on Learning, Assessment, and School Structure (CLASS)

  info@classnj.org www.classnj.org gpw@classnj.org
- **Wormeli, Rick. *Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom*. Stenhouse Publishers, 2006**

Three particularly helpful books I just read and I highly recommend:

- Keeley, Page. *Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning,* Corwin Press, NSTA Press, 2008
- Brookhart, Susan. *How to Assess Higher-Order Thinking Skills in your Classroom*, ASCD, 2010
- *Alternatives to Grading Student Writing*, Stephen Tchudi, Editor, NCTE, 1997

GPS

Grading Philosophy Statement

(Your Personal navigation device)

GPS Format

1. 1-2 sentence statement of your philosophy. Ex: *"Homework will count 10% in this class."*
2. 1-5 sentences of rationale as to why this is your policy. Ex: *"Homework is meant to be practice as students learn a topic, not a declaration of summative mastery of that topic. Since grades are reserved only for summative declarations of mastery, homework should not be a major portion of the final grade for the grading period."*

Include in your statement your philosophy on the following:

- Differentiated and fair grading
- Rubrics
- Modified or adjusted curriculum
- Student self-assessment
- Extra credit
- What grades mean
- Definitions of individual grades
- Grading scales (100 vs 4.0)
- Formative vs summative assessments
- Averaging grades vs using median/mode
- Grading classwork
- Grading homework
- The purpose of homework
- How much curriculum should be on one test and tiering tests
- The role of alternative assessments
- Weighting grades
- The percent influence of varied assessments
- Dealing with late work
- Setting up the gradebook according to categories, assessment formats or standards
- Re-doing work or tests for full credit
- The purpose of grades and grading