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For further conversation about any of these topics:

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*Let's recognize these realities:*

- Many of you do this naturally as conscientious teachers. You're intuitive and purposeful, and though successful already, you seek further thinking.
- As they are currently designed, schools are not set up to teach. They are meant to protect the status quo. They conspire against students and teachers who need more, less, or different of anything.
- In order to meet the needs of *all* students, not just the easy ones, we have to transcend the regular classroom boundaries: time, space, resources, people.

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*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

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*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?

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**Schools aren't  
meant to meet  
the needs of  
diverse  
students.**

***It is counter-cultural, subversive,  
to differentiate instruction .***

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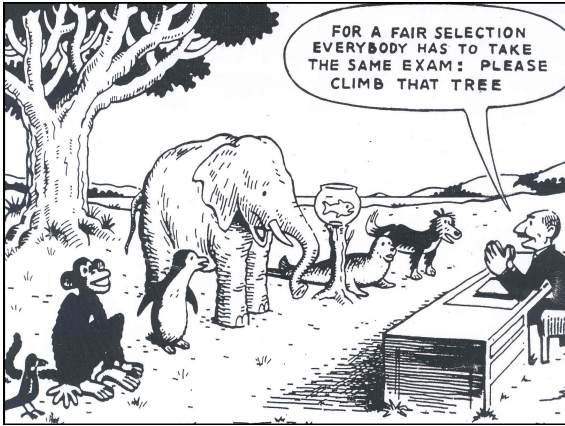
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**What is fair...  
...isn't always equal.**

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**The professional model for  
ALL professions is: *work,  
receive feedback, revise  
according to feedback, work  
more, receive feedback, revise  
according to feedback, work  
more,  
and continue.***

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Post schooling, we self-differentiate, and we don't have to be good at everything everyone in the company is good at doing, nor at the exact same time, or to the same level of proficiency.

In k-12 schools, however,....

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**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.

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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

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**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.**

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From Youtube.com:

**Dr. Tae Skateboarding**  
(Ted Talk)

<http://www.youtube.com/watch?v=LHfo17ikSpY>

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*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

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- A                                    I = Incomplete
- B                                    IP = In Progress
- C                                    NE = No Evidence
- I, IP, NE, or NTY                NTY = Not There Yet

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

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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.*

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**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.**

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**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...

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Teacher Action	Result on Student Achievement
Just telling students # correct and incorrect	Negative influence on achievement
Clarifying the scoring criteria	Increase of 16 percentile points
Providing explanations as to why their responses are correct or incorrect	Increase of 20 percentile points
Asking students to continue responding to an assessment until they correctly answer the items	Increase of 20 percentile points
Graphically portraying student achievement	Increase of 26 percentile points

-- Marzano, CAGTW, pgs 5-6

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Carol Dweck (2007) distinguishes between students with a fixed intelligence mindset who believe that intelligence is innate and unchangeable and those with a growth mindset who believe that their achievement can improve through effort and learning... Teaching students a growth mindset results in increased motivation, better grades, and higher achievement test results."

(p.6, *Principal's Research Review*, January 2009, NASSP)

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## 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

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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

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Item	Topic or Proficiency	Right	Wrong	Simple Mistake?	Really Don't Understand
1	Dividing fractions		✓		✓
2	Dividing Fractions		✓		✓
3	Multiplying Fractions		✓	✓	
4	Multiplying fractions	✓			
5	Reducing to Smpilst trms	✓			
6	Reducing to Smpilst trms	✓			
7	Reciprocals	✓			
8	Reciprocals		✓	✓	
9	Reciprocals		✓	✓	

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### 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.

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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.*

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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.

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- 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.

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- 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.

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- 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.

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## Where Do You Stand?

- Students should be allowed to re-do **every** assignment/assessment.
- Students should be given full credit for re-do's, **not** partial credit.
- Final exams/projects should **not** have a re-do option.
- Re-doing assessments/assignments prepares students for the world beyond school.
- Students who turn in assignments after the due date should get full credit for demonstrated mastery of content.
- Students with B's (or any grade that's fairly decent) shouldn't be allowed to re-do assessments/assignments.

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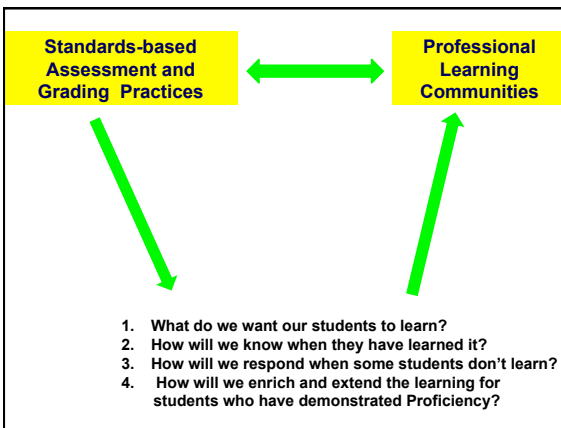
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Also, check out  
 ASCD's *Education Leadership*  
 November 2011 issue  
 Vol. 69, Number 3  
 Theme: Effective Grading Practices  
 Single Issue: \$7.00, 1-800-933-2723  
[www.ascd.org](http://www.ascd.org)

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

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

[www.stenhouse.com/fiae](http://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

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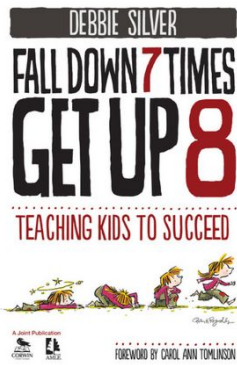
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New from Dr. Debbie Silver!

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Great 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 Standards-Based Education, Second Edition*, James H. McMillan, Corwin Press, 2008
- *Balanced Assessment, From Formative to Summative*, Kay Burke, Solution Tree, 2010

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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

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Recommended Reading on Assessment and Grading

- Fisher, Douglas; Frey, Nancy. *Checking for Understanding: Formative Assessment Techniques for your Classroom*, ASCD, 2007
- [www.exemplars.com](http://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

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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 Instructional 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

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• 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](mailto:info@classnj.org)      [www.classnj.org](http://www.classnj.org)  
[gpw@classnj.org](mailto:gpw@classnj.org)

• Wormeli, Rick. *Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom*. Stenhouse Publishers, 2006

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*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

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**Processing Activity:**  
“I used to think..., but now I think...”

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