Welcome to a Standard’s Based Classroom
Introductions

Kaitlin Newlin
&
Jessica May
7th grade ELA,
Bill Reed
Middle School
www.todaysmeet.com/Batman and Robin
Grades... (A, B, C, D, F)
What do they inform:
teachers, students, parents, & administrators?
How did we know we had a problem?

- Students had no motivation or accountability when it came to grades (80/20).
- We spent an hour grading an essay that they took 1 minute to look at before tossing it in the trash.
- Students saw no value to their grades.
- If a student failed several assignments, they gave up.
- Students made no connection from one grade on an assignment to another.
- Grades became either a punishment or a reward.
OUR answer to those questions 2 years ago…

HOW DO WE INCREASE ACCOUNTABILITY IN OUR CLASSROOM?

80/20 GRADEBOOK

HOW DO WE HOLD OUR STUDENTS ACCOUNTABLE SO THAT THEY CARE ABOUT THEIR GRADES?

FORCE THEM TO FILL OUT REFLECTIONS ON EACH ASSIGNMENT

HOW DO OUR STUDENTS KNOW THEY’RE GROWING IN CONTENT?

BECAUSE THEY GOT AN “A”…AKA THEY WORKED REALLY HARD!

HOW DO I MAKE MY GRADING TIME MORE VALUABLE?

ASSIGN LESS ASSIGNMENTS, OR GRADE THEM BASED ON COMPLETION

© 2016 Thompson School District. All rights reserved.
What was the answer!?!?!??

Standard Based Scoring

Things don't have to be like they are.
Our Learning Targets

- Gain a helpful understanding of standards-based scoring and how it can be implemented.
- Provide tools and strategies to support a student-centered classroom where:

  - **student achievement along the standards:**
    - drives all instruction
    - demonstrates true growth towards proficiency
    - inspires students’ self-motivation and accountability
    - is continuously reflected in standards-based scores
What am I hoping to do with this learning?
Plan of Action for Today’s Session...

ROLE REVERSAL!
STUDENT & TEACHER
Your teachers are ready to start standards based scoring... What steps are involved?
Step #1: Choose the Assignment

- an existing assignment that aligns with standards
- a new assignment (necessary because students aren’t meeting expectations or a new standard is introduced)
- an assignment that doesn’t necessarily fit anymore...but it’s too awesome to toss out... let’s make it fit!!!

CPUGS PRACTICE:
- CAPITALIZATION
- PUNCTUATION
- USAGE
- GRAMMAR
- SPELLING

© 2016 Thompson School District. All rights reserved.
Re-write this sentence using PERFECT CPUGS.

Follow the new twitter feed it give you the chance 2 win tix gloves cleats sign jersey 4 the upcoming season don’t do nothing follow now

-Recent tweet from Broncos Running Back, CJ Anderson
Step #2: Calibrating the Expectations (Prior to Students Attempting)

**HURDLE #1:**
Overcoming the routine of creating a key and assigning a point value or percentage to each question/answer.

What standard does this assignment assess?  
It can assess MULTIPLE!  
- content  
- skill  
- student practices (effort, participation, work ethic) aka Work Habits
Step #2: Calibrating the Expectations (Prior to Assigning to Students)

Table Discussion

What are the 4 possible scores?

1 - limited progress towards expectations
2 - progressing towards expectations
3 - meets expectations
4 - exceeds expectations

How do we calibrate an assignment that naturally fits with a traditional grading system?

*Who are you discussing this with?*

© 2016 Thompson School District. All rights reserved.
Follow the new Twitter feed! It gives you the chance to win tickets, gloves, cleats, or a signed jersey for the upcoming season. Don’t just sit there, follow now!!!
Support Teachers in Shifting from:
Points / Percentages          to              Expectations
- How many they got correct
- How many expectations they “hit” of
the
content / skills
teacher
focused on
Brain Break Time!

FINGER TRAYS
Let's try an example as a student! Let's start by calibrating our expectations!

Re-write this sentence using PERFECT CPUGS on your todaysmeet.

How do u get a garge door opener are u sure their 30. Do u have to get a curtain one or can i order from amazon or what. I don't have nothin else to get him for Xmas this year.

> Sent from my iPhone
Let’s Calibrate!

- Mind Shift from grading to scoring!!!
- Out of 15 CPU S corrections, how many do we expect them to find and correct? WE ASK OUR STUDENTS!
- So... what are our expectations for earning a ‘3’ on this assignment?
Let’s Try an Example as a Student!

Re-write this sentence using PERFECT CPUGS on your today's meet.

How do u get a garge door opener are u sure their 30. Do u have to get a curtain one or can i order from a amazon or what. I don’t have nothin else to get him for Xmas this year.

> Sent from my iPhone
Step #4: Student Feedback and Goal Setting

- What do students do with the work once they’ve received it back?

- Together (as a class and/or individually) reflect on WHY they met / didn’t meet expectations (if not, what next?).

- Goal setting: utilizing the feedback, students choose what skill they need to focus on for the next assignment, which drives our learning targets and student evidence that they’ve met/exceeded expectations.
Here’s What...

- We were able to use lessons we already had (didn’t have to reinvent the wheel)
- Scoring was purposeful
- Valuable information for students, parents, administrators
- Makes scoring easier, faster

So What...

- Transfers ownership from teachers to students
- Transformed the role of teacher into that of a facilitator and active guide
- Enhanced relationships with students (trust, respect,)
- Increased self-confidence, work ethic, perseverance, desire to actively improve
- Decreased negative behaviors, excuses, lack of effort

Now What...

- Total shift in practice
- Completely student centered:
  - Calibrate each assignment
  - Peer / Self Score
  - Take ownership of their scores and ask questions to take the necessary steps to improve
  - Scores MEAN something to students, parents, and administrators
Brain Break!

Simon Says & Does... Kinda
Here’s What...

How do we get our students to THIS point?

So What...

Now What...

- Total shift in practice
- Completely student centered:
  - Calibrate each assignment
  - Peer / Self Score
  - Take ownership of their scores and ask questions to take the necessary steps to improve
  - Scores MEAN something to students, parents, and administrators
Building Ownership Amongst STUDENTS

- What was the biggest common factor in determining students’ success in all aspects of our classroom (reading, writing, language, speaking, listening, AND student practices...) the answer was...

  **OWNERSHIP**

- Beginning of 2014 school year, we tried to determine what would give us the “Biggest Bang for Our Buck”
- Our answer was...Well....how do you train your dog?
  - Repetition
  - Rewards
Student Practices
(Professional Practices in Ed Effectiveness)

PARTICIPATION
Vulnerability, willingness to share, asking thoughtful questions, citizenship

PREPAREDNESS
Book, pencil, + attitude

EFFORT
Perseverance, grit, integrity, no IDK, work habits

= Foundation for success in any content
First 2 Weeks...

10 assignments:

1. “Get to Know You” Sheet Completion
2. Library Card
3. Parent Reading / Book Permission Slip
4. Interactive Genre Clues
5. Genre Posters / Group Work
6. Genre Quiz (1 question on 1 random novel)
7. Book Into the Library
8. Book Out of the Library
9. Bring in Composition Notebook
10. Check-In Letter

What was the purpose of these first 10 assignments? Content? Student practices?

REPEITION & REWARD

Opportunity for CONVERSATIONS About Correlation between SCORES & Student’s CHOICES

= OWNERSHIP and ACCOUNTABILITY (student practices)
Handed back all scored work... asked, “So how do YOU know that the score you see at the top of any assignment, is the score you TRULY EARNED?”

Conversation with our students:

“I did what you asked me to do so I deserved a 3.”

“I followed the directions that were at the top of the page.”

“Even when my parents couldn’t take me to get a library card, we’d been talking so much about trust and responsibility, I knew you expected me to come with something, so I brought a signed note.”

“Since I know there’s no “0” and I can’t fail... then obviously you want me to do something... and that meant me listening harder to what that was or coming up and asking.”
Building Understanding with Parents

- September 2015 Conversation:

  - Parent: “This email addresses the low scores STUDENT has received in your class. The issues involving his recent ‘1’ grades cannot be fixed quickly. Please let me know how he can get those scores up.”

  - Newlin / May: “Please know that at the beginning of each unit we do, our students will absolutely earn 1s and 2s, and that is because we are starting with new material that they have not yet been taught, practiced, or had the chance to master. The low scores that you are seeing are STUDENT’s scores on our district reading and writing assessment, which are our district's pre-test for the entire year. Therefore, it is absolutely acceptable for him to have such low scores as the content tested is information he has not even been exposed to yet.”
Building Understanding with Parents

Parent: “Thanks for the information. I always wonder about the district’s pre-tests. Both STUDENT and his brother tell me these tests do not affect their overall grade. From what I see in Parent Portal; it does. Can you verify one way or the other? If it does affect the overall grade, than how can that be if STUDENT has yet to be exposed to it?”
Newlin/May: “We completely understand the confusion. The frustration for parents and students with standard's-based scoring is that there is truly no comparison to the traditional grades and the thinking about how a low scoring grade could significantly impact a final grade.

For standard's-based scoring (SBS), you have to think of it as a snapshot of each day. The grade book has transitioned into a tool for parents, teachers, and students to be a true reflection of what students can do in relation to 7th grade standards at all times during the year. That's why we wouldn't want to leave out pre-tests, because STUDENT wouldn't suddenly begin to master a standard without having to practice it and grow towards our expectations first. SBS does not have the same negative feeling attached to it as a "failing" grade does, because there is no such thing as failure. Each score is simply a representation of his movement across proficiency of a standard.

Since the whole goal of SBS is to show growth, the computer program looks at the growth of the scores in a time table and then predicts a trend if the student continues to follow the same trend of growth. It is so important for those first pre-test scores to be in at the beginning of the year so that the computer can project his growth. It's also a huge motivator for our students to see how far they have come over a quarter or a semester of time. We want them to see the growth that they have made in the individual standards over time and then we can have valuable conversations about how we can truly support them at all points across the year.”
What about conferences?

- # of books read (goal of 40)
- Lexile Reading Scores:
  - September SRI:
  - January SRI:
- District Writing Assessments:
  - Focus, Development, Organization, Conventions
  - Fall & Spring Scores
- 3 Goals for 4th Quarter
- Strategies to Reach Each Goal
What are the top “a-ha’s” you’re taking back to your building?
Resources

- Kaitlin Newlin & Jessica May
- Doug May
- Cam Fuemiss
- Michelle Logan