

Making Sense of Standards Based Assessment

Thursday, October 12, 2015
8:45 - 9:45

Mindset - Informing Our Assessment Practices

Fixed Mindset: Intelligence is static

Must look smart at all costs

Avoid challenges

Effort/struggle is seen as a negative - something to avoid

Give up easily

When failing - blame circumstances or others

Growth Mindset: Intelligence can be developed

Must learn at all costs

Embrace challenges

Effort/struggle is seen as part of the process - normal - even virtuous

Persist in the face of setbacks

When failing - analyze own decisions and actions, revise efforts and try again

Role of Praise

Fixed Mindset:

When we praise talents or innate qualities we create fixed mindsets in students.

Ex: "Sally has such a mind for math!"

Joey thinks - "I was never good at math, nor will I ever be good at math. Just give me the test and let me get my F."

Growth Mindset:

When we praise process/ decisions made when work is done well we create growth mindsets in students.

"Who had a terrific struggle today?"

"Great persistence!"

"You kept trying different things until it worked."

"Nice strategies"

"Who has an interesting mistake to share?"

What is Standards Based Assessment?

Grades are short-hand reports of what you know and can do at the end of the learning journey, not the path you took to get there.

It is assessing only in reference to evidence of standards, nothing else. If it is listed in the course curriculum, it can be evaluated and included in the final grade. If not, it can be reported, but reported in a separate column on the report card or progress report.

Changing the Metaphor

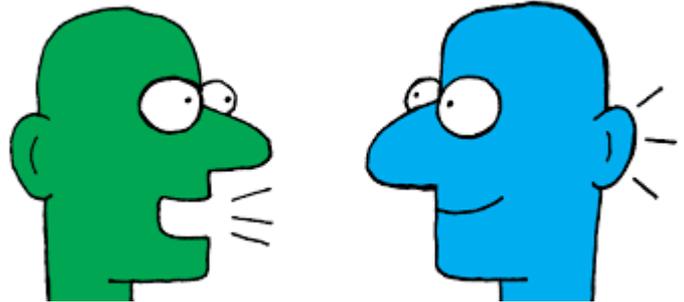
Grades are NOT **Compensation**



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Grades are **Communication**



Grades are an accurate report of what happened

Averaging doesn't always tell the story

	Student A	Student B	Student C	Student D
Fractions	70	50	85	100
Decimals	70	90	85	60
Percents	70	80	25	60
Proportions	70	60	85	60
Average	70	70	70	70

The more we pool into the average, the less valid the grade is.



Re-Do's and Re-Takes: Are they OK?

What would Thomas Edison say?

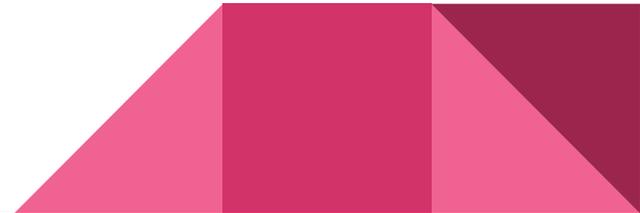
“More than ‘okay.’ After 10,000 tries here’s a working light bulb. ‘Any Questions?’”



Standards-Based Grade Premise

A grade represents a valid and undiluted indicator of what a student knows and is able to do - mastery (not the path to get there)

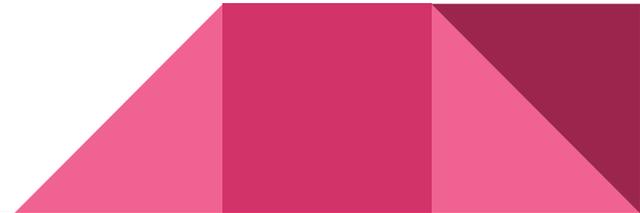
With grades we document progress in students and our teaching, we provide feedback to students and their parents, and we make instructional decisions.



Understanding Standards-Based Grades

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 mode, not mean, and the most recent scores are weighed heavier than earlier scores.

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

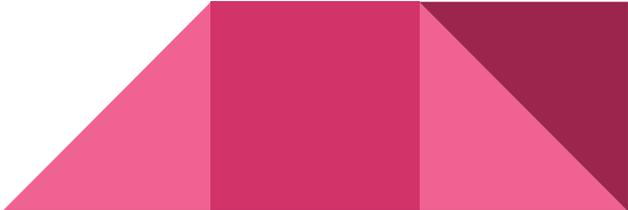


Three Areas of Math Reporting - 1 Math

Mathematical Content Scale

- 4 - Works beyond the standard/skill
- 3 - Meets the standard/skill
- 2 - Approaching the standard/skill
- 1 - Needs more time and support to develop

Unless otherwise noted, students have three formal opportunities to show they can meet the standard. The mode is used for the reported score in order to show consistency of mastery. Students with a 3 or a 4 have demonstrated mastery for that standard/essential skill. Students earning a 1 or 2 still need more time and support to develop mastery of that skill and should seek help from the teacher.



Three Areas of Math Reporting - 2 Homework

Homework Scale

- 4 - All homework is submitted (on time or not)
- 3 - Most homework is submitted
- 2 - Most homework is missing
- 1 - All homework missing

Homework is a necessary and important part of math class. Homework provides students with the opportunity to practice topics which have been introduced in class. The homework grade reflects the student's ability to complete work and make up missed work, not on the correctness of the work submitted.



Three Areas of Math Reporting - 3 Work Habits

Work Habit Scale

- 4 - Consistently demonstrated
- 3 - Frequently demonstrated
- 2 - Sometimes demonstrated
- 1 - Not often demonstrated

There are many academic behaviors, or work habits, that students practice and develop while learning content. Three of these work habits will be reported on: self-management of learning, production of quality and precise work, and engagement.



Work Habits Definitions

- ❖ **Self-management of learning** - a student's ability to take responsibility for their learning. This includes such qualities as coming to class prepared, turning work in on time, asking questions, recognizing when help is needed and seeking that help, practicing skills at home, and following up after an absence.
 - ❖ **Producing quality work** - an important skill involving doing mathematics with precision.
 - ❖ **Engagement** - reflects what a student currently demonstrates around attending to the teacher during full class instruction, working collaboratively to solve problems with peers, taking mathematical risks even when unsure of an answer, and trying to engage in mathematics on a daily basis.
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How do 3s and 4s differ by math level?

Math Class Level	Relative Level of Difficulty	
Level 3	3	4
Level 2	3	4
Level 1	3	4



Report cards

	standard 1				Mode	standard 2				Mode	RC
Mary	2	3	3	3	3	3	3	4		3	A
Jane	2	2	3	3	3	2	2	3	3	3	B/B+
Tom	3	3	3	3	3	2	3	4	3	3	A
Dick	3	4	4	4	4	4	4	3		4	A
Harry	2	3	2	2	2	2	2	3	3	3	C

Q & A and Discussion

Standards-Based Assessment is a new experiment for us. We want your thoughts and feedback as we hone our practice.



Thank you

The Math Department would like to thank Rick Wormeli whose workshops, books and articles have guided our journey.

