

<https://tinyurl.com/yazckz3a>

Standards-Based Learning: **A practical approach to student mastery**

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Carey Exempted Village Schools

Issues with Traditional Grading



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- Zeros
- Grading Scale
- Lack of student agency
- Averages & Weighting
- Grading Homework
- Lack of mastery
- What do students actually know?

Issues with Traditional Grading

1. The Zero

- a. How many students know absolutely “nothing” about a topic?
- b. Almost impossible to come back from a zero

2. Current Grading Scale

- a. No research
- b. Unequal distribution
- c. What does an “A” actually mean?

3. Averaging

- a. A student can still get an A without learning everything
- b. “Playing School”
- c. Homework/Participation/Extra Credit grades skew the final grade

4. Lack of Student Mastery

- a. Students are required to show mastery, just get lucky

Example Grading Scale:

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = **59-0**

Our Goals:

1. Make student mastery our focus
2. Adapt the standards-based learning system to be more practical for teachers and easier to understand for students and parents
3. Make the standards-based learning system fair and equitable for all students, not just those who excel in school
4. Ensure that a grade shows how much a student has *learned*, not how well they play school
5. Remove traditional elements that skew our measure of student mastery (homework grades, participation points, extra credit, etc.)

Standards-Based Learning Overview

- Every task is tied to a standard/learning target
- Averages, weighted grades, points, etc. do not exist
- Instead, students are assessed on a scale (3-2-1, colors, descriptors, etc.)
 - ~~Above target~~
 - **Green - Got it (on target)**
 - **Yellow - Progressing (approaching target)**
 - **Red - Beginning (nowhere near target)**
- Students are evaluated on assessments only, typically using rubrics
- Assessments are broken down into learning targets, not random questions about things not tied to a skill

Beginning with SBL

- Start with your standard and break it down into a learning target that students can understand.
 - **Topic:** Reasoning with equations and inequalities
 - Understand solving equations as a process of reasoning and explain the reasoning
 - **Standard:** A.REI.6 Solve systems of linear equations algebraically and graphically
 - I can solve systems of equations by graphing.
 - I can solve systems of equations by substitution.
 - I can solve systems of equations by elimination using addition and subtraction.
 - I can solve systems of equations by elimination using multiplication.

Creating Assessments

Each learning target must be assessed individually.

- For example, on a larger test or with an essay, each individual standard assessed gets entered individually, not as one full “test grade.”
- Because of this, many of us prefer to give smaller quizzes to assess student learning instead of large tests.
- We use a three-point (color) scale to determine mastery
 - **Green - Got it**
 - **Yellow - Progressing**
 - **Red - Beginning**
- Rubrics and assigning individual “colors” to each section of a test that is based on a learning target are easy ways to represent standard mastery
 - The rubric would have three levels that represent each “color” (green, yellow, red), and no numbers are used on the rubric for overall scoring since each standard is assessed and entered into the gradebook individually.

Part 1: Listing Text Structures (LT 10)**Directions:** Next to each number below, list the eight text structures.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Part 2: Text Structures Identification (LT 11)**Directions:** On the lines below, record the text structure being used in the accompanying text. This page will serve as the response sheet, and the actual text examples begin on the next page.**Quarter 3 - Assessment 3 - Text Structures**

Name: _____

LT 10, 11

Learning Target 10	Green - Got it!	Yellow - Progressing	Red - Beginning
I can list the 8 organizational patterns for nonfiction (text structures).	The student correctly listed all 8 organizational patterns.	The student correctly listed at least 6 text structures.	The student correctly listed five or less text structures.

Comments:

Learning Target 11	Green - Got it!	Yellow - Progressing	Red - Beginning
I can identify organizational patterns (text structures).	The student correctly identified at least 12 of 14 text structures.	The student correctly identified at least 8 of 14 text structures.	The student correctly identified 7 or less text structures out of 14.

Comments:

Argumentative Essay Rubric

LT #	Green (GOT IT!)	Yellow (Progressing)	Red (Beginning)
LT 1	I can integrate information into text seamlessly to maintain a flow of ideas. (I can introduce quotes)		
LT 2	I can use in-text citations in MLA formatting to avoid plagiarism.		
LT 3	I can choose well-chosen, relevant, and sufficient facts, definitions, details, and quotations to use in my writing that are appropriate for the audience's knowledge of the topic. (Do the quotes/information match the reasons? Are they explained in a way that helps audience understand?)		
	I can use words and phrases to create cohesion within a text. link sections		

Tracking SBL: What does it look like?

- Now that I broke my standard all the way down, how does the tracking work?
 - Tracking can be done according to each teacher's needs. Below is a snippet from my spreadsheet displaying one student's mastery.
 - After each target, a student is given a chance to show me they learned the target.
 - I give a short 3-5 question assessment to show me what the student knows.

16	A.REI.6 Solving systems by graphing		Mastered
17	Quarter 3 Targets		B
18	1/11/18 A.REI.6 Solving systems by substitution		Missed q1, go in and look at it.
19	1/19/18 A.REI.6 Solving systems by elimination		Retake completed 2/6
20	1/24/18 A.REI.6 Solving systems by elimination with multiplication		Retake completed 2/8

Traditional Grade Book			
Name	Homework Average	Quiz 2	Chapter 4 Test
John	90	65	70
Bill	50	75	78
Susan	110	50	62
Jenny	10	90	85
Amanda	95	100	90
Standards-Based Grade Book			
Name	Objective 1: I can identify the elements of a story	Objective 2: I can compare and contrast the main characters in two stories	Objective 3: I can analyze how the plot of a story develops
John	Got it	Almost there	Beginning
Bill	Got it	Got it	Almost there
Susan	Almost there	Almost there	Almost there
Jenny	Beginning	Got it	Got it
Amanda	Got it	Beginning	Almost there

Summative Grade Scale (for report cards)

A = Mastered 100% of all standards (all greens)

B = Mastered 90% of standards (no reds)

C = Mastered 80% of standards

D = Mastered 70% of standards

F = Mastered 69% of standards or less

Progressbook & Summative Grades

Grammar & Language Standards

Date	Assignment	Weight	Mark	Miss?	Late?	Excl?	Comments
3/28/2018	Learning Target 9	1	/0				green - mastered

Writing Standards

Date	Assignment	Weight	Mark	Miss?	Late?	Excl?	Comments
3/28/2018	Learning Target 1	1	/0				yellow - progressing
3/28/2018	Learning Target 10	1	/0				green - mastered
3/28/2018	Learning Target 2	1	/0				yellow - progressing
3/28/2018	Learning Target 3	1	/0				green - mastered
3/28/2018	Learning Target 4	1	/0				yellow - progressing
3/28/2018	Learning Target 5	1	/0				yellow - progressing
3/28/2018	Learning Target 6	1	/0				green - mastered
3/28/2018	Learning Target 7	1	/0				green - mastered
3/28/2018	Learning Target 8	1	/0				green - mastered

Summative Grade Scale:

10 greens = A

9 greens = B

8 greens = C

7 greens = D

6 greens or less = F

Current Total = 6 greens

Current Grade = F

Review of SBL policies we adopted

- Eliminated the traditional grading scale
 - Students are assessed on a red, yellow, green scale
 - In order for a student to receive an A at the end of the quarter, they must have greens on EVERY target
- No homework grades
 - Homework is PRACTICE only, not an indicator of mastery
- No extra credit
 - Extra credit doesn't show a student's mastery
- No zeros
 - Attendance and behavior do not have anything to do with mastery
- Allowing Retakes
 - Students can reassess as many times as necessary to demonstrate mastery up until the end of the nine weeks

An In-Depth Look at How Retakes Work

- Students don't get to just come in and retake assessments on a whim. The retake should be a process that challenges the students to go back and relearn what they didn't master.
- The student only reassesses what they do not master. So, if a student masters 3 of 4 learning targets on a test, they would only reassess the section/target they did not master, not retake the entire test.
- The student does not retake the original test. Instead, the student would be given a new assessment to demonstrate mastery on.
- The old assessment score is then **replaced** with the new one, not averaged
- Each of us in the cohort devised our own plan of action in order for students to be granted a retake.
 - Our students need to have all in-class work completed that was assigned as practice for the standard. They may also be asked to attend a remediation session or complete additional practice before being allowed to retake, depending on the assessment and student needs.
- Homeroom is used for retakes or after/before school, depending on the teacher's schedule

And What About Responsibility?

- Students quickly realize that if they do not do the “homework”/classwork (practice), they will not be prepared for the assessment and thus will need to reassess (causing them to be required to complete the homework anyway)
- Eventually, students realize that it is easier to do it correctly time the first time around.
- You can still enforce homework/practice completion using other behavioral consequences - it is just not reflected in the grade as grades should be indicators of mastery, not compliance. (Power of ICU)
- This actually places more responsibility on the students as it forces them to take control of their own learning and make sure they have an understanding of the concepts. It is also their responsibility to come to the teacher to reassess any learning targets they have not yet mastered.
- Student Survey Comment: *“I was kind of skeptical at first but I really like it. I think every teacher should make the change. I can say that I was not as stressed this year as I was last year. **It's good for a student because anyone can get an A and if one doesn't it is their fault because they did not redo it. They can no longer blame the teacher.**”*

Power of ICU

PROVEN FORMULA FOR STUDENT SUCCESS

Personal Experiences

- ❖ Students were much more prepared for future courses and the AIR test because everything we did was focused on a skill and all “filler” activities that don’t really teach anything were removed.
- ❖ We saw much more student engagement from students who typically claim they “don’t care” about school because they saw that they were able to succeed in this type of environment and felt that “the teacher wants them to succeed”
- ❖ We don’t get, “How do I raise my grade?” Instead we get, “What did I do wrong?”
- ❖ Students worked harder than they ever did in previous years.
- ❖ We were able to spend more time with students supporting their learning and providing them with feedback.

Student Feedback:

“I feel that more students would not be as confused and angry with school and would have better attitudes [if all classes used SBL]. I think that students would have more fun at school because they would more likely understand what they are learning.”

Student Feedback:

“I love [SBL] because it helps you understand the topic easier. If you are having a bad day, that is fine, and is understandable. I feel that when getting red, it does not mean you "failed" that topic, but instead you haven't mastered the topic yet! This allows you to get a second chance because no one is perfect and this allows you to get another shot at taking it again on your time, when you feel most prepared!”

Benefits of Standards-Based Learning

- Teacher, student, and parents know exactly what a child does or does not know.
- Much easier to plan instruction when you know exactly what the students need.
- Assignments become much more focused when you plan with the standard in mind
- Much less push back and questioning from parents about grades
- Students are more positive about learning
- Less “grading” - focus more on feedback
- Students have less anxiety about assessments
- “I feel like I’m a better teacher” - teacher after moving towards SBL
- Struggling students feel like they have a chance to succeed

Questions?

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