STANDARDS BASED CLASSROOMS, ZEROS AND... GRADING VS. ASSESSMENTS
Are we ready for A B C NY?

Do your teachers require students to re-do assignments to ensure that they learn the standards?

If they often award Zeros and F’s, do the students begin to see that Learning is optional?
## Where Are We?

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Standards-Based Report Cards

Putting the focus on **Learning** rather than **Earning**

A Letter Grade or Percentage vs. Detailed Feedback
Comprehensive Assessment Machinery

Continuous, Collaborative Data Review
Diagnostic Assessment
Formative Assessment
Summative Assessment
Pre & Post Feedback to Students
Heavy Student Involvement
Recalibrated Instruction
Greater weighting of most recent assessments?

Reduction of Zeros?

Common Assessments?

Double Dosing?

Standards-based Report Card?
The Power of the “I”
Teaching and Learning to Standards:
Reducing Zeros and Getting More Students to Complete Work at Higher Levels

Adapted from SREB
What is the Problem?

• Students learn in the early grades, they have an option not to turn in their assignments.

• More and more students choose this option as it is one that requires little or no work or effort.

• Suddenly, Learning has become OPTIONAL at your school.
Why Is there a Problem?

- Teachers believe that they are setting high expectations by giving zeros to students who do not complete their work on time.

- Teachers believe that accepting late assignments is wrong because that learning set is over.

- Teachers are concerned with “fairness.”

- Teachers want to get students ready for real life where there are no second chances.
What Are the Results of the Current Practice?

Awarding zeros or accepting work below standard isn’t working.

– It fails to motivate students to make a greater effort.

– Dropout rates are still unacceptable.

– Teachers report that students not completing work is the number one reason for failure in the middle and ninth grades.

– More students are entering ninth grade unprepared for challenging high school studies.
What Are the Results of the Current Practice?

• Students have learned to “dodge” hard or lengthy assignments. They have learned to manipulate parents and teachers.

• Even if teachers develop engaging, real-world activities -- if students can OPT NOT TO COMPLETE THE ASSIGNMENT and simply take a zero -- the students will not be ready for challenging work.
Accurate Assessment of Student Learning:

Mandatory in Standards-Based Classrooms

Mathematically, Zeros Radically Skew Results.
Assessment vs. Grading

All three students received a “C” Grade (75 Average).

Student 1 receives mostly As and Bs at the start; but his performance drops off considerably, and she receives an F on the final performance test.

Student 2 is erratic, receiving an equal number of As and Fs.

Student 3 is clueless at the beginning, but by the last few sessions, she catches on and performs flawlessly on the final performances.

Whom do you want to pack your parachute?
Is Awarding Zeros Working?

• It doesn’t work most of the time
  (It works best for A and B students.)

• If it doesn’t change behavior, why do we continue this consequence?

• Why do we let students off the hook for not completing work at expected standards?

• What is the real effect of this policy?
Is Awarding Zeros Working?

What data do we have that giving zeros is positively impacting students? Where are the data?

- On Responsibility
- On Grades and Achievement Scores
- On Work Ethic and Values
- On Learning

If data is lacking, the current policy is not working.
Is your staff ready to have a “POGO Moment.”
Their own Assessment Practices may be the Enemy.
“You’re a teacher. You should know better than to grade papers on a curve.”
“Insanity is doing the same thing over and over again and expecting different results.”

Albert Einstein

Georgia will lead the nation in improving student achievement.
Is Awarding Zeros Working?

• It Sends the Wrong Message
  > On dropout and completion rates
  > On test scores and achievement
  > On attendance and discipline

• Instead, It Creates a Culture of Low Expectations
  > Students learn that they do not have to do their work.
  > Students do not understand the impact of zeros.
Georgia will lead the nation in improving student achievement.
How Do We Fix the Problem?

“The Power of the I”

• By defining that in standards-based education, **Zeros Aren’t Acceptable!**

• By redefining high expectations as meeting grade-level standards or above and having students meet the standards.

At our School, Learning Is Not Optional!
When assignments aren’t ready, or they are incomplete or seriously below the standard and quality of expectation, teachers can use the “The Power of the I”:

Give a grade of INCOMPLETE.
What “The Power of the I” can do

IT CAN:

• Hold students to high expectations
• Not let students “Off the Hook”
  – For learning
  – For delivering “quality work”
  – For completing hard work
  – For understanding the importance of EFFORT
  – For becoming responsible citizens
• Improve the Standards of Learning for all students
What “The Power of the I” can do

IT CAN:

• *Create a Culture of High Expectations*
  – “No excuses!”
  – “You don’t get to choose not to work.”

• *Improve the Quality of All Student Work*
What “The Power of the I” can do

IT CAN:

• **Allow Teachers to Really Teach to Standards**
  – Teachers will finally know what students can do
  – Takes the guesswork out of retention
What “The Power of the I” can do

IT CAN:

• Send the **Right** message to students
  – The blame game points back to the student
  – When students come home with an F or a zero, they (and their parents) often blame the teacher.
  – When students come home with an “I”, only the student is to blame.
Leadership Certification
Graduation Requirements
Course Names and Numbers
Math & Math Support
HB 905 “Bridge Bill”
VIP Recruiter Plan
School Improvement Lessons from Noah’s Ark:

One: Don't miss the boat.

Two: Remember that we are all in the same boat.

Three: Plan ahead. It wasn't raining when Noah built the Ark.

Four: Stay fit. When you're 600 years old, someone may ask you to do something really big.

Five: Don't let criticism derail progress; get on with the job that needs to be done.

Six: Build your future on high ground.

Seven: For safety's sake, travel in pairs.

Eight: Speed isn't always an advantage. The snails were on board with the cheetahs.

Nine: When you're stressed, float a while.

Ten: Remember, the Ark was built by amateurs; the Titanic by professionals.