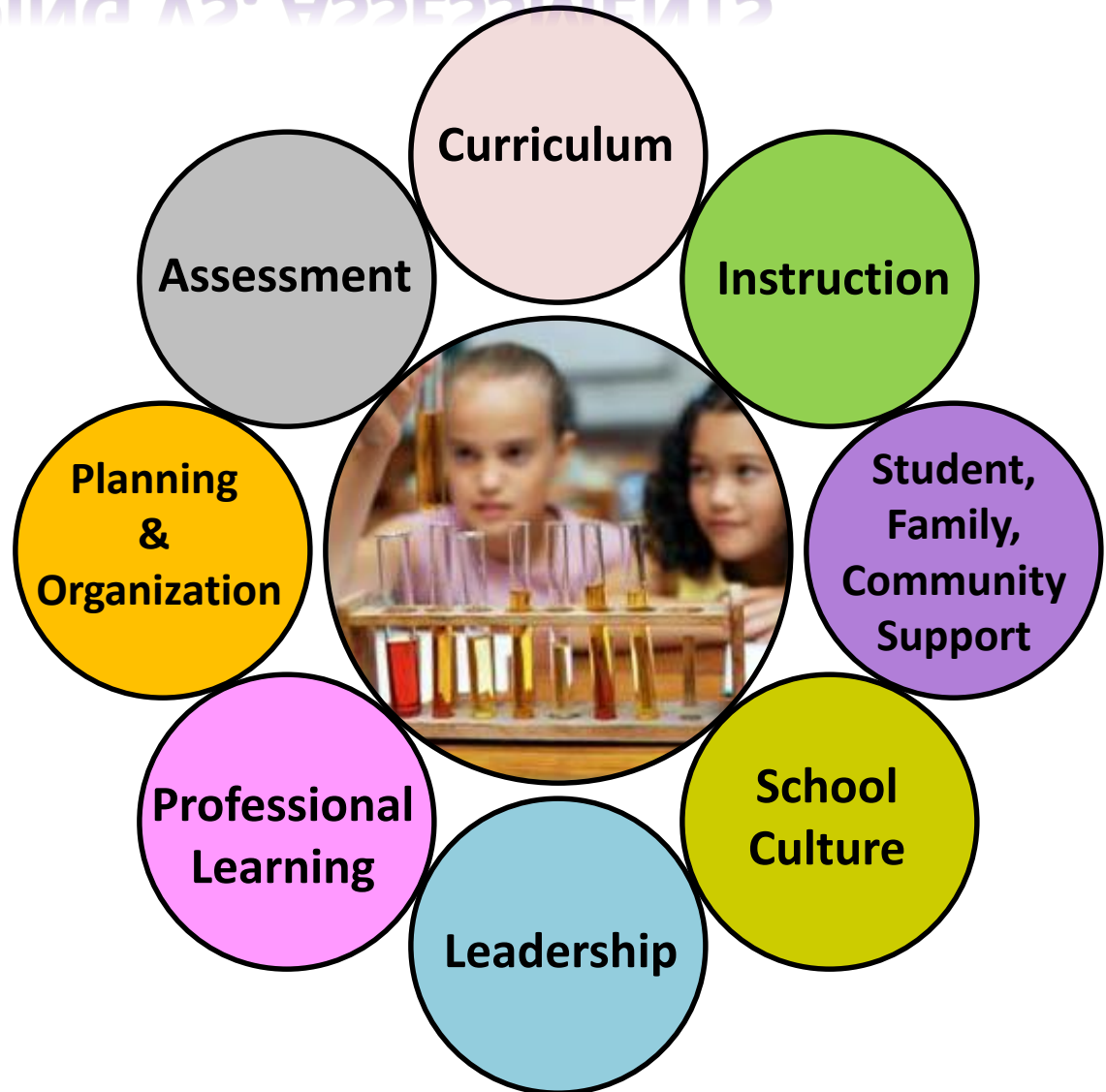


STANDARDS BASED CLASSROOMS, ZEROS AND... GRADING VS. ASSESSMENTS



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?



Assessment @ Our School	No Progress Toward	Some Progress Toward	Not Quite “There”	We Are “There”
Diagnostic Assessments				
Performance Assessments				
Common Assessments				
Dynamic Assessment				
Frequent Feedback				
Student Self Assessment				
Student Peer Assessment				
Rubrics Used				
Student Goal Setting				
Reduction of Zeros				
SB Report Card				

Standards-Based Report Cards

Achievement Key				
P = Proficient	W = Working towards Proficiency			
☐ = Not evaluated this marking period				

Reading				
Learning to Read Independently; Reading Critically in All Content Areas				
	1	2	3	4
Phonics				
Oral Reading Fluency				
Vocabulary				
Comprehension	Makes inference and draws conclusions from text			
	Generates and answers questions about text			
	Locates appropriate information in text			
	Summarizes text			
	Identifies qualities of various genre			
	Identifies main ideas and details of text			
Reading, Analyzing and Interpreting Literature				
	1	2	3	4
Story Elements				
Figurative Language				

Writing				
Types of Writing				
	1	2	3	4
Narrative Writing				
Informational Writing				
Persuasive Writing				
Quality of Writing				
	1	2	3	4
Ideas				
Organization				
Sentence Fluency				
Voice				
Word Choice				

Mathematics				
I. Numbers and Operations				
	1	2	3	4
Whole Numbers	Multiplies single-digit by multi-digit factors			
	Constructs multiplication and division fact families			
	Has mastered multiplication fact fluency			
Place Value	Reads, writes, and compares numbers to billions			
	Rounds numbers			
Fractions/Decimals	Compares and orders fractions with like denominators			
	Renames fractions as decimals			
	Adds and subtracts fractions with like denominators			
	Recognizes equivalent fractions			
	Compares and orders decimals to the hundredths place			
	Adds and subtracts decimals to the hundredths place			
Problem Solving:				
	1	2	3	4

Conventions				
Spelling:				
	1	2	3	4

Speaking and Listening				
Speaking and Listening				
	1	2	3	4
Uses proper speaking skills in formal and informal settings				

II. Measurement				
	1	2	3	4
Draws and measures line segments to the nearest ¼ inch and ½ centimeter				
Finds area and perimeter of polygons				
Solves elapsed time problems				

III. Geometry				
	1	2	3	4
Names, draws and labels points, line segments, lines and rays				
Names, draws and labels angles, triangles, and quadrangles				
Identifies, classifies, and compares two- and three-dimensional figures				
Identifies lines of symmetry and lines of reflection				

IV. Algebraic Concepts				
	1	2	3	4
Locates and plots ordered pairs				
Determines the missing component in a function or number sentence				
Identifies the rule for a function				

V. Data Analysis and Probability				
	1	2	3	4
Finds the landmarks maximum, minimum, median, mode, and range				
Describes, interprets, and graphs data				

Content Areas				
Science/Health				
	1	2	3	4
Understands and uses key vocabulary				
Applies concepts to solve problems				
Social Studies				
	1	2	3	4
Understands and uses key vocabulary				
Applies concepts to solve problems				

Proficient - Indicates that a student has demonstrated mastery on a given standard and is meeting or exceeding grade level expectations.
Working towards Proficiency - Indicates that a student needs continued work or support on a given standard to meet proficiency.

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

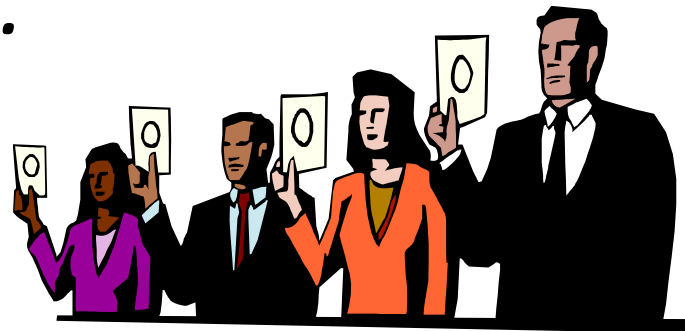
What is the Problem?

- *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?

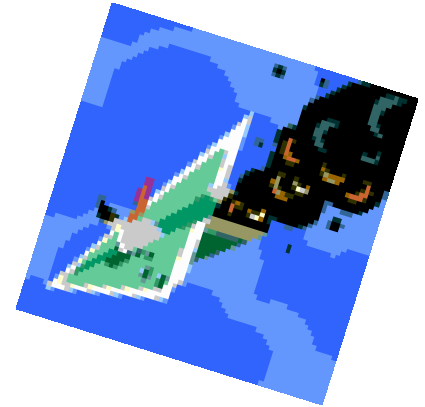
- ***Teachers believe that they are setting high expectations by giving zeros to students who do not complete their work on time.***
- ***Teachers believe that accepting late assignments is wrong because that learning set is over.***
- ***Teachers are concerned with “fairness.”***
- ***Teachers want 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.***



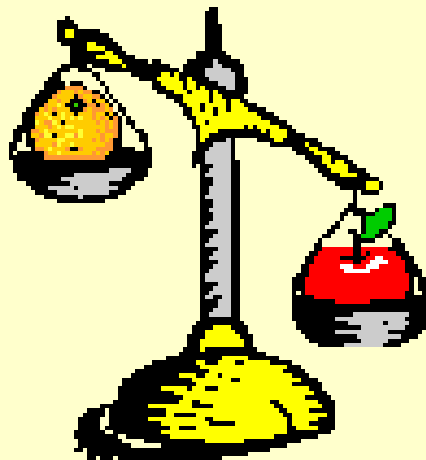
- *Even if teachers develop engaging, real-world activities -- if students can OPT NOT TO COMPLETE THE ASSIGNMENT and simply take a zero -- the students **will not be ready for challenging work.***

Accurate Assessment of Student Learning:

Mandatory in Standards-Based Classrooms

F	C	B	A
0 ----- 69	70 -- 79	80 -- 89	90 -- 100

Mathematically, Zeros Radically Skew Results.



Assessment vs. Grading

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



Packing a Parachute



Student 1



Student 2



Student 3

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.





Walt Kelly, Pogo Comic Strip, Earth Day 1971

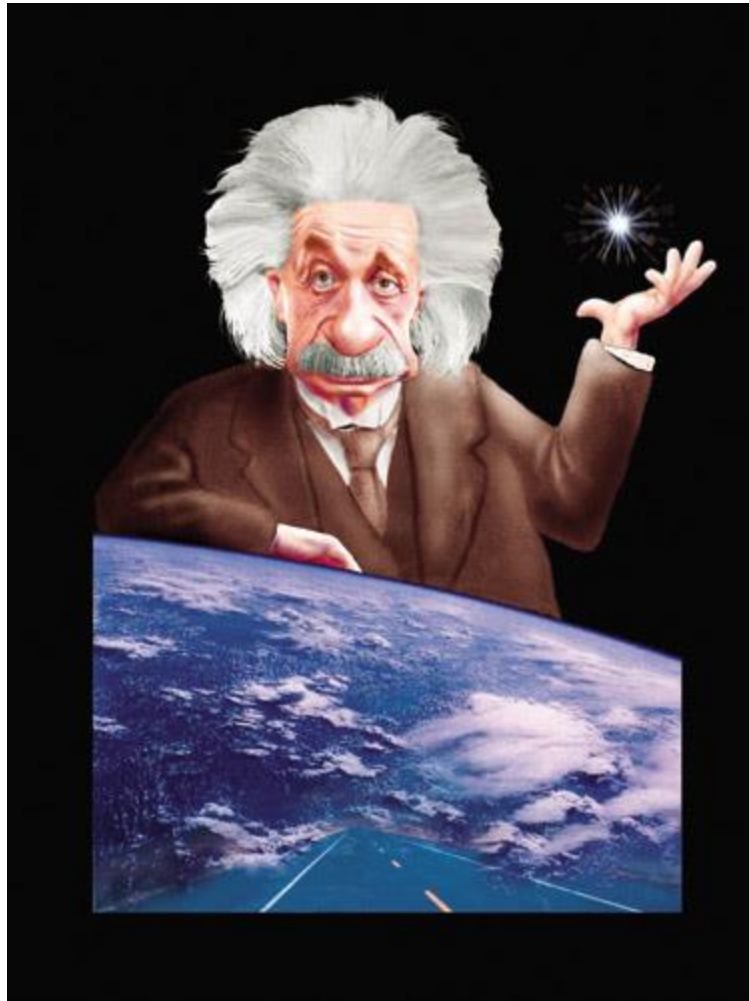
**Is your staff ready to have a “POGO Moment.”
Their own Assessment Practices may be the Enemy.**



"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.*




THE TERRIBLE POWER OF A ZERO

$$\begin{array}{r} 93 \\ 97 \\ 90 \\ 88 \\ 82 \\ \hline 450 \end{array}$$

$$\begin{array}{r} 93 \\ 97 \\ 0 \\ 88 \\ 82 \\ \hline 360 \end{array}$$


$$5 \overline{) 450}$$

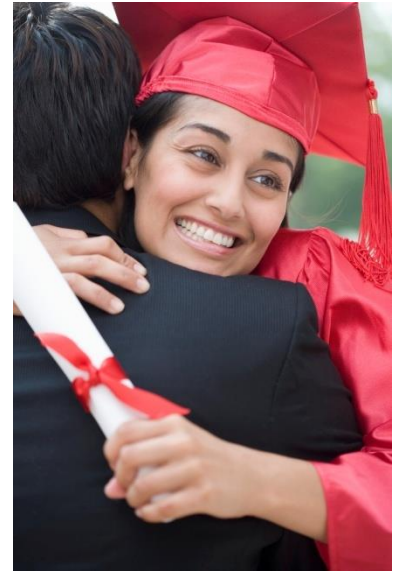

$$5 \overline{) 360}$$

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.