Standards Based Grading

“Continuous Learning”
Stacy Graff - MS Principal
University Academy
Simon Sinek - Start With Why - TED Talk Short Edited

Simon Sinek - What is Your Why?
What is Standards Based Grading or Continuous Learning?

Founding Question- What is your Why?
UAMS Why…

Develop knowledge seeking over task completion
Develop a Growth Mindset (GRIT)
Develop Independent learners
Develop College Ready Students
Develop Leaders in Society
We…

Identify what students know

Highlight what needs attention

Focus on student learning by Standard

Provide Multiple Opportunities

Provide Feedback- Aggressive Monitoring
## TRADITIONAL GRADEBOOK

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Homework #1</th>
<th>Homework #2</th>
<th>Participation</th>
<th>Homework #3</th>
<th>Homework #4</th>
<th>Quiz 1</th>
<th>Unit Test 1</th>
<th>Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reacher, Jack</td>
<td>10/10</td>
<td>10/10</td>
<td>10/10</td>
<td>10/10</td>
<td>10/10</td>
<td>6/10</td>
<td>24/40</td>
<td>80/100 = 80% (B)</td>
</tr>
<tr>
<td>Cruise, Tommy</td>
<td>8/10</td>
<td>10/10</td>
<td>10/10</td>
<td>8/10</td>
<td>7/10</td>
<td>5/10</td>
<td>22/40</td>
<td>70/100 = 70% (C)</td>
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<tr>
<td>Jordan, Michael</td>
<td>10/10</td>
<td>10/10</td>
<td>10/10</td>
<td>8/10</td>
<td>9/10</td>
<td>9/10</td>
<td>36/40</td>
<td>92/100 = 92% (A)</td>
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<tr>
<td>Drake</td>
<td>5/10</td>
<td>0/10</td>
<td>4/10</td>
<td>8/10</td>
<td>6/10</td>
<td>10/10</td>
<td>36/40</td>
<td>69/100 = 69% (D)</td>
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<tr>
<td>Gordon, Alex</td>
<td>7/10</td>
<td>6/10</td>
<td>8/10</td>
<td>7/10</td>
<td>8/10</td>
<td>7/10</td>
<td>34/40</td>
<td>77/100 = 77% (C)</td>
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<tr>
<td>Walker, Jimmy</td>
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<td>0/10</td>
<td>5/10</td>
<td>5/10</td>
<td>8/10</td>
<td>36/40</td>
<td>59/100 = 59% (F)</td>
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</table>
When Homework and Participation are factored into the grade, the overall grade is not always reflective of student’s ability.

Short Term
- Parents/Teachers are unaware of student’s true understanding of standards
- Students may not see an urgency in improving or the importance of assessment
- Teacher may not have identified individual concepts the student is struggling with
- Focus is on task completion, not knowledge seeking

Long Term
- Students may not do well on ACT/SAT/AP exams
- Students may struggle in college
# UAMS GRADING & CONTINUOUS LEARNING

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Learning Target 1</th>
<th>Learning Target 2</th>
<th>Learning Target 3</th>
<th>Quiz #1</th>
<th>Learning Target 4</th>
<th>Learning Target 5</th>
<th>Unit Test #1</th>
<th>Total Grade ??</th>
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<tbody>
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<td>Cruise, Tommy</td>
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<tr>
<td>Jordan, Michael</td>
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<td>Gordon, Alex</td>
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<td>2</td>
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<tr>
<td>Walker, Jimmy</td>
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</tbody>
</table>
RESULTS OF CONTINUOUS LEARNING & STANDARDS BASED GRADING

Short Term
- Teachers know what to re-teach & what to focus on for intervention
- Students identify their weakness (Focused intervention)
- Parents know student’s true ability

Long Term (Information compiled from STEM-Prep in Los Angeles- 4 year study)
- Students are able to strengthen knowledge of the content
- Students are better prepared for ACT/SAT/AP tests
- College persistence increases (from 50% to 88%)
WHAT ABOUT HOMEWORK & PARTICIPATION?

- Students receive a mark for citizenship
  - Teachers factor Practice Assignments; participation; and effort into this grade
  - This impacts their eligibility for extra-curricular activities and promotion

- Students are required to do “PRACTICE ASSIGNMENTS”
  - ‘Homework’ is practice; you still give them feedback
  - Teachers use Practice results to determine intervention needed for students
  - Mandatory Tutoring is assigned
Recent Grade Replaces Previous Grade

- Multiple opportunities to acquire mastery
- Goal is to show proficiency with the content

Students are not penalized for first attempts at mastery

- Some lessons are not executed effectively
- Students learn at different rates
- Focus on Mastery of content over grades
- Reassessment opportunities
UAMS Reassessment Process

1. Lessons Taught by Teacher
2. Student Assessed on Learning Targets
3. Student Attends Tutoring OR Teacher Reteaches Lessons SEE GRADE LEVEL POLICY
4. Student Reassesses on Learning Target New Level Replaces Old Level
ARTICLES / RESOURCES


Dweck, Carol (2006). *Mindset*

Duckworth, Angela Lee (2014). *GRIT*

Marzano, Tomlinson, McTighe; October (2008) *Seven Reasons for Standards Based Grading*; *Ed Leadership*

Dueck, Myron (2014). *Grading Smarter, Not Harder*

Vatterott, Cathy (2015). *Rethinking Grading*

Guskey, Thomas (2015). *On Your Mark*
Reeves, Doug (2004). The Case Against the Zero; Phi Delta Kappan

EMRF- Everyday Rubric Grading; NCTM

Townsley and Buckley, (2016). What Does Research Say About SBG; Research Primer

Work, (2014). 3 Peaks and 3 Pits of SBG; Edutopia