Fix #11

"Averaging falls far short of providing an accurate description of what students have learned. . . . If the purpose of grading and reporting is to provide an accurate description of what students have learned, then averaging must be considered inadequate and inappropriate".

Guskey, Thomas R. (Editor), Communicating Student Learning: The 1996 ASCD Yearbook, ASCD, Alexandria, VA, 1996, 21

76

Fix #11

"Grades based on averaging have meaning only when averaging is done on repeated measures of similar content. Teachers average (marks for) tests on fractions, word problems, geometry and addition with marks for attendance, homework and notebooks - and call it Mathematics. (Similar examples could be given for other subjects.) In Mathematics we teach that you cannot average apples, oranges and bananas but we do it in our grade books!"

R. Canady, Workshop presentation, ASCD Annual Conference, Washington, D.C., April 1993

Fix #11

"Educators must abandon the average, or arithmetic mean, as the predominant measurement of student achievement."



Reeves, D., "Standards are Not Enough: Essential Transformations for School Success," NASSP Bulletin, Dec. 2000, 10

78

Fix #11

Letter to the Editor
- Toronto *Globe and Mail*October 15, 2003

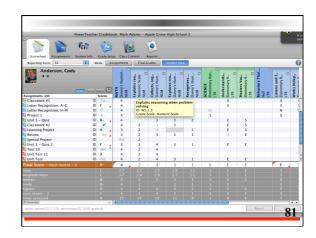
Whenever I hear statistics being quoted I am reminded of the statistician who drowned while wading across a river with an average depth of three feet.

GORDON McMANN, Campbell River, B.C.

70

Alberta Written Test for Drivers License 17/20 - 85% required to pass

First attempt 10 = 50% 20 10 + 17 = 27 = 13.5 = 67.5%Second attempt 20 - 20 - 40 - 20Third attempt 20 - 20 - 60 - 20Fourth attempt 10 + 17 + 18 + 19 = 64 = 16 = 80%Fifth attempt 10 + 17 + 18 + 19 + 20 = 84 = 16.8 = 84%Sixth attempt 10 + 17 + 18 + 19 + 20 = 84 = 16.8 = 84%Sixth attempt 10 + 17 + 18 + 19 + 20 = 20 = 104 = 17.3 = 86.5%Source: Richard Brown, Alberta high school teacher 80



Mean Weighted Mean Median Mode Highest Most Recent – default

Times assessed

82

Damian Cooper defines

professional judgment as:

"decisions made by educators, in light of experience, and with reference to shared public standards and established policies and guidelines."

Cooper, D. 2011. Redefining Fair. Solution Tree, Bloomington, IN. 3

83

Grades

should come from

a body + performance + fixes of standards evidence

i.e., professional judgment NOT just number crunching An ASSESSMENT PLAN should start with the

- desired results (learning goals, standards, etc), then the
- summative assessments that are going to be used to determine whether the student 'knows and can do,' next should be the
 - diagnostic assessment(s) that are going to help to determine the what and how for teaching and learning, then should come the
 - formative assessments that are going to help students achieve the learning goals and that are going to cause the teacher to adjust teaching and learning activities.

homework, quizzes to prepare for practices leading to first draft, second draft before

tests performances product(s)

0.5

A vital part of the ASSESSMENT PLAN is

how much evidence and

which assessments

are critical to being able to determine student achievement/grades, e.g., there will be 9 summative assessment opportunities, of which at least six, (including the third, fifth and ninth) must be done.

86

84

Time to Talk/Reflect

Should grades be calculated or determined?

What is the role of professional judgment in assessment, grading, and reporting?

87

The 'Hot Button' Issues

- late submission of assessments
- missing evidence
- academic dishonesty

88

Late submission of assessments

- 1. Support not penalties
- 2. Behaviors/Learning Skills
- 3. Clarity/Communication
- 4. Consequences

89

Missing Evidence/Academic Dishonesty

Don't include zeros in grade determination when evidence is missing or as punishment for misbehavior; use appropriate consequences and alternatives, such as reassessing to determine real level of achievement and/or use "I" for Incomplete or Insufficient evidence.

90

Fix #12 The Last Word on Zeros

"A zero has an undeserved and devastating influence, so much so that no matter what the student does, the grade distorts the final grade as a true indicator of mastery.

Mathematically and ethically this is unacceptable."

Rick Wormeli quoted in
O' Connor K. A Renair Kit for Grading ETS/ATI Portland 2007 92

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Time to Talk/Reflect

How do you deal with the "hot button" issues?

How do you think that they should be dealt with?

92

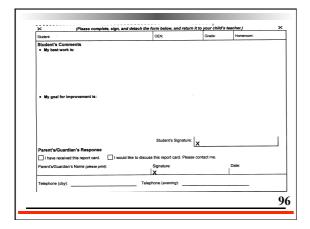
Implementation Issues for Standards-Based Reporting

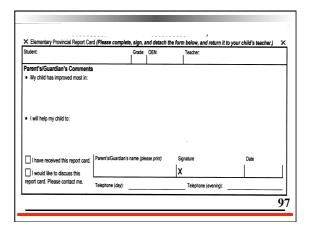
93

- 7. Understandable by students and parents:
- language readily understood;
- format and design that enhances comprehension (ideally one page, two sides, 'clean').
- 8. Easy for teachers to use:
- electronic template with pop-up menus;
- easy to duplicate (8.5 x11 or 11x14);
- flexible enough to meet diverse needs;
- 9. Frequent enough to provide timely information but not so frequent that reporting overwhelms parents and overburdens teachers (not more than
- 3 times per year).

- 10. Information on lates/tardies and absences for school and each class.
- 11. Opportunities for parents, students, and teachers to be involved: - comments focused on strengths and areas for improvement;
 - student self assessment/reflection;
 - parental action and response;
 - next steps for parents, teachers, and students.

95





Summary 98 Guidelines for Standards - based **Expanded Format Report Cards** -emphasize overall subject grades; emphasize achievement of specific andards/benchmarks.

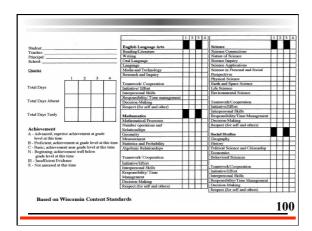
early describe the performance standards appropriate for each characteristic chievement of standards, progress, work habits, etc.)

destandable by students and parents:

- language readily understood,

a. - format and design that enhances comprehension (one page, two sides, 'cleam'),

y for teachers to use the standard of 99



Givens - quality assessment

- student involvement

SIX MUSTS/DEMANDS

- standards-based no single subject grades
- performance standards no %
- achievement separated from behaviors late, missing, academic dishonesty, attendance
- summative only no mark, comment only formative assessment
- more recent emphasized *some*, *not all* evidence
- number crunching no means, no zeros

101

Radical? Realistic??

No summary grades except 11/12

No % - limited number of proficiency levels for scoring and grading

No class rank

No more than 3 achievement report cards per year, i.e., high quality SB EF

Web based - summarizing function turned off for at least 6 weeks

Collaboration required across grade level, courses leading to 'one pagers'

No zeros - ZAP

Assessment Plans

102

Time to talk/Reflect

Where do 'you' need to go from here to improve the communication of student achievement in your classroom/school/

103