STANDARDS BASED GRADING
Transforming Grading Practices with Four Critical Questions
WHO WE ARE

• Stevenson High School
• 25 minutes north of Chicago
• 4000 students
WHO WE ARE

• Justin Fisk, Director of World Languages
• Amanda Cummings, Spanish Teacher
• Michael Martinez, Spanish Teacher
• Anthony Reibel, Director of Assessment
WHO ARE YOU?

• Educator?
• Administrator?
• Student Services?
• Other?
https://todaysmeet.com/EBRACtFL
WHAT WE HOPE

• Why this grading system is better for our students.
• What are the critical questions of this change.
• How we attempt to answer these critical questions.
Why?
WHY IS THIS GRADING SYSTEM BETTER FOR OUR STUDENTS?

- District Perspective
- Division Perspective
DISTRICT

- Growth Based
- More Informed Stakeholders
- Instruction and Assessment Practice
- Self-Assessment
- Conversations
DIVISION

- Common Language/Understanding
- Unified Vision
- Calibrated Evaluation
WHAT?
4 critical questions

- What are our Standards/Learning Targets?
- Where do Vocabulary and Grammar fit?
- Rubric Functionality?
- Re-performance vs Retake?
4 critical questions

∗ What are our Standards/Learning Targets?
∗ Where do Vocabulary and Grammar fit?
∗ Rubric Functionality?
∗ Re-performance vs Retake?
HOW WELL?

PROFICIENCY?

MEASURABLE?
RULE NUMBER ONE
WHEN CREATING TARGETS (STANDARDS)

If it feels like a ‘toggle switch’ then it is not a target!
Let’s take a closer look…

- Presentational Speaking:
  - I can use *ser* to describe myself.

- Ask yourself:
  - Is this target based on Proficiency?
  - Is it Measurable?
Let’s take a closer look...

• Presentational Writing:
  • I can create an original written message

• Ask yourself:
  • Is this target based on Proficiency?
  • Is it Measurable?
Original Target: I can create an original written message

Learning target:

*I CAN INDEPENDENTLY CREATE A WRITTEN MESSAGE USING LEVEL APPROPRIATE COMMUNICATION STRATEGIES AND LANGUAGE CONTROL.*
RULE NUMBER TWO
WHEN CREATING TARGETS (STANDARDS)

Targets are ‘classification’ mechanisms and ‘classification’ involves gradations...
What are the learning gradients of your target?

- 4 = ?
- 3 = I can independently create a written message using level appropriate communication strategies and language control.
- 2 = ?
- 1 = ?
1B - I can create an original written message. (Presentational Writing)

- 4 - I can independently create a written message using above-level communication strategies and language control.

- 3 - I can independently create a written message using level appropriate communication strategies and language control.

- 2 - I can independently create a written message using level and non-level appropriate communication strategies and language control.

- 1 - I can independently create a written message using non-level appropriate communication strategies and language control.
We used to do...

* Focus on grammar, vocabulary accuracy, content
* Tasks, Topics, and Themes
Now we do....

- Focus on Proficiency, Measurability
- Transcends Context and Course
Before

**3E I can use grammar to make meaning (grammar)**

4 I can create meaning using accurate grammar in an open-ended task.

3 I can create meaning using accurate grammar in a structured task.

2 I can create meaning using accurate grammar in a scaffolded task.

1 I can create meaning using accurate grammar in a scaffolded task with guidance.
AFTER

Not a ‘target’ anymore!

WHAT ARE YOU TALKING ABOUT
4 critical questions

What are our Standards/Learning Targets?

Where do Vocabulary and Grammar fit?

Rubric Functionality?

Re-performance vs Retake?
SUPPORTING SKILL OR TARGET?
Standards-Based Grading Structure

I. Big Idea: Provides Context

II. What: (Performed, Assessed, Observed)

III. How Well: (Proficiency Expectation)

IV. Supporting Resources: (Pre-Req Skills or Content)

Why we are doing all of this?

What am I asking you to do?

What is my expectation of you?

What are the supporting content and supporting skills needed to achieve the target?
1. I can define the term bicycle.
2. I can explain each part of the bicycle.
3. Activities and Recreation
4. I can consistently apply the hand brake.
5. I can accurately locate the pedals.
6. I can effectively ride a bicycle in all situations and terrain.
7. I can describe the gear components and their function.
8. Riding a Bicycle
3. Activities and Recreation

8. Riding a Bike

6. can effectively ride a bicycle in all situations and terrain

1. I can define the term bicycle.
2. I can explain each part of the bicycle.
4. I can consistently apply the hand brake.
5. I can accurately locate the pedals.
7. I can describe the gear components and their function.
Interpersonal Speaking

Engage in Conversation

I can independently engage in a conversation using level appropriate communication strategies and language control

I can use idiomatic phrases

I can conjugate present tense verbs

I can use family and school vocabulary

Big Idea: Provides Context

What: (Performed, Assessed)

How Well: (Priority Standard)

Supporting Resources: (Pre-Req Skills or Content)
HOW IT WORKS
We used to do...

- Discretely and Directly Assess Everything!
- Purpose: Accountability
now we do....

* Indirectly Assess Content
* Purpose: Accountability for the Performance
Capítulo 2
Prueba de gramática (LEVEL 3)

Learning Target 3E: I can use grammar to make meaning.

Part A. El imperfecto
Instructions: Conjugate the following verbs in the **imperfect tense** in order to complete each sentence.

1. Yo _________________ (ser) estudioso en la escuela primaria.

2. Vosotros siempre _________________ (jugar) a los deportes para estar en buena forma.

3. Tú _________________ (estar) celebrando tu cumpleaños con tus amigos en Yogurtland.

4. Ella _________________(tener) una cicatriz en el brazo pero ahora ya no la tiene.

5. Nosotros _________________ (ir) a muchas fiestas por ser tan sociables.
Capítulo 2
Prueba de gramática (LEVEL 4)

Learning Target 3E: I can use grammar to make meaning.

Score: ______

Part A. El imperfecto
Instructions: Complete the letter from a former student to her teacher using the picture and verb bank, conjugating the verbs in the imperfect tense. *Do not repeat verbs.

BERTA

SR. SMITH

MARÍA

ALBERTO

OLIVIA y JOSÉ

<table>
<thead>
<tr>
<th>sacar</th>
<th>tomar</th>
<th>gustar</th>
<th>escuchar</th>
<th>divertirse</th>
</tr>
</thead>
<tbody>
<tr>
<td>dormir</td>
<td>ver</td>
<td>ser</td>
<td>querer</td>
<td>ir</td>
</tr>
</tbody>
</table>

Querido Sr. Smith,

¡El año pasado yo ______________ todos los días en tu clase de matemáticas! ¡Qué memorias tan buenas tengo! Siempre a mí me ______________ ver a mis compañeros de clase porque nosotros ______________ tan diferentes, ¿no? No entiendo por qué María siempre ______________ en tu clase. ¡Qué falta de respeto... pero muy chistoso a la vez cuando por fin se despertó! Y Alberto ______________ su música todos los días en clase... ¿Te acuerdas del olor tan rico del café de Olivia y José? Ellos siempre ______________ un café por las tardes. ¡Tú y yo también ______________ uno! Por un momento pensé que esta clase ______________ a ser un desastre pero al final fue una de mis favoritas con tanta gente tan diversa.
Nombre: ____________________________

Capítulo 2
Mi vida antes y ahora
Presentational Writing Quiz (On Demand)

Learning Target 1B:
I can create original written meaning (Presentational Writing - On Demand).

Score: ______

Instructions: Describe your life now and explain how you have grown from childhood. Use the Venn Diagram below to organize your ideas.
4 critical questions

- What are our Standards/Learning Targets?
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COMMUNICATION VS CLASSIFICATION?
It is important to distinguish between...descriptive information about what the student did...and what the student should do to improve.

O'Connor 2009
Classification

⋆ a single score based on overall impression
⋆ scale, gradient
⋆ purpose: feedback (“how you did?”)
Communication

- isolated criteria (supporting content/skills)
- NOT scale or gradient
- purpose: guidance ("how to improve")
We used to do...

- Script Taking and Score Only
- Singular Performance
- Misallocation of Points
- Product-Based
- Granular/Too Specific
now we do....

- Conversation
- Process of Co-Construction
- No Points
- Communication and Classification
### Target 2A - I can create meaning through conversation

<table>
<thead>
<tr>
<th>NOVICE HIGH - 4</th>
<th>NOVICE MID - 3</th>
<th>NOVICE LOW - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERACTION</strong></td>
<td><strong>ELABORATION</strong></td>
<td><strong>WORD CHOICE</strong></td>
</tr>
<tr>
<td>I can create meaning through conversations with consistent use of advanced communication strategies and advanced language control.</td>
<td>Begins to create original questions and responses in addition to some formulaic language.</td>
<td>Includes formulaic questions and responses. Disconnect may be present.</td>
</tr>
<tr>
<td>INTERACTION</td>
<td>ELABORATION</td>
<td>WORD CHOICE</td>
</tr>
<tr>
<td><em>Evidence of more original questions and responses and less formulaic language.</em></td>
<td><em>Responds to questions by listing naming and identifying, but with use of simple conjunctions (and, but, etc.)</em></td>
<td><em>Emerging variety of word choice and circumlocution.</em> May use false cognates.</td>
</tr>
<tr>
<td>LANGUAGE CONTROL</td>
<td>WORD CHOICE</td>
<td>STRUCTURES</td>
</tr>
<tr>
<td><strong>STRUCTURES</strong></td>
<td><strong>WORD CHOICE</strong></td>
<td><strong>STRUCTURES</strong></td>
</tr>
<tr>
<td>Emerging evidence of structures that match intended message. Verbs are conjugated with control.</td>
<td><em>Formulaic use of words and phrases.</em> Minimal interference of native language.</td>
<td>Uses memorized structures. Verbs are conjugated with minimal control.</td>
</tr>
<tr>
<td>LANGUAGE CONTROL</td>
<td>LANGUAGE CONTROL</td>
<td>LANGUAGE CONTROL</td>
</tr>
<tr>
<td><strong>DELIVERY</strong></td>
<td><strong>DELIVERY</strong></td>
<td><strong>DELIVERY</strong></td>
</tr>
<tr>
<td>Pronunciation and hesitation may impede comprehension.</td>
<td>Pronunciation and hesitation impede comprehension.</td>
<td>Pronunciation and hesitation impede comprehension.</td>
</tr>
</tbody>
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Score: _______
# ADLAI E. STEVENSON HIGH SCHOOL - WORLD LANGUAGES

## INTERPERSONAL SPEAKING RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>2A - I can engage in conversation.</strong></td>
<td>I can independently maintain a conversation using <strong>above-level communication strategies and with language control.</strong></td>
<td>I can independently maintain a conversation using <strong>level appropriate communication strategies and language control.</strong></td>
<td>I can independently maintain a conversation using <strong>level and non-level appropriate communication strategies and language control.</strong></td>
<td>I can independently maintain a conversation using <strong>non-level appropriate communication strategies and language control.</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Success Criteria</strong></th>
<th><strong>Considerations</strong></th>
<th><strong>Feedback</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>INTERACTION (2-WAY)</strong></td>
<td></td>
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</tr>
<tr>
<td>• Active and Equal Participation (Listening and Responding)</td>
<td></td>
<td></td>
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<tr>
<td>• Advances conversation</td>
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<tr>
<td><strong>ELABORATION (1-SIDED)</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Details and examples</td>
<td></td>
<td></td>
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<tr>
<td>• Relevant connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WORD CHOICE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Relevance</td>
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<td></td>
</tr>
<tr>
<td>• Accuracy</td>
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<td>• Variety</td>
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<tr>
<td><strong>DELIVERY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fluency</td>
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4 critical questions

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RE-PERFORMANCE VS RE-EVALUATION?
What is the definition of a Re-performance?
What is the definition of a Re-performance?

an opportunity to try or perform something a second time

OR

to complete something, to meet the requirements
Find Balance

**Reassess**: injecting a non-naturally occurring assessment event

**Reevaluation**: examining evidence from the next naturally occurring assessment event(s)
WE USED TO DO...

- Opportunities for More Points (Reward-Based)
- Singular Event
- Satisfy the Model is the Goal
- Contained
NOW WE DO....

• Opportunities for More Evidence
• Process
• Proficient is the Goal
• Performance is Unique each time
• Connection to the Learning
“OK, now that we all agree, let’s all go back to our desks and discuss why this won’t work.”