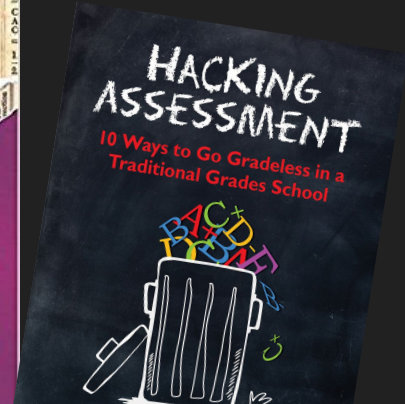
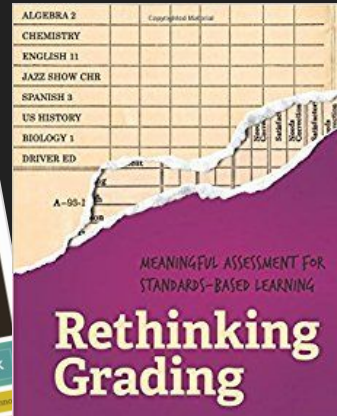
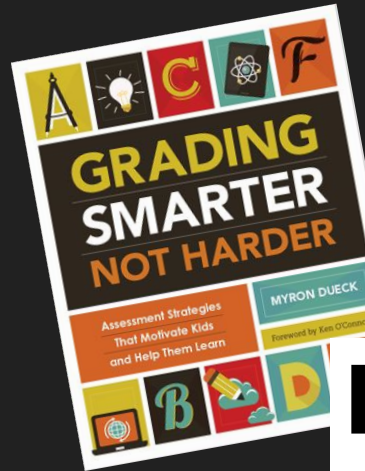


Reflective Grading In My Classroom

Kathryn Byars
@mrsbyarshistory

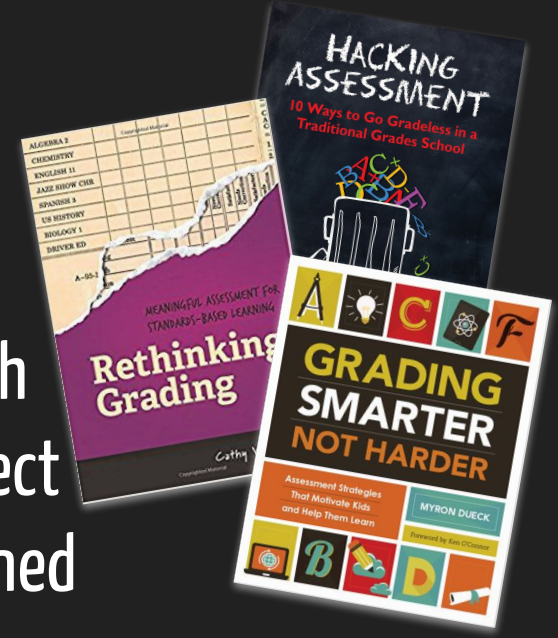


<http://bit.do/byarsRG1>

Reflective Grading In My Classroom



Learn how I have implemented a standards based grading approach while also getting students to reflect and determine what they have learned and what they still need to know.



Kathryn Byars
@mrsbyarshistory

What led me to question
my own grading
practices?

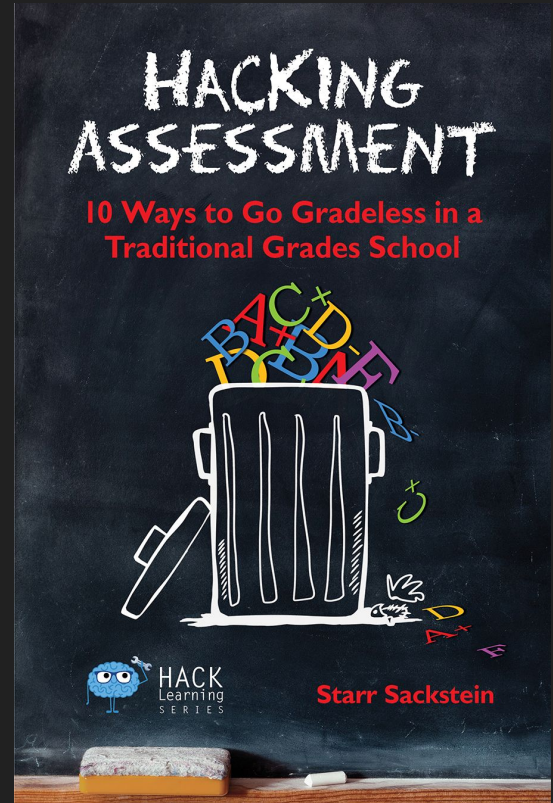
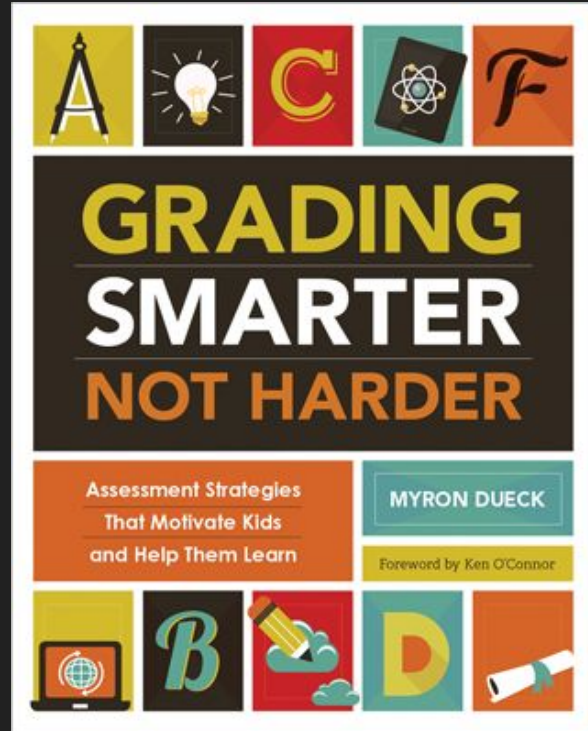
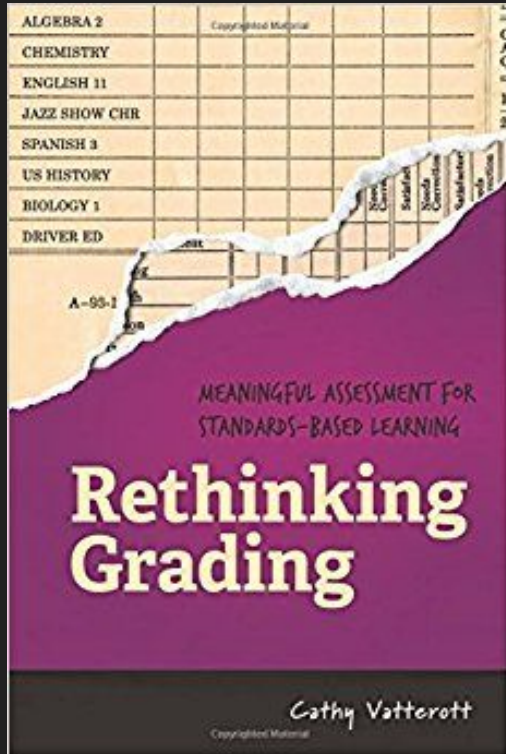
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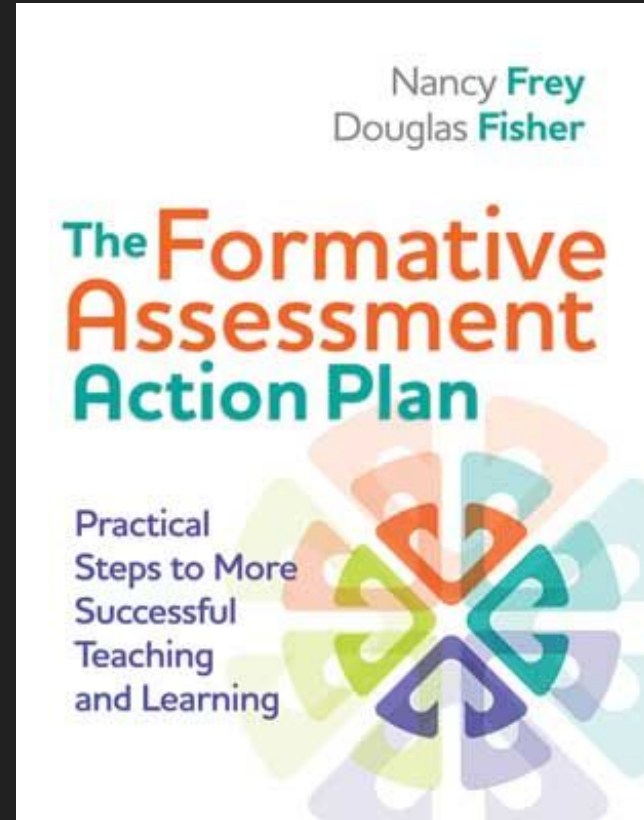
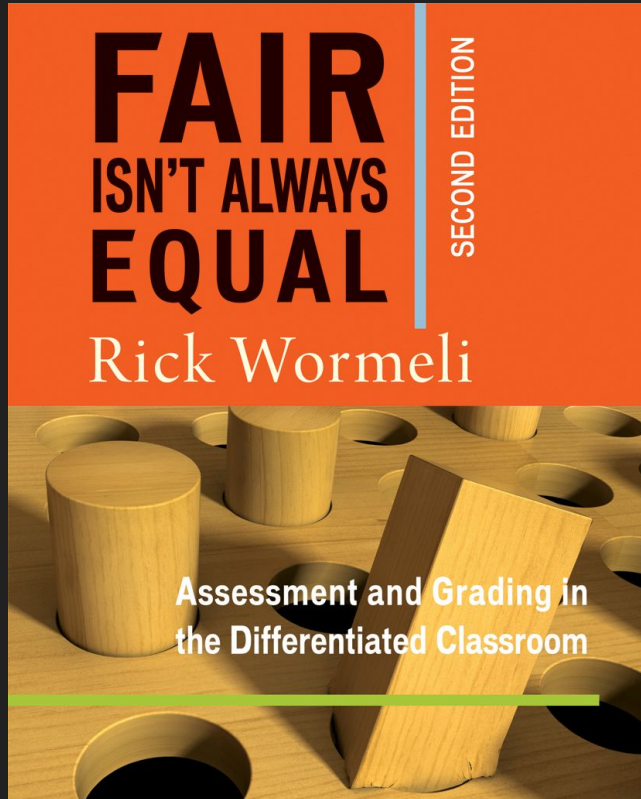
“How many points do I need...”

**Students valued points more than they
valued what they were learning.**

Essential Reads











Essential Reads



My Grading Terminology Cheat Sheet

<http://bit.do/byarsRG1>

Grading Terminology Cheat Sheet		
What It Is	What's the "Why?"	Resources
 4 or 5 Point Scale 		
Assignments, assessments, and final grade are no longer out of 100% or 100 point scale, instead these items are graded on a 5 or 4 point scale (often using a rubric.)	Smaller scales have higher inter-reliability and zeros are a grade killer on a 100 point scale. <i>"On a four-point scale, where "A" = "4," "B" = "3," and so on, the zero is accurate, because the difference between the "A," "B," "C," "D," and "F" are all equal—one point. But assigning a zero on a 100-point scale is a math error; it implies a 60-point difference between the "D" and "F," while the other differences are typically about 10 points." - Doug Reeves</i>	 0's on the 100 Point Scale
 Standards Based Grading 		
Assessment and academic reporting are based on students demonstrating mastery of the knowledge and skills they are expected to learn as they progress through their education. The only things in the grade book are measurements of student success on a given standard.	Grades are short hand reports of what you know and can do at the end of the learning journey, not the path you took to get there. <i>"Standards-based grading allows me to clearly communicate with students and parents where individuals are with their understanding of each concept. No longer are students able to hide behind weighted averages and positive academic behaviors such as attendance." Josh Work</i>	Seven Reasons for Standards Based Grading  Putting Standards Based Grading Into Action
 Reflective Grading 		



4 or 5 Point Scale



What It Is

Assignments, assessments, and final grade are no longer out of 100% or 100 point scale, instead these items are graded on a 5 or 4 point scale (often using a rubric.)

What's the "Why?"

Smaller scales have higher inter-reliability and zeros are a grade killer on a 100 point scale.

"On a four-point scale, where "A" = "4," "B" = "3," and so on, the zero is accurate, because the difference between the "A," "B," "C," "D," and "F" are all equal—one point. But assigning a zero on a 100-point scale is a math error; it implies a 60-point difference between the "D" and "F," while the other differences are typically about 10 points. " - Doug Reeves

100 Point Scales are Grade Killers

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Would you
be okay if
the scale
was the
opposite?

A	41-100
B	31-40
C	21-30
D	11-20
F	0-10

Suggested Practices

I want to...	<ul style="list-style-type: none">● Keep things the way I have traditionally done them but grade everything on a 4 or 5 point scale.	<ul style="list-style-type: none">● Grade based on standards and objectives than individual assignments or tasks.
You should...	<ul style="list-style-type: none">● Create clear weighted categories for the types of assignments you give and how much of the final grade they should be worth.● Change the grading scale in Q.	<ul style="list-style-type: none">● Determine if there are some objectives/standards that should weigh more than others (literacy vs. content, power standards, etc)● Change the grading scale in Q.
Things to consider...	<ul style="list-style-type: none">● Can you use rubrics more to increase efficiency and translate how you used to grade to this new scale?	<ul style="list-style-type: none">● Does work completion need to be measured in some way?



Standards Based Grading



What It Is

Assessment and academic reporting are **based** on students demonstrating mastery of the knowledge and skills they are expected to learn as they progress through their education. The only things in the grade book are measurements of student success on a given standard.

What's the "Why?"

Grades are short hand reports of what you know and can do at the end of the learning journey, not the path you took to get there.

"Standards-based grading allows me to clearly communicate with students and parents where individuals are with their understanding of each concept. No longer are students able to hide behind weighted averages and positive academic behaviors such as attendance." Josh Work



Reflective Grading



What It Is	What's the "Why?"
<p>Students reflect on their work towards a specific goal, task, or assignment and “grade themselves” through a reflection process.</p>	<p>This practice is built on the concept of students engaging in metacognition (thinking about how they think and thinking about how they learn.) Student efficacy is the focus.</p> <p><i>“To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.” Arthur L. Costa and Bena Kallick</i></p>



Gradeless Classroom



What It Is

No student work or assessment is given a point or letter value. Students instead receive written or verbal descriptors of their level or progress towards a goal.

What's the "Why?"

Comments Alone are considered the most effective form of feedback for students. If we are to create lifelong learners the ideal world would not limit students to arbitrary Grade 6, Grade 8, Grade 12 standards but focus on growth and progress of the individual. *But this is pretty much Utopia at the moment.*

My Goals Were...

I wanted to make student learning the focus.

I wanted my classroom to be student centered.

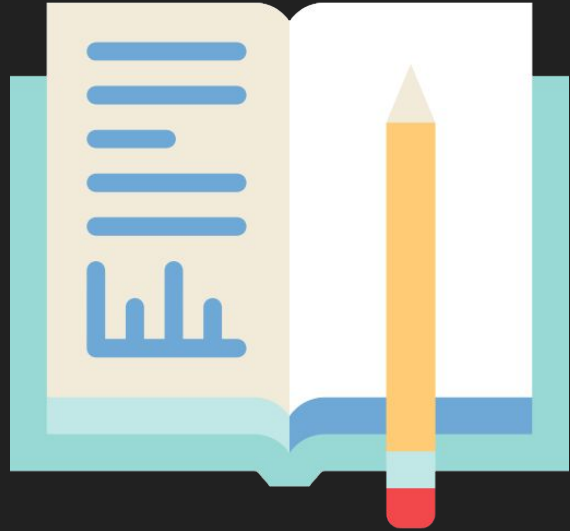
I wanted students to make connections between the work we did in class and what they needed to learn.

<http://bit.do/byarsRG1>

Standards Based Reflective Grading



Standards Based Reflective Grading



Step 1: Students participate in and complete in class assignments that align with and help them master the learning objectives for each Content Standard.

Standards Based Reflective Grading



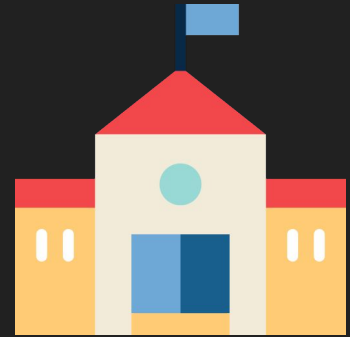
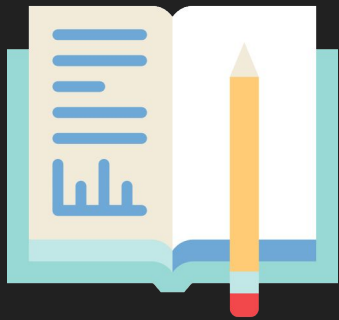
Step 2: Students will grade themselves on a 4-3-2-1 scale with a 4 Exceeding Expectations, a 3 Meeting Expectations, a 2 Below Expectations, and a 1 Needing Improvement and provide evidence that shows they have met the standard at that level (evidence could be writing from class, quiz results, test results, etc).

Standards Based Reflective Grading

Step 3: I will use the students reflection and evidence of knowledge to determine their grade. I will determine student grade based on evidence provided that shows mastery of the learning objective or content standard.



Standards Based Reflective Grading



That is exactly how I explain it to parents. I have had 0 parent concerns or complaints.

How I Started

I took all my standards and turned them into student friendly objectives.

State Standard	Student Learning Objective
<p>Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.</p>	<p>a. I can explain the basic principles of the Judeo-Christian views of law, reason, faith, and the duties of the individual.</p>
	<p>b. I can explain the Greco-Roman views of law, reason, faith, and duties of the individual.</p>
	<p>c. I can compare major similarities and differences in Judeo-Christian and Greco-Roman views of law, reason, faith, and duties of the individual.</p>

Take a Look at a Unit Plan

Standards in the Unit

- 10.1.1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
- 10.1.2 Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.
- 10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America
- CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Standard	Student Friendly Objectives	Standard	Student Friendly Objectives
10.1.1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	10.1.1 I can compare major similarities and differences in Judeo-Christian and Greco-Roman views of law, reason, faith, and duties of the individual.	10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America	10.2.1.A I can explain the major ideas of various philosophers from the Enlightenment. 10.2.B I can compare the ideas of two or more major philosophers.
Standard	Student Friendly Objectives	Standard	Student Friendly Objectives
10.1.2 Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.	10.1.2.A. I can read and summarize	CCSS.ELA-LITERACY.RH.9-10.2:	I can state the main idea of a source

How I Started


- **Backwards mapping is key.**
- **I had to be very specific answering these:**
 - What do students need to learn?
 - How will I know they have learned it?
 - What will I do if they don't learn it the first time?


**I did not realize how much
busy work I was assigning
until I did this.**

How is it assigned to students?
What does it look like?



You Have To Teach Students The Grading Systems

 I took our get to know you activities and turned them into learning objectives to teach reflection.

 My AP Students will learn how Standards Based Grading works through this activity and test.

Use low-threshold objectives and activities to help them learn the process and to understand how the grading works.

1. On a 5 point scale, where do you feel like you are at in meeting this learning objective?

Learning Objective: I can explain how Enlightenment Ideas connect to revolutions.

State Standard: Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

2. Be sure to attach any and all classwork that shows you have met this objective and explain how the classwork connects to or shows you have met the objective.

- Sentence frames you could use: I know I am at a ___ because when completing ___ in class I was able to show ____. This assignment proves I understand ___ because _____.

I know I am at a 4 because when completing [#03 Revolutions Hyperdoc Steps 1 & 2](#) in class I was able to learn and understand the revolutions throughout the world. Learning about this helps me better explain how Enlightenment ideas connected to revolutions. Enlightenment ideas were more focused on the world through reason, human rights, and the democratic republic, rather than religious or spiritual faith. The enlightenment caused many people to question their form of government that they were living in. Enlightenment philosophers and their ideas influenced the American Revolution because they promoted political equality, as well as, helping form today's self-government in America. Not only did the enlightenment ideas connect to the American Revolution, they also spread to other nations, influencing some revolutions. For example, the French Revolution, had begun from people revolting against their monarchy, fighting for a new form of government. As you can see, enlightenment ideas had a major impact on creating greater nations/ government for a better way of life to the citizens.


1. On a 5 point scale, where do you feel like you are at in meeting this learning objective?

Learning Objective: I can explain how Enlightenment Ideas connect to revolutions.

State Standard: Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

2. Be sure to attach any and all classwork that shows you have met this objective and explain how the classwork connects to or shows you have met the objective.

- Sentence frames you could use: I know I am at a ___ because when completing ___ in class I was able to show ____. This assignment proves I understand ___ because _____.

I believe I'm currently at a three. I was able to submit and complete my assignments and understand how certain revolutions broke out. For example, the Haitian Revolution began due to slaves being tired of being overworked. They were basically being worked to death with not even a minimum wage. I found this revolution interesting since afterwards, the leader of the revolution, Toussaint Louverture, stated that the sugar plantations were too important to the island to just stop working on them, so the ones who worked on the plantation, went back and were paid minimum wage. I have more summaries of the other revolutions through this link: <https://docs.google.com/document/d/1I4GXTTtR0Q6T1wTFFNCQlseXsZ4U-gMxLgdoeuiLsMc/edit?usp=sharing> 

1. On a 5 point scale, where do you feel like you are at in meeting this learning objective?

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2. Be sure to attach any and all classwork that shows you have met this objective and explain how the classwork connects to or shows you have met the objective.

- Sentence frames you could use: I know I am at a ___ because when completing ___ in class I was able to show ____. This assignment proves I understand ___ because ____.

On a 5 point scale i believe i deserve a 4 because i understand the connections between enlightenment Ideas and the several revolutions. All of the revolutions that occurred, starting with the American revolution, were caused by people standing up for what they believed was moral and ethical. Peoples ideas and views were changing so they caused their situations to change as well. For example, the American revolution was caused by people standing up against their British oppressors and doing something bold that influenced many other countries to stand up as well in later years. My comparison of enlightenment thinkers in my notebook proves i understand because i was able to compare and contrast 4 major enlightenment thinkers.

https://docs.google.com/presentation/d/1_fJ8OSEYST9ZMDBVzdSAVjxqq9n2utZjKYOciuv4QH8/edit?usp=sharing

Explore More Student Examples of Reflections

 [College Prep World Example](#)

 [College Prep World Example](#)

 [College Prep World Example](#)

 [AP World Unit Reflection](#)

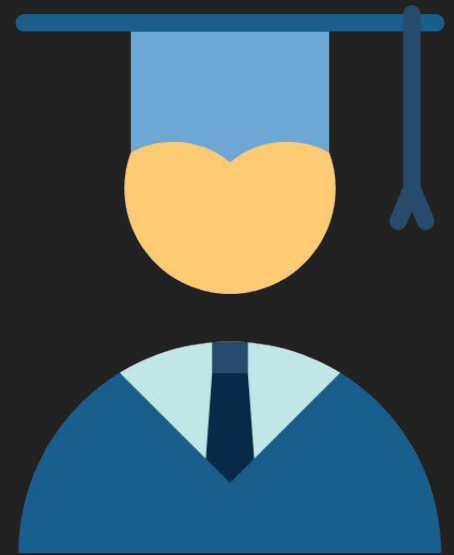
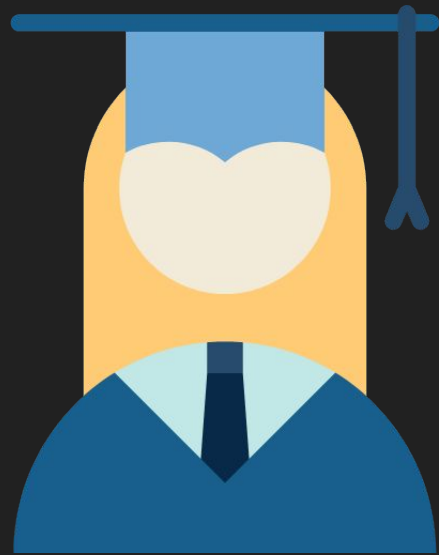
 [AP World Reflection](#)

Examples of ways I have assigned these reflections

- [10.9.1](#) 
- [10.6.1](#) 
- [Reassess Form](#) 

 [How I Plan a Unit](#)

What if they do not meet the expectation?

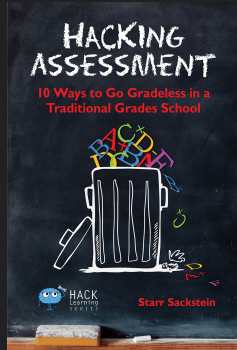


What if they do not meet the expectation?

- Students can submit as many times as needed.
- Students are given specific feedback each time.
- Grades are updated weekly but that does not mean a new item goes in the gradebook.

I leave comments on assignments in Canvas Using SpeedGrader. [Click Here](#) to see how it works!

It is essential that we develop a learning space where failure is positive, as it is a catalyst for growth and change. Students need to recognize that taking a risk and not succeeding does not mean they are failing: It means they need to try another way.



Starr Sackstein

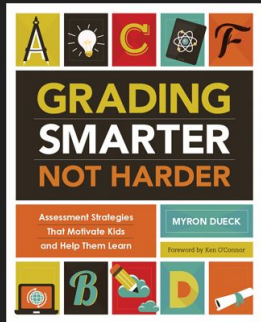
Giving Feedback

- Students get feedback on all reflections.
- Students also meet with me for one on one meetings.
- Students who are really struggling are pulled for small group work in class.
- I use the [station rotation model](#) to get this small group time and one on one meetings.
- Technology is not required but makes this more efficient.

But students need to learn responsibility.



Many educators have said to me that if we don't teach our students the value of work before they enter the workforce, society will pay dearly. The problem with this well-intended argument is that attaching a grade to homework inevitably leads to grading completion rather than understanding.



Myron Dueck

LET STUDENTS REDO THE ASSIGNMENT



NOBODY KNOWS AHEAD OF TIME HOW LONG IT TAKES ANYONE TO LEARN ANYTHING.

SAYING NO REDO IS THE SAME AS SAYING...

- ASSIGNMENT HAS NO LEGITIMATE EDUCATIONAL VALUE.
- IT'S OKAY IF YOU DON'T DO THIS WORK.
- IT'S OKAY IF YOU DON'T LEARN THIS CONTENT OR SKILL.



IT IS THE RECOVERY FROM THE FAILURE THAT TEACHES MORE THAN FAILURE EVER COULD.



STUDENTS SHOULD BE ALLOWED TO RE-DO ASSESSMENTS UNTIL THEY ACHIEVE ACCEPTABLE MASTERY AND THEY SHOULD BE GIVEN FULL CREDIT FOR HAVING ACHIEVED SUCH.

CREATED BY @MRSBYARSHISTORY. INSPIRED BY RICK WORMELI

Not Allowing Students to Redo the Work or Turn in Late is the same as saying the work has no educational value.

LET STUDENTS REDO THE ASSIGNMENT



NOBODY KNOWS AHEAD OF TIME HOW LONG
IT TAKES ANYONE TO LEARN ANYTHING.

SAYING NO REDO IS THE SAME AS SAYING...

- ASSIGNMENT HAS NO LEGITIMATE EDUCATIONAL VALUE.
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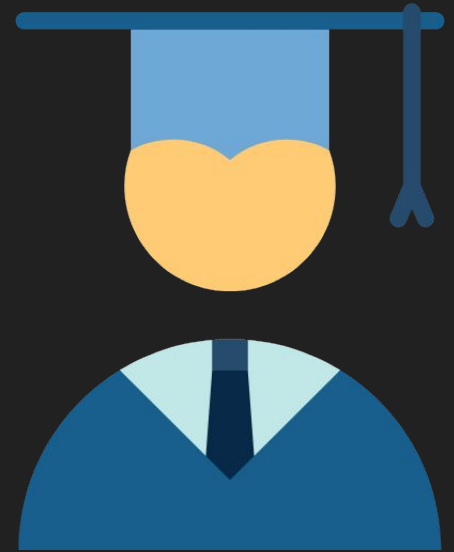
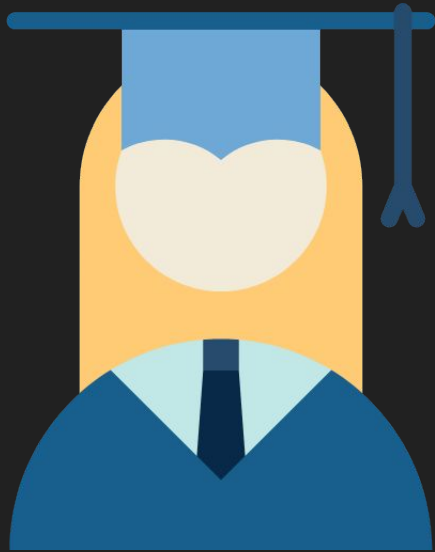


STUDENTS SHOULD BE ALLOWED TO RE-DO
ASSESSMENTS UNTIL THEY ACHIEVE ACCEPTABLE
MASTERY AND THEY SHOULD BE GIVEN FULL CREDIT
FOR HAVING ACHIEVED SUCH.

CREATED BY @MRSBYARSHISTORY. INSPIRED BY RICK WORMELI

- Reassess Form
- Late Form
- Measure
Responsibility and
report it home
separately.

What do students think?





Student

It allows us to go back and fix our mistakes and revise which helps us keep a better grade and I really like it.

I like the grades because it's not how much work we have done it's what we have learned.

The feedback is helpful and it lets me know where I need to improve. Self reflections truly help me see what I've learned so they help me grasp the knowledge better.

I like it because it forces you to learn the actual material instead of just memorizing

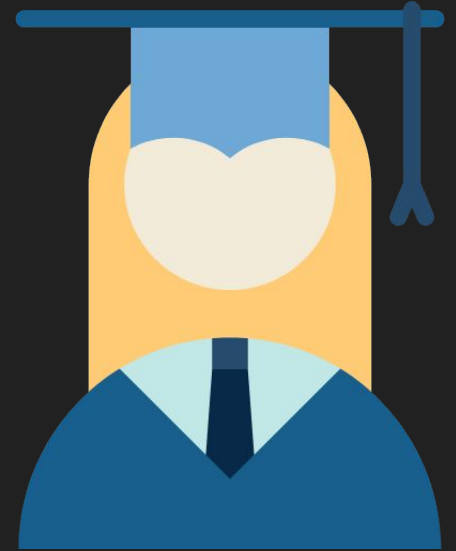
I think the way grades are done truly show what the student has learned. It removes the possibility of a missed assignment misrepresenting a students academic ability. The reflections also provide feedback the next day, so you know what you've done wrong and can employ your new knowledge in your next reflection.

I like the reflections idea because it tests your actual intelligence rather than the amount of papers turned in (which is a weakness for many people or may confuse teachers on how actually intelligent the student is Ex; Cheating, you get points without proving your intelligence.)

I feel that this approach forces students to take time and review their own work and to attempt and justify that they understood the topic based on their work, makes them have to realize that understanding the work is ultimately their responsibility. At the same time, it makes them see if they truly understand the material which is something I like.



“I truly think that the grading system in this class is very beneficial for our learning. I like that fact that we can reflect back on what we learned and the feedback that is given. I also like how it’s not always about the letter grade or the points that we have. Instead it’s more about improving which is great. It does show us what we need to learn and work on and improve, and this class does allow room for improvement.” A Student in Summer School



Communication

- Use the “Comments” feature in Q to inform parents when a grade is updated.
- When putting a standard into Q, use the “Instructions” section to list the standard and the activities students have done to help them learn the standard.

The image shows a screenshot of a task creation form. The form includes the following fields and options:

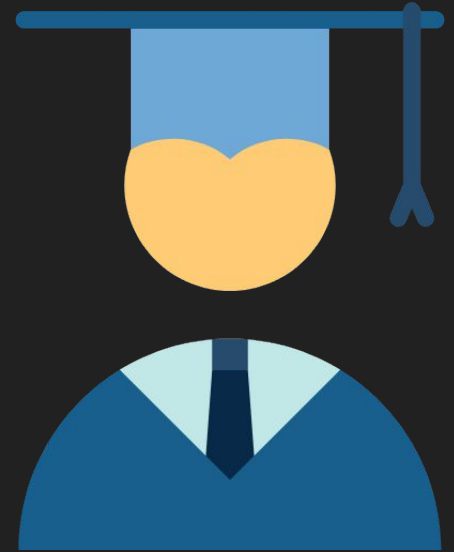
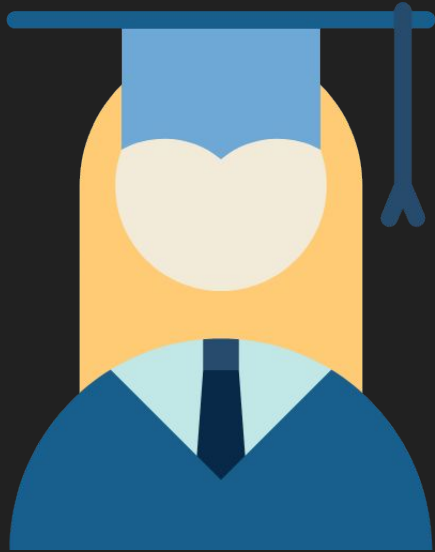
- Assigned On:** 08/13/2018 (calendar icon)
- Display On:** 08/13/2018 (calendar icon)
- Due On:** 08/13/2018 (calendar icon)
- Title:** [Empty text box]
- Short Title:** [Empty text box]
- Category:** Tests (Achievement) (dropdown menu)
- Pts Possible:** [Empty text box]
- Weight:** 1 (text box with help icon)
- Options:** Assignment Graded, High, Extra Credit, Add as Calendar Class
- Instructions:** [Empty text area]
- Teacher Note:** [Empty text area]
- Documents:** Add (button)

Two callout boxes with arrows point to specific parts of the form:

- A blue callout box with the text "Number your standards." points to the Title field.
- A larger blue callout box with the text "List Standard, Assessment type and date, and main lessons that align with the standard." points to the Instructions field.

At the bottom of the form, there is a note: "Select students that are NOT responsible for this Assignment (light row color) by clicking on their name, or selecting one or more of the Group Filters."

How to set up your grading scale.



Things to Consider When Creating Your Scale

- **If using standards instead of assignments**, what percentage of standards does a student need to meet in order to be considered ready to move on to the next course?
- **If changing assignments to the 5 point scale**, are there still some types of assignments that should weigh more than others? (Example: an assessment vs. classwork)
- **How will you explain this to your students?** If we ask students for reasoning and evidence in learning do we need to provide it for them when discussing their grades?

How to set up your grading scale.

TRADITIONAL
GRADING SCALE

LETTER GRADE

MEANING OF
LETTER GRADE

1-5 GRADING

1-5 SCALE

0-4 GRADING

0-4 SCALE

90-100

A

EXCEEDS

5

80-100

4

75-100

80-89

B

MEETS

4

60-79

3

50-74

70-79

C

NEAR

3

40-59

2

25-49

60-69

D

BELOW

2

20-39

1

1-24

0-59

F

NO EVIDENCE

1

0-19

0

0

Why do you change the percentage scale when you go to a 5 POINT SCALE?

Classroom A: Assignments are all out of 5 points but the scale remains traditional.

TASK 1	5
TASK 2	4
TASK 3	0
TASK 4	5
TASK 5	0
TASK 6	5
TOTAL:	$19/30 = 63\% = D$

Classroom B: Assignments are all out of 5 points but with an adjusted scale.

TASK 1	5
TASK 2	4
TASK 3	0
TASK 4	5
TASK 5	0
TASK 6	5
TOTAL:	$19/30 = 63\% = B$

Classroom C: Assignments are all out of 4 points but the scale remains traditional.

TASK 1	4
TASK 2	3
TASK 3	0
TASK 4	4
TASK 5	0
TASK 6	3
TOTAL:	$14/24 = 58\% = F$

Your scale depends on what is entered into the gradebook. I only put their mastery of each standard in the gradebook. No tests. No quizzes. No homework. No worksheets. The scale matches how I measure mastery.

In my classroom, each item in the gradebook is of equal weight and is a measure of students mastery of a standard not completion of a task.

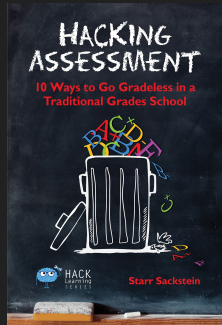
Big Challenges

- **Student Mindset:** they see 5 other teachers who almost all use 100 point scale. They are used to being awarded points for everything they do.
- **Hard to implement alone:** I needed to revise several units because I was not as aligned as I thought I was between classwork and objectives.
- **You are still grading just as much** but the grading is more meaningful and purposeful.

Before You Try This

- You can't go home and do this tomorrow. It takes a lot of reflecting and planning.
- You must teach students to reflect, it will take a few times for them to learn how.
- Communication with parents is essential.

It's important to remember that school is about our students, not us, so the more we can empower them to be in control of their learning, the better.



Starr Sackstein

What Next?

- Before you do anything complete this [Grading Philosophy statement from Rick Wormeli](#).
- Explain your philosophy to a skeptical colleague.
- Find someone to explore grading with, it is so hard to do this alone.
- Give yourself room to fail and chances to try again.
- Read at least one book. I suggest “Hacking Assessment”

A Word to Administrators

- This will not work if it is a top-down initiative.
- If you want your teachers to do this you need to give them time.
- Give the teams that are willing to do this one planning day per unit.
- Even your best teachers will make mistakes and have to revamp how they do this. You need to support them when they make mistakes.

An Abridged List of Books on Grading Practices

- **Creating a Culture of Feedback: (Empower Students to Own Their Learning) (Solutions) by William M. Ferriter and Paul J. Cancellieri**
- **Teaching Students to Self-Assess: How do I help students reflect and grow as learners? (ASCD Arias) Starr Sackstein**
- **Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn by Myron Dueck**
- **Rethinking Grading: Meaningful Assessment for Standards-Based Learning by Cathy Vatterott**
- **Hacking Assessment: 10 Ways to Go Gradeless in a Traditional Grades School by Starr Sackstein**
- **Fair Isn't Always Equal by Rick Wormeli**
- **The New Art and Science of Teaching: more than fifty new instructional strategies for academic success by Robert J. Marzano**
- **The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning by Nancy Frey and Douglas Fisher**

A Folder Full of Resources



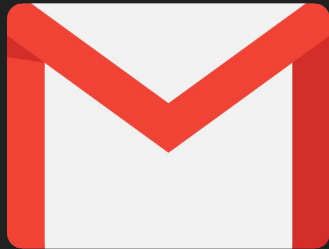
I am continually adding resources to this folder to help teachers find the grading practices that work best for them.

Please Give Me Feedback

Additional Resources



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