G.A.U.G.E.

Our iTech Standards Based Grading System

How we will help support you in your learning!

G.rading (4)

A.cademic

U.nderstanding

G.rit

E.xcellence

What is “SBG?”

Standards based grading (SBG) is an approach we use here at iTech to assesses your growth towards proficiency in clearly defined skills or outcomes (standards).

Research Basis

Standards based grading attempts to offer a grade that:

a. *Communicates meaningful feedback about specific academic proficiencies (Wormeli, 2006)*
b. *Provides feedback on academic progress exclusively, not compliant behaviors (Scriffiny, 2008)*

Research Basis

Standards based grading attempts to offer a grade that:

c. Represents a student's mastery of a skill over time and multiple attempts (Marzano & Hefleblower, 2011)

d. Expresses student learning as demonstrated on high quality assessments rather than homework completion or extra credit (Stiggins, Frisbie & Griswold, 1989)

Why We Ventured In

1. DANGER. Saw a problem with gaps in learning.
2. Our system did not help us identify specific gaps.

SBG: a Million Definitions

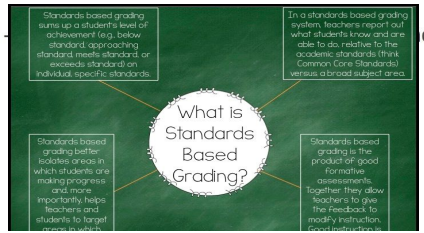
We began to explore and found many definitions and as many questions.

4 - The student has surpassed the standard.

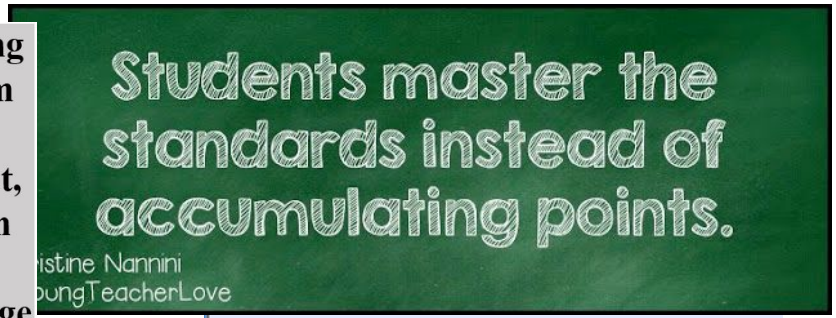
3 - The student has met the standard.

2 - The student is close to meeting the standard.

1 - dard.



Standards-based grading aims to make classroom grades more valid, reliable and transparent, ultimately providing an accurate reflection of what skills and knowledge students have mastered.



I care about these, but...

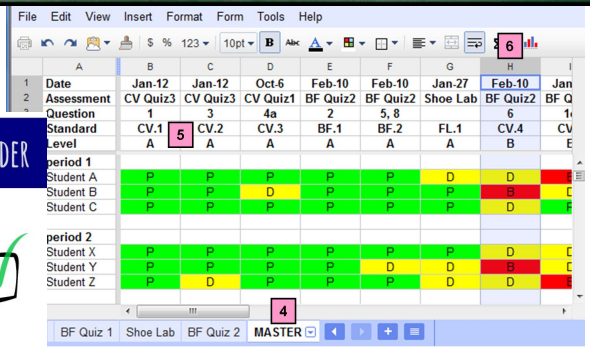
- homework
- classwork
- tutoring
- peer instruction

...your grade comes from th

- learning standards

5 Questions for Every Standards-Based Grader

- What will you assess?
- How will you score?
- How will you assess?
- How will you weigh assessments?
- How will you reassess?



Research

- Looked at a variety of research including Stiggins, Marzano, Wormeli and many more. Schools that used SBG.
- There is a lot out there and a lot of variety….

A Few Constraints

1. Colleges accept grades.
2. Grades are currency.
3. SBG must transfer to A-F fairly and clearly.

A Big Question

Does averaging represent learning?

Things to think about

1. Assessing individual standards
2. Assessing combination of standards
3. Averaging hides performance

Our Answer for Individual Standards

What is a decay?

Why decay?

Why decay to 75%

Student Portal

- Dashboard
- Missing Work
- Upcoming Work
- Current Grades
- Log Out

Message from the school

LEADERSHIP

Updated 2017-12-08

(B)

Overall Academic Mastery (100% of total)

(10.A.1) Set and meet goals, even in the face of obstacles and competing pressures	3.0
(10.A.2) Prioritize, plan and manage work to achieve the intended result	2.1
(10.B.1b) Manage time and projects effectively	3.8
(10.B.1d) Participate actively, as well as be reliable and punctual	3.3
(10.B.1e) Present oneself professionally and with proper etiquette	2.0
(10.B.1f) Collaborate and cooperate effectively with teams	2.3
(10.B.1g) Respect and appreciate team diversity	4.0
(10.B.1h) Be accountable for results	4.0

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Another Big Question…

How do we convert individual standards to a letter grade?

What are we really after?

Conjunctive Grades

How do you represent consistency of performance?

We now know that averaging hides Performance deficits.

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- Dashboard
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(10.B.1h) Be accountable for results	4.0

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Vancouver iTech Preparatory				
Required Thresholds for Final Semester Grades (A-F)				
Letter Grade	60% of Individual Decayed Scores *(60% of all the standards covered in the class)* Must be Equal To or Above		No (*individual decayed*) Standard Score Below	
A	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	3.0	The student exhibits no major errors or omissions.
A-	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
B+	3.0	The student exhibits no major errors or omissions.	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
B	3.0	The student exhibits no major errors or omissions.	2.0	There are no major errors or omissions regarding the simpler details and processes.
B-	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.
C+	2.0	There are no major errors or omissions regarding the simpler details and processes.	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.
C	2.0	There are no major errors or omissions regarding the simpler details and processes.	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
C-	1.5	There are no major errors or omissions regarding the simpler details and processes.	0.5	With help, a partial understanding of 2.0 content but not the 3.0 content.
D+	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	0.5	With help, a partial understanding of 2.0 content but not the 3.0 content.
D	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	0.0	Even with help, no understanding or skill demonstrated.
F	Does not meet "D" threshold	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		Even with help, no understanding or skill demonstrated.

Bibliography

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Stiggins, R. J., Frisbie, D. A. & Griswold, P. A. (1989). Inside high school grading practices: Building a research agenda. *Educational Measurement: Issues and Practice, 8*(2), 5-14. doi: 10.1111/j.1745-3992.1989.tb00315.

Wormeli, R. (2006). *Fair isn't always equal: Assessing grading in the differentiated classroom*. Portland, ME: Stenhouse.

Discussion

Questions?