

# Grading to Standards

---

Ron Wence

Supervisor of Mathematics

Rancocas Valley Regional High School

February 7, 2013

# GOAL

---

To improve student learning

# Reflection Time...

---

- List the initiatives you have implemented over the last few years.
- Star items that have had a significant impact on student learning.
- Circle anything that has provide a 20% increase in achievement.

# Are these on your list?

---

- New book
  - Revised curriculum
  - Changed assessments
  - Lesson planning - GANAG
  - Sent people to workshops
  - Changed instructional delivery
  - Differentiated instruction
  - Added technology
-

# The Big Four

---

- ❑ A well articulated curriculum
- ❑ Planning for delivery
- ❑ Varied assessment (summative vs. formative)
- ❑ Criterion based feedback

# Beginning the Process

---

- ❑ Brought in consultants
- ❑ In 2009-2010 five teachers graded to standards, now 16/19
- ❑ Created local standards
- ❑ Created assessments following UbD

# Standards Based Courses

---

- Algebra IA
- Algebra IB
- Algebra I
- Geometry
- Algebra II
- Honors Pre-Calculus

# The Gradebook

---

- Advanced – 100%
- Proficient – 93%
- Basic – 85%
- Not Proficient – 0%
  
- Reassessed to Basic – 77%
  
- Local standards – 90% of grade
- All other work – 10% of grade



# Creating Assessments

---

- Choose a topic (see quiz A.8 - blue)
- Create a goal for that topic
- Think of a way to assess that goal that will accurately depict the student's level of knowledge

# Assessment Process

---

- **Quiz** - primary feedback
- **Test** - broken down and scored by individual standards
- **Reassessment** - required on items where basic proficiency was not demonstrated on the test

# Changes We've Seen

---

- ❑ Classroom behavior
- ❑ Personal responsibility
- ❑ Student success
- ❑ Higher quality responses
- ❑ Raised curricular expectations
- ❑ Students learned more...

# Geometry Grades

Year	MP Avg.	Exam Avg.	Difference
2007-2008 traditional	83	68	-15
2008-2009 traditional	84	69	-15
2009-2010 standards	83	86	+3
2010-2011 standards	84	87	+3

# Final Exam Results

---

<b>Grade</b>	<b>Traditional Grading</b>	<b>Grading to Standards</b>
93-100	37%	44%
85-92	15%	23%
77-84	<b>15%</b>	<b>19%</b>
70-76	7%	7%
60-69	10%	3%
below 60	17%	4%

# Students Achieving "C" or Higher

---

<b>Grade</b>	<b>Traditional Grading</b>	<b>Grading to Standards</b>
77-100	66%	86%
below 77	34%	14%

# Student Feedback

---

End of Course Student Survey

- **What have your experiences in previous math classes been like?**

<b>Choices</b>	<b>% of Total</b>
Math is great for me!	12.2%
I usually do well in math.	24.3%
I do okay.	33.3%
I have to work hard to do well.	15.1%
I have trouble doing well.	15.1%



- How has this class compared to other math classes you have taken?

Choices	% of Total	% of Lower Skilled
Much better!	54.6%	60%
Somewhat better	33.3%	40%
About the same	9.1%	0%
A little worse	3%	0%
Just awful	0%	0%

- Do you feel this **method of assessment helped you to learn the skills better** than you would have under a more conventional grading method?

Choices	% of Total	% of Lower Skilled
Much better	69.7%	70%
Somewhat helpful	30.3%	30%
No difference	0%	0%
I learned less	0%	0%

# Resources and Contacts

---

- ❑ Improving Student Learning, One Teacher at a Time;  
Jane Pollock
- ❑ Improving Student Learning, One Principal at a Time;  
Jane Pollock
- ❑ Feedback, the Hinge that Joins Teaching & Learning;  
Jane Pollock
- ❑ Understanding by Design; Grant Wiggins and Jay  
McTighe
- ❑ Ron Wence: [rwence@rvrhs.com](mailto:rwence@rvrhs.com)