Accurate, Ethical Assessment and Grading

Principles, Myth-Busting, and Practicalities

CESA 4
May 2020

What is evidence-based assessment and grading?

At its basic level, it's expressing a student's school performance as a report of evidence of specific standards. Academic grades rally around content and skills, nothing else. We want to know to what degree "Junior" can:

- Explain the dual nature of light
- Determine the area of a polygon
- Analyze an argument
- Titrate liquids
- Use knowledge of exercise and metabolism to make healthy snack choices
- Write an information paragraph
- Incorporate musical dynamics in a successful concerto

When it comes to demonstrating full mastery of polynomial functions *(or how the energy transfer cycle works, the capacity to infer an author's meaning, or how the use of specific art techniques and materials evoke the zeitgeist of an identified historical era)*, what is the difference between…

…an 89% and a 90%?

…an 89.4 and an 89.5?

…an 89.424 and an 89.425?

It's a false assumption that you can discern mastery to this level of precision with most things we teach. It's set up to sort students arbitrarily, NOT to report learning accurately.

Re-learning/Re-do's are one of the most preparatory and maturing things we can facilitate with our students that effectively prepares them for their future professions. *One-and-done* practices employed on the premise we're teaching students personal responsibility allows teachers and students to escape the demanding nature of learning. It creates nothing but regret and incompetence. And when did incompetence become our goal?

…and we can do redo's without losing our sanity while students learn personal responsibility and how to meet deadlines.

Never sacrifice sound pedagogy because someone above you isn’t there yet.

Nationwide, 2/3 of community college students have to take remedial courses as part of their program. 40% of students (and rising) at four and five year state and some private university programs have to re-take high school or remedial courses as part of their program...

…Yet, most of these students' grades indicated they were proficient, ready for college level work.

What grading reputation does your school or district want to have?

Popcorn kernels pop at different rates, but when each one pops, it's accorded full status as a piece of popcorn, not something less than popcorn because it popped later than its fellow kernels.

Let's end the false assumption that students all learn at a uniform rate and manner.

Absent moral imperative, nothing in education changes. (Reeves)

- What's the moral thing we do?
- Do we have the moral authority to knowingly falsify a report of student learning?

Knight v. Board of Education (1976):

"The Court ruled that grades are expected to serve as sources of information about academic performance rather than moral character (Chartier, 2003)"

-- p. 160, Guskey and Brookhart, *What We Know about Grading* (ASCD, 2019)

Smith v. School City of Hobart (1993): "A federal judge rules that grade reductions for nonacademic reasons result in, "clear misrepresentation of the student's scholastic achievement, …Misrepresentation of achievement is equally improper…and illegal whether the achievement is misrepresented by upgrading or downgrading, if either is done for reason that are irrelevant to the achievement being graded. For example, one would hardly deem acceptable an upgrading in a mathematics course for achievement on the playing field."

-- p. 160, Guskey and Brookhart, *What We Know about Grading* (2019, ASCD)

"Court[s]…have relied on grade accuracy to mean "the extent that it permits someone to estimate the extent of a student' s knowledge and skills in a given area" (Chartier, 2003, p. 41)…[I]ncluding factors such as ability, effort, improvement, or work completion in grades may not be legally defensible."

-- p. 161, Guskey and Brookhart, *What We Know about Grading* (ASCD, 2019)

What do all these have in common?

- **Put name, date, period in the top right corner of the paper**
- **Used a quiet, indoor voice while in the classroom**
- **Showed up to play in an evening musical concert**
- **Brought in permission slip signed by parents**
- **Donated a box of tissues to the classroom**
- **Completed a reading log of time read**
- **Had a nice, neat notebook in math**
- **Dressed out in gym uniform in p.e.**
- **Turned in work in a timely manner**
- **Did service for the school**
- **Worked collaboratively**
- **Tutored classmates**

Public Curriculum

Hidden Curriculum

"Is my purpose to **select** talent or **develop** it?…If your purpose as an educator is to select talent, then you must work to maximize the differences among students. In other words, on any measure of learning, you must try to achieve the greatest possible variation in students' scores …Unfortunately for students, the best means of maximizing differences in learning is poor teaching. Nothing does it better."

-- Thomas R. Guskey, *Education Leadership*, ASCD, November 2011, Pages 16-21

"If, on the other hand, your purpose as an educator is to develop talent, then you…clarify what you want students to learn and be able to do. Then you do everything possible to ensure that all students learn those things well. If you succeed, there should be little or no variation in measures of student learning. All students are likely to attain high scores on measures of achievement, and all might receive high grades.

-- Thomas R. Guskey, *Education Leadership*, ASCD, November 2011, Pages 16-21

Let’s be principled first, practical second.
These are not a bunch of recipes for our teaching cookbook.

Operating Premises:

- Assessments and grades must be as accurate as possible. We will never knowingly falsify a grade.
- Assessment and the descriptive feedback from it is *not* a sidebar or an add-on that we don't have time to do. It is a form of direct instruction in itself.
- The goal is for students to self-monitor their learning and create self-efficacy, not to rely on teachers to tell them how they're doing.
- Incompetence in the current grade level curriculum is never preparatory or maturing for what's to come.

Operating Premises:

- Implementing the grading policies and practices of upper grade levels in lower grade levels regardless of their effectiveness is ***not*** the best way to prepare students for those upper grade levels. The best preparation for the next grade level is a student's personal maturation and his authentic and lasting competence in what is being taught in his current grade level.

- We never subordinate what we know to be effective teaching practice in the current grade level because somebody above us isn't there yet.

- We teach so that students learn, not to play, "gotcha," and think that's building students' self-discipline. Instead, we study how to teach self-discipline, noting that none of the research indicates doing it via grading policies.

Identify the Principles Involved, THEN Gather the Solutions

Example: How do I grade English Language Learners?

Principles/Tenets Involved:

- **Teachers must be ethical. They cannot knowingly falsify a score or grade.**
- **To be useful, grades must be accurate reports of evidence of students' performance against standards.**
- **Regular report cards report against regular, publicly declared standards/outcomes. They cannot report about irregular standards or anything not publicly declared.**
- **Any test format that does not create an accurate report of students' degree of evidence of standards must be changed so that it does or replaced by one that does.**

(continued)

Identify the Principles Involved, THEN Gather the Solutions

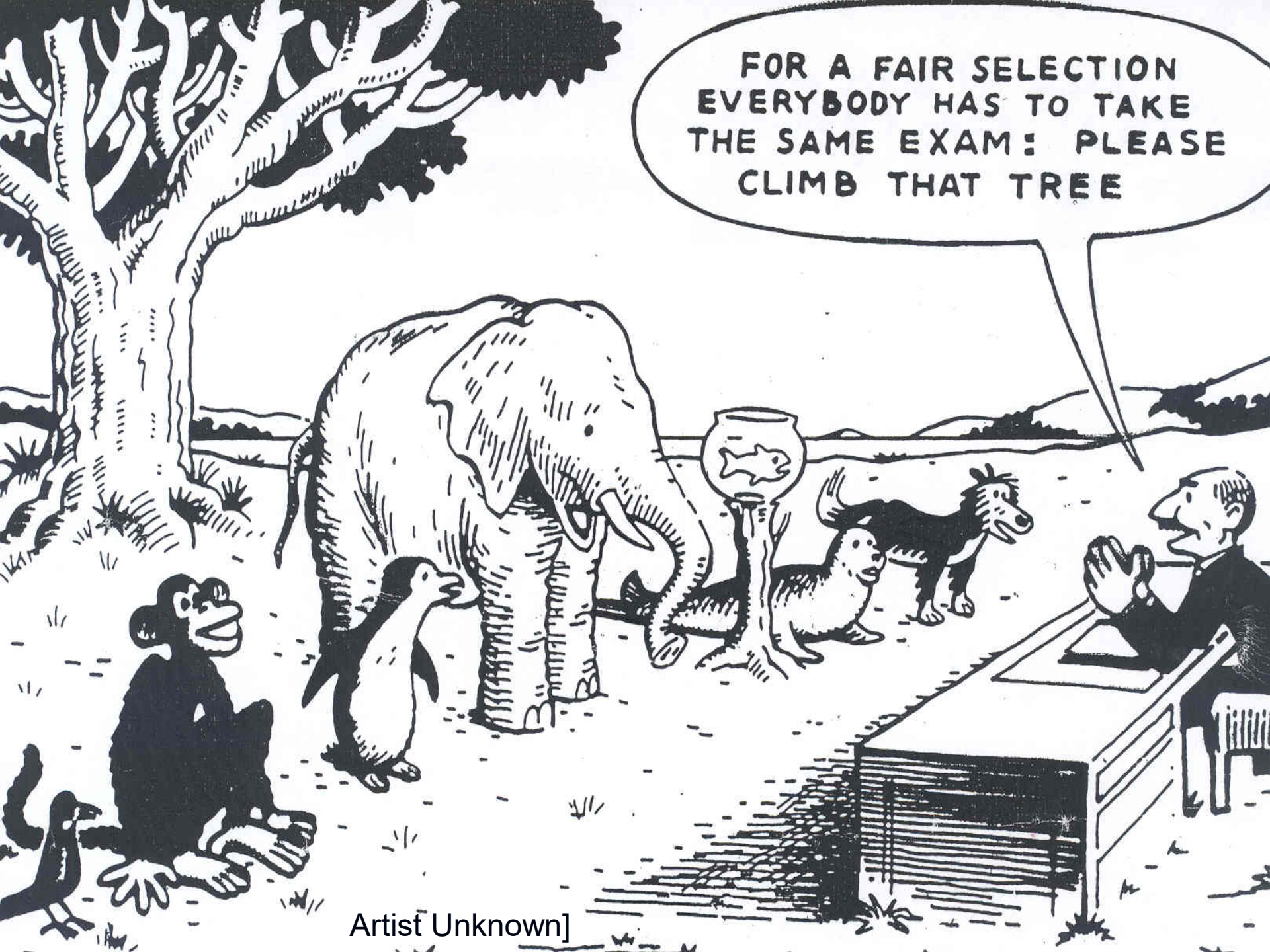
Example: How do I grade English Language Learners?

Principles Involved: (Continued)

- **English Language Learners have a right to be assessed accurately.**
- **Lack of language proficiency does not mean lack of content proficiency.**
- **Effective teachers are mindful of cultural and experiential bias in assessments and try to minimize their impact.**

If teachers act upon these principles, what decisions/behaviors/policies should we see in their assessment and grading procedures?

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



Artist Unknown]

Time is a variable, not an absolute.

"Nobody knows ahead of time how long it takes anyone to learn anything."

Dr. Yung Tae Kim, "Dr. Tae,"
Physics Professor,
Skateboarding Champion

It’s what students carry forward, not what they demonstrated during the unit of learning, that is most indicative of true proficiency.

We are criterion-referenced, evidenced-based, *not* norm-referenced in classroom assessment and reporting.

We cannot conflate reports of compliance with evidence of mastery. Grades are reports of *learning*, not *doing*.

'Time to Change the Metaphor:

Grades are NOT ***compensation***. Grades are ***communication***: They are an accurate report of what happened.

Fair Isn’t Always Equal

What are 8 different ways to assess [X]?

Example - To assess pronouns:

1. Define pronoun, antecedent, noun
2. Identify pronouns
3. Identify antecedents to which pronouns refer
4. Substitute pronouns for nouns.
5. Explain why pronouns are important – What's their function?
6. Ask students to critique pretend classmates' work with improper use of pronouns and its effect upon the reader, then to explain what the classmate would need to be taught in order to use them properly.
7. Analyze writing with strong and weak use of pronouns.
8. Describe how other cultures handle the functions we attribute to pronouns in English.

What are 8 different ways to assess [X]?

Example - To assess Coding:

1. Explain the function of each line/element of code.
2. What algorithms are used in this particular code?
3. Describe the build.
4. Critique others' code and make recommendations on how to make it more efficient for the task
5. Describe typical mistakes coders use with this particular code or build.
6. How does block-based programming differ from text line code?
7. Is the code agile?
8. What happened when you submitted your code to the compiler – What was lost in the translation?

What are different
ways to assess [X]?

How do we get learning to the student, and how do we get work back from the student?

Think divergently, problem solve. As pragmatists, we try everything:

- Respond to hunger and medical issues
- Respond to anxiety, depression, and trauma issues
- Extend the school year, require summer learning or early back programs, use e-portfolios (collected works) maintained through grade levels
- School buses driven near homes to provide temporary wi-fi service
- School bus drivers deliver homework packets and pick up students' finished packets on designated routes
- School wi-fi extended to parking lots for parents to drive up and use as students download/upload content
- Double-check home has wi-fi and computers for use, if not, provide it, asking businesses and organizations for donations of computers and mobile wi-fi equipment
- Provide digi-corders/tablets with DVD's/flashdrives of recorded lessons

How do we get learning to the student, and how do we get work back from the student?

Think divergently, problem solve. As pragmatists, we try everything:

- Once a week – teachers drive to students' homes and stand outside their door and window to teach and assess them
- Hire out of work, background checked adults to tutor students virtually
- Compile and send students a list of vetted on-line tutorials for content they are supposed to be learning from educators and students around the world. Also: TeacherTube, Newsela, Khan Academy, BrainPop, Smithsonian Learning Lab
- Send assignments with self-addressed, stamped envelopes for easy return of completed work
- Students take pictures of traditional assessments and send in photos
- phone conversations
- Ask known friends, coaches, and family members to communicate with family
- Use asynchronous lessons

This quarter, you've taught:

- **Main idea, Theme, Thesis**
- **Literary Devices used to Evoke Reader Response**
- **Close Reading**
- **Annotating Text**
- **Resurgence in Post-Modernism in current, popular literature**
- **Cultivating a Writer's Voice**
- **From Classic Literature to Film**

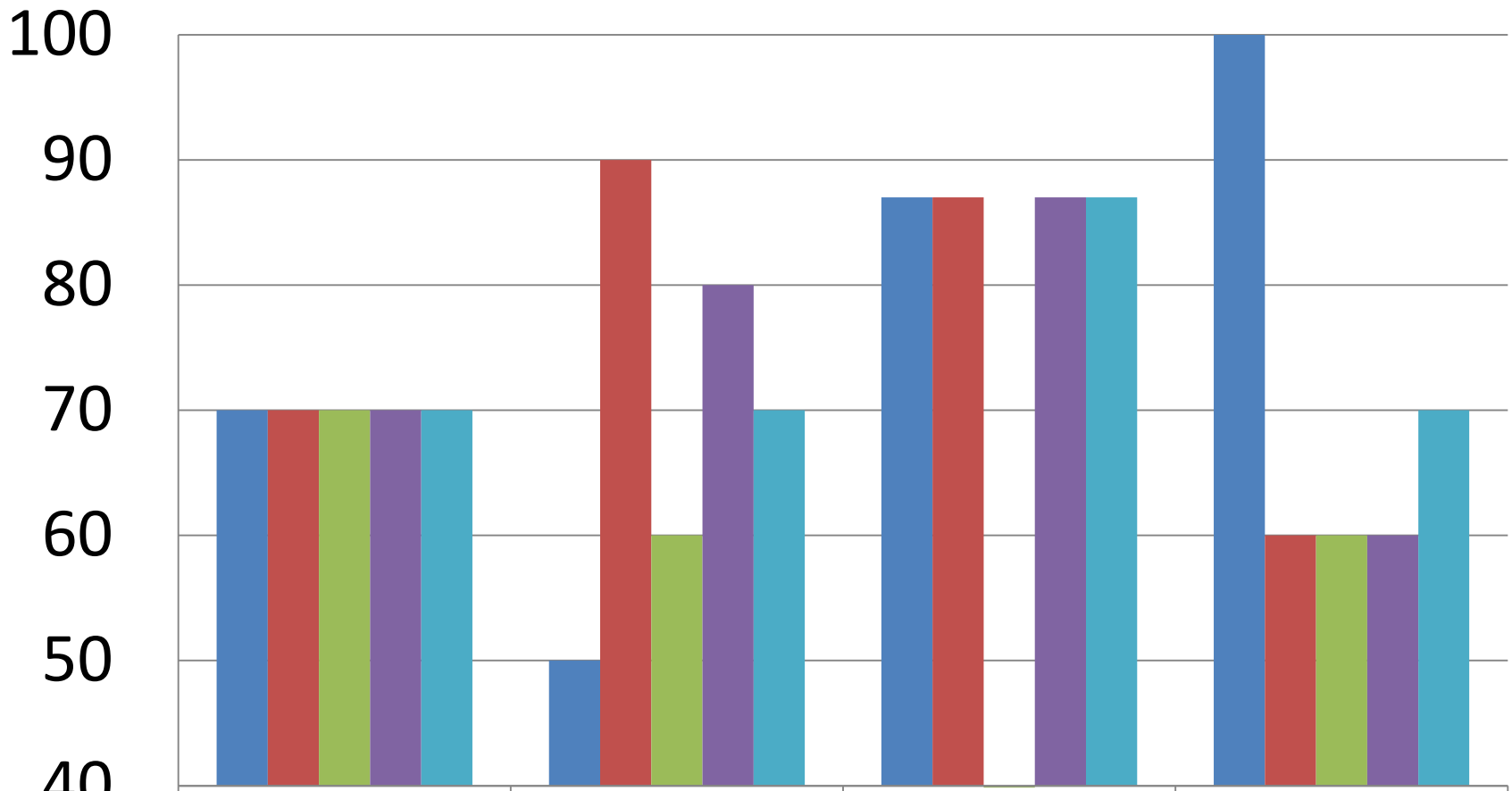
The student's grade: B

What does this mark tell us about the student's proficiency with each of the topics you've taught?

Unidimensionality – A single score on a test represents a single dimension or trait that has been assessed

Student	Dimension A	Dimension B	Total Score
1	**2**	**10**	**12**
2	**10**	**2**	**12**
3	**6**	**6**	**12**

Problem: Most tests use a single score to assess multiple dimensions and traits. The resulting score is often invalid and useless. -- Marzano, CAGTW, page 13



	Student A	Student B	Student C	Student D
Fiction	70	50	87	100
Non-Fiction	70	90	87	60
Writing	70	60	0	60
Speaking	70	80	87	60
Listening	70	70	87	70

Just because it’s mathematically easy to calculate doesn’t mean it’s pedagogically correct.

What is Mastery?

“Tim was so learned, that he could name a horse in nine languages; so ignorant, that he bought a cow to ride on.”

Ben Franklin, 1750, *Poor Richard’s Almanac*

The example of what NOT to do:
oral dictation
spelling tests

Be careful: We don't want to assume elements in a standard not in evidence.

Another caution: Be sure your assessment assesses what you think it assesses.

- What's the minimum # of points needed to draw a straight line?
- What's the minimum # of points needed to draw a parabola?

Do I have a pattern of evidence over time, not just a single snapshot moment in time? Accuracy increases with larger sample sizes.

“The student understands fact versus opinion.”

Identify

Create

Revise

Manipulate

Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (From the Common Core Standards)

- What is the proper way to cite textual evidence in a written analysis?
- How much textual evidence is needed to support the student's claims?
- What if the student cites enough evidence but it's for an incorrect claim?
- What if the student is novel or stylistic in some way – will that be acceptable as long as he fulfills the general criteria?
- How specific does a student need to be in order to demonstrate being explicit?

- Is the analysis complete if he just makes the claim and cites evidence without a line or two to tie it all back to the theme?
- And what does, "…as well as inferences drawn from the text," mean? Does it mean students make inferences about the text and back them up with text references or outside-the-text references? Are students supposed to comment on quality of inferences within the text? Are they supposed to make inferences when analyzing the text?
- What if they can do it with one piece of text, but not another, or they can do it this week, but not another?
- What text formats will we require students to analyze in this manner?
- What will constitute, "Exceeds the Standard?"

There's a big difference:
What are we really trying to assess?

- "Explain the second law of thermodynamics" vs. "Which of the following situations shows the second law of thermodynamics in action?"
- "What is the function of a kidney?" vs. "Suppose we gave a frog a diet that no impurities – fresh organic flies, no pesticides, nothing impure. Would the frog still need a kidney?"
- "Explain Keynes's economic theory" vs. " Explain today's downturn in the stock market in light of Keynes's economic theory."

From, *Teaching the Large College Class,* Frank Heppner, 2007, Wiley and Sons

Working Definition of Mastery
(Wormeli)

Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. Anyone can repeat information; it's the masterful student who can break content into its component pieces, explain it and alternative perspectives regarding it cogently to others, and use it purposefully in new situations.

Consider Gradations of Understanding and Performance from Introductory to Sophisticated

Introductory Level Understanding:

Student walks through the classroom door while wearing a heavy coat. Snow is piled on his shoulders, and he exclaims, "Brrrr!" From depiction, we can infer that it is cold outside.

Sophisticated level of understanding:

Ask students to analyze more abstract inferences about government propaganda made by Remarque in his wonderful book, *All Quiet on the Western Front*.

- Determine the surface area of a cube.
- Determine the surface area of a rectangular prism (a rectangular box)
- Determine the amount of wrapping paper needed for another rectangular box, keeping in mind the need to have regular places of overlapping paper so you can tape down the corners neatly
- Determine the amount of paint needed to paint an entire Chicago skyscraper, if one can of paint covers 46 square feet, and without painting the windows, doorways, or external air vents.

"Students can hit any target they can see and which stands still for them."

-- Rick Stiggins, Educator and Assessment expert

If a child ever asks, "Will this be on the test?," we haven't done our job.

Great assessment is never kept in the dark.

What is the Role of Each One?

- Formative Assessment
- Summative Judgment

Formative vs Summative in Focus:

Lab Reports in a Science Class

(Or any other lab-like activity in any subject area)

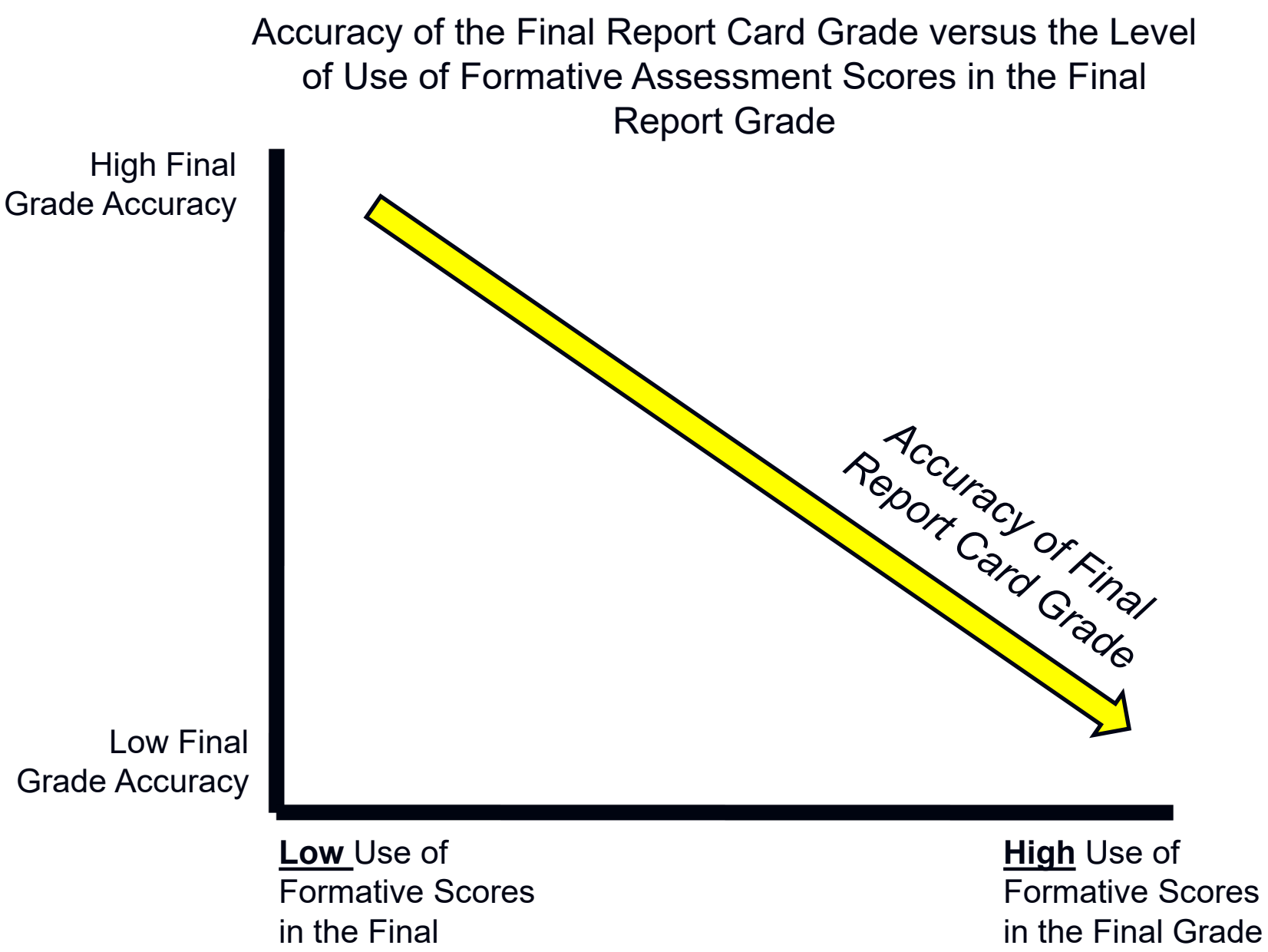
Two Homework Extremes that Focus Our Thinking

- **If a student does none of the homework assignments, yet earns an "A" (top grade) on every formal assessment we give, does he earn anything less than an "A" on his report card?**

- **If a student does all of the homework well yet bombs every formal assessment, isn't that also a red flag that something is amiss, and we need to take corrective action?**

Be clear: We mark and grade against standards/outcomes, *not* the routes students take or techniques teachers use to achieve those standards/outcomes.

Given this premise, marks/grades for these activities can no longer be used in the academic report of what students know and can do regarding learner standards: maintaining a neat notebook, group discussion, class participation, homework, class work, reading log minutes, band practice minutes, dressing out in p.e., showing up to perform in an evening concert, covering textbooks, service to the school, group projects, signed permission slips, canned foods for canned food drive…

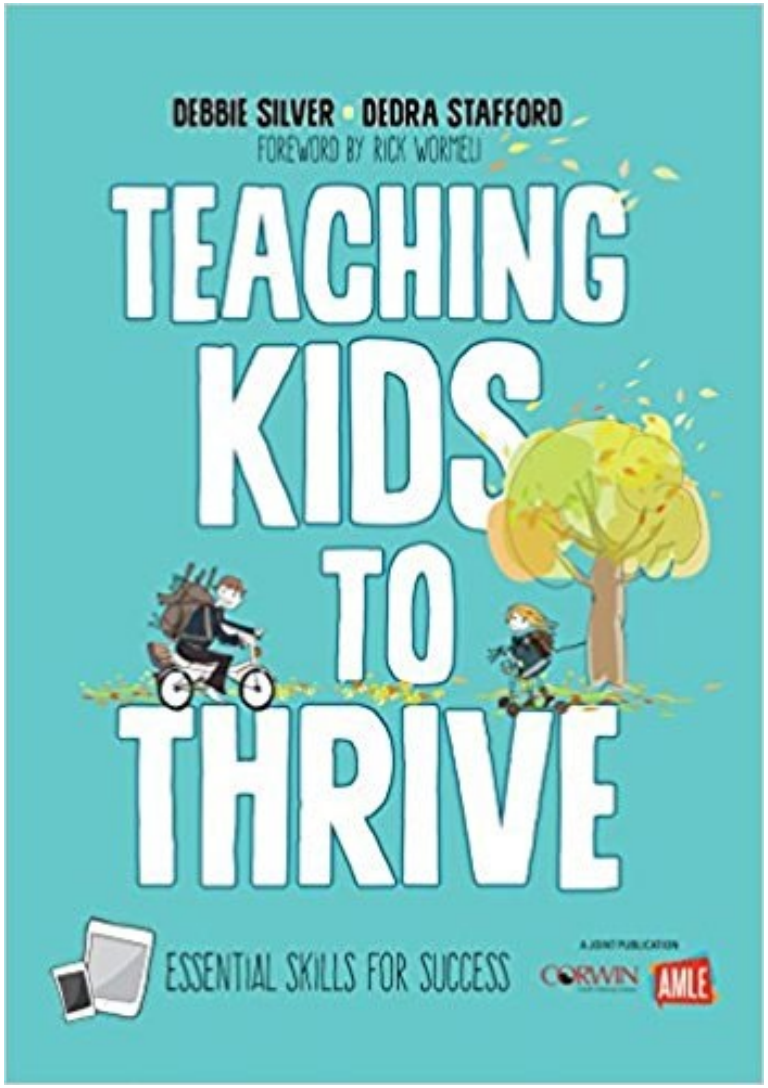

Accuracy of the Final Report Card Grade versus the Level of Use of Formative Assessment Scores in the Final Report Grade
High Final Grade Accuracy
Low Final Grade Accuracy
Accuracy of Final Report Card Grade
Low Use of Formative Scores in the Final
High Use of Formative Scores in the Final Grade

Set up your gradebook into two sections:

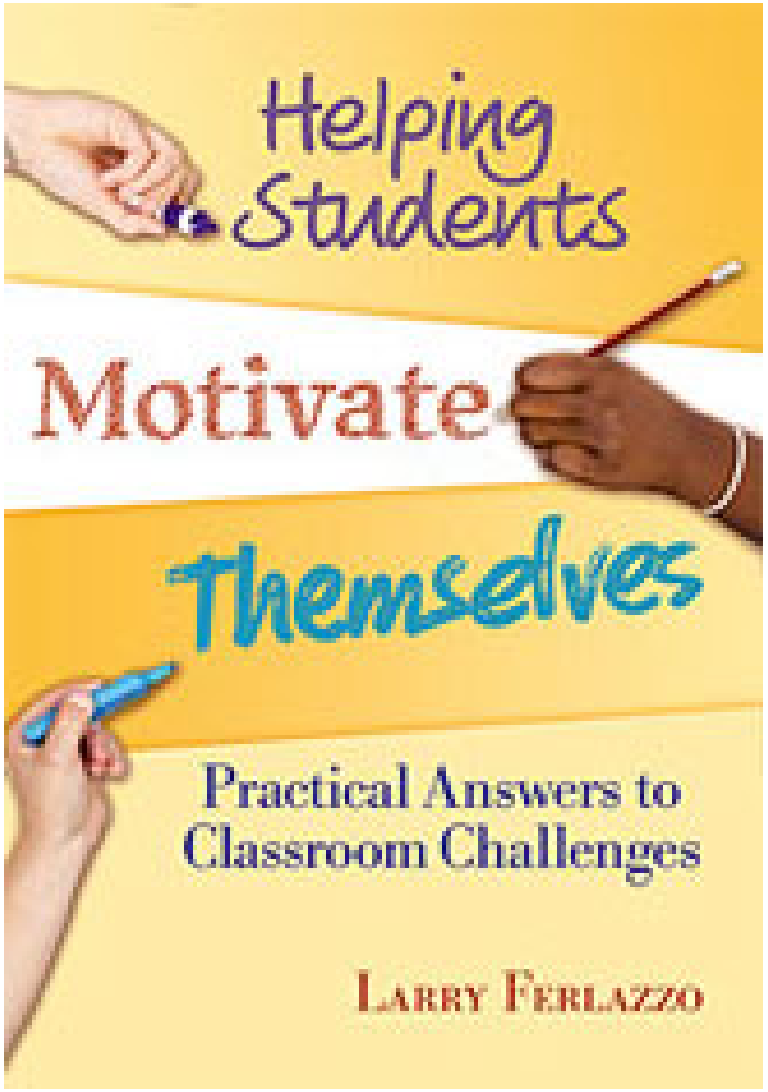
Formative	**Summative**
Assignments and assessments completed on the way to mastery or proficiency	Final declaration of mastery or proficiency

"…[N]o research supports the idea that low grades prompt students to try harder. More often, low grades prompt students to withdraw from learning. To protect their self-images, many students regard the low grade as irrelevant or meaningless. Others may blame themselves for the low grade but feel helpless to improve (Selby & Murphy, 1992)."

- Tom Guskey, "Five Obstacles to Grading Reform," *Education Leadership*, ASCD, November 2011



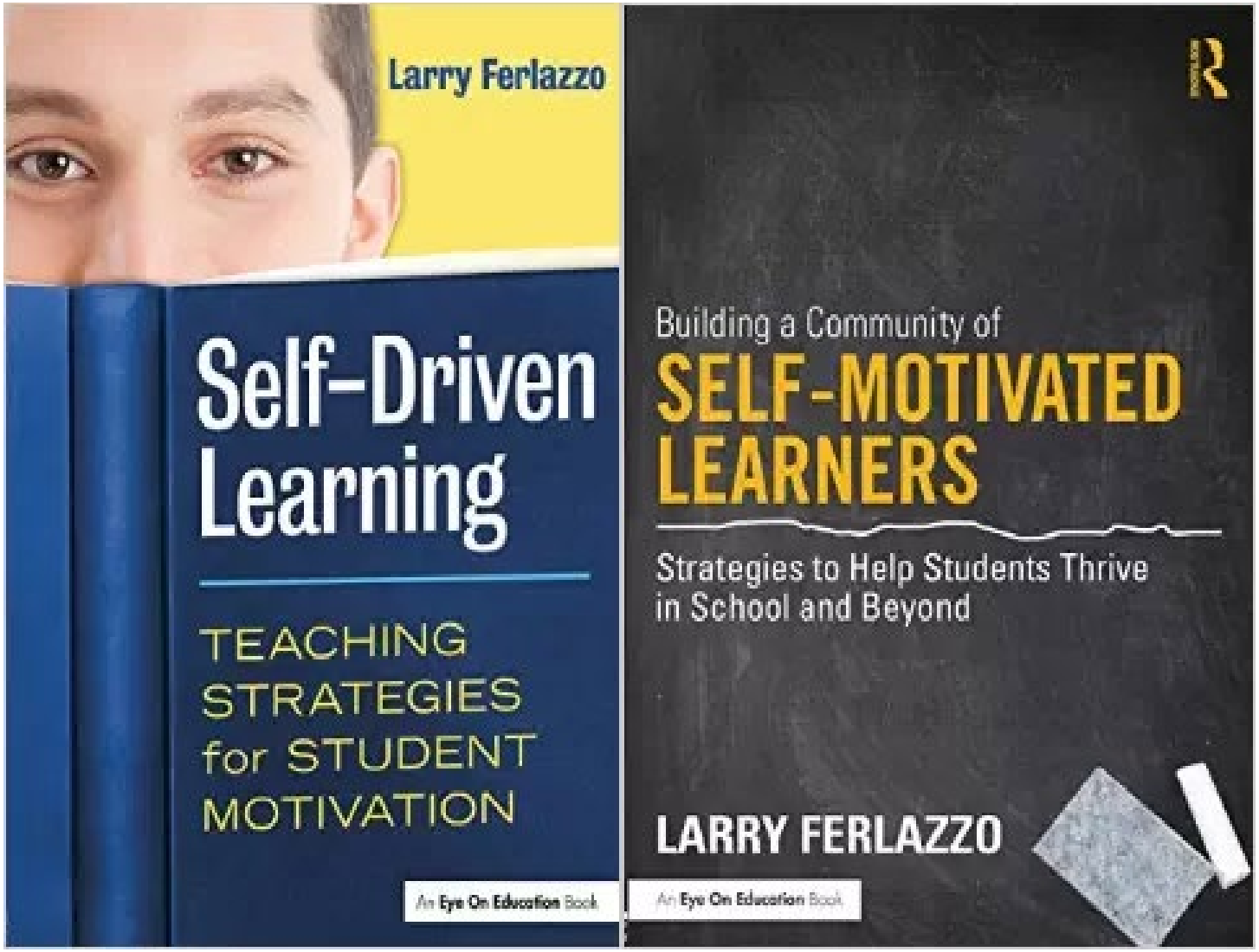
‘Highly recommended , new book!

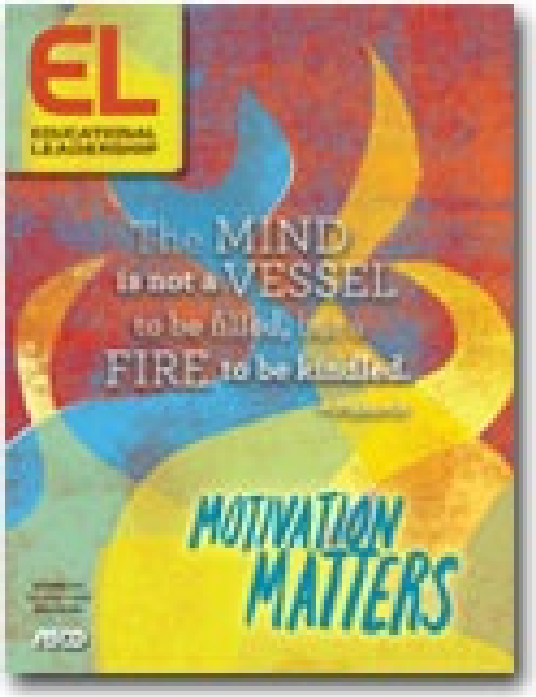


Larry Ferlazzo

Helping Students Motivate Themselves: Practical Answers to Classroom Challenges

Practical, Creative, Real….


Larry Ferlazzo
Self-Driven Learning
TEACHING STRATEGIES for STUDENT MOTIVATION
An Eye On Education Book
Building a Community of
SELF-MOTIVATED LEARNERS
Strategies to Help Students Thrive in School and Beyond
LARRY FERLAZZO
An Eye On Education Book



Motivation Matters

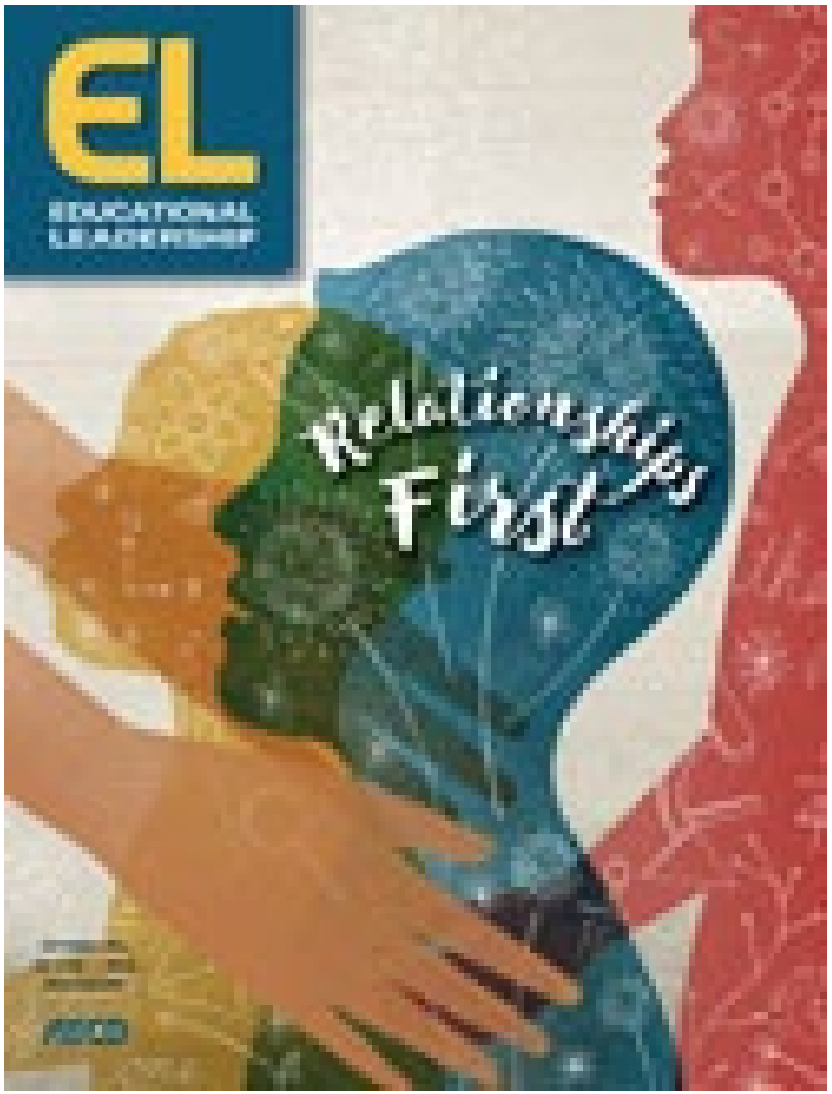
September 2014 |
Volume 72 | Number 1

www.ascd.org

ASCD's *Education Leadership*
"Emotionally Healthy Kids"

October 2015| Volume 73 | Number 2

www.ascd.org



September 2016
Volume 74 | Number 1
Relationships First
Pages 10-15
“What to Do in Week One?”

Executive Function: It Could Be Key!

Executive Function skills:

(Guare, Dawson, Guare, 2013, p. 15-17)

- Response inhibition
- working memory
- emotional control
- flexibility
- sustained attention
- task initiation
- planning/prioritizing
- organization
- time management
- goal-directed persistence
- metacognition

Recommended Resources:

- *Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential* by Peg Dawson and Richard Guare
- *Smart but Scattered Teens: The "Executive Skills" Program for Helping Teens Reach Their Potential* by Richard Guare, Peg Dawson, and Colin Guare
- *Late, Lost, and Unprepared: A Parents' Guide to Helping Children with Executive Functioning* by Joyce Cooper-Kahn and Laurie Dietzel
- *Promoting Executive Function in the Classroom (What Works for Special-Needs Learners)* by Lynn Meltzer
- The National Center for Learning Disabilities (www.ncld.org)
- http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_executive_function/
- “Worth a Closer Look: Executive Function,” Rick Wormeli, *Middle Ground* magazine (Now, *AMLE Magazine*), August 2013, Association for Middle Level Education

Recommended Resources for ADHD information:

- *The Attention Deficit Disorder Assocation (www.add.org)*
- *http://www.helpguide.org/mental/adhd_add_signs_symptoms.htm*
- *National Resource Center on ADHD (http://www.help4adhd.org/), which includes resources for the organization, CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder*

In addition to the suggestions for developing students' self-discipline, efficacy, and tenacity so far, we can do a deeper dive into the following:

- Cultivating personal interest and relevance
- Autonomy, Mastery, Purpose (Deci and Ryan, Pink)
- Building Teacher-Student Relationships
- Creating prior knowledge where there was none
- Teaching summarization techniques
- Goal setting in subject areas
- Incorporating frequent movement in learning experiences
- Emphasizing meaning-making (connection), not just sense-making
- Differentiated Instruction (Responsive Teaching)
- Reducing students' over-reliance on the need for external validation (They can self-monitor)

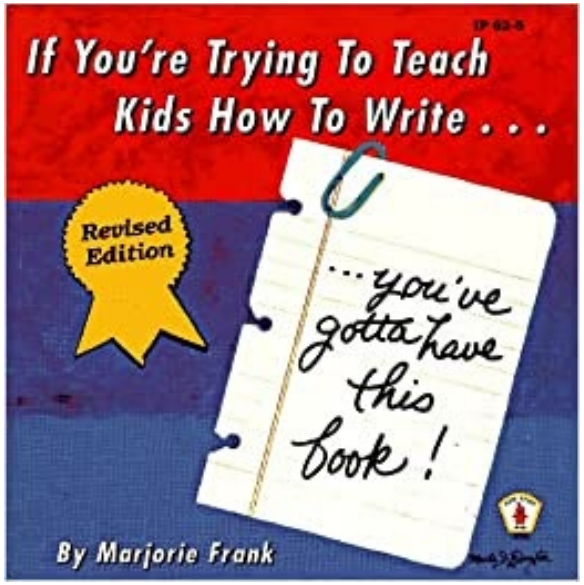
In addition to the suggestions for developing students' self-discipline, efficacy, and tenacity so far, we can do a deeper dive into the following:

- Use of narrative
- Increase lesson creativity
- Enticement elements – foreshadow, suspense, anticipation, props, etc.
- Practical cognitive science for the grade levels we teach
- Becoming an expert in the subsets of children we teach: ELL, gifted/accelerated, learning disabilities, sexual orientation, different cultures and nationalities, auditory processing challenges, students challenged by racism and classism/poverty, moderate spectrum autism (Asperger's Syndrome), military families, students' faiths, gamers, gang affiliation, students challenged by high transiency, students with parole officers, students dealing with parent opioid use or alcoholism, students as musicians/artists/athletes/coders…
- Restorative Justice
- Systemic approach instead of single panacea

Descriptive Feedback

Principles and Practices

“After reviewing 7,827 studies on learning and instruction, researcher John Hattie . . . reported that providing students with specific information about their standing in terms of particular objectives increased their achievement by 37 percentile points. To dramatize the implications of this research, assume that two students of equal ability are in the same class learning the same content. Also assume that they take a test on the content before beginning instruction and that both receive a score that puts their knowledge of the content at the 50th percentile. Four weeks go by and the students receive exactly the same instruction, the same assignments, and so on. However, one student receives systematic feedback in terms of specific learning goals; the other does not. After four weeks, the two students take another test. Everything else being equal, the student who received the systematic feedback obtained a score that was 34 percentile points higher than the score of the student who had not received feedback. It was his dramatic finding that led Hattie to remark: “The most powerful single innovation that enhances achievement is feedback.” (Marzano et al. 2001, p. 23)



If we always mark-up students' everyday punctuation and spelling errors in their writings, they will only use words they know how to spell and sentences they know how to punctuate, never venturing further, never wrestling with ideas through writing. *Judgement is inhibitive.*

What do these all have in common?

Good job.
Excellent.
Little effort here.
Unacceptable.
Disappointing.
Did not follow directions.
One of the best in class!
Well organized.
Well done.
Sloppy.
Intelligent!
Confusing.
Poorly designed.
Outstanding!
Significant errors.

How about this for descriptive feedback?

"You earned a 92%, Joel," says the teacher as she passes back test papers. "That's better than most of the class."

Don’t telegraph the solution or opinion of the student’s work. The goal is for students themselves to see the errors and the successes, how to fix the errors, and the decisions they made that led to this success or lack thereof. We want children to be active participants in their own feedback and learning.

Feedback from the Teacher to the Student:

- “You included one piece of evidence for each claim. Notice here in the directions that you were asked to include two or pieces of evidence per claim. What would you like to change?”
- “You used all four suggestions for compelling introductions, and as a reader, it made me want to read the rest of your paper. Thank you for that.”
- “You split your notebook into a double-entry journal, placing notes on the left side, applications on the right. How did that work for you?”
- “You accounted for the amplitude of the wave. As a result, what can you now tell me about energy outputs that you couldn’t tell me before?”
- “You cleared 8 of the 10 hurdles. What did you notice about the run, and what would you like to try differently in the next one?”
- “I noticed you used 500’s for your vertical increments on the graph. Why did you not use 50’s or 1000’s?”

Feedback from the student him/her/themselves:

- I used distilled water in the lab. As a result, I do not have as many contaminants potentially affecting my lab results.
- I arched my back on the dismount. Because I arched my back, I am able to make a fluid transition into the next element of the routine.
- I isolated the variable to one side of the equation sign so I could plug in for x to get y and determine the coordinates to plot on my 4-quarant graph.
- I tied my shoe using a bow today, and it didn’t fall off!
- Unless I use a ruler, nothing in my picture lines up.

Helpful Disposition: Create the rubric and feedback with an eye toward increasing the student's involvement with his own learning, and building repertoire of responses (versatility), NOT for sorting students or justifying a grade or

And here's one from the teacher's perspective receiving feedback from a colleague or administrator:

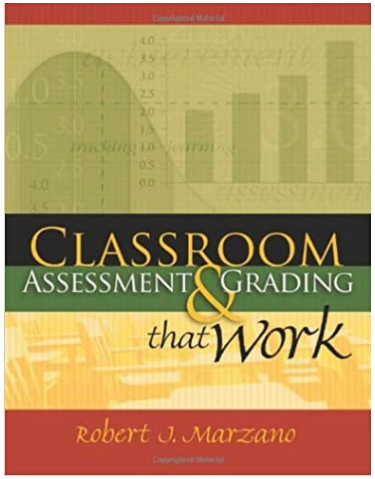
"Your lesson was engaging."
[Judgement/Unhelpful]

"You incorporated students' personal interests and culture in your examples, and you started with a real scenarios from students' lives that needed proper language in order to be resolved. As a result, students spent most of their time discussing French instead of socializing."
[Commenting on Decisions and their Impact – Helpful, professional]

"…John Hattie (2012) whose synthesis of 800 meta-studies showed that **student self-assessment/self-grading** topped the list of educational interventions with the highest effect size. By teaching students how to accurately self-assess based on clear criteria, teachers empower them to become "self-regulated learners" able to monitor, regulate, and guide their own learning. The reason students never develop these traits is that our monopoly on assessment, feedback, and grading has trained students to adopt an attitude of total passivity in the learning process."

-- Arthur Chiaravalli (@hhschiaravalli) "Teachers Going Gradeless: Toward a Future of Growth Not Grades"

Teacher Action	Result on Student Achievement
Just telling students # correct and incorrect	Negative influence on achievement
Clarifying the scoring criteria	Increase of 16 percentile points
Providing explanations as to why their responses are correct or incorrect	Increase of 20 percentile points
Asking students to continue responding to an assessment until they correctly answer the items	Increase of 20 percentile points
Graphically portraying student achievement	Increase of 26 percentile points



-- Marzano, CAGTW, pgs 5-6

We can learn without grades, but we can't learn without descriptive feedback.

Sine qua non

Literally: "Without which, not." Put another way: "Without this, nothing."

Two Questions to Ask Students:

- **What are you supposed to be learning?**
- **Where are you in relation to that goal?**

Great Idea: Ask students to write a letter, comparing their effort to an exemplar - Where it matches, and where it differs, and what they need to do to match the example given.

Feedback vs Assessment

Feedback: Holding up a mirror to students, showing them what they did and comparing it what they should have done – There's no evaluative component!

Assessment: Gathering data *so we can make a decision*

Greatest Impact on Student Success:

Formative feedback

Two Ways to Begin Using Descriptive Feedback:

"Point and Describe"

(from ***Teaching with Love & Logic,*** **Jim Fay, David Funk)**

"Goal, Status, and Plan for the Goal"

1. **Identify the objective/goal/standard/outcome**
2. **Identify where the student is in relation to the goal (Status)**
3. **Identify what needs to happen in order to close the gap**

When providing descriptive feedback that builds perseverance,

…comment on decisions made and their impact, NOT quality of work.

Place a dot at the end of the line of writing, or near the issue in the math problem, code, lab, performance, music piece....

Do not identify the concern or issue, let the student do that.

Check out: Highlighting Mistakes – A Grading Strategy" on www.Youtube.com

$$2(2x-5) + 2x = 38$$
$$4x - 10 + 2x = 38$$
$$2x - 10 =$$
$$2x - 10 + 10 = 38 + 10$$
$$2x = 48$$
$$X = 8$$

Effective Protocol for Data Analysis
and Descriptive Feedback found in many Schools:

Here's What, So What, Now What

1. Here's What: *(data, factual statements, no commentary)*

2. So What: *(Interpretation of data, what patterns/insights do we perceive, what does the data say to us?)*

3. Now What: *(Plan of action, including new questions, next steps)*

Item	Topic or Proficiency	Right	Wrong	Simple Mistake?	Really Don't Understand
1	**Dividing fractions**		✓		✓
2	**Dividing Fractions**		✓		✓
3	**Multiplying Fractions**		✓	✓	
4	**Multiplying fractions**	✓			
5	**Reducing to Smplst trms**	✓			
6	**Reducing to Smplst trms**	✓			
7	**Reciprocals**	✓			
8	**Reciprocals**		✓	✓	
9	**Reciprocals**		✓	✓	

Date

Mr./Mrs./Miss _____,

I understand….

I need assistance in….

I suggest the following four steps for me to take in order to learn these content and skills:

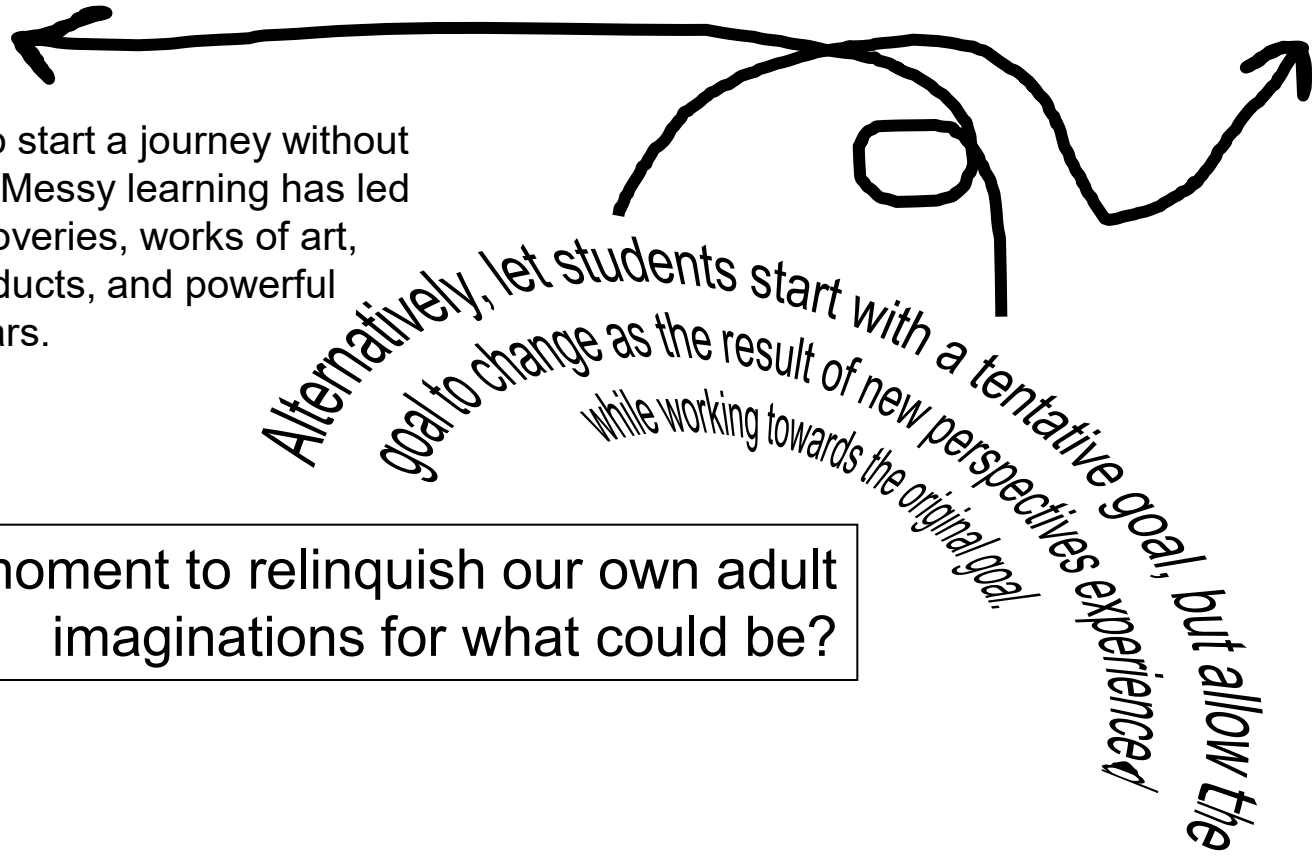
Sincerely,

_____

Caution: If we make the example of excellence so far beyond a student's capacity to create, we push students away from investing in the feedback and assignment. It becomes easier for them just to give up. Don't be too perfect in your examples.

Second Caution:

Sometimes we need to start a journey without a predetermined goal. Messy learning has led to many scientific discoveries, works of art, popular consumer products, and powerful writings across the years.



Is this the moment to relinquish our own adult imaginations for what could be?

REFLECTIVE COACHING

Moving towards self-efficacy

ELEMENTS/TIPS

- Honor the person
- Be present and attentive
- Student does most of the talking – *Seriously, record a session and do the percentages*
- Avoid simplistic platitudes
- Listen without judgment and regulate your internal editor – Don't give in to intellectual biases; empathize with first-time eyes
- Channel Stephen Covey: Seek to understand, *then* to be understood
- Model, as needed

ELEMENTS/TIPS

- Ask questions without a specific answer in mind. We unconsciously telegraph that there is one, correct answer when we are seeking a particular response, and it doesn't come across as genuine and exploring.
- Remain open, and give every body indicator that you really are open and willing to be a fellow learner. Use the first person plural rather than first or second person singular, i.e. use we, not I or you
- Use tentative language (seems, might) and open-ended questions that come across as a mutual explorer expressing curiosity
- Speak in such a way as to continue thoughtful dialog, not prove that you are right or the problem is solved.

ELEMENTS/TIPS

- Practice silence
- Paraphrase – a lot.
- Build trust.
- Work toward long term insights and gains, not just short-term fixes, though that can be done as needed.
- Focus on developing the intellect, not evaluation or judgment; seek phrasing and conversations that do not invoke the ego.
- The goal is learning and independence, and that might be achieved in the one we coach by using methods other than those that worked for us.

TO COACH LIKE THIS, CONSIDER MEMORIZING AND USING 5 OR 6 OF THE FOLLOWING STARTERS FOR YOUR FEEDBACK WITH YOUR CHILDREN:

- Tell me more about…
- What does that tell you?
- I hear you saying….. Is that what you intended to say?
- How does this match (or differ from) the example given?
- I noticed you…., and as a result, ….Was that your goal?
- What do you mean by….?
- Can you give an example of….?
- What have you tried so far?

TO COACH LIKE THIS, CONSIDER MEMORIZING AND USING 5 OR 6 OF THE FOLLOWING STARTERS FOR YOUR FEEDBACK WITH YOUR CHILDREN:

- Did this work – How do you know?
- If you were to do this again, what would you do differently?
- What have you tried in the past, and what was the result?
- I wonder what would happen if…?
- How do you feel it went?
- How will you begin? What will you need for that?
- Imagine yourself at that point in the project – What will be going through your mind?
- What would you like me to look for as I watch (or read) this?
- Will that get you the accurate information you need? Why or why not?

HELPFUL RESOURCES

- ***Educational Coaching: A Partnership for Problem Solving*** by Cathy A. Toll
- ***Embarrassment – And the Emotional Underlife of Learning*** by Thomas Newkirk
- ***Onward: Cultivating Emotional Resilience in Educators*** by Elena Aguilar
- ***The Art of Coaching: Effective Strategies for School Transformation*** by Elena Aguilar
- ***The Human Side of School Change: Reform, Resistance, and the Real-Life Problems of Innovation*** by Robert Evans
- ***Instructional Coaching: A Partnership Approach to Improving Instruction*** by Jim Knight

HELPFUL RESOURCES

- ***Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected*** by Jim Knight
- ***Coaching Conversations: Transforming Your School One Conversation at a Time*** by Linda M. Gross Cheliotes, Marceta F. Reilly
- ***Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School*** by Bryan Goodwin, Tonia Gibson, Dale Lewis, and Kris Rouleau
- "The Grief of Accepting New Ideas," "Cultivating the Intellectual Life of Teachers," and, "Reflective Coaching: Training for All Teachers" by Rick Wormeli (Articles available at www.rickwormeli.com)

Processing Activity:

“I used to think…, but now I think…”

A child is attempting to ride a bicycle, and the bike falls over. Another child, learning to walk, loses her balance and lands on her bottom. A baby's green peas slide off his spoon as he moves it toward his mouth. How do their parents respond? Good parents don't say, "You fail, you're not able to meet bicycling standards," "I'll develop a rubric for walking without falling," or, "We need a Common Core curriculum to help you keep your food in your spoon." ….[They] simply say, "Try again."

- Richard L. Curwin, *Education Leadership*, ASCD, September 2014, p.38

Students should be allowed to re-do assessments until they achieve acceptable mastery, and they should be given full credit for having achieved such.

Misinforming, Unethical, and Ineffective:

- **"I'll give you ½ a point for each problem you go back and fix."**
- **"Averaging the new grade with the former one."**
- **"You can only re-do if you have a D or an F (1 or a 0)."**
- **"The highest grade you can get is a 70 (80, 85, etc) in order to be fair to those who studied and got a 100 the first time around."**
- **Allowing students to do something else for the re-do that does not demonstrate the same evidence of learning (often found in Credit Recovery Programs)**
- **Allowing re-do's without requiring re-learning.**

Perspective that Changes our Thinking:

A ‘D’ is a coward’s ‘F.’ The student failed, but you didn’t have enough guts to tell him.”

-- Doug Reeves

- **A**
- **B**
- **C**
- **I, IP, NE, or NTY**

Once we cross over into D and F(E) zones, does it really matter? We'll do the same two things: Personally investigate and take corrective action

If we do not allow students to re-do work, we deny the growth mindset so vital to student maturation, and we are declaring to the student:

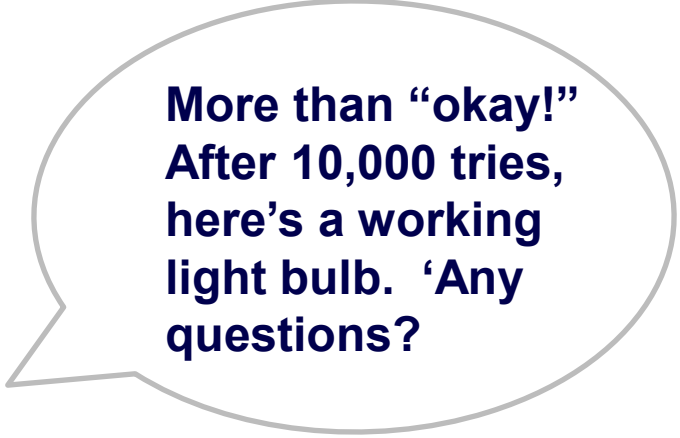
- This assignment had no legitimate educational value.
- It's okay if you don't do this work.
- It's okay if you don't learn this content or skill.

None of these is acceptable to the highly accomplished, professional educator.

Recovering in full from a failure teaches more than being labeled for failure ever could teach.

It's a false assumption that giving a student an "F" or wagging an admonishing finger from afar builds moral fiber, self-discipline, competence, and integrity.

Re-Do's & Re-Takes: Are They Okay?



Thomas Edison

Pilot training

United States Air Force Training Manual

b. *Minimum Academic Performance* — The minimum acceptable score on any phase exam or End-of-Course exam is 85 percent. Should a student receive less than the minimum acceptable score, the instructor will remediate the student and a second, different exam for that phase will be administered. Unsatisfactory performance will be referred to the appropriate military authority.

c. *Minimum Demonstration/Performance Test Standard* — The minimum acceptable performance on any demonstration/performance test will be measured against the course standard and the required proficiency level for events requiring a demonstration/performance test.

d. *Minimum Hour Requirement* — There is no minimum hour/event/sortie requirement for graduation.

e. *Instructor Responsibilities* — Instructors are responsible for training accomplishment; however, students should monitor their own training and develop mission profiles when appropriate.

F.A.I.L.

First Attempt in Learning

Quotes for the Classroom, Mindsets for Teaching:

"The fellow who never makes a mistake takes his orders from one who does."

-- Herbert Prochnow

"I have learned throughout my life as a composer chiefly through my mistakes and pursuits of false assumptions, not my exposure to founts of wisdom and knowledge." -- Igor Stravinsky

"An expert is a man who has made all the mistakes which can be made, in a narrow field." -- Neils Bohr

From Youtube.com:

Dr. Tae Skateboarding

(Ted Talk)

http://www.youtube.com/watch?v=lHfo17ikSpY

Helpful Procedures and Policies for Re-Do's and Re-Takes

- **Always, "…at teacher discretion."**
- **Don't hide behind the factory model of schooling that perpetuates curriculum by age, perfect mastery on everyone's part by a particular calendar date.**
- **As appropriate, students write letters explaining what was different between the first and subsequent attempts, and what they learned about themselves as learners.**
- **Re-do's and re-takes must be within reason, and teachers decide what's reasonable.**

- **Identify a day by which time this will be accomplished or the grade is permanent, which, of course, may be adjusted at any point by the teacher.**

- **With the student, create a calendar of completion that will help them accomplish the re-do. If student doesn't follow through on the learning plan, he writes letters of apology. There must be re-learning, or learning for the first time, before the re-assessing.**

- **Require the student to submit original version with the re-done version so you and he can keep track of his development.**

- **If a student is repeatedly asking for re-doing work, something's up. Investigate your approach and the child's situation.**

- **C, B, and B+ students get to re-do just as much as D and F students do. Do not stand in the way of a child seeking excellence.**

- **If report cards are due and there's not time to re-teach before re-assessing, record the lower grade, then work with the student in the next marking period, and if he presents new evidence of proficiency, submit a grade-change report form, changing the grade on the transcript from the previous marking period.**

- **Reserve the right to give alternative versions and ask follow-up questions to see if they've really mastered the material.**

- **Require parents to sign the original attempt.**

- **It’s okay to let students, “bank,” sections of the assessment/assignment that are done well.**
- **No-re-do’s the last week of the grading period.**
- **Replace the previous grade with the new one, do NOT average them together.**
- **Sometimes the greater gift is to deny the option.**
- **Choose your battles. Push for re-doing the material that is transformative, leveraging, fundamental.**

- *What about Extra Credit?*

Premise

A grade represents a valid and undiluted indicator of what a student knows and is able to do – mastery.

With grades we document progress in students and our teaching, we provide feedback to students and their parents, and we make instructional decisions.

10 Practices to *Avoid* in a Differentiated Classroom

[*They Dilute a Grade's Validity and Effectiveness]*

- **Penalizing students' multiple attempts at mastery**
- **Grading practice (daily homework) as students come to know concepts [Feedback, not grading, is needed]**
- **Withholding assistance (not scaffolding or differentiating) in the learning when it's needed**
- **Group grades**
- **Incorporating non-academic factors (behavior, attendance, and effort)**

- **Assessing students in ways that do not accurately indicate students' mastery (student responses are hindered by the assessment format)**
- **Grading on a curve**
- **Allowing Extra Credit**
- **Defining supposedly criterion-based grades in terms of norm-referenced descriptions ("above average," "average", etc.)**
- **Recording zeroes on the 100.0 scale for work not done**

0 or 50 (or 60)?

100-pt. Scale:

0, 100, 100, 100, 100, 100 -- 83% (C+)

60, 100, 100, 100, 100, 100 -- 93% (B+)

When working with students, do we choose the most hurtful, unrecoverable end of the "F" range, or the most constructive, recoverable end of the "F" range?

Be clear: Students are not getting points for having done nothing. The student still gets an F. We're simply equalizing the influence of the each grade in the overall grade and responding in a way that leads to learning.

Imagine the Reverse…

A = 100 – 40

B = 39 – 30

C = 29 – 20

D = 19 – 10

F = 9 – 0

What if we reversed the proportional influences of the grades? That "A" would have a huge, yet undue, inflationary effect on the overall grade. Just as we wouldn't want an "A" to have an inaccurate effect, we don't want an "F" grade to have such an undue, deflationary, and inaccurate effect. Keeping zeroes on a 100-pt. scale is just as absurd as the scale seen here.

100	4
90	3
80	2
70	1
60	0
50	-1
40	-2
30	-3
20	-4
10	-5
0	-6

Consider the Correlation

A (0) on a 100-pt. scale is a (-6) on a 4-pt. scale. If a student does no work, he should get nothing, not something worse than nothing. How instructive is it to tell a student that he earned six times less than absolute failure? Choose to be instructive, not punitive.

[Based on an idea by Doug Reeves, *The Learning Leader*, ASCD, 2006]

Temperature Readings for Norfolk, VA:

85, 87, 88, 84, 0⟵ (‘Forgot to take the reading)

Average: 68.8 degrees

This is inaccurate for what really happened, and therefore, unusable.

Clarification:

When we're talking about converting zeroes to 50's or higher, we're referring to zeroes earned on major projects and assessments, *not* homework, as well as anything graded on a 100-point scale. It's okay to give zeroes on homework or on small scales, such as a 4.0 scale. Zeroes recorded for homework assignments do not refer to final, accurate declarations of mastery, and those zeroes don't have the undue influence on small grading scales.

Grading Late Work

- **One whole letter grade down for each day late is punitive. It does not teach students, and it removes hope.**
- **A few points off for each day late is instructive; there's hope.**
- **Yes, the world beyond school *is* like this.**

Helpful Consideration for Dealing with Student's Late Work:

Is it chronic….

…or is it occasional?

We respond differently, depending on which one it is.

Summative Assessments **Student: _____**

Standards/ Outcomes	XYZ Test, part 1	PQR Project	EFG Observ.	XYZ Test, part 2	GHI Perf. Task	Most Consistent Level
1.1 [Descriptor]		3.5			3.5	3.5
1.2 [Descriptor]	2.5	5.0	4.5	4.5		4.5
1.3 [Descriptor]		4.5	3.5	3.0	3.5	3.5
1.4 [Descriptor]	3.5			3.5		3.5
1.5 [Descriptor]	2.0			1.5		1.75

Gradebooks and Report Cards in the Differentiated Classroom: Ten Important Attributes

1. Everything is clearly communicated, easily understood
2. Use an entire page per student
3. Set up according to Standards/Outcomes
4. Disaggregate!
5. No averaging – Determine grades based on central tendency, trend, mode

Gradebooks and Report Cards in the Differentiated Classroom: Ten Important Attributes

6. Behavior/Effort/Attendance separated from Academic Performance
7. Grades/Marks are as accurate as possible
8. Some students may have more marks/grades than others
9. Scales/Rubric Descriptors readily available, even summarized as possible
10. Grades/marks revisable

Responsive Report Formats

Adjusted Curriculum Approach:

Grade the student against his own progression, but indicate that the grade reflects an adjusted curriculum. Place an asterisk next to the grade or check a box on the report card indicating such, and include a narrative comment in the cumulative folder that explains the adjustments.

Responsive Report Formats

Progression and Standards Approach:

Grade the student with two grades, one indicating his performance with the standards and another indicating his own progression. A, B, C, D, or F indicates the student's progress against state standards, while 3, 2, or 1 indicates his personal progression.

Responsive Report Formats

Multiple Categories Within Subjects Approach:

Divide the grade into its component pieces. For example, a "B" in Science class can be subdivided into specific standards or benchmarks such as, "Demonstrates proper lab procedure," "Successfully employs the scientific method," or "Uses proper nomenclature and/or taxonomic references."

The more we try to aggregate into a single symbol, the less reliable that symbol is as a true expression of what a student knows and is able to do.

Report Cards without Grades

Course: English 9	Standard Descriptor	Standards Rating (1) (2) (3) (4)
Standard 1	Usage/Punct/Spelling	----------2.5
Standard 2	Analysis of Literature	----------1.75
Standard 3	Six + 1 Traits of Writing	----------3.25
Standard 4	Reading Comprehension	----------3.25
Standard 5	Listening/Speaking	----------2.0
Standard 6	Research Skills	----------4.0

Additional Comments from Teachers:

Health and Maturity Records for the Grading Period:

Grading Inclusion Students

Question #1:

"Are the standards set for the whole class also developmentally appropriate for this student?"

- If they *are* appropriate, proceed to Question #2.
- If they are *not* appropriate, identify which standards are appropriate, making sure they are as close as possible to the original standards. Then go to question #2.

Grading Inclusion Students

Question #2:

"Will these learning experiences (processes) we're using with the general class work with the inclusion student as well?"

- If they *will* work, then proceed to Question #3.
- If they will *not* work, identify alternative pathways to learning that *will* work. Then go to Question #3.

Grading Inclusion Students

Question #3:

"Will this assessment instrument we're using to get an accurate rendering of what general education students know and are able to do regarding the standard also provide an accurate rendering of what this inclusion student knows and is able to do regarding the same standard?

- If the instrument will provide an accurate rendering of the inclusion student's mastery, then use it just as you do with the rest of the class.
- If it will not provide an accurate rendering of the inclusion student's mastery, then identify a product that will provide that accuracy, and make sure it holds the student accountable for the same universal factors as your are asking of the other students.

Education Leadership (ASCD)
February 2010 | Volume 67 | Number 5
Meeting Students Where They Are Pages
Grading Exceptional Learners
Lee Ann Jung and Thomas R. Guskey

The next four slides' content can be found in this article.

For more details, see:

Office of Civil Rights. (2008, October 17). Dear colleague letter: Report cards and transcripts for students with disabilities. Available: www.ed.gov/about/offices/list/ocr/letters/colleague-20081017.html

ljung@uky.edu
guskey@uky.edu

“Myth 2: Report cards cannot identify the student's status as an exceptional learner.

“Fact: According to guidance recently provided by the U.S. Department of Education's Office of Civil Rights (2008), a student's IEP, 504, or ELL status can appear on report cards (which communicate information about a student's achievement to the student, parents, and teachers) but not on transcripts (which are shared with third parties—other schools, employers, and institutes of higher education) (Freedman, 2000). Even on report cards, however, schools must carefully review whether such information is necessary.”

“Myth 3: Transcripts cannot identify the curriculum as being modified.

“Fact: This is perhaps the most common of all reporting myths. Under the Individuals with Disabilities Education Act (IDEA) of 1997 and 2004, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, transcripts cannot identify students as qualifying for special services or accommodations— supports that provide access to the general curriculum but do not fundamentally alter the learning goal or grade-level standard. However, schools can legally note curriculum modifications—changes that fundamentally alter the learning goal or grade-level expectation (Freedman, 2000, 2005).”

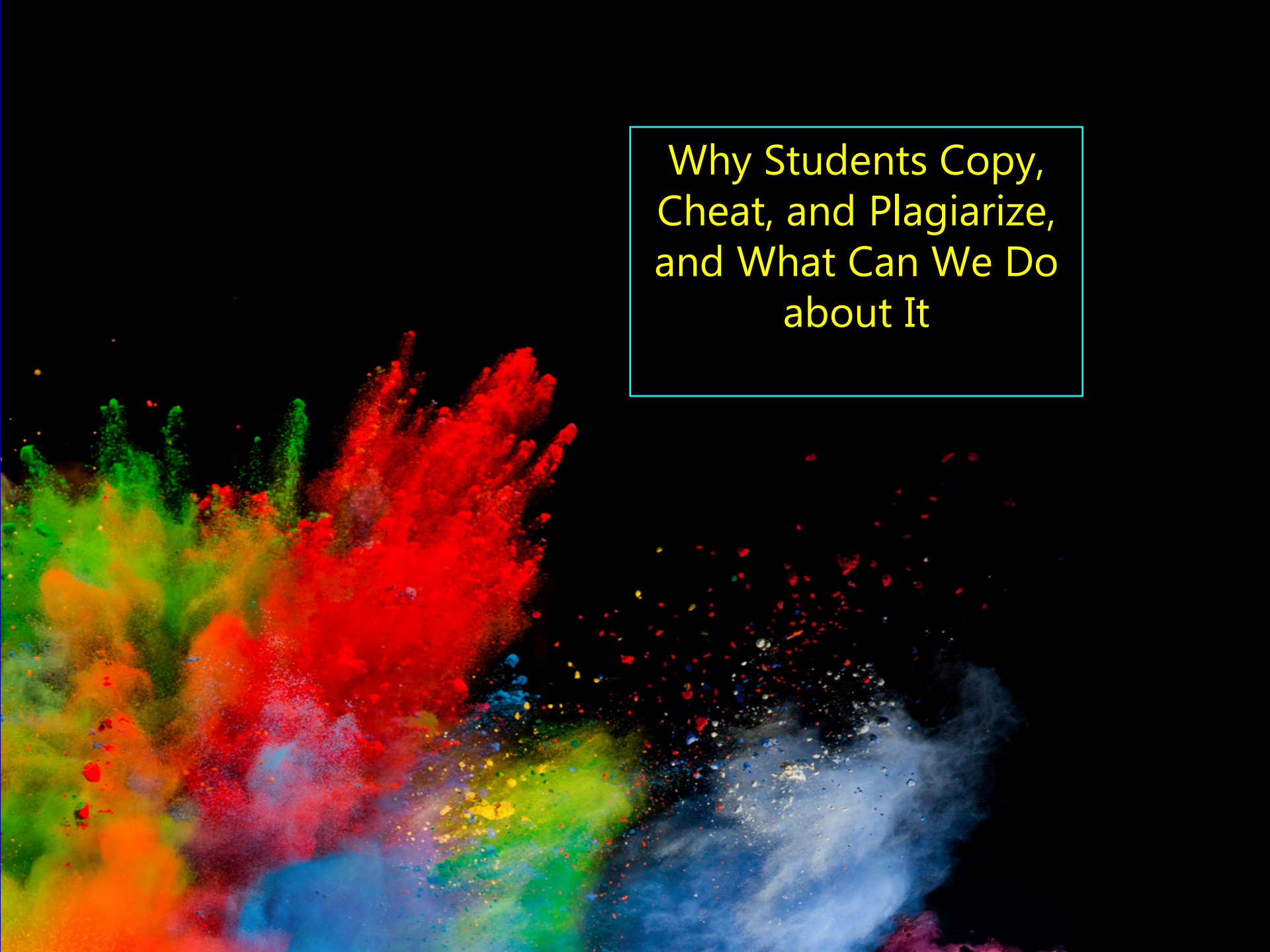
Three types of learning criteria related to standards (see Guskey, 2006):

“**Product** criteria address what students know and are able to do at a particular point in time. They relate to students' specific achievements or level of proficiency as demonstrated by final examinations; final reports, projects, exhibits, or portfolios; or other overall assessments of learning.”

“Process criteria relate to students' behaviors in reaching their current level of achievement and proficiency. They include elements such as effort, behavior, class participation, punctuality in turning in assignments, and work habits. They also might include evidence from daily work, regular classroom quizzes, and homework.

“Progress criteria consider how much students improve or gain from their learning experiences. These criteria focus on how far students have advanced, rather than where they are. Other names for progress criteria include learning gain, value-added learning, and educational growth.”

Why Students Copy, Cheat, and Plagiarize, and What Can We Do about It



“People cheat when they are afraid. When there is no cost to being wrong or confessing ignorance, there is no reason to cheat or fake comprehension.”

- Leah Hager Cohen, author

So Why Do Students Cheat, Copy, and Plagiarize?

Systemic Pressure Factors -

- School and community indoctrination that grades supersede all else: "*When students cheat on exams, it's because our school system values grades more than students value learning."* – Scientist/Author Neil DeGrasse Tyson, April 14, 2013 Twitter posting

- Increasing high stakes and politicization of provincial and state exams. This is exacerbated by obsessive focus via pep rallies urging students to get passing scores on those exams, or class parties celebrating those students who do get passing scores afterwards.

- Anxious parents who over-assist students on projects and papers students are supposed to complete on their own

So Why Do Students Cheat, Copy, and Plagiarize?

Systemic Pressure Factors -

- Increasing competition in fewer academic slots in grade levels above, or for sports or extra-curricular teams chosen because of sincere student interest or because participation in these activities will look good on the student's academic profile that require high academic standing.

- Frequency (*to the point of normalizing*) of adults in local and national culture that cheat in relationships, finances, music, politics, and celebrity.

Developmental Factors -

- Exhaustion: Students need about 8 to 11 hours of sleep per night, depending on the study, but they rarely get the full complement of sleep required. Sleep deprived individuals are not attentive to details, nor do they care about high quality work, so much as just getting the job done so they can rest. In such a state, it's hard to be discerning or to engage in intellectually challenging tasks to more than a superficial degree, which would help them recognize dishonesty and forego cheating for other, more ethical, options.

- Limited development of Executive Function in the pre-frontal cortex of the brain, particularly in students' capacity for time management, decision-making, impulsivity control, moral reasoning, and awareness of the consequences of one's actions and how others see them.

Developmental Factors –

- Panic – Students are blindsided by the test or project day sneaking up on the them suddenly, and no one reminded them of it. They are worried others will discover that they are not as proficient as they profess to be, which could affect their status among peers or in academia. Response? An impulsive act.

- Lack of personal confidence – Students don't believe they are capable in the skill or content demonstration: "How can I say it any better than the published author did?" "I never really got this math these past few weeks," "I don't how this thing works; this is stupid."

Developmental Factors –

- Disconnected content running through their still-developing minds, some of it pruned and some of it elevated to prominence, but little of it maintaining its clear provenance. Referring to university students, Associate Professor Michelle Navarre Cleary at DePaul University writes,

> *"…[A] student last quarter told me that when she really is involved in a project her brain just picks up words verbatim so that a week or two later, she is not sure whose words they are. She is not alone. A study of English university students reported that "It was considered [by the students] highly feasible for a phrase or sentence from a text to lodge in one's subconscious and be reproduced word-for-word in an assignment" (Ashworth and Bannister)."*

Lack of Written Scholarship Training –

- Poor note-taking – They don't put quotation marks around verbatim quotes when doing research and later forget what was from the text and what was their own paraphrasing. 'Lack of real skills and tools in citing the work of others.

- Lack of proficiency in summarization techniques.

- *"…Some composition scholars argue that students who abuse paraphrasing by simply inverting word order or changing word forms are just trying to digest new material (Howard). They claim that this practice, which they call "patchwriting," fits in the long tradition of learning to write by imitation and copying (Howard). Novice writers, working with unfamiliar material, use "patchwriting" as a way to begin processing and absorbing new material (Howard)."* - "Top Ten Reasons Students Plagiarize & What You Can Do About It," 2012, https://pdfs.semanticscholar.org/2810/cc28614f8b6696ff420c08be7b2a97e4e2db.pdf

Constructive Response to Cheating, including Plagiarism

When a student cheats on a test or assignment, record a zero, F, "not yet," or, "no evidence," in the grade-book, and inform his parents of the cheating.

Here's the important part, however: Make the learning/grade/"credit" ***recoverable***. *It's recovery from mistakes that matures students, not being labeled permanently for them.*

It's a false assumption that F's and zeroes help students build moral fiber or learn self-discipline. When did curriculum incompetence and removal of all hope become the proper response to student immaturity and poor judgement?

Ask students to rebuild what has been broken:

Tell him he will not be trusted for a finite period of time *(six weeks, for example),* which means he will not be allowed to work at home on school tasks unless he's in the presence of the teacher's designee, the parent *(most likely),* nor will he be allowed to run errands anywhere in the building by himself *(when we're back in our schools),* work at a computer without a partner, or to extend a deadline. If possible, ask parents to come sit beside their child as a test is administered, or require it be done synchronously with you watching via Zoom.

He may also need to write letters of apology to the class or teacher, as well as to their families, and they may have to do service to the school as a form of restitution. They may need to submit themselves to the school's restorative justice program, too, but once they have completed the tasks and justice is restored as judged by the community offended, they are reinstated in full, and their earlier indiscretion and cheating is not held against them.

"My goal should be to help inculcate honor and integrity rather than build a culture of fear and accusation. …[W]e can develop…guidelines for an effective response: The solution should be positive; that is, show students how to act as responsible scholars and writers. The same tone should be reflected in the syllabus. I have seen many syllabi in which the penalties for plagiarism are laid out in excruciating detail, with no positive models or behavior mentioned…It should help students avoid plagiarism rather than focus on our catching it. The solution should objectively strengthen both students and teachers….It should also make students and teachers feel as though they are stronger.

- Professor Jeff Karon, University of South Florida, "A Positive Solution for Plagiarism,"
The Chronicle of Higher Education, September 18, 2012

What Will Minimize the Likelihood of Students Cheating, Copying, and Plagiarizing?

Assessment Format Factors –

- Construct assessments that require creative, unique responses not easily traded among students, classes, and schools. This can include student proposals on how to best represent learning evidence. *See the next set of slides for examples.*

- Use multiple assessments in varied formats, not just one, to determine a student's true proficiency. It's far more difficult to cheat across multiple formats and on multiple occasions. Get up to speed on how to generate sound assessment prompts. Use project-based learning assessments with multiple, interwoven elements.

- As we can, require directly observed, synchronous demonstrations of learning.

Complex Ways to Assess that Require Responses Not Easily Copied from Others

- One of these is impossible to answer, figure out which one and explain why.
- For each multiple-choice problem, explain why your answer is correct and the others are not.
- Identify four metaphors for this science, math, writing, engineering, art, music, health, government, legal, media, or philosophical concept and a favorite sport or hobby.
- Here's how five different classmates responded to this particular question – Who did it correctly, and how do you know? Who did it incorrectly, and what would they need to be re-taught?
- Portray this abstract idea with a physical model.
- Given this question, here is its correct answer. Demonstrate two different ways to arrive at this answer.
- Have a debate between two of these components about who's function has more impact on the success of the whole. [Alternatively: 'Between two historical/literary/scientific figures about a modern debate topic.
- Would your answer to the previous question change if you were given this new variable…? Why or why not?

Complex Ways to Assess that Require Responses Not Easily Copied from Others

- Add your own voice in the assessment: If we left your name off the project, would we know it was you that created it? Express your individual voice in at least three elements.
- Present a proposal to the teacher for an alternative vehicle for demonstrating proficiency in these standards. Make sure it accounts for all evidence of learning required.
- Express content from a different perspective or through a different domain:
  - ✓'Norse mythology expressed through careful cultivation of Bonsai trees?
  - ✓ Debate as a form of dance?
  - ✓The human circulatory system could be used as a form of cryptography?
  - ✓Cultures, furniture, languages, and technology experience entropy?

To Increase (or Decrease) a Task's Complexity, Add (or Remove) these Attributes:

- Manipulate information, not just echo it
- Extend the concept to other areas
- Integrate more than one subject or skill
- Increase the number of variables that must be considered; incorporate more facets
- Demonstrate higher level thinking, i.e. Bloom's Taxonomy, William's Taxonomy, Webb's Depth of Knowledge
- Use or apply content/skills in situations not yet experienced
- Make choices among several substantive ones
- Work with advanced resources
- Add an unexpected element to the process or product
- Work independently
- Reframe a topic under a new theme
- Share the backstory to a concept – how it was developed
- Identify misconceptions within something

To Increase (or Decrease) a Task's Complexity, Add (or Remove) these Attributes:

- Identify the bias or prejudice in something
- Negotiate the evaluative criteria
- Deal with ambiguity and multiple meanings or steps
- Use more authentic applications to the real world
- Analyze the action or object
- Argue against something taken for granted or commonly accepted
- Synthesize (bring together) two or more unrelated concepts or objects to create something new
- Critique something against a set of standards
- Work with the ethical side of the subject
- Work in with more abstract concepts and models
- Respond to more open-ended situations
- Increase their automacity with the topic
- Identify big picture patterns or connections
- Defend their work

- **Manipulate information, not just echo it:**
  - **“Once you’ve understood the motivations and viewpoints of the two historical figures, identify how each one would respond to the three ethical issues provided.”**
- **Extend the concept to other areas:**
  - **“How does this idea apply to the expansion of the railroads in 1800’s?” or, “How is this portrayed in the Kingdom Protista?”**
- **Work with advanced resources:**
  - **“Using the latest schematics of the Space Shuttle flight deck and real interviews with professionals at Jet Propulsion Laboratories in California, prepare a report that…”**
- **Add an unexpected element to the process or product:**
  - **“What could prevent meiosis from creating four haploid nuclei (gametes) from a single haploid cell?”**

- **Reframe a topic under a new theme:**
  - **“Re-write the scene from the point of view of the antagonist,” “Re-envision the country’s involvement in war in terms of insect behavior,” or, “Re-tell Goldilocks and the Three Bears so that it becomes a cautionary tale about Fascism.”**
- **Synthesize (bring together) two or more unrelated concepts or objects to create something new:**
  - **“How are grammar conventions like music?”**
- **Work with the ethical side of the subject:**
  - **“At what point is the Federal government justified in subordinating an individual’s rights in the pursuit of safe-guarding its citizens?”**

R.A.F.T.S.

R = Role, A = Audience, F = Form, T = Time or Topic, S = Strong adverb or adjective

Students take on a role, work for a specific audience, use a particular form to express the content, and do it within a time reference, such as pre-Civil War, 2025, or ancient Greece.

Sample assignment chosen by a student:

A particular political party (role), trying to convince constituents in a particular region (audience) to let them lead the provincial/national debate on a specific topic. The student writes a speech (form) for party members in and out of the current Ministry to give in the identified region during a particular time period (time). Students use arguments and information from this past elections with these persepectives, as well as their knowledge of the election and debate process. Another student could be given a RAFT assignment in the same manner, but this time the student is a member of the election board who has just listened to the first student's speech.

What Will Minimize the Likelihood of Students Cheating, Copying, and Plagiarizing?

Assessment Format Factors –

- Shorten the number of items on the assessments so students aren't experiencing the assessment as a marathon/endurance test and feel the pressure to speed through the problem, making impulsive decisions just to survive. We can tell what a student knows in one page of cogent writing much better than in three pages of lazy writing. Fewer math problems, but each one analyzed and explained reveals comprehension and misconceptions surprisingly well.

- Build and maintain an inventory ("bank") of multiple test questions/prompts to be used by all teachers of the subject. We can also do a *mail merge* with Google Docs to randomly assign different questions to different students from a given bank of questions. *(Thanks to ADLC's Karla Montgomery for this suggestion! Karla also suggested asking students to submit explanations for their responses via Flipgrid.)*

- Highly recommended: Alberta Distance Learning Consortium, *"Strategies to Maintain Academic Integrity for Supporting Learning at Home,"* Webinar, May 8, 2020 (www.adlc.ca/)

Instructional Design Factors –

- Teach students in a developmentally responsive manner, focusing on what works well for the developmental level we teach. When students learn well, they grow competent in our disciplines, which reduces the need to cheat. They also trust – and respect – the teacher more.

- Show students the test or quiz ahead of time. There are not going to be any surprises for students here, and they are more confident going into the exam, reducing anxiety and the panicked moment of cheating. Come across as advocate, not a, “gotcha,” adversary.

- For long-term projects, ask students to submit sub-sections of it for status checks periodically throughout the quarter or trimester.

- Be very, very clear in expectations. Make the implicit, explicit.

- Allow re-learning and re-assessing for full credit. Make F’s and 0’s recoverable in full. There’s hope here, students reason, so there’s no need to panic and cheat their way to a more acceptable grade.

Suggested Article:

Getting to Know Our Students:
A successful school year starts—
and continues—with knowing
well the students we serve

Located at
www.rickwormeli.com/articles

Direct Instruction in Ethics and Morality –

- Teach personal integrity overtly and repeatedly.

- “Tell students caught cheating that they are liars. Students tend to shrug off cheating by saying, 'It's no big deal -- everyone does it!’ …‘Connecting cheating with lying unmasks the 'sleight of mind' that allows students to think of cheating as a justifiable way to act. - Sharon Cromwell, 2006, Education World, www.educationworld.com/a_admin/admin/admin375.shtml

- Ask students to sign an honor code statement with higher stakes assignments that they have neither given nor received assistance on the task, and include spot for parents to sign that they, too, have not given any assistance to their child on the task.

Direct Instruction in Ethics and Morality –

- Outline the class and school rules on cheating and plagiarism clearly. Describe the consequences for such infractions in vivid terms.

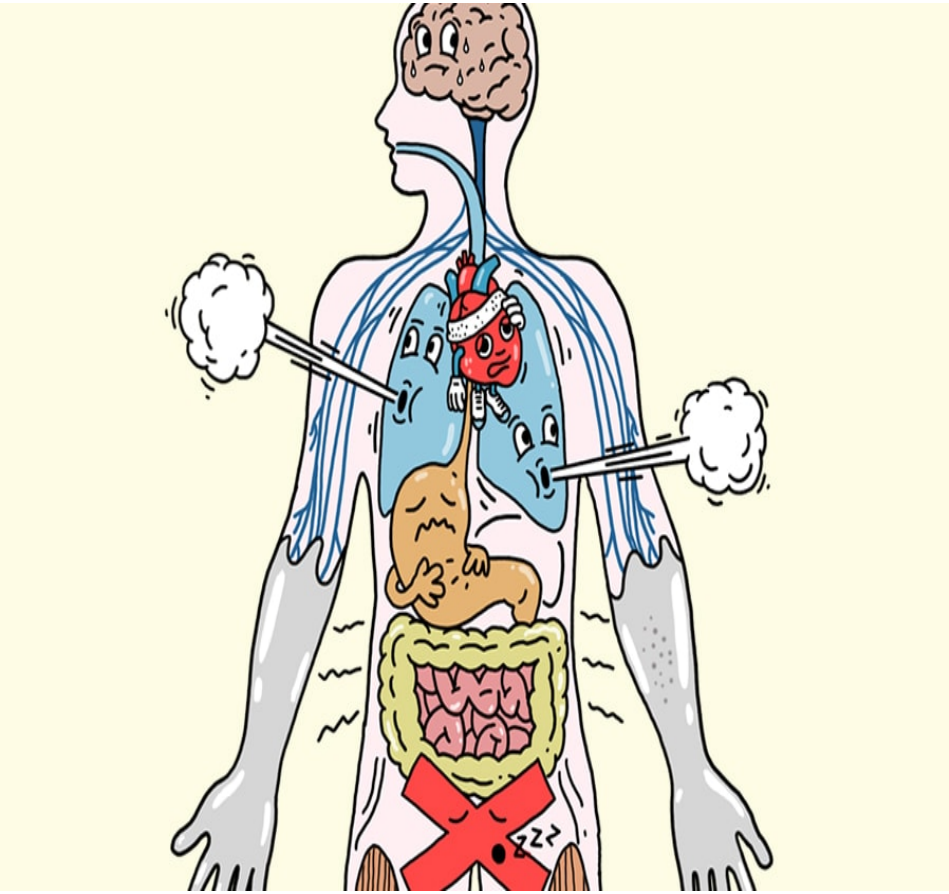
- Help students analyze samples of students' work that have and have not been plagiarized. Talk about your feelings as you discover the cheating in students' work, and how they would feel if some of their cultural and sports heroes cheated in their fields.

- Two-Tier Verification: Do a follow up call or video conference, and ask a select few questions point blank, asking for demonstration of proficiency right there and then. (*Trust, but Verify*)

Direct Instruction in Anxiety, Panic and our Constructive Response to Them –

- Help students move away from over-reliance on external validation.
- Recommended Article: *"Panic Anxiety Disorders in Middle School Students: Informed educators can have a positive impact on students who are struggling*," AMLE Magazine, January 2020, available at www.rickwormeli.com/articles. Appropriate for grades 3 to 12.
- The next few slides come from a recent webinar Rick did with LeAnn Nickelsen entitled, *"COVID-19: Helping Students Develop the Motivation to Invest in their Learning While Sheltering at Home,"* presented in April 2020. You can watch the full recording here: www.rickwormeli.com/videos.

Calabrese, et al. (2007) Biological stress response terminology: Integrating the concepts of adaptive response and preconditioning stress within ahormetic dose-response framework. Toxicol Appl Pharmacol. 222, 122-8



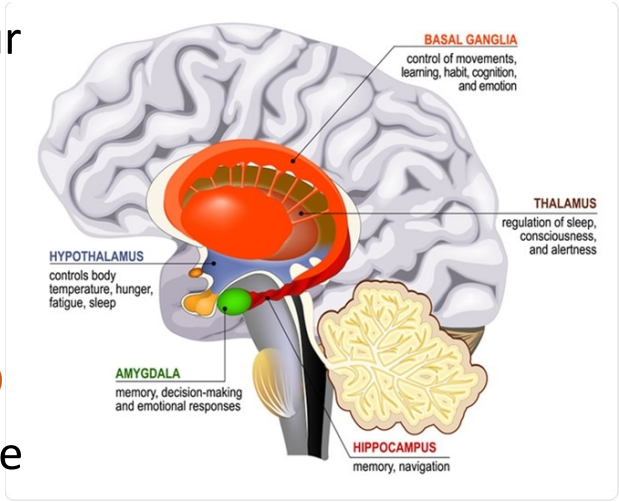
Stress is the physiological response to a perception of a lack of control over an adverse situation or person

✓**stress** (on/off)
is healthy for us.

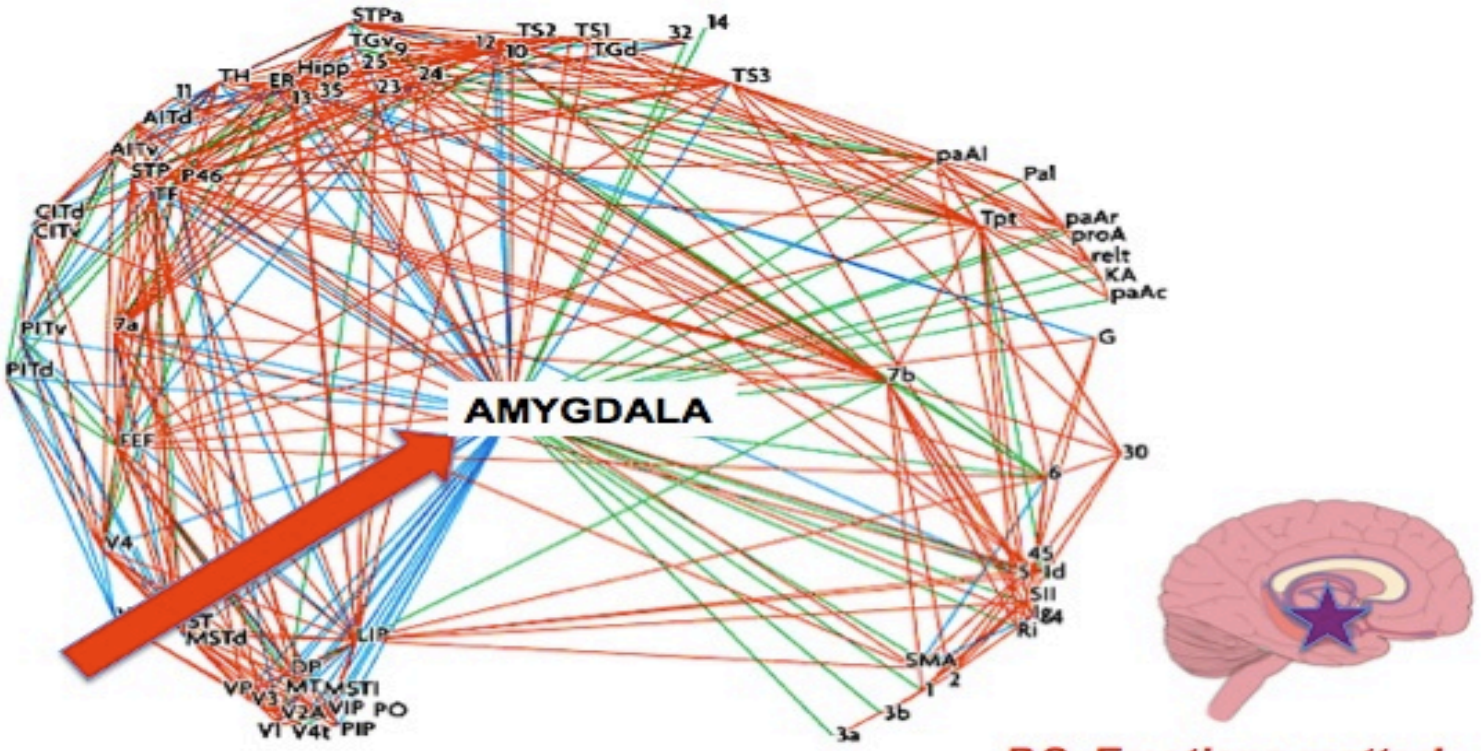
✓**distress** (chronic)
is toxic to our brain
and body

Chronic Stress Effects. Did you know…

1. Chronic stress affects motivation. (Morgado P and Cerqueira JJ (2018) Editorial: The Impact of Stress on Cognition and Motivation. *Front. Behav. Neurosci.* 12:326. doi: 10.3389/fnbeh.2018.00326)
2. Being in close contact with stressed people increases your stress levels. (Bains, 2018)
3. Stress impairs self control. (Maier, et al, 2015)
4. Stress impairs memory. (Yuen et al, 2012)
5. The hippocampus (the part of the brain that processes memory) is smaller in those with chronic stress. (Kim, et al, 2015)
6. Dwelling on stressful events increases inflammation in the body. (Zoccola, et al, 2013)
7. The amygdala part of the brain that modulates the fear response, is highly activated during times of stress. (Ressler KJ. Amygdala activity, fear, and anxiety: modulation by stress. *Biol Psychiatry*. 2010;67(12):1117–1119. doi:10.1016/j.biopsych.2010.04.027)

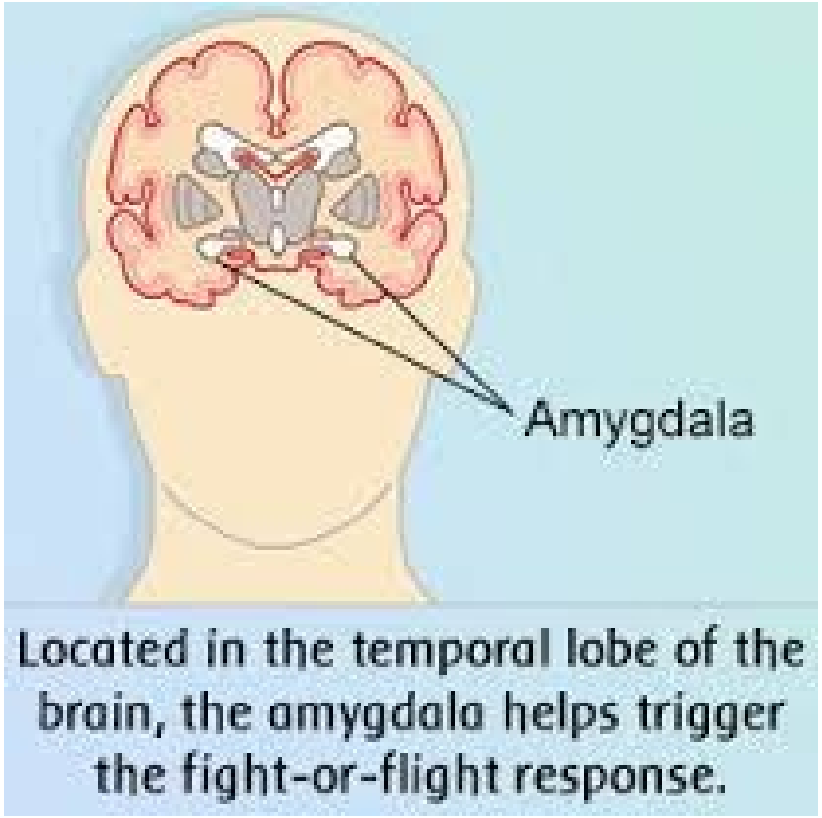


How Much Input Does the Amygdala Have to the Rest of the Brain?



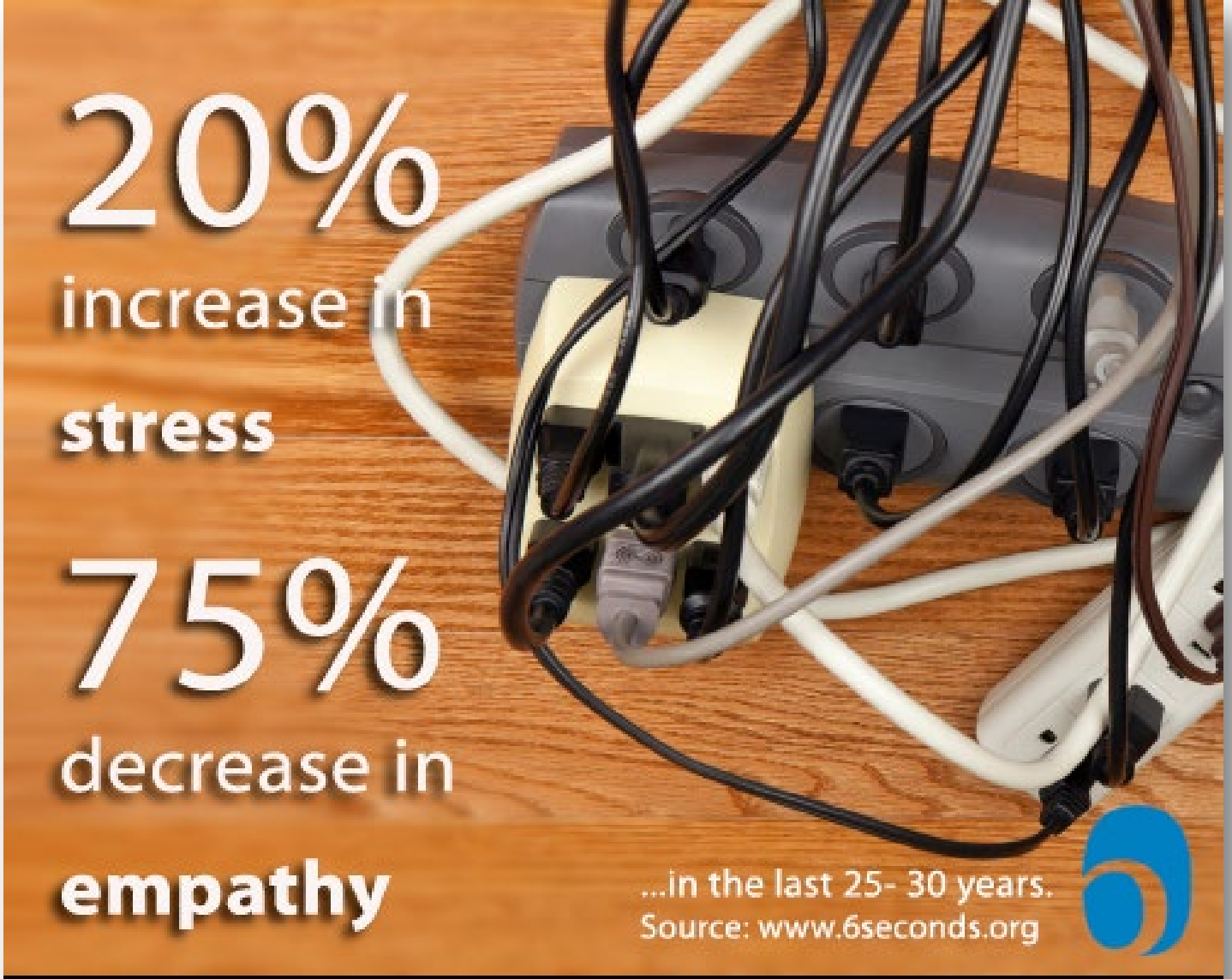
P.S. Emotions matter!

Young MP, Scannell JW. (1994) Analysis of connectivity: neural systems in the cerebral cortex. *Rev Neurosci.* 5: 227



Once the amygdala (the emotional control center of the brain), is activated it can take 30-90 minutes after the event in order to calm, gain control, and refocus in order to learn!

Dr. Paul Whalen via Dr. Eric Jensen interview



As stress increases, we become more task focused and reactive. This increases our isolation... which increases our stress.
Can we learn new ways of responding to exit from this vicious cycle?

Bottom Line:
Chronic stress can greatly affect motivation, the desire to learn, and making ethical decisions.

For the free recording of a 90-minute webinar on this topic, see, “COVID-19: Helping Students Develop the Motivation to Invest in their Learning While Sheltering at Home,” with LeAnn Nickelsen and Rick Wormeli. You can find the video at .

Coaching Parents on Proper Levels and Types of Assistance with their Children –

- Teach parents what is and is not appropriate assistance to offer their
  children as they work with them at home.

Building Executive Function Skills –

- Teach students the skills of executive function so they can better manage their studying and preparation, avoid impulsive decisions, appreciate the consequences of their actions, reason morally, and self-regulate.

Students Experiencing the Tools Teachers Use to Check for Plagiarism –

- Take students on a virtual tour of Websites teachers can use to check student work for plagiarism, so they see that we take cheating seriously and have to the tools to act upon that solemn responsibility. In addition, it may be helpful to take students on a brief tour of a website that sells students finished essays and reports they can download and submit as their own. Walk them through the lack of ethics employed when choosing this route, how it undermines their real learning (setting them up for later humiliation when others think they've learned the content but they have not done so, or when others discover their dishonesty), and how it ruins their academic and personal reputations for years to come. Turnitin.com is one example.

- Google Docs has a "Draftback" function via Chrome Extension app that reviews students' drafts in light of how much they've borrowed from sources, AND allows teachers to witness in truncated time renderings the exact typing, copying, pasting moves students make to the document. *(Thanks to ADLC's Wes Landon, for this suggestion! Wes adds that students can ask Google Docs to create an, "Originality Report," of their work, which avoids, "accidental plagiarism," and teachers can request the report as well.)*

Students Experiencing the Tools Teachers Use to Check for Plagiarism –

- *(From ADLC's Nick McCann)* Keep a repository of Google hits for yourself: These are the primary go-to locations for students searching online to find answers to the questions on their assignments. For him, it is Brainly, Yahoo Answer, CourseHero, Math Stock Exchange)

- *(Also, from Nick McCann)* Use his SCRIPT protocol for conducting those difficult conversations about plagiarism when students are found cheating. 'Keeps everything clear and candid, and it lowers defensiveness, helping students summon honesty and keep the positive learning going, yet it also holds them accountable and provides a road back to good standing. 'Highly recommended. It can be found here: bit.ly/3fsk3OT.

Cultivation of Teacher-Student Relationships –

- Students perceive teachers as adversaries, not advocates. They don't think teachers or any adult, "has their back," and will keep them from humiliating themselves or being humiliated by others. This is especially true when it comes to students with poor reading and math skills.

- Cultivate positive relationships with students, so they know they can be honest with you, trusting that, if they come to you admitting they are not prepared for the exam, you will find a way for them to learn the material, obtain credit for mastery demonstrated at a later date, and save face.

Build Positive Relationships with Your Students – it lowers stress and changes the effects!

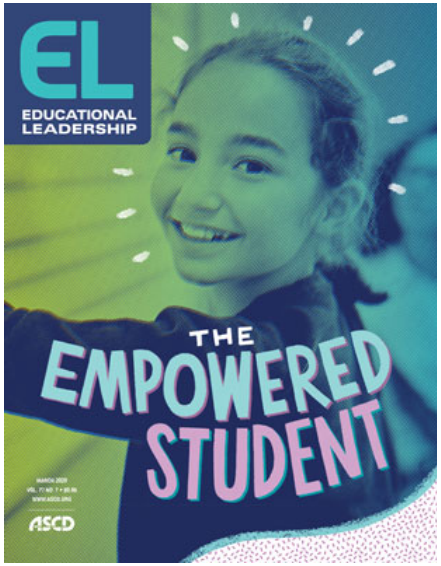
Of all the things researchers have discovered about the value of quality relationships, one of the most surprising is that they are strong mediators of stress.

Good relationships diffuse stress and make your life easier.

Miller-Lewis LR, Sawyer AC, Searle AK, Mittinty MN, Sawyer MG, Lynch JW. (2014) Student-teacher relationship trajectories and mental health problems in young children. BMC Psychol. 12, 27.

How Do We Encourage Student Voice?

- ❑Be ready to listen to them and expect to learn something from them (intentional, mindset).
- ❑Make an authentic and intentional effort to learn from what they are saying – plan processing points, discussions, and sharing times throughout every lesson.
- ❑Give opportunities for students to form opinions, share their questions and concerns.
- ❑Take action with their words, concerns and questions.
- ❑Ensure they have ownership in their school and classroom; empower them – roles, jobs, committees for improvement, projects they start with passions, community service, solution-oriented decision making, etc.



How can Voice and Choice be Incorporated into Learning Tasks in Distant Learning?

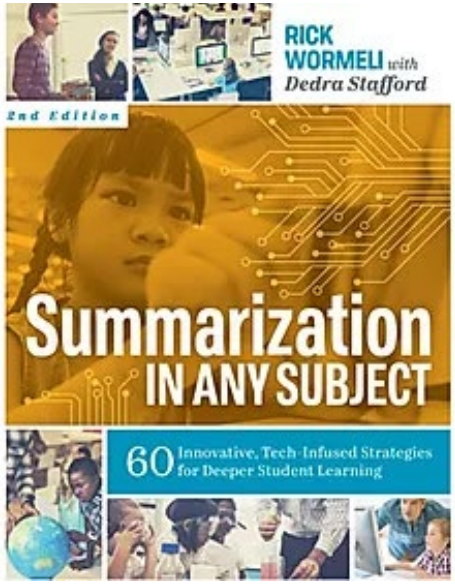
- Let them choose the topic of interest and blend with your ELA standards
- Let them choose a favored technology to use to investigate and express their learning as long as it clearly represents evidence of the standard.
- Let them moderate online discussions, curate Google docs and similar artifacts.
- Help them build and maintain a portfolio of work over time, including reflections on each piece.
- Let them choose the product to show what they know with your subject standards
- Let them help design the Criteria for Success for the project or Learning Task.
- Let them research a question directly or tangentially related to the subject of your course right now.
- Give them experiences that help them find and try on different “voices” as they explore this side of themselves, allowing them to change their voice if they feel what they are doing isn’t genuine or a little too personal.

How can Voice and Choice be Incorporated into Learning Tasks in Distant Learning?

- Give weekly proof that you know them as individuals and honor what they bring to learning's table.
- Let them co-teach, or actually teach the full lesson or vocabulary terms to classmates (with your facilitation, of course).
- Let them choose their preferred assignment from menu of options.
- Build a cause meaningful to students into the curriculum – something for which they'd like to advocate in their own lives or communities.
- Provide an audience for student demonstrations of learning *other* than you, the teacher, or students' parents.
- Let them choose a contemporary novel for your novel studies on its own or as a companion text for the assigned reading.
- Ask them to connect with a professional in the field in the subject area of your course and look at how content is applied.
- Let them start out processing, demonstrating learning one way, and have the option to go a different direction if they get a better idea while working.

Teaching Students Proper Citation Techniques --

- Teach proper paraphrasing and summarizing techniques. Suggested reading:



Summarization in any Subject, 2nd Edition, ASCD publishers, written by Rick Wormeli and Dedra Stafford

- Teach proper note-taking techniques and how to keep track of quotes, gathered information, and how to do proper citations.

Potentially Controversial Statement
(Sit up and get perky now):

In the early stages here as we adapt to family inequities, anxieties, grieving, isolation, *and* teachers' first steps in distance learning, maybe we shouldn't sweat the cheating/copying issue at home so much. *It's actually not the bigger issue at hand.* It will happen, and we can take steps to minimize it, but it's not worth a teacher's harsh scolding at the student or shutting down a student and his learning, particularly when he is deeply stressed, doesn't have a lot of tools (Executive Function, for example) in his maturity tool belt yet, and mom and dad are struggling in their assistance for him.

And really, our normal responses *(detention, suspension, removal from school activities, failing the course, etc)* to cheating/copying are ineffective with distance learning in this stressful time. In addition, getting an F doesn't teach anything. Seriously. Allowing students to remain incompetent and escape their learning doesn't teach ethics or responsibility.

Yeah, but how do we do all this with our current realities and challenges?

Reasonable Thinking for our Current Reality:

Given diverse family life situations, resources, levels of support, mental health concerns, and technology access issues, grading work students have done at home via sudden, online lessons is inequitable. This means grades are likely to be inaccurate reports of learning and deeply unfair, as some or many students will not get a fair shake at learning or at demonstrating what they've learned, which only further exacerbates already troubling gaps among student groups.

Our goal is accurate, ethical reporting. To grade now, however, creates bias and distorted reports of learning, and it constitutes a serious breach of ethics.

Pass/Fail may be as far as we go as we finish out the school year. Harvard, MIT, among others, have moved to Pass/Fail for freshman courses, too.

Alternatively, we can declare grades based on proficiencies demonstrated through March 1st and note that the grade is based on a truncated curriculum due to COVID-19 required school closures. Sometimes schools record, “No Mark” in the 4th Quarter column of the report card, and all new learning during the 4th quarter receives feedback only.

As teachers get more comfortable with remote learning lessons and assessment, however, pass/fail may be insufficient. We will more than likely move toward at least three levels of reporting:

Proficient **(or, *"Mastery")**
Developing **(or, *"Progressing")**
No Evidence Presented

As teachers get more comfortable with remote learning lessons and assessment, however, pass/fail may be insufficient. We will more than likely move toward at least three levels of reporting:

Ken O'Connor suggests:

Pass with Distinction
Pass
Incomplete

This would be for high school only. Middle and elementary levels would receive ***narrative commentary*** only.

Three Reminders Here...

Each of these levels needs to be clearly defined.

If students go above and beyond expectations, and the teacher feels it's truly the student's work, there needs to be a separate addendum indicting such, as those are different standards.

At best, grades are *temporary* reports of proficiency as of one arbitrary calendar date imposed on the next generation by the current one.

Note: We can't have effective instruction without assessment, just as we can't have effective assessment without instruction. They are inseparable.

Assessment is anything we do to gather evidence in order to provide feedback and inform instruction.

Vital for learning, varied techniques, low stakes, different for different learners, recoverable, it's oxygen, we do it daily

Grading refers to the reporting of student's final proficiency only.

Not req'd for learning, limited choice of procedures, high stakes, same for all learners, unrecoverable in traditional systems, we do it less often than assessment

In sum, assessment is legitimate, vital, and equitable during this difficult transition to remote learning. Do it. ***Grading is not. Minimize/Remove it.***

Assessment is anything we do to gather evidence in order to provide feedback and inform instruction.

Grading refers to the reporting of student's final proficiency only.

Put another way:

We can learn without grades. We can't learn without assessment and its useful feedback.

Three Cautions when Developing Assessments and Lessons online:

First: "But how will I grade it?" as our first thought before assigning something online should **ring warning bells** in our educator's mind. The primary indicator as to whether or not something is worth pursuing in a lesson shouldn't be its ultimate grade-ability. Much of the important stuff we teach and that students learn defies easy quantifying and grading. We can't forego that key content and learning experience because we don't see a quick grading solution.

Be principled first, actionable second.

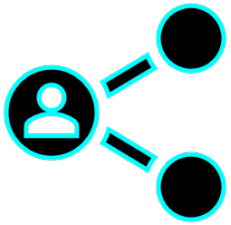
Three Cautions when Developing Assessments and Lessons Online:

Second: Lean toward ***a****synchronous* learning experiences, interactions, and assessments. It's seriously difficult for multiple members of one give family to have simultaneous access to technology (if they have it), and interact and be assessed in real time, especially with parents working from home and families with more than one child. This is to say nothing of the new, uneven emotional cycles of the day out of students' control. *We can always set-up synchronous experiences for those who can make it, but they should never be required or included in a final grade report.*

Three Cautions when Developing Assessments and Lessons Online:

Third: Next year's teachers will need to become very familiar with the previous year's curriculum for the second semester, and integrate that content with their own. This will require heavy lifting as we create a hierarchy of curriculum: ***What are the most leveraging standards? For these we will fight.*** What are our secondary standards, and which ones are just nice to know, but we can let them go from an already overloaded curriculum.

It may take 2 to 5 full years of back-in-the-classroom learning for students to recover from the curriculum/learning loss from extended virtual learning from home.



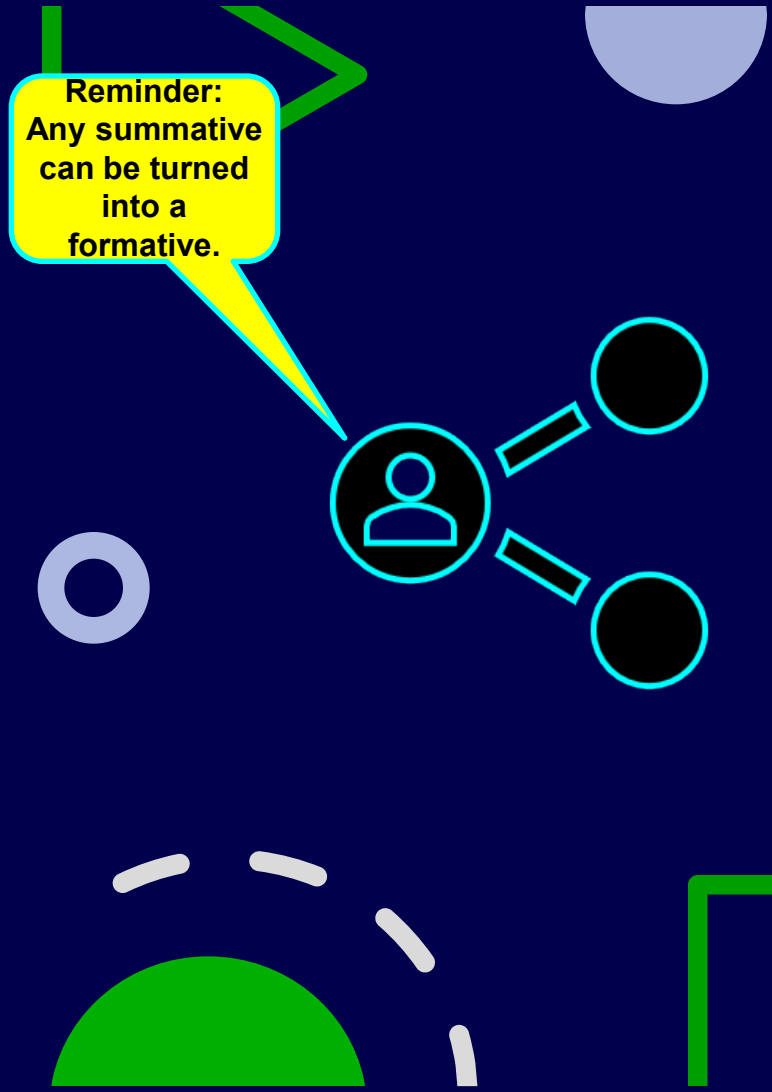
So what assessment, feedback, and grading principles still hold up while working with students via remote learning for extended periods of time?

Put another way, is there anything about, “learning while at home” situations that precludes sound assessment and grading principles and actions?

- We can still separate formative (coming to know) learning and assessment experiences from summative ones, facilitating helpful feedback and revising learning with formatives, but not making the formatives high stakes in nature (i.e. ‘no grades, %'s, rubric scores).

- We can still brainstorm (and let kids suggest) alternative ways to demonstrate evidence of learning and not get hung up on whether or not they did something so much as that they demonstrated learning.

- This means conferring with our subject-like colleagues and brainstorming multiple ways to elicit the same evidence of proficiency. There are often dozens of ways to assess the same evidence.



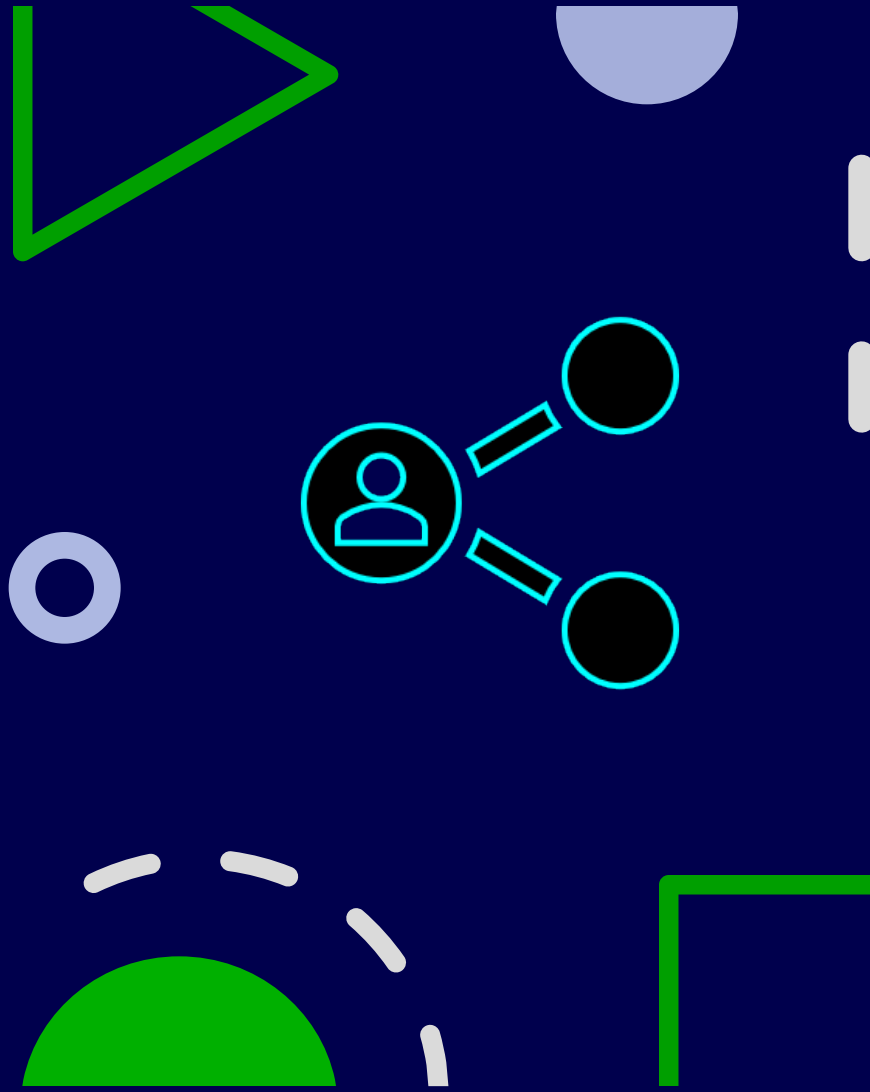
'Great Ideas on Multiple Ways to Engage and Assess Students via Universal Design for Learning:

Principle: Provide Multiple Means of Engagement (the "why" of learning), multiple ways to build and sustain motivation and perseverance

Principle: Provide Multiple Means of Representation (the "what" of learning), multiple ways for students to perceive and comprehend information

Principle: Provide Multiple Means of Action and Expression (the "how" of learning), multiple ways for students to interact and process content and skills, including how to express what they know -
www.udlcenter.org

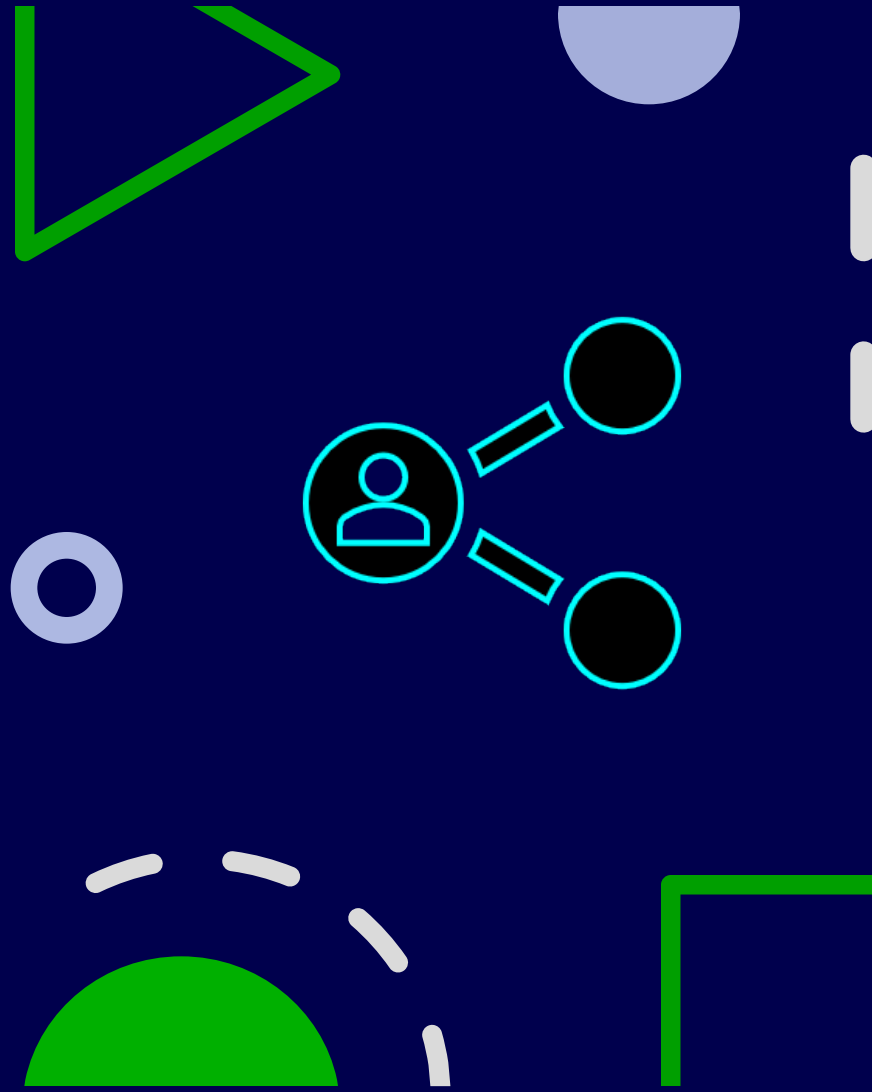
- We're still going to be aware that students learn at different rates and not let an arbitrary timeline keep a student from learning.
- We're still channeling Dr. Tom Guskey and will focus on cultivating students and their talents instead of merely using grades to sort children.
- We can be mindful not to conflate the report of one thing with the report of another *(We still separate work habits from reports of academic proficiency, and we're still primarily criterion-referenced, not norm referenced).*
- We can still disaggregate our reports, reporting less curriculum per symbol, & reporting by standards instead of a massive aggregate.



- We can still focus on what students can carry forward and do independently of all assistance as the most accurate report of final proficiency.

- We will still need to identify evidence for performance of different levels of proficiency regarding our standards, ***and*** to calibrate all of that with our subject like colleagues. We also provide examples to students of different levels of proficiency that students can analyze in light of criteria for success for their own work on the same content.

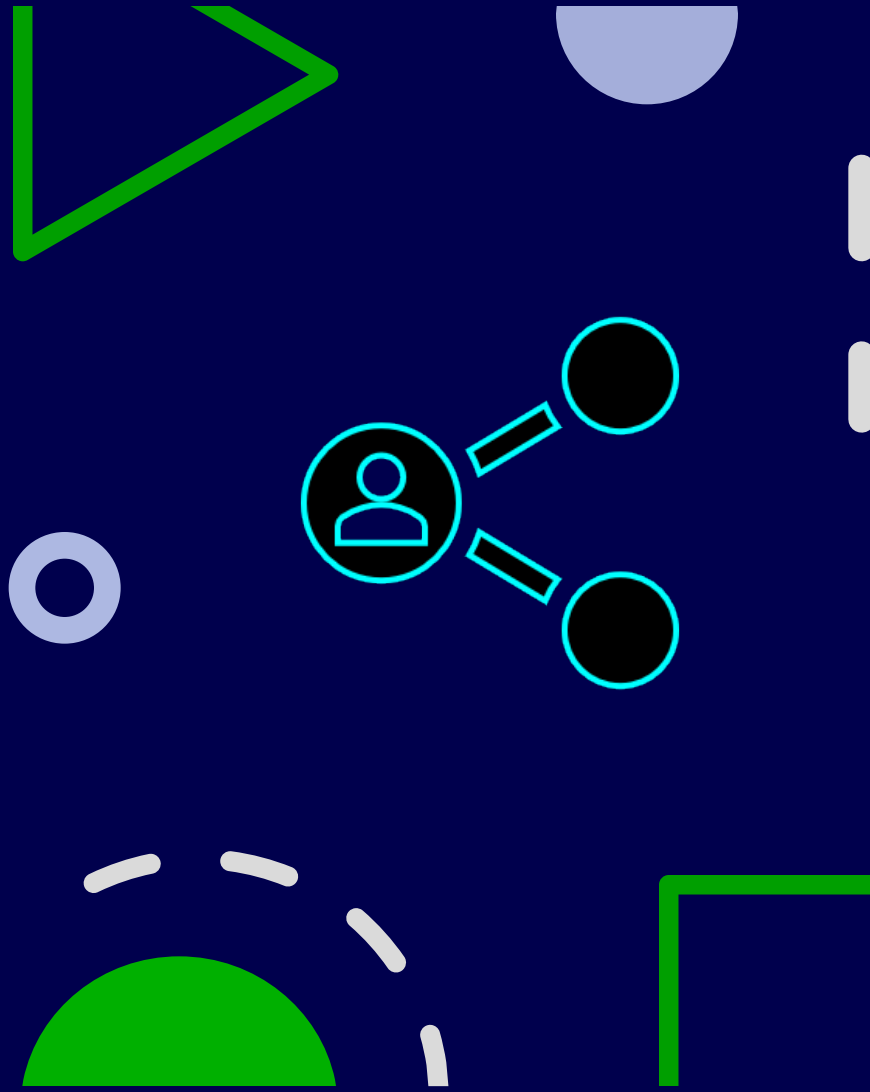
- We can still seek more than one incidence of demonstrated proficiency for the larger standards in order to claim a pattern over time.



- We can still use multiple descriptive feedback techniques, teach them to our students and their parents, and help them self-monitor how they're doing in relation to learning goals.

- We can still do re-learning/re-assessing/re-do's if students have not learned to a solid level of proficiency, at least for the most leveraging of standards, and yes, we can still remove extra credit activities that do not actually elicit evidence of the same proficiencies.

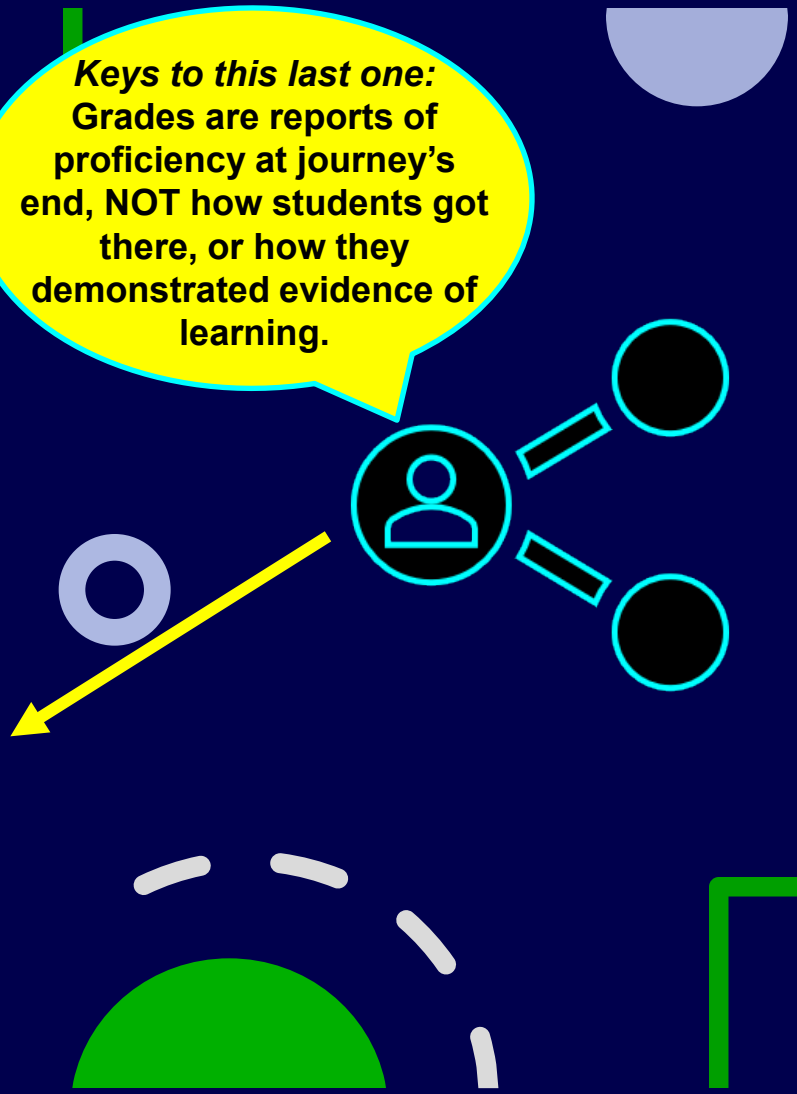
- We can still study interval science and grading accuracy and get rid of 0's on the 100-point scale that distort reports of student learning.



- And yes, we can still study research on how to build self-efficacy, executive function, self-discipline, and tenacity in students and see that none of it says to use grades, or to falsely report student proficiency based on elements that are not evidence of the standard itself.

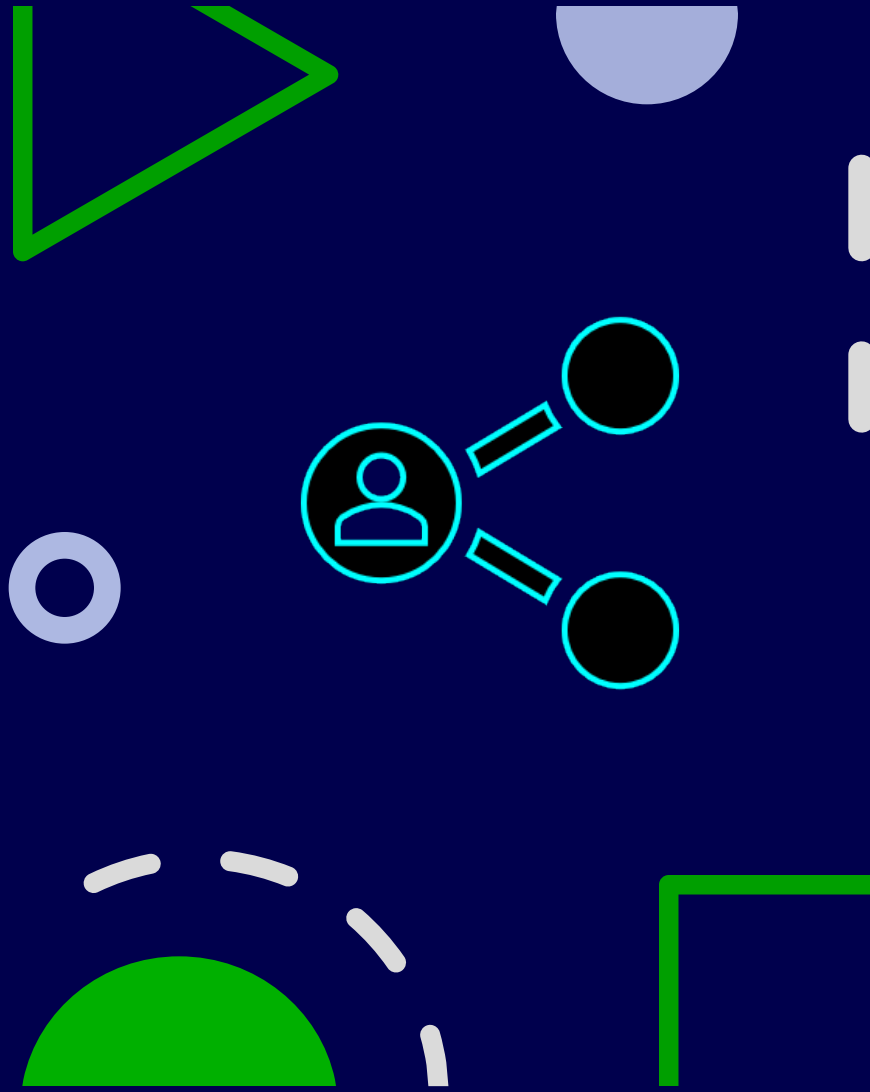
- We can still see grades are accurate, ethical, helpful **communication**, **not compensation**, reward, affirmation, or validation.

- We can also choose to be fair *(equitable and developmentally appropriate for what students need, even when it is different from what others might need to achieve the same level of learning or higher),* instead of hiding behind claims we have to be equal.



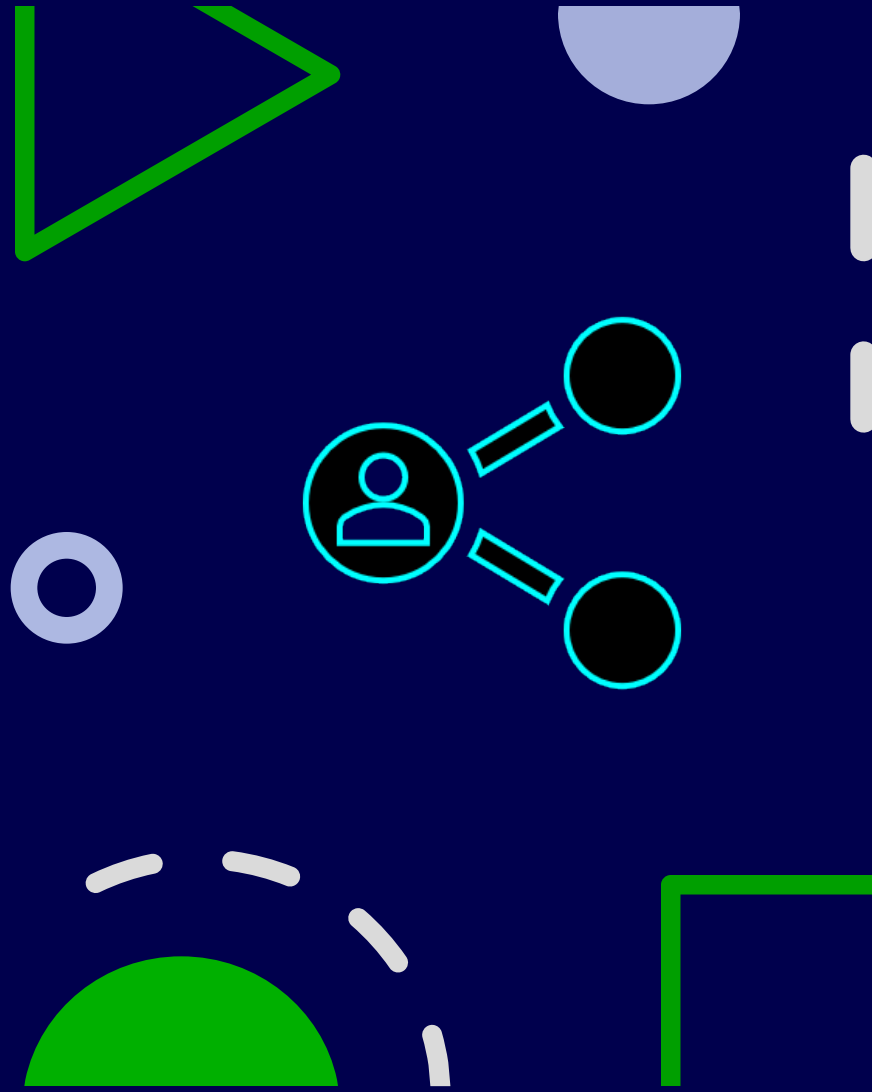
- We can still begin with the end in mind (Covey) and hold to Rick Stiggins' reminder that students can hit targets they can see and that stand still for them. We can be overtly transparent with assessments at every turn so nobody wonders at the criteria for any level of proficiency.

- We can get up to speed on varied assessment prompts and test designs and use them, and we can ask students to perform more traditional assessment responses on paper, if they prefer, and send in a picture of it. If they want to include an audiofile of some sort to explain it, that's great!



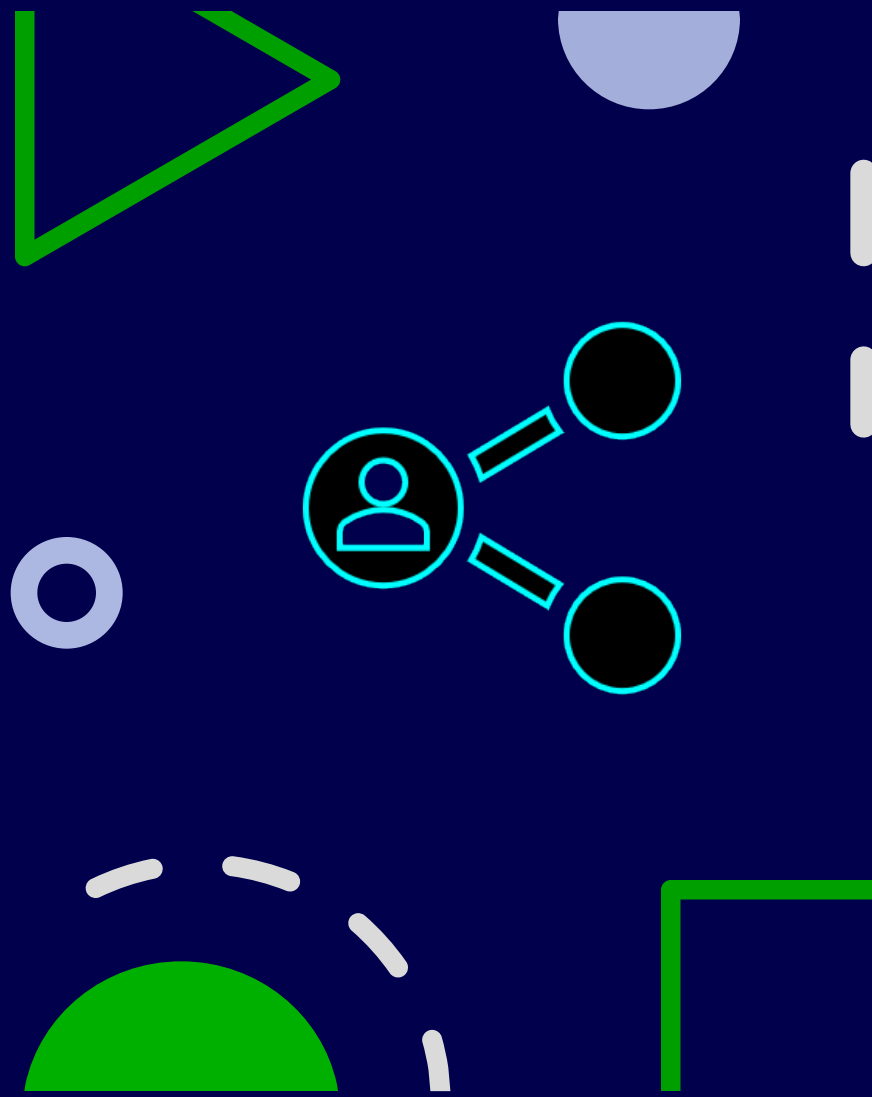
- We can still do portfolios, though this time, *e-portfolios,* of their work over time, and ask students to reflect on their growth, and how each piece represents their learning regarding specific standards.

- We can definitely build our repertoire of activities to engage in content that also assess students formatively. *Warning, shameless plugging about to commence:* A great place to start is *Summarization in any Subject, 2nd ed* by Dedra Stafford and myself published by ASCD.



We can employ all those websites and software that really help with assessment, feedback, teaching, and grading, such as:

#SBLchat, Zoom, Flipgrid, Edmodo, Schoology, Seesaw, Quizziz, Screencastify, Quizlet, Padlet, teacher.desmos.com/, Mentimeter, Nearpod, Pear Deck, Skype, Kaizena, Voxer, Rubistar, Google Forms/Docs/Hangout/Suite, and your grading software and student management records system,



Definitely Challenging:

- Finding time to get enough evidence to constitute proficiency or a pattern thereof
- Equitable access to online content in students' homes
- Equitable home support, resources, and sleep
- Raised anxiety, panic, and depression levels

Definitely Challenging:

- Limited teacher training in assessment design
- Preparing for long term distance learning/grading.
- Administrators requiring grades on non-evidence tasks
- Required provincial testing
- Mandated school calendars

Definitely Challenging:

- Requiring students to demonstrate proficiency with anything that requires them to be together. ‘Important point, though: Creative responses to this issue have been blossoming all over the internet and it relatively solvable. *So, yeah, do debates, book discussions, mock trials, performances, and the like.*

Assistance as We Dive Deeper into these New Waters:

On Twitter: @tguskey @TomSchimmer @mctownsley @garnet_hillman @RoweRikW @MandyStalets @kenoc7 @leeannjung @CVULearns, @rickwormeli2, @myrondueck

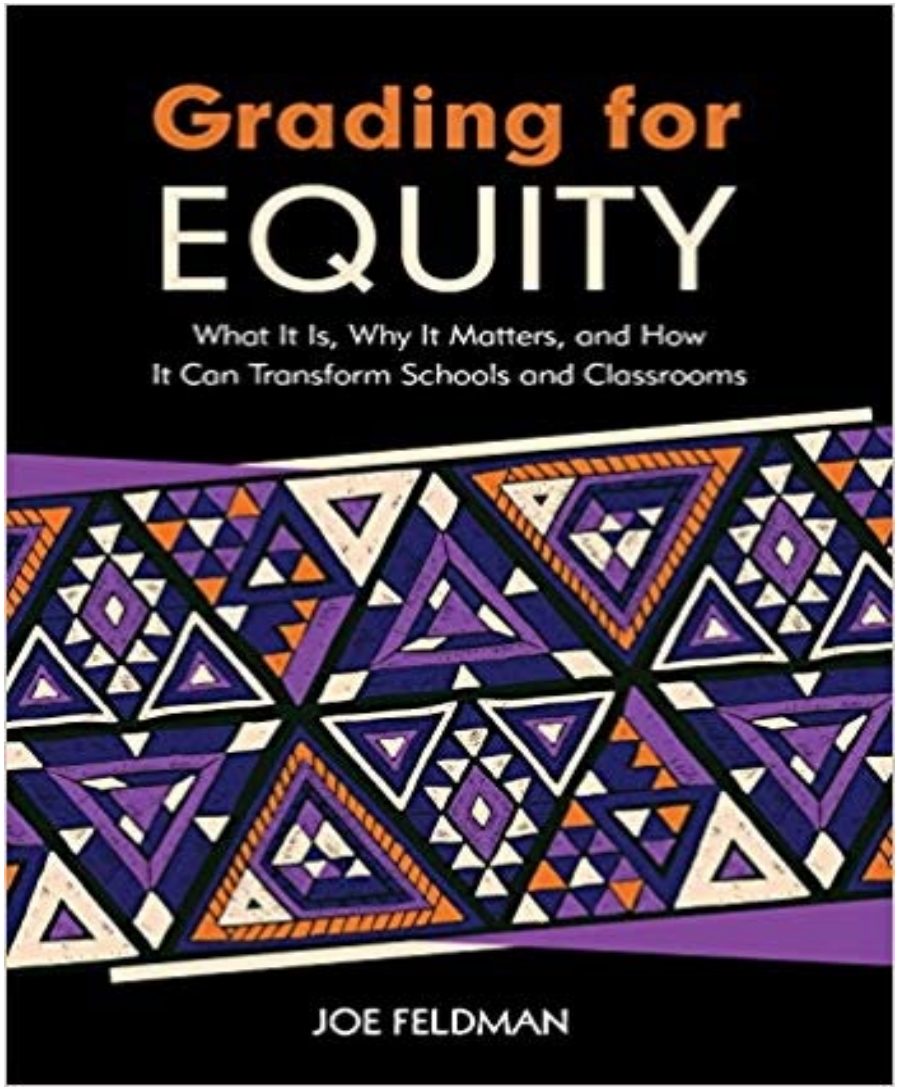
Websites:

- mctownsley.net/standards-based-grading/
- tguskey.com
- oconnorgrading.com
- cafln.ca/ *(Canadian Assessment Learning Network)*
- *pearsonassessments.com/ati/ (This is the Assessment Training Institute)*
- tomschimmer.com
- rickwormeli.com
- crescendoedgroup.org/community/resources/
  (This is Joe Feldman's grading for equity organization)
- *aac.ab.ca (Alberta Assessment Consortium)*

Assistance as We Dive Deeper into these New Waters:

- State of Illinois: Remote Learning Recommendations During COVID-19, March 27, 2020, Final Draft:

[Thanks to Ken O'Connor for sharing this site with us.]


Grading for
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What It Is, Why It Matters, and How
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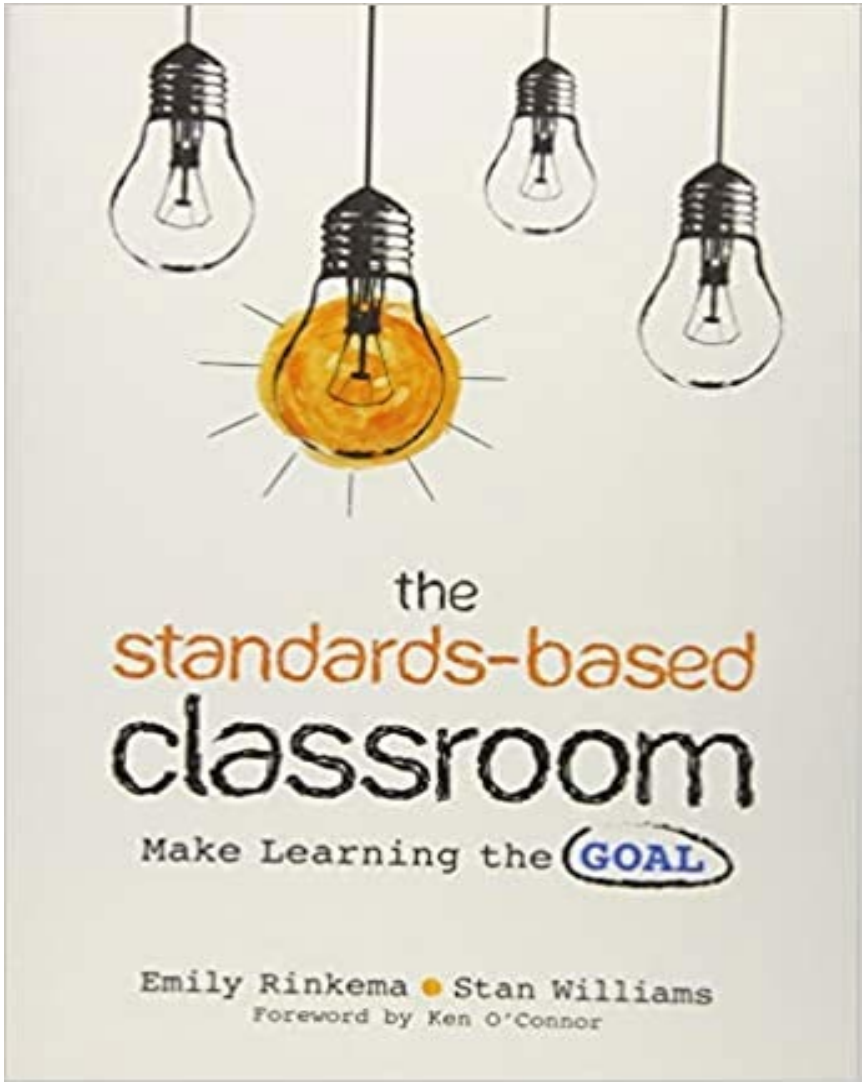
the
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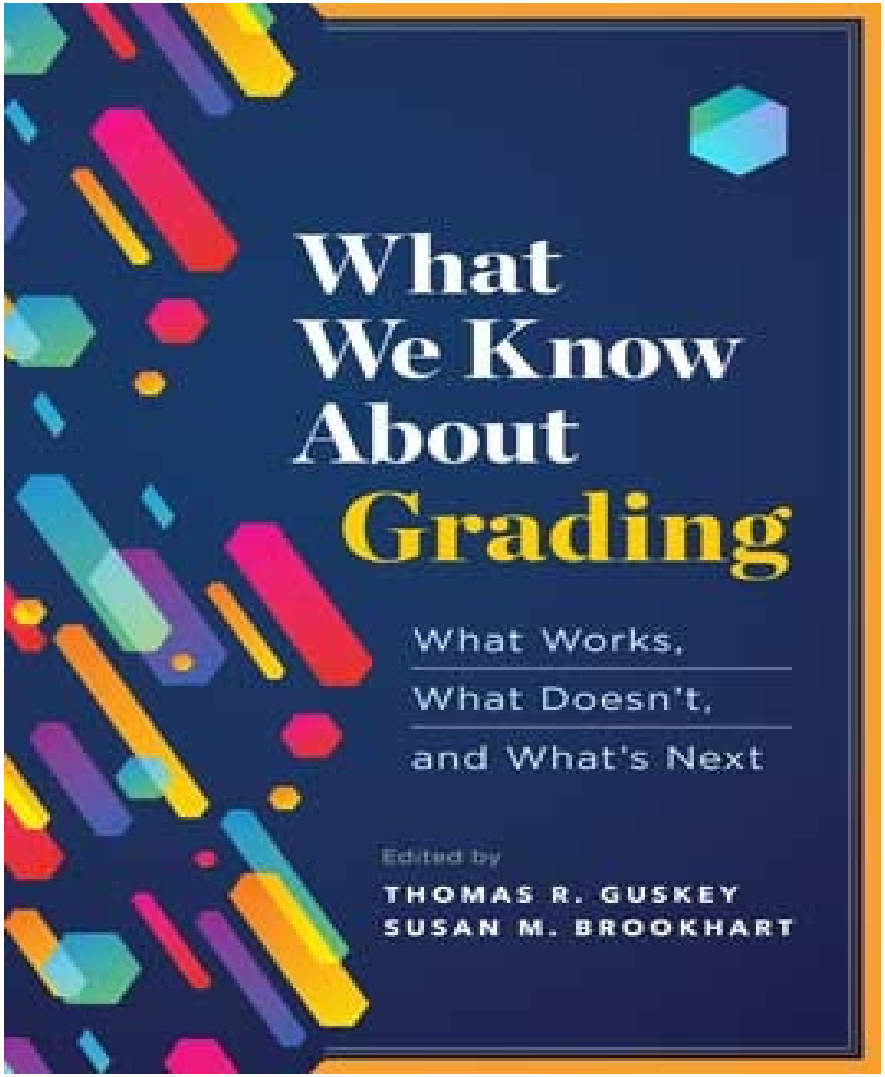
Make Learning the GOAL
Emily Rinkema • Stan Williams
Foreword by Ken O'Connor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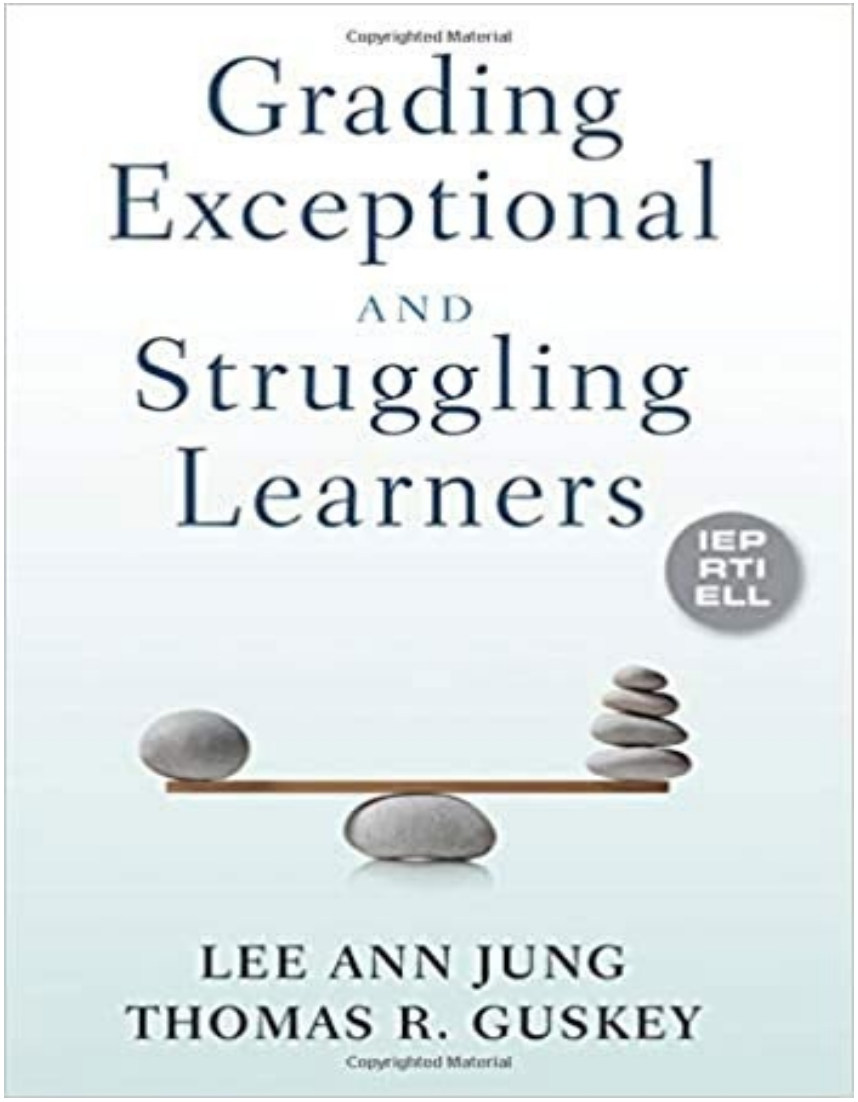
SUSAN M. BROOKHART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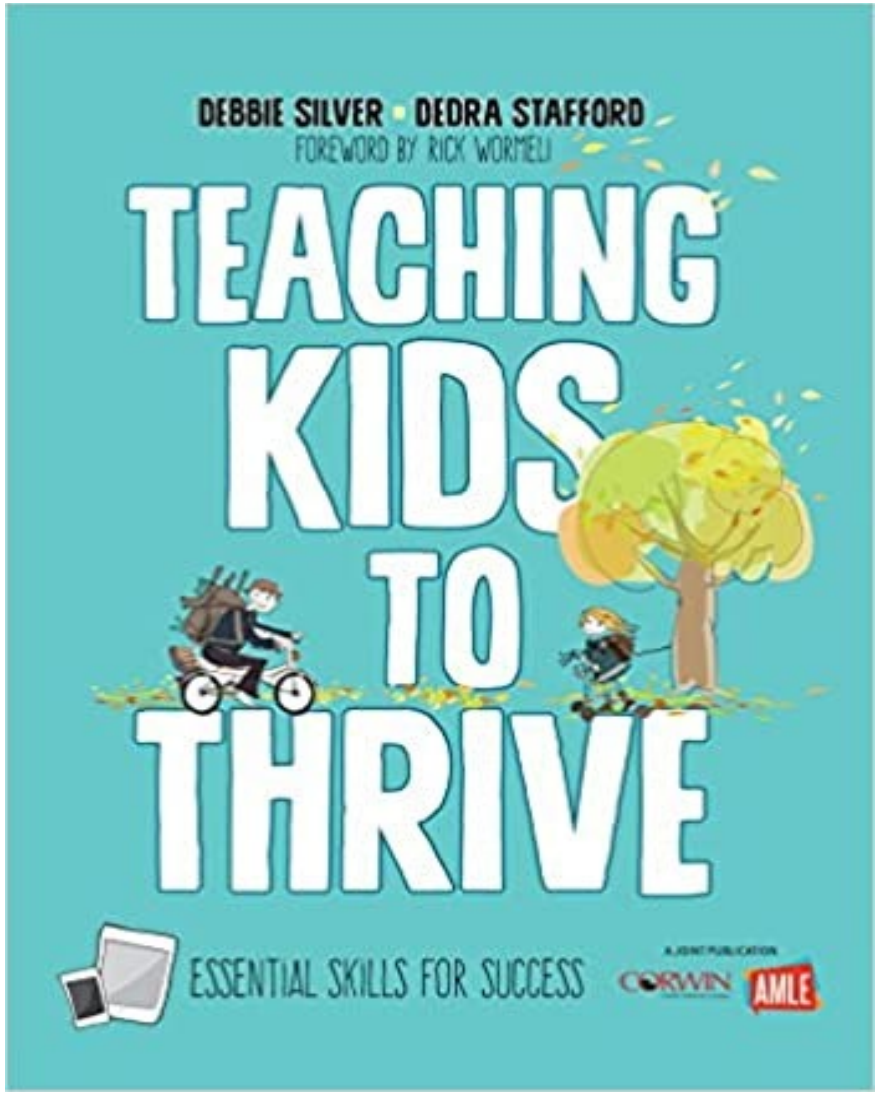
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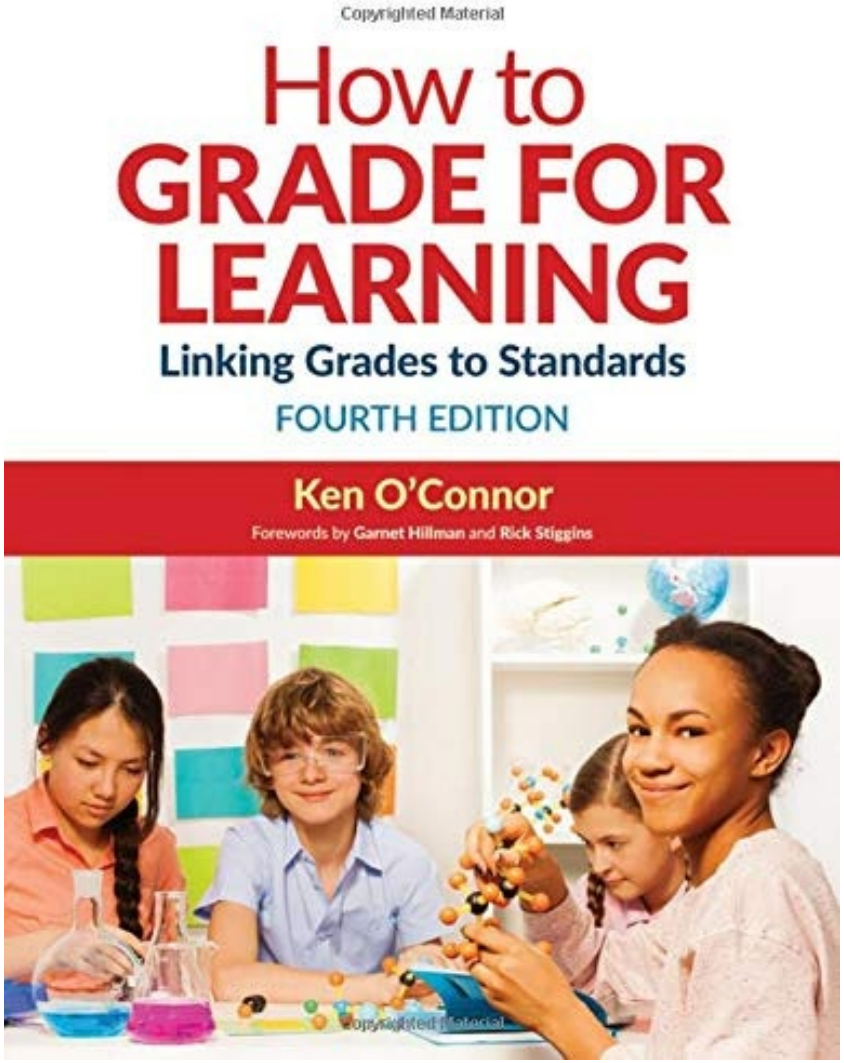
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FAIR ISN'T ALWAYS EQUAL

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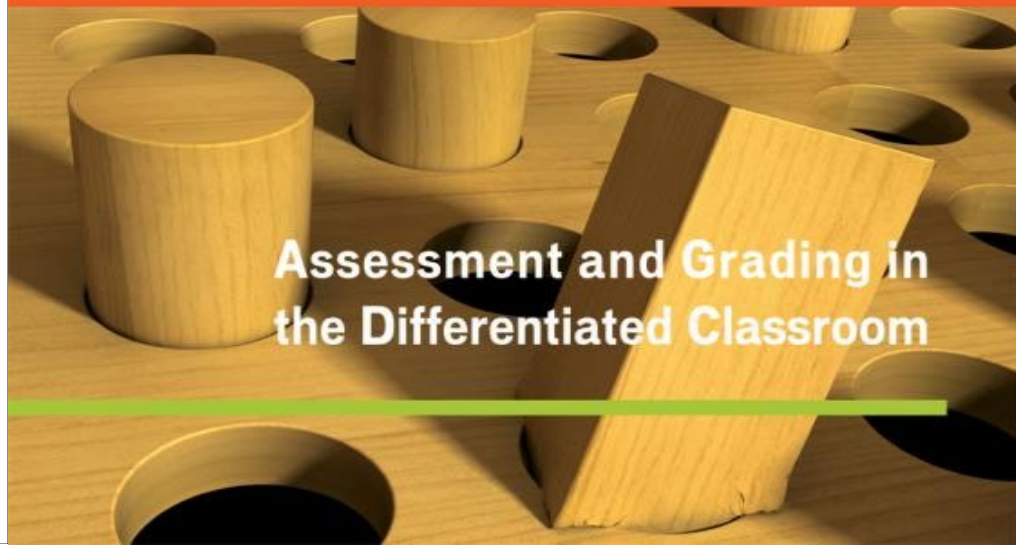
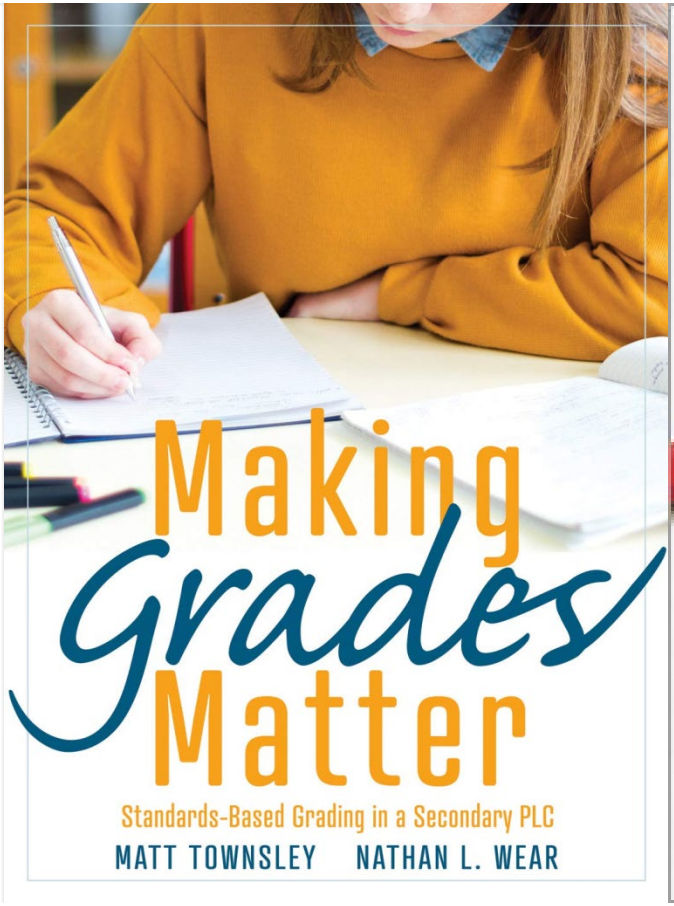
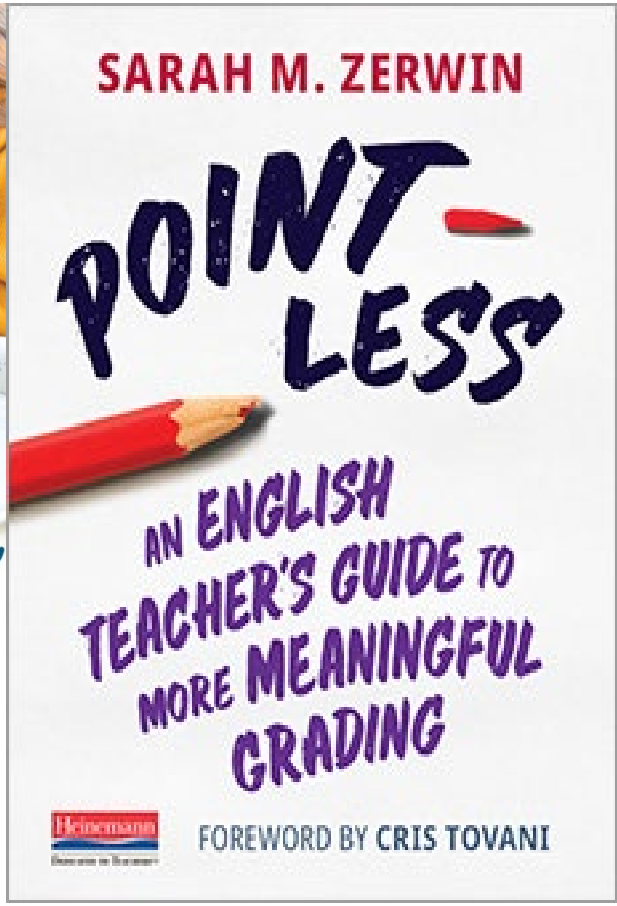


Assessment and Grading in the Differentiated Classroom

-- All three just out in 2020! --





For further conversation about any of these topics:

Rick Wormeli
rick@rickwormeli.onmicrosoft.com
www.rickwormeli.com
@rickwormeli2 (Twitter)
Herndon, Virginia, USA