Formative Assessment & Standards-Based Grading

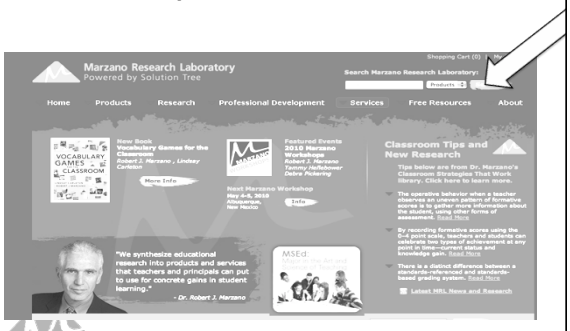
Hosted by:
Dr. Robert Marzano & Dr. Tammy Heflebower

A few logistics please….

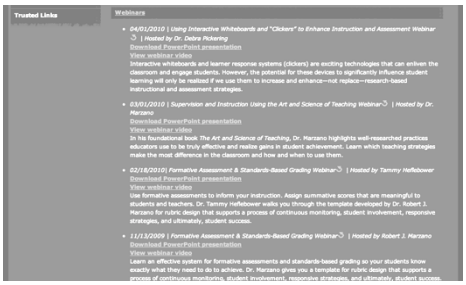
- Electronic devices in manner mode
- Restrooms--Misery is optional
- Lunch from 12:00-1:00 (provided for you)

- End formal presentation around 3:00
  - Allows for small group, team, and specific questions for Dr. Marzano and myself
- Electronic copy of our handouts on our website www.marzanoresearch.com under "free resources"

Handouts posted….



Free resources…



That's me!

The classification that best represents you…

- Classroom Teachers
- Counselors, specialists, etc.
- Building level administrators
- District level administrators
- Coordinators
- Regional or statewide agencies
- Board of education members
- Other

That's Me!

- Your number of years of experience in education
  - 1-3
  - 4-10
  - 11-15
  - 16-20
  - 20 +
- You traveled more than 100 miles to be here

That's Me!

- Level(s) where you primarily work
  - Primary elementary educators (grades preK-2)
  - Intermediate elementary (grades 3-5)
  - Middle school (grades 6-8)
  - High school (grades 9-12)
- You have yet to consume your fill of caffeine ☺

Attention signal…(Strategy)

9

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Agenda

- Grading Specifics
  - How accurate?
  - How consistent?
  - How are students engaged?
- Proficiency Scales
  - Connect scales to interventions
  - Review scales and add sample tasks
- Standards-Based Systems
- Other Two Critical Commitments

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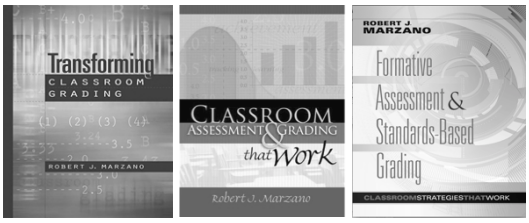
Connecting Assessment With Grading



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Please Consider

- Please think of a grading situation as a teacher, parent, or student that just didn't "feel" right.

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A continuum....

Lower Risk

Higher Risk

13

Grading and Feedback

- Successful feedback was task specific and descriptive.
- **Unfortunately, the grade "trumps" the comments if used together.**

Butler, D. L., & Nisan, M. (1986). Effects of no feedback, task-related comments, and grades on intrinsic motivation and performance. *Journal of Educational Psychology, 78, 210-216.*

What We Know About Grading

- Feedback is essential to learning yet grading is not.
- Grading is complex.
- Grading is subjective.
- Grading sends messages to students about capabilities.

Adapted from O'Connor, (2009). *How to grade for Learning,*Thousand Oaks, *CA*

Some questions to consider

- Are grades precise (valid)?
- Are grades consistent (reliable)?
- Do our grades engage students in the learning process?

Are our grades precise?

- Grades based upon scales (identified knowledge and skills) rather than compared to other students

Is it possible for all students to receive an A in your classes?

This is different than asking if they are all likely to get an A.

The Scale

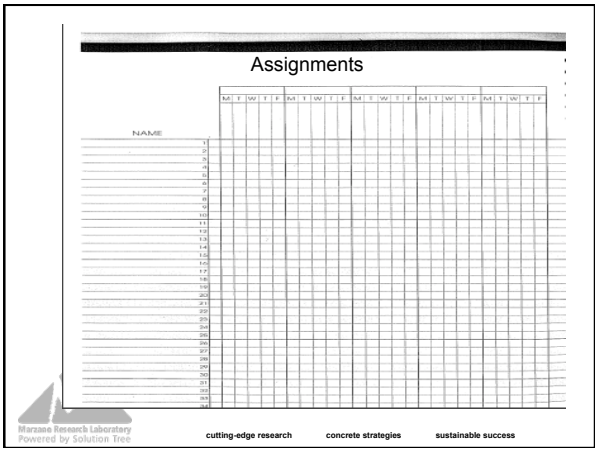
4	In addition to exhibiting level-3 performance, in-depth inferences and applications that go BEYOND what was taught in class
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught The Learning Goal: What you expect the student to know and be able to do
2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes The simpler or foundational knowledge that is necessary as a step to mastery of the score 3.0
1	With HELP, a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated

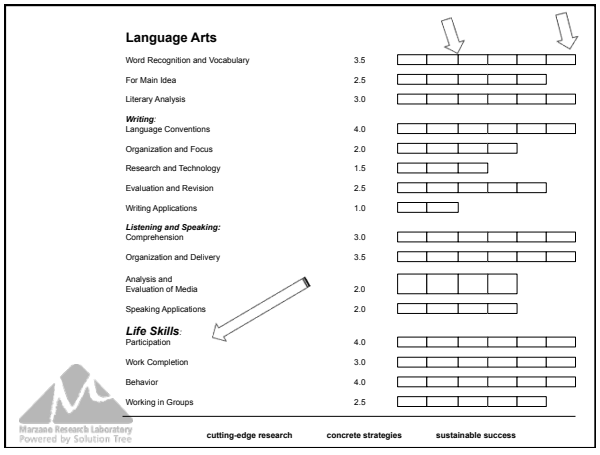
Consider a redesign in your reporting system reflect the "learning", not the "work".

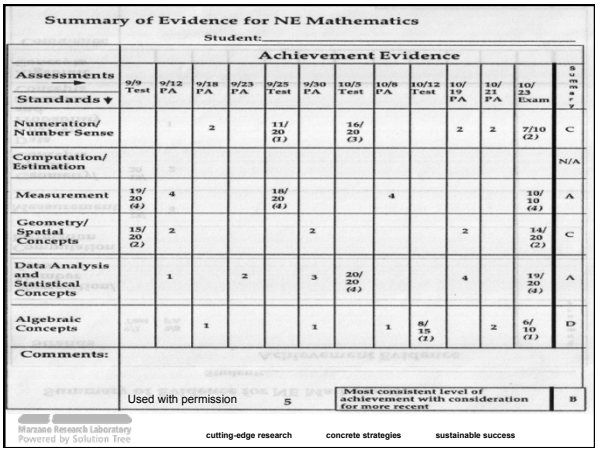
Typical Grading Plans

Traditional plan:

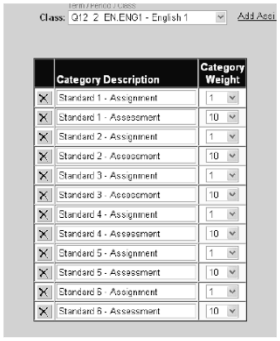
- Weighed by points or percentages: Tests, quizzes, labs, homework
- Based on methods of assessment rather than learning components



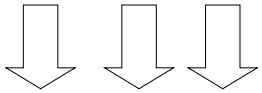




Gradebook Setup (Assignment Categories)



This is where I see being able to group assignments into standards:
Teachers have complete control in the setup of these categories and can name them anything they want. The category weights can be any whole number: $1 \leq n \leq 100$



3.00 - 4.00 = A = 95%
2.50 - 2.99 = B = 85%
2.00 - 2.49 = C = 75%
1.50 - 1.99 = D = 65%
Below 1.50 = F = 60%

Making Standards Useful, Marzano & Haystead

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Conversion to %

4.0	=	100%
3.5	=	95%
3.0	=	90%
2.5	=	80%
2.0	=	70%
1.5	=	65%
1.0	=	60%
Below 1.0	=	50%

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Are our grades precise?

- Grades separate behaviors from what students know and are able to do.

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Meet Jacques and Marie

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Douglas County School District, 2003

Indicators	A *Consistently exceeds expectations*	B *Consistently meets expectations*	C *Inconsistently meets expectations*	U *Does not meet expectations*
Completes work *Punctuality Neatness Makes up work*	Is punctual or early turning in assignments and goes beyond the stated requirements relative to neatness and adherence to conventions.	Is punctual in turning in assignments and meets the stated requirements relative to neatness and adherence to conventions.	Is not punctual in turning in assignments or does not meet the stated requirements relative to neatness and adherence to conventions.	Is not punctual in turning in assignments and does not meet the stated requirements relative to neatness and adherence to conventions.
Is prepared to learn *On time Has materials*	Always in class on time. Brings needed materials to class and is always ready to work.	Very few tardies. Almost always brings needed materials to class and is ready to work	Some tardies. Usually brings needed materials but sometimes needs reminders and redirection.	Frequent tardies. Often forgets materials and is rarely ready to get to work. Often does not accept redirection.
Participates in learning *Works well with others Shares ideas*	Routinely shares information or ideas when participating in discussion or groups. A definite leader who contributes consistent effort.	Usually shares information or ideas when participating in discussions or groups. Often is a leader.	Sometimes shares information or ideas when participating in discussion or groups. Exhibits few instances of leadership. Does the minimum required.	Rarely shares ideas. May refuse to participate. In groups, relies on the work of others.
Follows classroom expectations *On task Follows rules*	Consistently stays focused on the task and what needs to be done. Very self directed. Always has a positive attitude.	Focuses on the task and what needs to be done most of the time. Works independently. Often has a positive attitude.	Focuses on the task and what needs to be done some of the time and needs to be reminded to keep on task. Usually has a positive attitude.	Rarely focus on the task and what needs to be done. Lets others do the work. Needs reminders to perform classroom work. Often

Behavioral Skill of Organization

Strand: Skills for Success		
Topic: Organization		
Level: 2		
Score4.0	In addition to Score3.0, in-depth inferences and applications that go beyond what was taught, such as: • coming to each daily classroom event prepared to learn	
	Score3.5	In addition to Score3.0 performance, in-depth inferences and applications with partial success.
Score3.0	While engaged in tasks regarding organization, the student: • explains classroom and academic time lines • explains each line item for each daily event The student exhibits no major errors or omissions.	
	Score2.5	No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes.
Score2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • recognizes or recalls specific terminology such as: o timeline • performs basic processes such as: o recognizing or recalling the location of the daily time line in the classroom However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	Score1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.
Score1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	Score0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
Score0.0	Even with help, no understanding or skill demonstrated.	

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Castle View HS Teachers
Air Academy HS Teacher

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What about colleges accepting?

- Employers and college admissions like it as it gives more detail. Transcripts become a more robust document with better information (Adelman, 1999).

Are our grades precise?

- Grades must be connected quality assessments

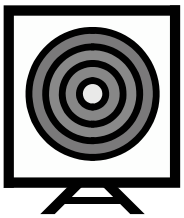
Helping to Ensure Quality Assessments: Six Quality Criteria

- Are matched to the standard
- Offer an opportunity to learn
- Are free from bias
- Are at appropriate levels
- Are they reliably judged
- Provide appropriate mastery levels

— Nebraska Department of Education and Buros Center for Testing

Reliability and Validity

- Neither reliable nor valid
- Reliable but not valid
- Both reliable and valid



Action Planning—How might you take back the grades being precise conversation to staff?

Are our grades reliable (consistent)?

- Consistent among colleagues
- Figured carefully and thoughtfully

McREL Study

- Two teachers teach a course as a team.
- Class was 26 students
- Teachers assigned grades without consulting each other.
- They considered only achievement on tests, quizzes, and homework.
- No non-achievement skills

— Marzano, *Transforming Classroom Grading,* (2000)

Results

- One student differed by three grades
- Two students differed by two grades
- Eight students differed by one grade
- Fifteen students had no difference: 57.7% agreement (15/26)

—Marzano, *Transforming Classroom Grading,* (2000)

Do grades support learning and communication?

- Provide clear information to students and parents—no more, "So what's a B mean?"

Measures of Central Tendency

Mean Median Mode

- 100
- 100
- 100
- 90
- 80
- 80
- 0

78.57

100
100
100
90
80
80
0

90

- 100
- 100
- 100
- 90
- 80
- 80
- 0

100

—VerMaas, ESU 6

What About the Use of Zeros?

- Zeros have a large effect when the mean is used to measure central tendency.
- The use shows lack of proportionality between 0 and the 60-to-70% passing score. Other grading ranges have smaller scales.
- Zeros often convey inaccurate information. Was work poor, or was it missing? Are you sure the student knows nothing?
- It typically doesn't work in creating student responsibility. It de-motivates most students.

—O'Connor, *How to Grade for Learning*, (2002)

Darren…

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What Instead?

- Use incomplete grade.
- Convert the zero to the failing cut, such as 50
- Require the student continue until proficiency level is obtained.
- Consider modules for the content missed.

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Jason Ritter, Legend High School, Douglas County Public Schools—Castle Rock, CO

- 50% and use of the zero

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Do our grades support learning?

- Re-teaching & retesting
- How are students involved in the process?

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What About Changing Grades

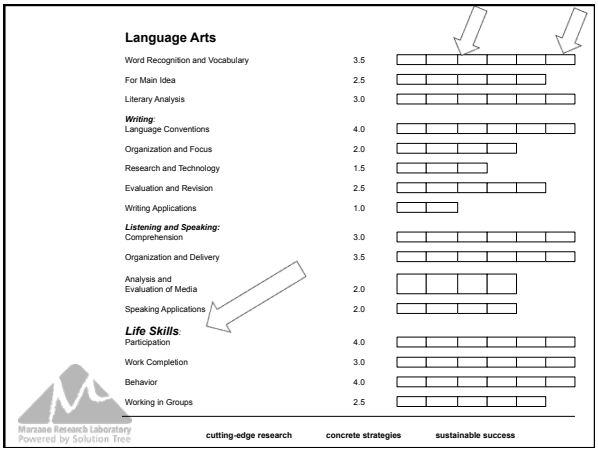
- People take courses to learn. What they did not know at the beginning should not be held against them.
- People learn at different rates. Who says that because I'm a certain age I must be ready for a certain grade?
- Use the most recent information whenever possible and appropriate.

Practical Considerations for Reassessment

- Re-teaching, review, or reassessment is at teacher's discretion. It should be a philosophical belief.
- Students prove they have taken corrective actions (study, peer tutoring, or reviewing sessions) before a second opportunity.
- Some schools use an 8th period for learning (work) not completed
- Some schools use a weekly 90 minutes (HS 1x/week/ beginning of day)
- Saturday school=meaningful time for learning demonstration

"The consequence for a student who fails to meet a standard is not a low grade but rather the opportunity—indeed, the requirement—to re-submit his or her work."

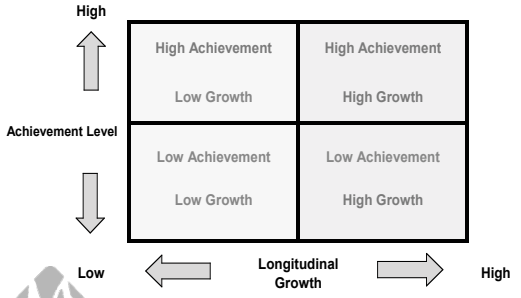
—Douglas Reeves, 2000



A New Way of Looking at State Test Scores

- Old Way = % Proficient
- New Way = Growth AND% Proficient

School and District Performance



Do our grades support learning?

- Re-teaching & retesting
- How are students involved in the process?

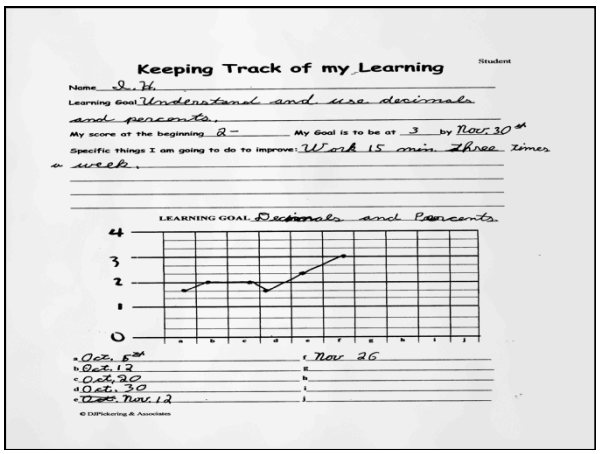
How to re-engage our students!

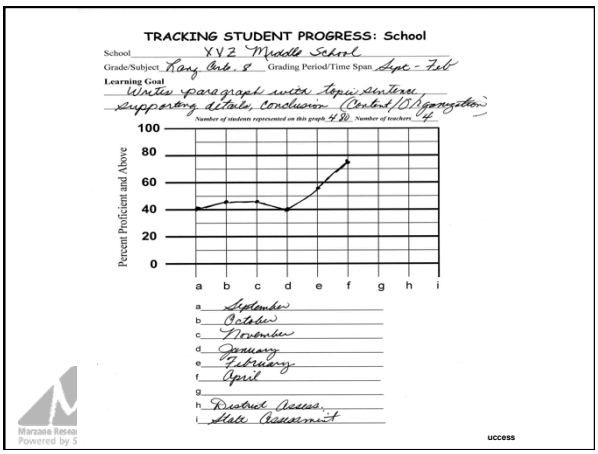
How to involve students and relinquish ownership to students…

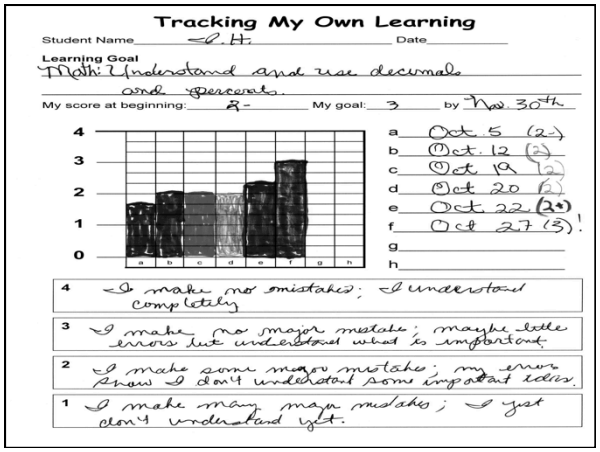
- Confidence rating on assignments or exams
- Lesson feedback—(Ticket out the door)
- Students lead conferences and communicate their progress.
- Discussions are about "the learning" rather than "the work".

How to involve students and relinquish ownership to students…

- Students track their scores and achievement graphically
  - (high ES for achievement.)
- Students use such information to make goals and work toward personal achievement.







Tracking My Own Learning

Student Name C.H. Date

Learning Goal
Math: Understand and use decimals and percents.

My score at beginning: 2- My goal: 3 by Nov. 30th

a Oct. 5 (2-)
b Oct. 12 (2)
c Oct. 19 (2)
d Oct. 20 (2)
e Oct. 22 (2+)
f Oct 27 (3)!
g
h

4 I make no mistakes; I understand completely

3 I make no major mistake; maybe little errors but understand what is important.

2 I make some major mistake; my errors show I don't understand some important ideas.

1 I make many major mistakes; I just don't understand yet.

Jasdeep Molly, Lake Washington, WA

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What are others?

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Student-led Conferences

Douglas County Teachers' Excerpts and Reflections

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Seekers 6th grade Team

Jane Hall-Kissinger

Marcia Schumann

Cameron Randolph

Debbie Rabideau

Hellebower, Marzano Research

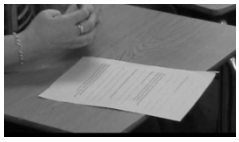
Middle School

What are the benefits of Student Led Conferences versus the traditional conferences?

- Students are familiar with this type of conference coming in from the elementary school.
- Student ownership.
- Students are able to show their best work to their parents, and also to let them know what they are struggling with.
- Portfolios have all of the students work and accomplishments so parents can see their progress.
- Best Practices.
- Students are coached in how to talk to parents about their school work.

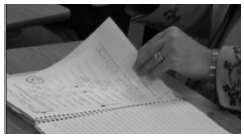
Parent Information

Check off list for parents and students to review



Flag system used if parents need to speak with teacher during conference.

Student work is organized so parents will be able to see all Work in one notebook.



Middle School

How much preparation goes into this type of conference?

- There is more work involved with Student Led Conferences **before** the actual conference is held.
- Students plan and prepare their portfolios so parents can see the progression of their work.
- The wing area is used, and each classroom is set up so parents and students can have more privacy.

Middle School

Are there any issues that are involved with this type of conference; and if so how do you handle these?

- Parents often want grades to compare their student accomplishments, with the portfolio the parents can see the work first hand and not just a grade in a grade book.
- Some questions or conversations can be too confidential to discuss in front of student or in open area. We encourage parents to view the parent portal and also to set a separate conference up at a later date.

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Marcel Proust

"The real voyage of discovery lies not in seeking new landscapes, but in having new eyes."

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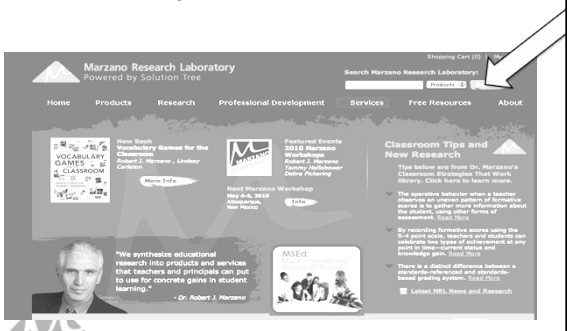
Handouts posted….



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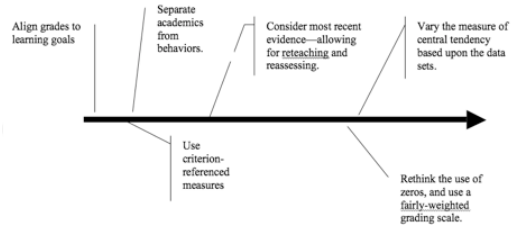
If you're not quite ready to use only scale scores for your grading consider beginning this…



Jeff Flygare, Colorado Springs

Jason Ritter, Legend HS, Parker, CO

Scales

- What, why, and how…

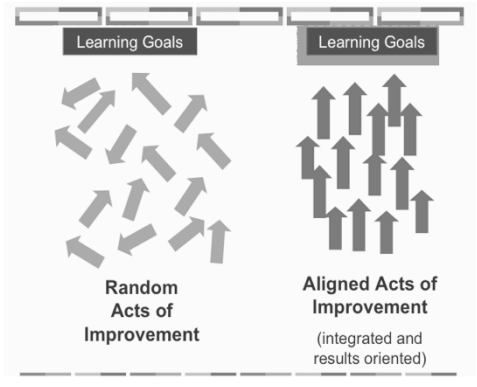
Three Critical Interventions (COMMITMENTS)

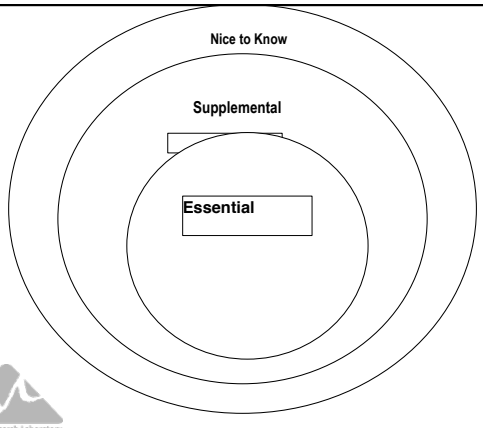
- **A system of individual clear learning goals connected to student feedback and evaluation at the classroom, school, and district levels**
- Ensuring effective teaching in every classroom
- Building background knowledge for all students

Design learning goals in all subject areas

"You've got to think about 'big things' while you're doing small things, so that all the small things go in the right direction."

Alvin Toffler





Without clear learning targets, assessment is a hit or miss endeavor.

Stiggins, 2004

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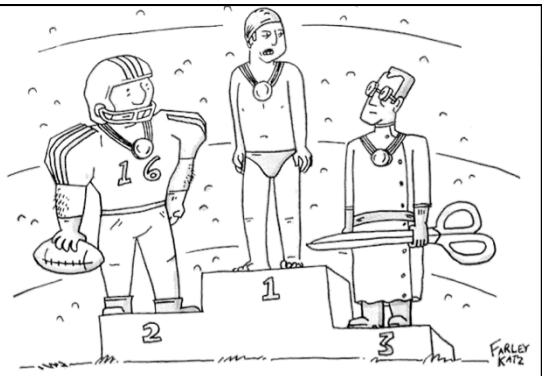

"That was one strange and confusing competition."

An 80% or better on an exam

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What helps?

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Creating a proficiency scale

Scale

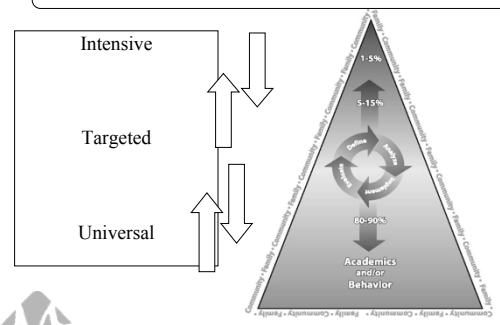
4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes
1	With HELP, a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated

Why are proficiency scales important?

(1) Beginning	(2) Progressing	(3) Proficient	(4) Advanced
✕	✕	⊗	

Proficiency Scales

Response to Intervention



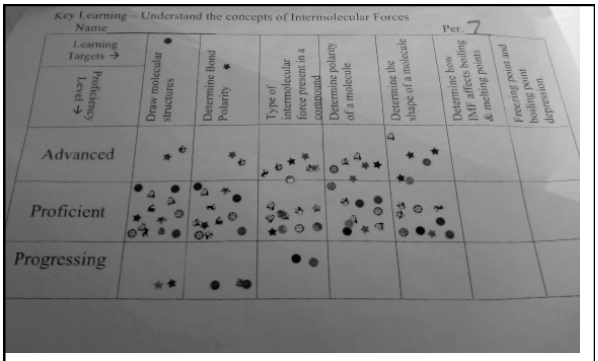
Achievement Level Definitions	
Advanced (4)	A student scoring at the Advanced Level has success with the most challenging content of the Colorado Model Content Standards. These students answer most of the test questions correctly, including the most challenging questions.
Proficient (3)	A student scoring at the Proficient Level has success with the challenging content of the Colorado Model Content Standards. These students answer most of the test questions correctly, but may have only some success with questions that reflect the most challenging content.
Partially Proficient (2)	A student scoring at the Partially Proficient Level has limited success with the challenging content of the Colorado Model Content Standards. These students may demonstrate inconsistent performance, answer many of the test questions correctly but are generally less successful with questions that are most challenging.
Unsatisfactory (1)	A student scoring at the Unsatisfactory Level has little success with the challenging content of the Colorado Model Content Standards.

Proficiency Level Description

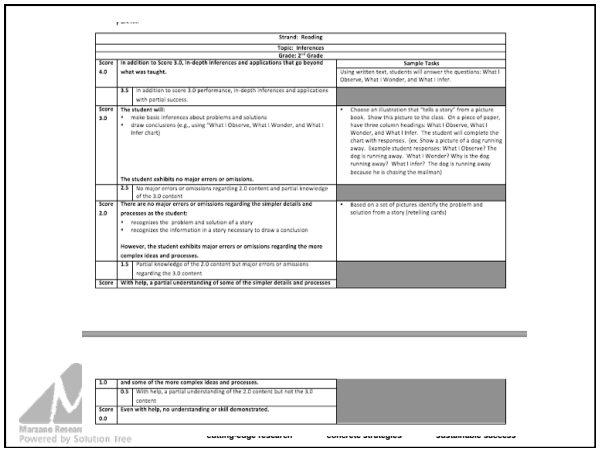
Essential Learning: Analyzes and represents linear functions and solves linear equations and systems of linear equations. It is expected that these essential learnings be addressed within contexts that promote problem solving, reasoning, communications, making connections (within and outside of mathematics), and designing and analyzing representations.

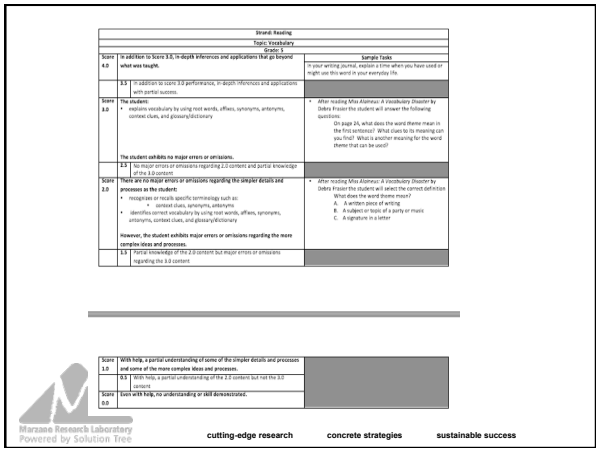
Beginning	Progressing	Proficient	Advanced
Uses algebraic manipulation to solve one-step equations	Uses algebraic manipulation to solve two-step equations	Uses algebraic manipulation to solve multi-step equations	
Identifies slope in a given equation	Finds the slope of the line given two points on the line	Interprets the meaning of slope and intercepts in the context of a given situation	
Evaluates a function for a given set of values; graphs a line given a table of values	Uses function notation to evaluate a function; graphs a function	Represents functional relationships using written explanations, situations, tables, equations, and graphs and describes the connections among these representations	
	Solves a system algebraically	Uses a variety of methods to solve systems, estimates reasonableness of solutions, models real world phenomena related to linear functions, and relates the solution to pairs of lines	Given a real world situation, the student generates data and presents this data in a variety of ways

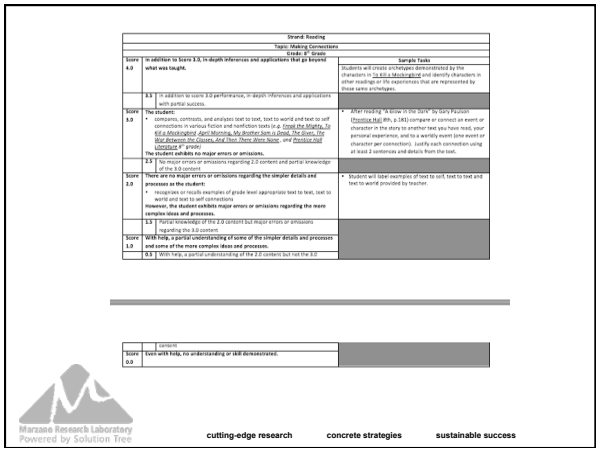
Douglas County Public Schools, 2007



Erik, AP Chemistry, ThunderRidge HS, DCSD

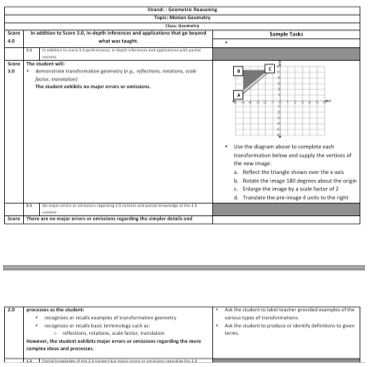






Review a Proficiency Scale

- If you are elementary and/or math or science content areas, please review an existing scale and create sample tasks for levels 2 and 3.
- If non math and science, you will simply create a scale. Begin by using a unit of study you will teach between now and end of the year. Please create levels 2 and 3.



Strand: Geometric Reasoning

Topic: Motion Geometry

Class: Geometry

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
4.0		•
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: • demonstrate transformation geometry (e.g., reflections, rotations, scale factor, translations) **The student exhibits no major errors or omissions.**	• Use the diagram above to complete each transformation below and supply the vertices of the new image. a. Reflect the triangle shown over the x-axis b. Rotate the image 180 degrees about the origin c. Enlarge the image by a scale factor of 2 d. Translate the pre-image 4 units to the right
	2.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content	
Score	**There are no major errors or omissions regarding the simpler details and**	

2.0	**processes as the student:** • recognizes or recalls examples of transformation geometry • recognizes or recalls basic terminology such as: o reflections, rotations, scale factor, translation **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	• Ask the student to label teacher provided examples of the various types of transformations. • Ask the student to produce or identify definitions to given terms.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0	

Peer Review

- After you have a draft scale, give it to another attendee near you….
- Review for clarity, considerations for how you might measure what they have identified, and key vocabulary.
- Provide any "critical friend" feedback.
- Thanks!

A Balanced Assessment System

Large Scale (Assessment *of*)	Mid-Scale (Assessment *for*)	Small-Scale (Assessment *for*)
• Summative • Norm referenced (ticket) • Aptitude • Achievement	• Formative • Criterion referenced • Often teacher or district made • Achievement	• Questioning • Day by day, minute by minute (Wiliam) • Achievement
Essential Question: **What have students already learned?**	**Essential Question:** **How can we help students learn more?**	**Essential Question:** **How can we help students learn more?**

Assessment Plan

- National assessments
- District assessments
- Common team assessments
- Classroom assessments

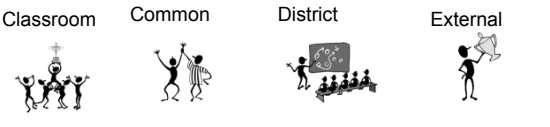
DCSD Required Assessments

Assessment	Type	Grade(s)	Content Area(s)	When Tested	Why Required
AIMSweb Classroom Based Measures	Formative	K - 8	Reading	Ongoing	DCSD required for students identified as needing targeted and intensive services
CELA—Colorado English Language Assessment	Summative	K-12	English Proficiency	January	DCSD required for students who have language background other than English
CO-ACT	Summative	11	English, math, reading, science	April (4th Wed)	C.R.S. 22-7-409 (1.5) (a) all 11th grade students in public schools
CogAT—Cognitive Abilities Test	Predictive	2-8	Reasoning and problem solving using verbal, quantitative and nonverbal (special) symbols.	May	DCSD required for students who have been recommend for gifted and talented services
CSAP-A—Colorado Student Assessment Program-Alternate	Summative	3-10	Mathematics, reading, writing, science (grades 5, 8 and 10)	Jan. – March	C.R.S. 22-7-409(5)(A) requires students with severe cognitive abilities to take the alternate version of the CSAP
CSAP—Colorado Student Assessment Program	Summative	3-10	Mathematics, reading, writing, science (grades 5, 8 and 10)	Feb. (3rd Read) March – April	C.R.S. 22-7-409 (1) requires public schools to align with the Colorado Model Content Standards. Math and Reading results fulfill requirements of NCLB
DRA2—Developmental Reading Assessment	Interim Summative	K-3	Reading	Ongoing (July–August screening) (Sept. – Dec. assessment is Mon.) (May – June End of Year)	C.R.S. 22-7-501 The Colorado Basic Literacy Act (CBLA) mandating that all students are reading at grade level proficiency by the end of 3rd grade
DRA4-8—Developmental Reading Assessment	Interim Summative	4-8	Reading	Ongoing	DCSD required for students placed on an ILP
End of Course	Summative	7-12	Mathematics	May	DCSD mathematics educators for demonstrating proficiency of Essential Learnings in Alg. I Other subjects and courses in the Future
Interim Assessments	Interim	K-12	Mathematics, reading, science and writing	Ongoing One for each Essential Learning	DCSD required by interpretation of BoE End Statement 1.0
MAP—Measures of Academic Progress	Interim	7-12	Reading	Ongoing 3x per year	DCSD required for secondary students placed on an ILP
NAEP—National Assessment of Educational Progress	Summative	4 and 8	Mathematics, reading, science, writing, U.S. History, Civics, Geography, Arts	Jan. – March	NCLB required for randomly sampled students at randomly selected schools

DCSD Optional Assessments

Assessment	Type	Grade(s)	Content Area(s)	Comments
Advanced Placement (AP)	Summative	9 – 12	Art History, Biology, Calculus, Chemistry, Chinese Language, Computer Science, Economics, English Language & Compositions, Environmental Science, European History, French, German, Government & Politics, Human Geography, Music Theory, Physics, Psychology, Spanish, Statistics, Studio Art, U.S. History, World History	This exam is not funded by the district. Students may receive college credit for high results on AP exams. They are encouraged but not required to take the AP exam.
AIMSweb	Formative	K – 8	Reading and Mathematics	Schools, at their own cost, may implement AIMSweb CBMs beyond those required by the district.
CogAT—Cognitive Abilities Test	Predictive	2 or 3	Reasoning and problem solving using verbal, quantitative and nonverbal (special) symbols.	May be used as a universal screening tool for all 2nd or 3rd grade students.
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Summative	K-5	Mathematics, reading, writing Science (grades 5, 8 and 10)	Optional progress monitoring assessment tool for schools. No district support.
International Baccalaureate (IB)	Summative	11-12	Art, Biology, Chinese, Chemistry, Economics, English, French, Geography, German, History, Mathematics, Physics, Psychology, Spanish	This exam is not funded by the district. Students may receive college credit for high results on IB exams. They are encouraged but not required to take the IB exams. Students completing all IB exams may be awarded an IB Diploma.
MAP—Measures of Academic Progress	Interim	2 – 12	Reading, Mathematics, and Science	Optional beyond select high risk schools and secondary students on ILPs. Schools or Feeders incur costs, district will provide training and data support.
Pre-SAT (Pre Scholastic Aptitude Test)	Predictive	10	Critical Reading, Mathematics and Writing	This exam is optional and is not funded by the district. The pre-SAT predicts success on the SAT exam.
SAT—Scholastic Aptitude Test	Predictive	11	Critical Reading, Mathematics and Writing	This exam is optional and not funded by the district. This standardized test, administered nationally, is primarily used for college admission.

Assessment Continuum



Most Formative — More Formative — More Summative — Most Summative

Daily	Weekly	Unit	Monthly	Semester	Annual
Ongoing Student and Teacher Assessment	Quizzes, Essays and Projects	Collaboratively Developed and Curriculum Imbedded	DIEBELS NWEA-MAP Programmatic Support with entry and exit criteria	Final Exams AP Exams	Benchmarks State Assessments ACT/SAT AP Exams NAEP

Consider an assessment plan

Assessment name	Grade level (s)	Purpose	When given	Results provided	Results used to…
DRA II	K-3	Determine reading proficiency	3x year	To students, parents, school	Assist with student placement
ACT	11 or 12	College predictor	Spring	To student	College placement

Forms of Assessment

Obtrusive

Unobtrusive

Student-Generated

Using Student-Generated…

Assessments can come in many forms in a rigorous scale-based system.

- Paper and pencil (obtrusive)
- Projects (obtrusive)
- Probing discussion (obtrusive)
- Observations (unobtrusive)
- Examples shared by students in class discussions (unobtrusive)
- Re-working a problem with explanation (student generated)

Uses of Assessments

Formative Scores

Summative Scores (Grades)

Instructional Feedback

You can never rely on a single assessment.

All assessments have a measurement error

Observed score =
true score + error

Why is this so difficult?

- Varied levels of difficulty…
  - On one test, items might be "easy" and students receive high scores.
  - On the next test, items may be more difficult and students receive lower scores.
  - Teachers often weigh assessment items differently from one another on identical content.

Strand: Reading Topic: Genre Level: 10		
Score4.0	**In addition to Score3.0, in-depth inferences and applications that go beyond what was taught such as:** • comparing and contrasting literature from various genres, from the same time period	
	Score3.5	In addition to Score3.0 performance, in-depth inferences and applications with partial success.
Score3.0	**While engaged in tasks regarding level-appropriate reading tasks, the student demonstrates an ability to identify and analyze literature genre by:** • identifying different genres of literature as they relate to specific time periods *(e.g., epic poetry in the classical period, drama in the Renaissance, poetry in the Romantic period, the novel in the Victorian period)* **The student exhibits no major errors or omissions.**	
	Score2.5	No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes.
Score2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • recognizes or recalls specific terminology such as: o classical, renaissance, romantic period • performs basic processes, such as: o making basic connections between major genres and major time periods **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
	Score1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.
Score1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	Score0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
Score0.0	**Even with help, no understanding or skill demonstrated.**	

How Much Sufficiency Is Sufficient?

- Depends on data use.
- Low stakes: Multiple assessments to make decisions about groups of students
  - 3 items per level = 12 total
- High stakes: One assessment to make decisions (e.g., graduation, retention) about individual students
  - 6–8 items per level = 24–32 total

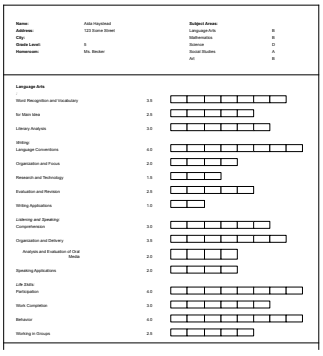
—Buros Center for Testing

Ensure your questioning and activities are aligned to your goal (s).

Be the change you wish in this world.

Ghandi

Report Card With Overall Grades



Name:	**Aida Haystead**	**Subject Areas:**	
Address:	123 Some Street	**Language Arts**	B
City:		**Math**	B
Grade Level:	5	**Science**	D
Homeroom:	Ms. Becker	**Social Studies**	A
		Art	B

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Language Arts

Word Recognition and Vocabulary	3.5
For Main Idea	2.5
Literary Analysis	3.0
Writing: Language Conventions	4.0
Organization and Focus	2.0
Research and Technology	1.5
Evaluation and Revision	2.5
Writing Applications	1.0
Listening and Speaking: Comprehension	3.0
Organization and Delivery	3.5
Analysis and Evaluation of Media	2.0
Speaking Applications	2.0
Life Skills: Participation	4.0
Work Completion	3.0
Behavior	4.0
Working in Groups	2.5

If an individual teacher really wants to, he or she can be standards-based in the classroom, even within the context of a traditional system.

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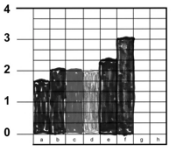
Tracking My Own Learning

Student Name L.H. Date

Learning Goal
Math: Understand and use decimals and percents.

My score at beginning: B- My goal: 3 by Nov. 30th



a Oct 5 (2)
b Oct 12 (2)
c Oct 19 (2)
d Oct 20 (2)
e Oct 22 (2)
f Oct 27 (3)
g
h

4 I make no mistakes; I understand completely

3 I make no major mistake; maybe little errors but understand what is important

2 I make some major mistake; my errors show I don't understand some important ideas

1 I make many major mistakes; I just don't understand yet.

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stainable success

So….What about

SPED?
GT?
ELL?

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Considerations…

1. Review each standard---are accommodations or modifications needed?
2. Create a new scale for modified areas
   1. All modified scales link to IEP goal, yet some IEP goals may not be connected to grade on report card (Guskey,2009.)
3. Determine the need for any additional goals for SPED (behavioral, physical)
4. Apply equal grading standards to unmodified standards.
5. Communicate the grade clearly

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Legal considerations

- The notation on the **transcript** must not identify a student as receiving special education services.
- It can read such on the report card, as long as that report card is private.
  - Cannot read “special education goals” or “IEP goals”.
  - Can use the term “modified standards”

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James Baldwin:

For these are all our children. We will all profit by or pay for whatever they become.

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