



For further conversation about any of these topics:

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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

The veracity of a grade is what students carry forward and can do independent of all assistance, not what they demonstrate on a test and soon forget. The most recent and independently demonstrated evidence is the most accurate indicator of a student's proficiency.

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

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

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:

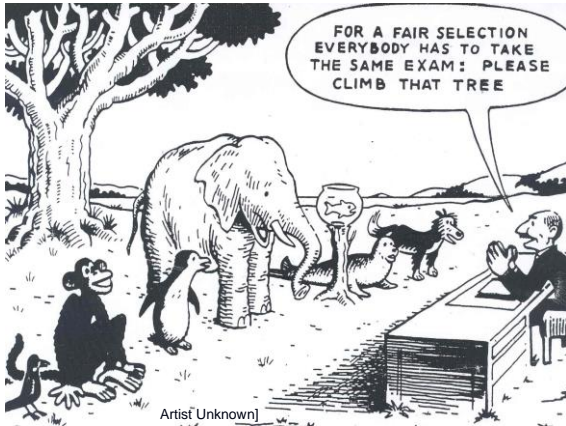
They are an
accurate report of
what happened.

1892: The Committee of Ten:

- The Standardized Curriculum
- High School
- School Day made of 50-60 minute class periods

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.***



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

This is a Civil Rights issue:

- Complacency, indifference, lack of teacher problem-solving skills, and assuming other classes/teachers will meet these needs and it can't be done in this particular class exacerbates the problem.
- Students with learning challenges and disabilities will *not* demonstrate intended outcomes if we don't employ differentiated practices.
- Hence, we can't blame the student or his environment for his lack of success when we aren't making differentiation actionable.
- There is urgency here -- It's a moral imperative, not something we do as we have the time. Very real futures and students' civil rights hang on today's decisions.

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?

"Compared with schools with low percentages of students experiencing poverty, schools with high percentages of students experiencing poverty are more likely to have:

- less access to school nurses and college counselors;
- more limited access to computers and the Internet;
- inadequate learning facilities such as science labs;
- more teacher vacancies and substitute teachers;
- more teachers unlicensed in their subject areas;
- less rigorous and student-centered curricula;
- inoperative or dirty student bathrooms;
- less access to preventive healthcare;
- serious teacher turnover problems;
- higher student-to-teacher ratios;
- insufficient classroom materials;
- less access to stable housing;
- fewer extracurricular programs;
- fewer experienced teachers;
- lower teacher salaries;
- larger class sizes; and
- less funding."

Before we assume students lack grit and claim openly or privately that this and personal character are the roots of their academic struggles, let's remember...

- Paul Gorski, Associate Professor,
Integrative Studies, George Mason
University
May 16, 2018

Be careful – Grit and growth mindset programs and emphases can be racist, classist, and more. Check out, "Grit and Growth Mindset – Deficit Thinking?" (*AMLE Magazine*)

www.rickwormeli.com/articles

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?*

**Fair Isn't
Always Equal**

Video excerpt from ASCD's, "At Work in the Differentiated Classroom"

Sample: Tiered Assessments

- Level 1: A Subset of Learning Goals in a Given Unit
- Level 2: All Learning Goals in a Given Unit

Scaffold Student Learning

Support, then pull away support.

Ceaselessly move students from dependence to independence.

One Ring to rule them all, One Ring to find them,
One Ring to bring them all, and in the darkness bind them.

- Tolkien

Okay, 'a little over the top, but the sentiment is similar:

Use the same evaluative criteria, the same rubric, when assessing evidence of mastery, regardless of varied expressions of that evidence. We're focused on the evidence of learning, not compliance in format.

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)

Katzman v. Cumberland School District (1984): "[A]cademic grades cannot be enhanced or reduced based on 'actions unrelated to academic performance'"

-- p. 160, 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

What is standards-
based assessment
and grading?

It's assessing and grading
only in reference to evidence of
standard(s), nothing else. If it's
listed in the course curriculum, it
can be evaluated and included in
the final grade. If not, it can be
reported, but reported in a
separate column on the report
card.

*It often requires the removal or
changing of several conventional
grading practices in order to
maintain grade integrity.*

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

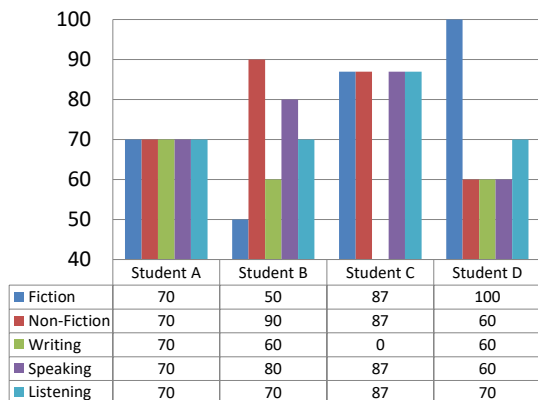
The student's grade: B

*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



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

What is the Role of Each One?

- Formative Assessment
- Summative Judgment

Formative vs Summative in Focus:

Lab Reports in a Science Class

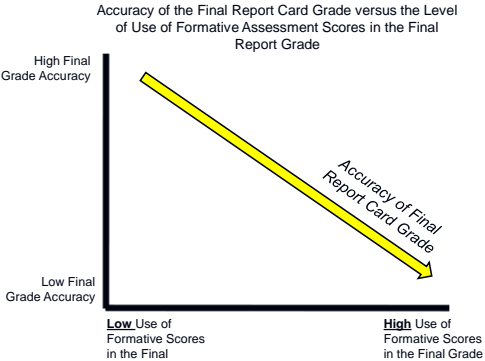
*(Or any other lab-like activity in
any subject area)*

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...

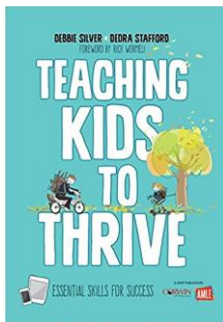


Set up your gradebook into two sections:

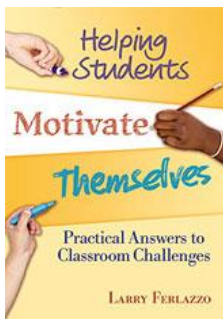
Formative	Summative
Assignments and assessments completed on the way to mastery or proficiency	Final declaration of mastery or proficiency

"...[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



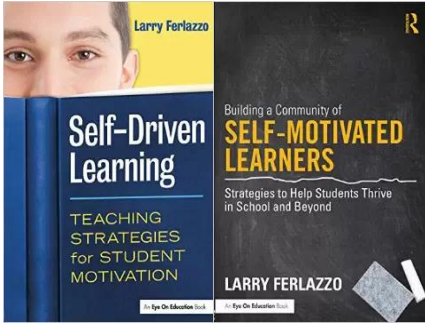
'Highly
recommended
, new book!

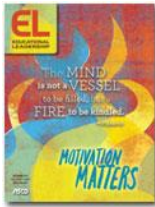


Larry Ferlazzo

**Helping Students
Motivate
Themselves:
Practical Answers to
Classroom
Challenges**

Practical, Creative,
Real....

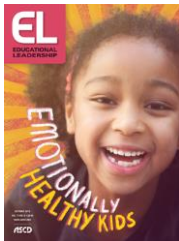




Motivation Matters

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

**And How Do We Build
These Skills in Students?**

*There's
no one strategy that works.*

And even more interesting:

*The strategies will need to
change as the students
mature*

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 Association* (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)

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

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.

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.

If an "F" on a project really motivated students to work harder and achieve, retention rates would have dropped by now. They haven't; they've increased. We need to do something more than repeatedly document failure.

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?**

More than "okay!"
After 10,000 tries,
here's a working
light bulb. 'Any
questions?

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 Atttempt 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=IHfo17ikSpY>

**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.

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.*

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.

From Dr. Tom Guskey, "The Case Against Percentage Grades," *Education Leadership*, September 2013:

- "Why not use a 50-point grading scale and designate ten levels of failure rather than the 100-point percentage grading scale with 60 levels of failure? After all, the choice of 100 is quite arbitrary."
- "...[W]ith more levels [in a grading scale], more students are likely to be misclassified in terms of their performance on a particular assessment."

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	<u>3.5</u>
1.2 [Descriptor]	2.5	5.0	4.5	4.5		<u>4.5</u>
1.3 [Descriptor]		4.5	3.5	3.0	3.5	<u>3.5</u>
1.4 [Descriptor]	3.5			3.5		<u>3.5</u>
1.5 [Descriptor]	2.0			1.5		<u>1.75</u>

*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

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.

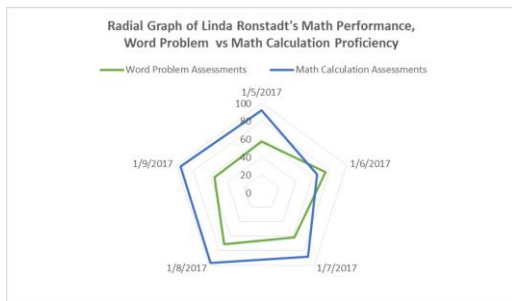
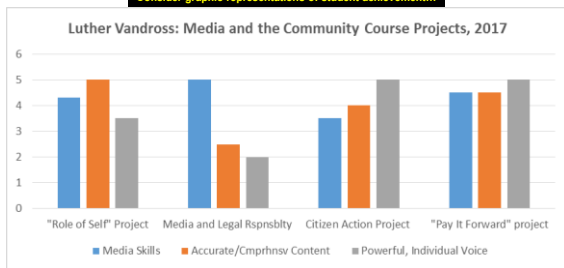
Report Cards without Grades

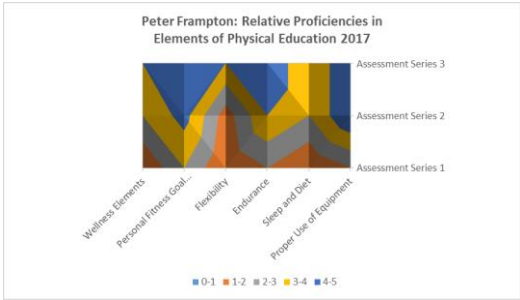
Course:	Standard	Standards Rating			
English 9	Descriptor	(1)	(2)	(3)	(4)
Standard 1	Usage/Punct/Spelling	-----	-----	-----	2.5
Standard 2	Analysis of Literature	-----	-----	-----	1.75
Standard 3	Six + 1 Traits of Writing	-----	-----	-----	3.25
Standard 4	Reading Comprehension	-----	-----	-----	3.25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

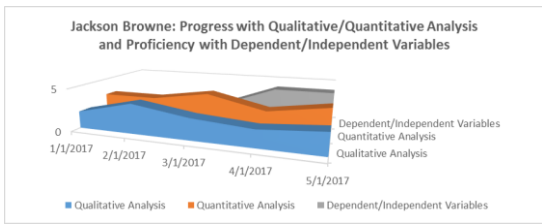
Additional Comments from Teachers:

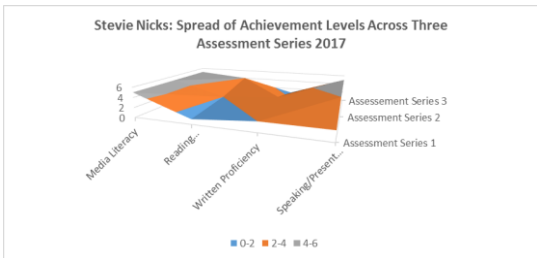
Health and Maturity Records for the Grading Period:

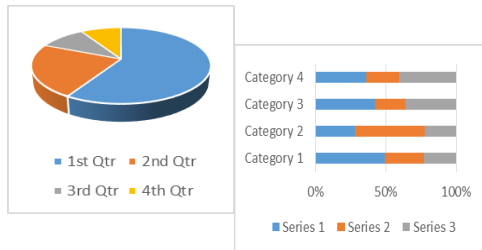
Consider graphic representations of student achievement....











“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?

- 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.
- 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 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.

- 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.
- Increasing high stakes and politicization of state and provincial 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

- Frequency (to the point of normalizing) of adults in local and national culture that cheat in relationships, finances, music, politics, and celebrity.
- Panic – Students are blindsided by the test or project day sneaking up on 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.
- 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."
- Lack of real skills in citing the work of others.

- 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.
- "...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>
- 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 skills.

- 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 word 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)."

Constructive Response to Cheating, including Plagiarism

When a student cheats on a test, record a zero, F, "not yet," or, "no evidence," in the gradebook, 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 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 tasks unless he's in the presence of the teacher's designee, nor will he be allowed to run errands anywhere in the building by himself, work at a computer without a partner, or to extend a deadline. If possible, ask parents to come sit beside their child when the test is re-administered.

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

Minimize the Likelihood of Student Cheating

- Construct assessments that require creative, unique responses not easily traded among students, classes, and schools.
- 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.
- Teach personal integrity overtly and repeatedly.
- Be very, very clear in expectations.
- "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

- Take students on a virtual tour of Websites teachers can use to check student work for plagiarism, so they see that you take cheating seriously and have 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 but have not done so, or when others discover their dishonesty), and ruins their academic and personal reputations for years to come.
- 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.

- End pep rallies focused on state or provincial exam performance, and do not promise students they will have a class party if everyone scores above a certain mark on those exams. Instead, use that time for high quality teaching and student engagement in course curriculum.
- Teach proper paraphrasing and summarizing techniques. For more ideas on this, see, *Summarization in any Subject, Second Edition* (ASCD, 2019).
- Teach proper note-taking techniques and how to keep track of quotes, gathered information, and citations.
- 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.
- 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.

- Outline the class and school rules on cheating and plagiarism clearly. Describe the consequences for such infractions in vivid terms.
- 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.
- For long-term projects, ask students to submit sub-sections of it for status checks periodically throughout the quarter or trimester.
- 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.
- Allow re-learning and re-assessing for full credit. Make F's and O'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.

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 you 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.”



Check out the **FREE Website** for **Perspective and Practicality on Assessment and Grading Issues!**

www.stenhouse.com/fiae

1. Two new, substantial study guides for *Fair Isn't Always Equal*
2. Q&A's - abbreviated versions of correspondence with teachers and administrators
3. Video and audio podcasts on assessment and grading issues
4. Testimonials from educators
5. Articles that support the book's main themes



Also, check out
ASCD's *Education Leadership*
November 2011 issue
Vol. 69, Number 3
Theme: Effective Grading Practices
Single Issue: \$7.00, 1-800-933-2723
www.ascd.org

Among the articles:

- ☐ Susan M. Brookhart on starting the conversation about the purpose of grades
- ☐ Rick Wormeli on how to make redos and retakes work
- ☐ Thomas R. Guskey on overcoming obstacles to grading reform
- ☐ Robert Marzano on making the most of standards-based grading
- ☐ Ken O'Connor and Rick Wormeli on characteristics of effective grading
- ☐ Cathy Vatterott on breaking the homework grading addiction
- ☐ Alfie Kohn on why we should end grading instead of trying to improve it

Particularly Compelling Websites with Research on SBG:

<http://tguskey.com/articles/>

<http://mctownsley.net/standards-based-grading/>

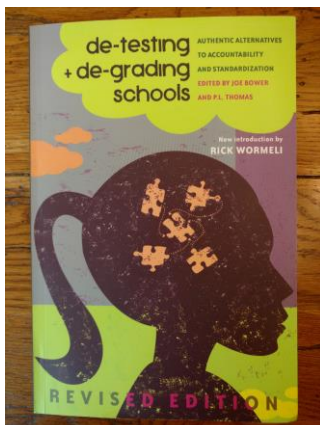
www.rickwormeli.com



New Resource on Grading:

“The Grading System We Need to Have”

http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2014/05/response_the_grading_system_we_need_to_have.html



De-Testing & De-Grading Schools: Authentic Alternatives to Accountability and Standardization, Revised Edition (2016)

Warning: 'Mind-changing essays, unusually well-researched content, compelling prose, myth-busting impact, and a rather intense Foreword!'

Former AP Teacher,
now Building Administrator,
Reed Gillespie

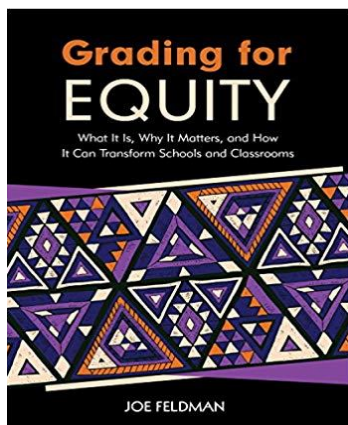


Responses to Re-Do Concerns:

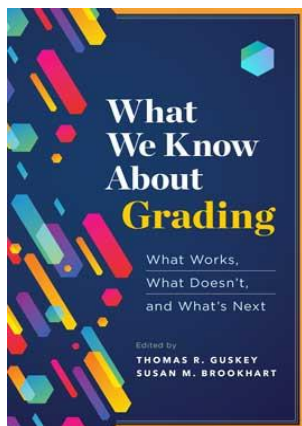
<http://www.reedgillespie.blogspot.com/2013/04/redos-and-retakes.html>

12 Practical Steps to Conducting Re-do's:

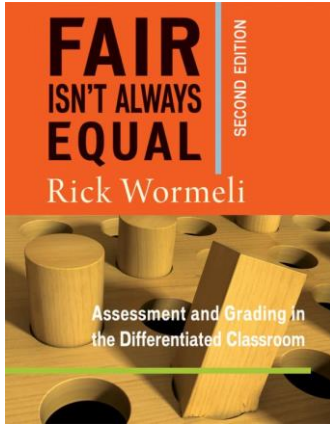
<http://www.reedgillespie.blogspot.com/2013/04/12-steps-to-creating-successful-redo.html>



'Just released at
the end of 2018 –
'Great new book
with important
content!



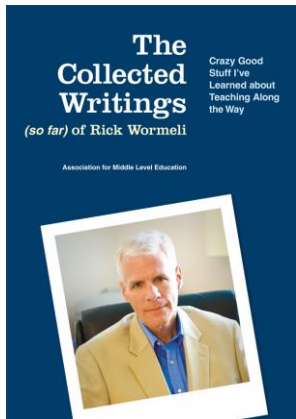
Just out in February
2019 - 'Over 100 years
of research about
grading and what it
means for teaching and
learning. Highly
recommended!



Eleven years in the making --
Here it comes!

Fair Isn't Always Equal, Second Edition

Available from
Stenhouse
Publishers, Barnes
and Noble, and
Amazon.



Great Books on Feedback, Assessment, and Grading:

- *Grading from the Inside Out* (Schimmer)
- *Hacking Assessment* (Sackstein)
- *Elements of Grading* (Reeves)
- *How to Give Feedback to Your Students* (Brookhart)
- *Balanced Assessment, From Formative to Summative* (Burke)
- *Grading Smarter, Not Harder* (Dueck)
- *Grading* (Brookhart)
- *How to Grade for Learning* (O'Connor)
- *A Repair Kit for Grading: 15 Fixes for Broken Grades* (O'Connor)
- *Fair Isn't Always Equal* (Wormeli)

- *Checking for Understanding: Formative Assessment Techniques for your Classroom* (Fisher and Frey)
- *Transforming Classroom Grading* (Marzano)
- *Classroom Assessment and Grading that Work* (Marzano)
- *How to Assess Higher-Order Thinking Skills in your Classroom* (Brookhart)
- *Grading Exceptional and Struggling Students: RTI, ELL, IEP* (Guskey, Jung)
- *On Your Mark: Challenging the Conventions of Grading and Reporting* (Guskey)

Three particularly helpful books I just read and I highly recommend:

- Keeley, Page. *Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning*, Corwin Press, NSTA Press, 2008
- Brookhart, Susan. *How to Assess Higher-Order Thinking Skills in your Classroom*, ASCD, 2010
- *Alternatives to Grading Student Writing*, Stephen Tchudi, Editor, NCTE, 1997
