

The background is a light blue gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance.

LEARNING, ASSESSMENT & GRADING

MARCH 20, 2018


ACCURACY & CONFIDENCE

- Do our grades accurately reflect student learning?
- Do our grading practices build confidence in our students' belief that they can learn?

OUR BELIEFS

- All Students can learn.
- Students learn in different ways.
- Students learn in different time frames.
- Errors are inherent in the learning process.
- Assessment is a process for providing feedback that influences learning.
- Grades should accurately reflect mastery of the standards.





FREQUENTLY ASKED QUESTIONS

Do we have evidence our practices have improved student learning?

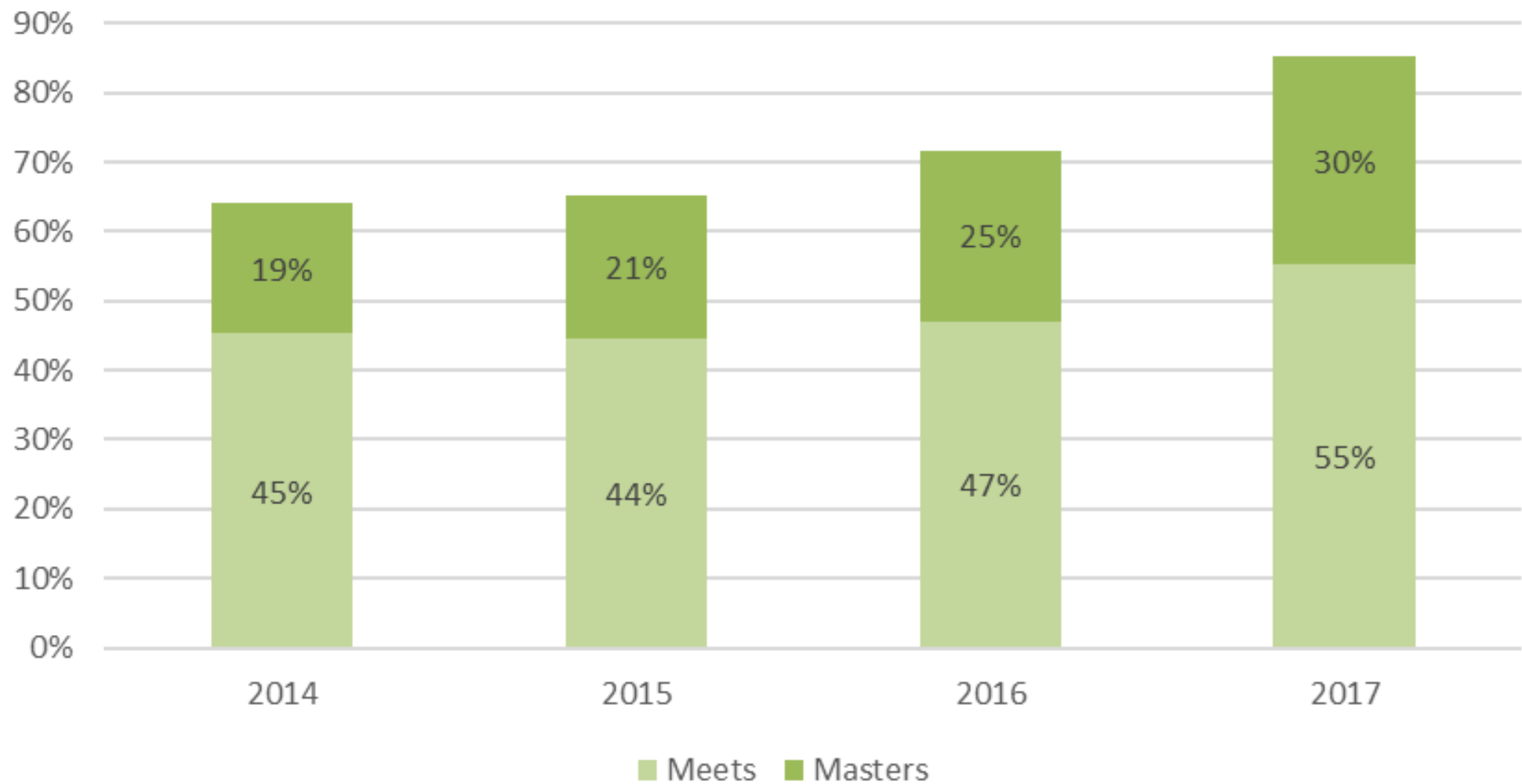
Are we developing students that have soft skills that are college/career ready?

How do college admissions offices perceive students from standards based systems?

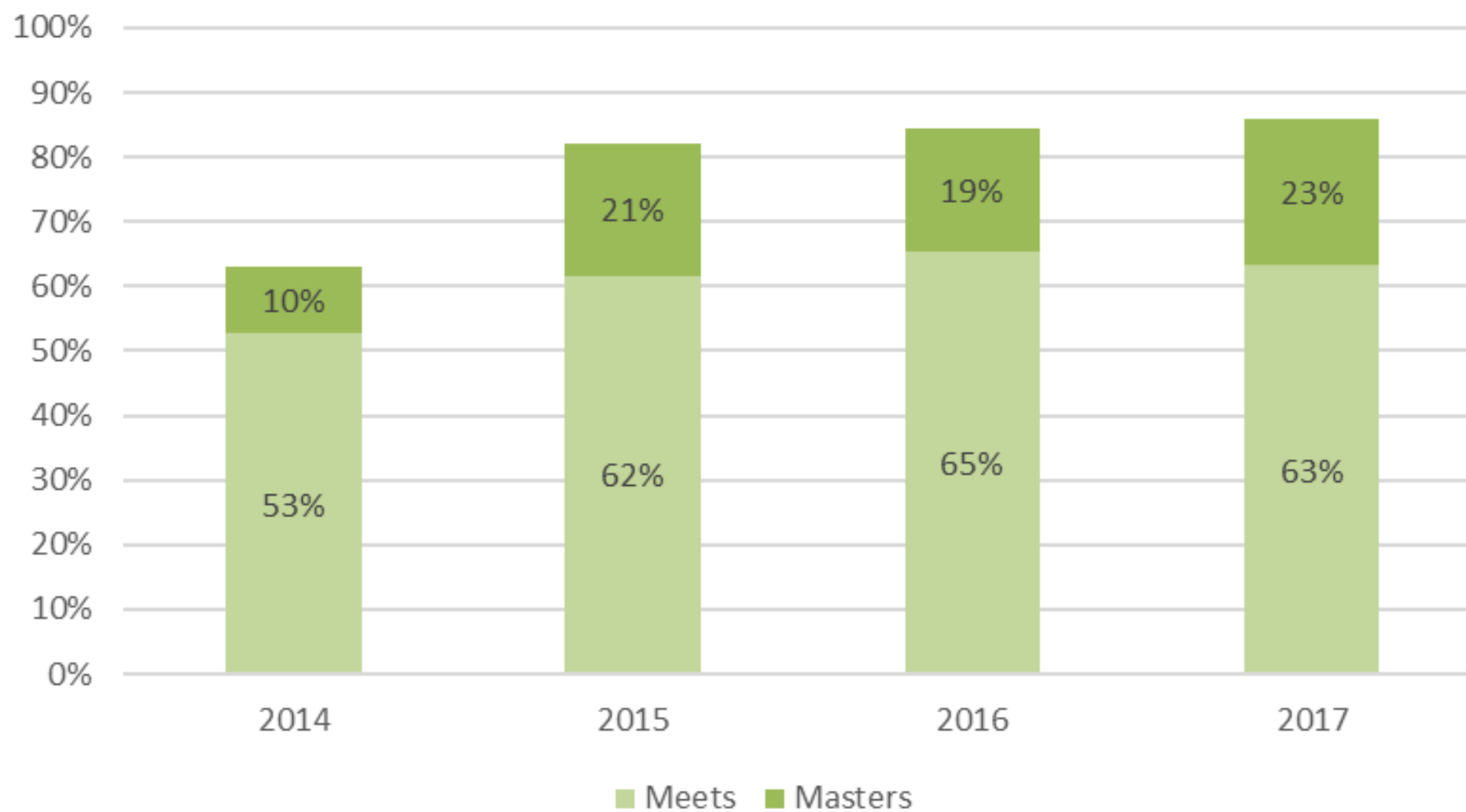
The background features a light blue gradient that transitions from a pale, almost white hue at the top to a deeper, medium blue at the bottom. Scattered throughout the image are several realistic water droplets of various sizes. These droplets are rendered with soft shadows and highlights, giving them a three-dimensional appearance. They are primarily located in the top-left and bottom-right corners, with a few smaller ones scattered in the upper right and lower left areas.

HAS STUDENT PERFORMANCE IMPROVED?

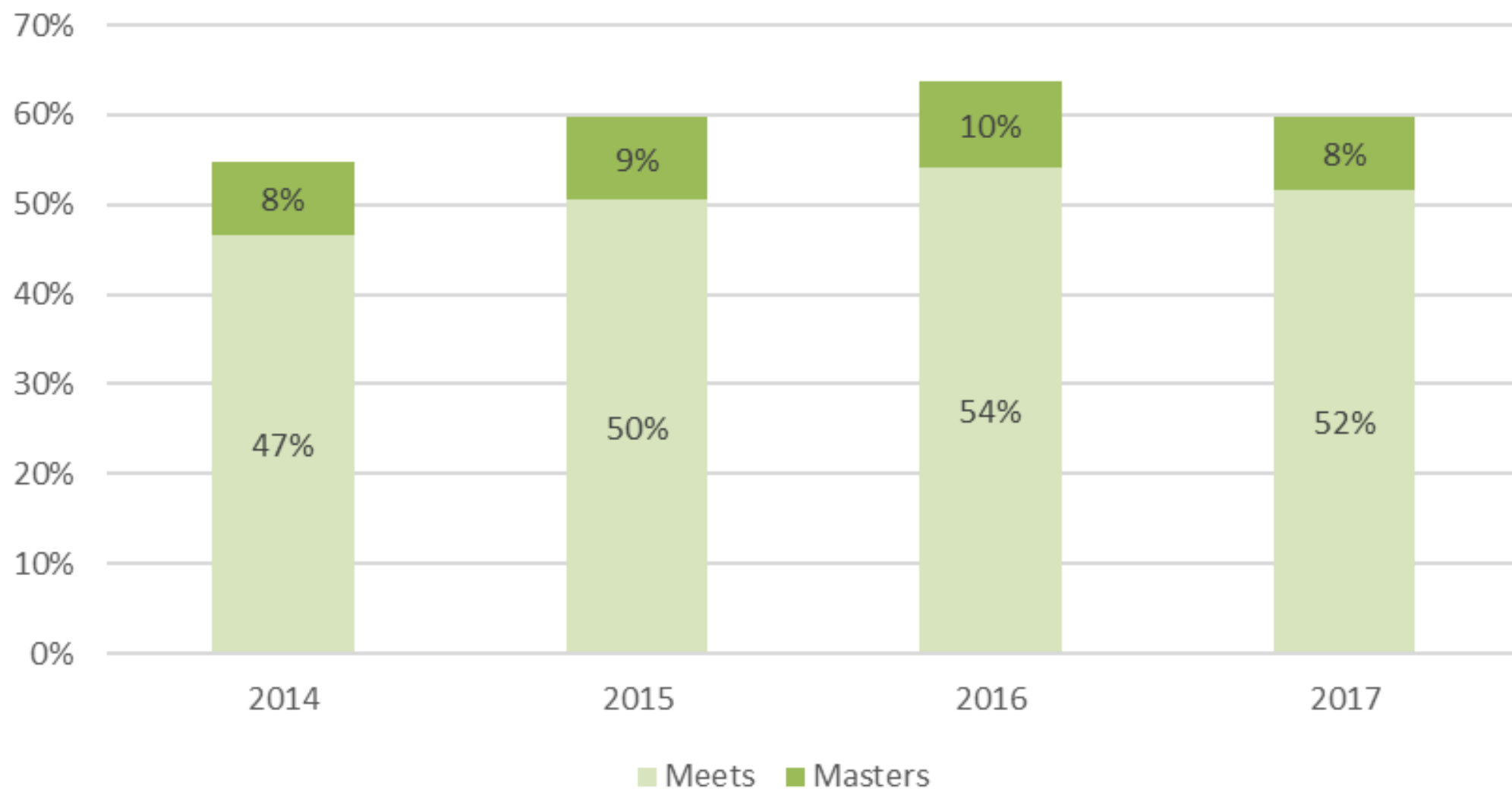
STAAR EOC, Algebra I - Spring Denton ISD - All Students



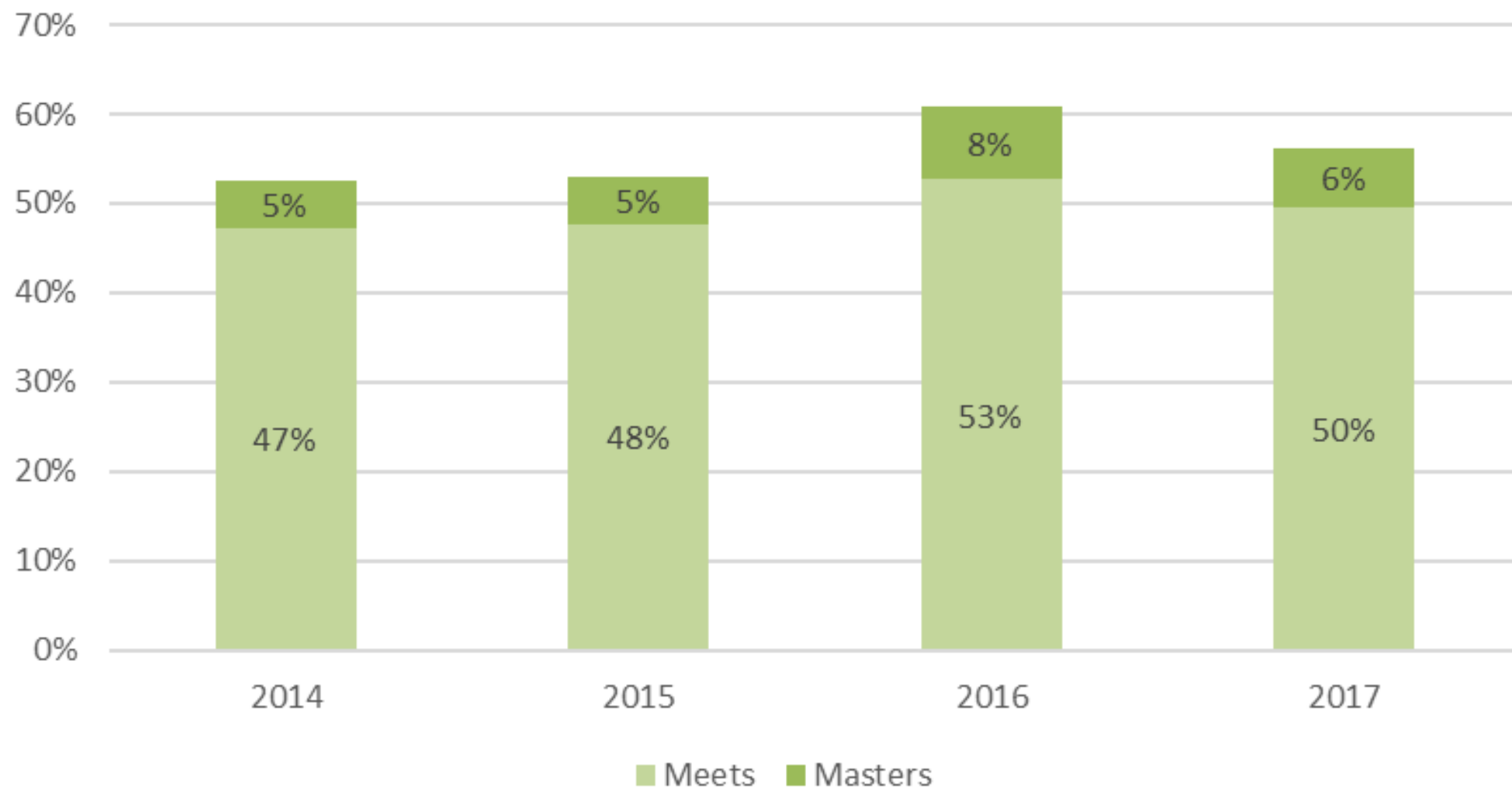
STAAR EOC, Biology - Spring Denton ISD - All Students



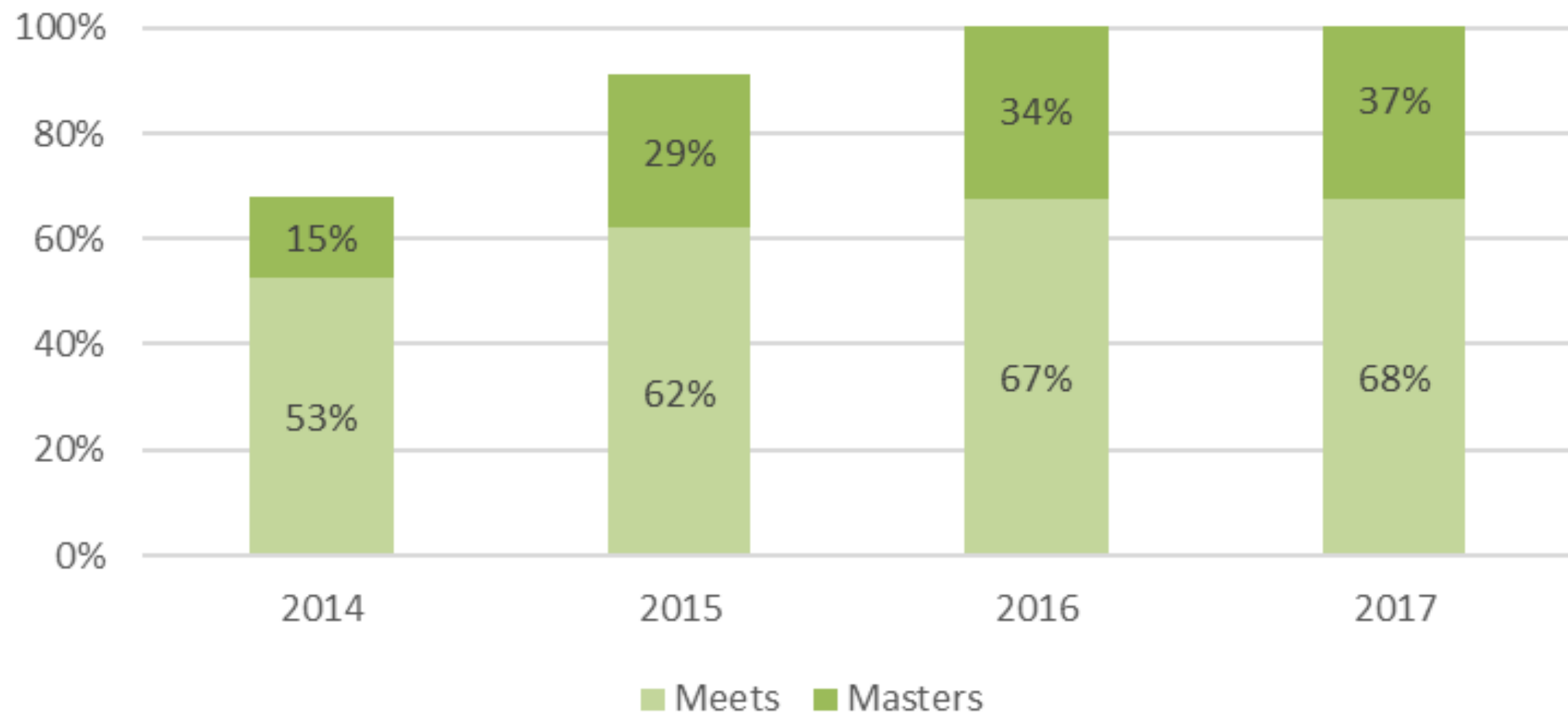
STAAR EOC, English I - Spring Denton ISD - All Students



STAAR EOC, English II - Spring Denton ISD - All Students



STAAR EOC, US History - Spring Denton ISD - All Students





**ARE WE DEVELOPING STUDENTS THAT HAVE SOFT
SKILLS THAT ARE COLLEGE/CAREER READY?**

Students do not complete classwork or homework in preparation for assessments. They show up unprepared for the first administration because they know it can be reassessed.

Allowing work to be turned in 10 days late is creating students that are not accountable.

Some students are using the reassessment opportunity simply to earn a few extra points, rather than to truly demonstrate new or continued learning.



**HOW DO COLLEGE ADMISSIONS OFFICES PERCEIVE
STUDENTS FROM STANDARDS BASED SYSTEMS?**

Getting a Fair Shot?

As more education leaders consider implementing a standards-based approach to assessment and grading, they are bumping up against a formidable barrier — parents worried about how college admissions officers will size up their sons' and daughters' applications to selective institutions.

Many parents, particularly those of higher-achieving students, assume the drastic change in grade reporting will harm their children's chances of gaining admission. Students accustomed to traditional grading formats harbor a similar fear of being disadvantaged in their candidacies for postsecondary admissions.

A high school administrator with whom we have worked acknowledged this real concern, but he pointed out its fallacy.

Three findings from a study of university officials' views on the use of standards-based grading in admissions decisions

BY THOMAS M. BUCKMILLER AND
RANDAL E. PETERS

CONSIDERATIONS FOR CONTINUOUS IMPROVEMENT

Reformat current guidelines to support effective implementation.

Determine criteria for demonstrating new learning to qualify for reassessment.

Establish systems for addressing non-academic behaviors in order to enhance the development of “soft skills” in our students.

NEXT STEPS

1

Meet with Middle school teachers.

2

Meet with campus administrators to provide guidance on next steps for supporting our practices.

3

Provide on-going professional development to support student achievement.

PARADIGM SHIFT

A change from
one way of
thinking to
another.

