

Transformations

Transformations Personal, Professional and Pressing

CEESA Fall Assessment Summit
Skopje
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Presented by
Ken O'Connor
Assess for Success Consulting
kenoc@aol.com
www.oconnorgrading.com
@kenoc7

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Transformations:

Personal

Professional

Pressing

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Transform

1. to change completely;
2. convert, mutate, reconstruct, revolutionize, metamorphose, renew, make over, shift gears

Source: Theaurus.com

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Personal Transformations

1. Moving from country to country thrice.
2. Changing citizenship
3. Marriage
4. Children
5. Grandchildren

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**What are the most significant
personal transformations that
you have experienced?**

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Personal Professional Transformations

1. To being a 7-12 teacher to a Curriculum Coordinator to Consultant

5-1

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Professional Transformations

1. To being a 7-12 teacher to a Curriculum Coordinator to Consultant.
2. To assessment FOR learning

5-2

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Professional Transformations

1. To being a 7-12 teacher to a Curriculum Coordinator to Consultant.
2. To assessment FOR learning
3. To grading FOR learning

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What are the most significant professional transformations that you have experienced?

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The Pressing K-16 Transformation

Transforming schools from
a culture of grading
to
a culture of learning

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Grading is . . .

the most ignored, important issue in education

and/or

the most important, ignored issue in education

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Transforming from a culture of grading to a culture of learning

1. Agreement, clarity and transparency about purpose.

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“the primary purpose of . . . grades . . . (is) to communicate student achievement to students, parents, school administrators, post-secondary institutions and employers.”

Bailey, J. and McTighe, J., “Reporting Achievement at the Secondary School Level: What and How?”, in T. R. Guskey, (Ed.) *Communicating Student Learning: ASCD Yearbook 1996*, ASCD, Alexandria, VA, 1996, 120

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Transforming from a culture of grading to a culture of learning

1. Agreement, clarity and transparency about purpose.
2. Base grades on learning goals (“standards,” “expectations,” “outcomes,” etc.) not assessment methods or activities.

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Design Technology 10

Criteria	Assessments						Summary
	10/1 Test (17/20)	10/15 EA	11/7 EA	11/18 EA	12/8 EA	12/17 Test (17/20)	
Investigate	3			3	3		3
Design					1		NA
Plan	2 (15/20)		4	2	2	2 (15/20)	2
Create	4 (19/20)	4	4	1		4 (19/20)	4
Evaluate		1	2	3	4	4 (20/20)	4
Attitudes in technology		3					NA
Comments:							

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Transforming from a culture of grading to a culture of learning

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3. Provide grades for learning goals, not subjects, except for grades 11 and 12.

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Which is more about learning?

**English
B**

**Phys Ed
C**

OR

Reading	4	Movement Skills	2
Writing	2	Movement Concepts	4
Listening	3	Physical Fitness	1
Viewing	3	Fitness Concepts	4
Speaking	1		

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Wow!

Got it!

Nearly there!

Oh no! Oops! Not Yet!

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III. Academic Achievement

- The Academic Achievement grade is an indicator of a student's mastery of grade-level Power Standards. Students demonstrate what they know, understand and can do as measured through multiple assessments and observations.

4 <i>Exemplary</i> (exceeds)	3 <i>Proficient</i> (meets)	2 <i>Partially Proficient</i> (approaching)	1 <i>Non-Proficient</i> (below)
------------------------------------	-----------------------------------	---	---------------------------------------

4 Exemplary: The student demonstrates mastery, with excellence, of the grade level standards with relative ease and consistency, and often exceeds the cognitive level of the standards. The student applies and extends the key concepts, processes and skills. The student is working at grade level yet at a higher level of Bloom's Taxonomy. There is no mark of 4+ or 4-.

3 Proficient: The student demonstrates mastery of the grade level standards at the cognitive level the standard is written. The student consistently grasps and applies key concepts, processes and skills with limited errors. There is no mark of 3+ or 3-.

2 Partially Proficient: The student demonstrates mastery of some grade level standards. The student inconsistently grasps and applies some of the key concepts, processes and skills with significant errors. There is no mark of 2+ or 2-.

1 Non-Proficient: The student has not demonstrated mastery of grade level standards and is not yet performing at grade level. There is no mark of 1+ or 1-.

O'Connor, K., *A Repair Kit for Grading*, Second Edition, Pearson ATI, 2011, 77

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5. Eliminate the use of percentages.

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"Many educators assume that because the percentage grading scale has 100 classification levels or categories it is more precise than a scale with just a few levels (such as Excellent, Average, and Poor). But in the absence of a truly accurate measuring device, adding more gradations to the measurement scale offers only the illusion of precision."

Guskey, T.R. 2013. "The Case Against Percentage Grades." *Educational Leadership*. September. 71

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"The use of *integer grading systems* will result in grades that are *more meaningful and reliable*. With modest training and experience, different teachers considering a specific collection of evidence of student learning can generally reach consensus about the 0–4 integer grade that evidence represents. Integer grades do not necessarily make grading easier; they simply make the process *more accurate and honest*."

Guskey, T.R. 2013. "The Case Against Percentage Grades." *Educational Leadership*. September. 72

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6. Include only achievement in grades and report behaviors separately.

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Fargo Public Schools - Behaviors

FIFTH GRADE APPROACH TO LEARNING

APPROACH TO LEARNING	1st	2nd	3rd
Follows class and school rules			
Follows directions			
Respects self, others, and property			
Accepts responsibility for actions			
Participates in classroom activities			
Works cooperatively in groups			
Works independently to complete classwork			
Uses time appropriately			
Completes homework on time			
Produces and maintains quality work/writes legibly			
Keeps material organized			

Your child's absences/tardies negatively affect your child's progress. (Yes/No)

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FIFTH GRADE LANGUAGE ARTS © Ken O'Connor, 2018

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7. Include only evidence from summative assessments in the determination of grades.

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Summative assessments are used as the basis for determining levels (i.e., grades).

Practices related to summative assessment include:

- Gathering information about the results of learning at (or toward) the end of a period of learning.
- Limiting the number of summative tasks in a grading period to no more than five and no less than three.

Source: Branksome Hall Assessment Policy (where they have two grading periods.)

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8. Make formative assessments "no score, comment only" thus eliminating almost all homework from grades.

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From a presentation by Dylan Wiliam - "Inside the Black Box"

Kinds of feedback

- 264 low and high ability year 7 pupils in 12 classes in 4 schools; analysis of 132 students at top and bottom of each class
- Same teaching, same aims, same teachers, same class work
- Three kinds of feedback: marks, comments, marks + comments

Feedback	Gain
marks	none
comments	30%
both	none

Butler, R. Br. *J. Educ. Psychol.* 1988, 58 1-14

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9. Determine grades on the most consistent level of achievement with considerable emphasis on more recent achievement.

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The key question is, "What information provides the most accurate depiction of students' learning at this time?" In nearly all cases, the answer is *"the most current information."* If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and *replaced by the new information*. Continuing to rely on past assessment data miscommunicates students' learning.

Guskey, T. R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996, 21

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" Only in school are we penalized for not knowing then what we know now."

Tom Schimmer, Keynote Presentation at ATI Summer Conference, June 2015

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10. Crunch numbers carefully and sparingly, which includes eliminating averaging and zeros.

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Design Technology Investigate	Standards Grades	Total	Mean	Grade
	0 1 2 3 3 3 = 12		2.0	3
Design	1 1 2 3 4 4 = 15		2.5	4
Plan	3 4 4 4 3 3 = 21		3.5	3?
Create	2 2 3 3 4 4 = 18		3.0	4
Evaluate	1 1 1 4 4 4 = 15		<u>2.5</u>	<u>4</u>
	<i>Total</i>		13.5	18
	<i>Mean</i>		2.7	3.6
				31

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BEAVERTON SCHOOL DISTRICT SUMMARY JUDGMENT TO LETTER GRADE CONVERSION 2012-13		
A	At least one-third of the summary judgments on the long-term academic learning targets must be rated Highly Proficient . All others must be rated Proficient or better.	At least one-third 4's. No ratings of 1 or 2.
B	At least two-thirds of the summary judgments on the long-term academic learning targets must be rated Highly Proficient or Proficient . None may be rated Working Toward Proficiency .	At least two-thirds 3's and 4's. No ratings of 1.
C	At least half of the summary judgments on the long-term academic learning targets must be rated Highly Proficient or Proficient . None may be rated Working Toward Proficiency .	At least half 3's and 4's. No ratings of 1.
F	Any combination of summary judgments that falls below the criteria outlined for a C	Less than half 3's and 4's

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11. Develop students as self-assessors and reflective learners.

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Fix #15

Motivating Students Towards Excellence

Rick Stiggins believes student-involved assessment is the route to follow. It includes:-

- * student involvement in the construction of assessments and in the development of criteria for success;
- * students keeping records of their own achievement and growth through such strategies as portfolios; and
- * students communicating their achievement through such vehicles as student-involved parent conferences

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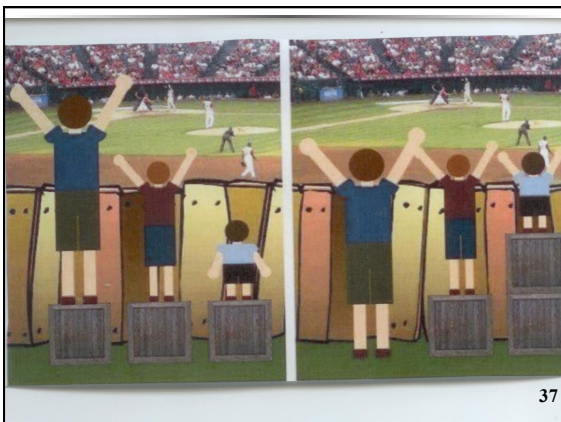
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12. Practice fairness as equity of opportunity not uniformity.

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13. Maximize intrinsic motivation and minimize extrinsic motivation.

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Motivation

Pink believes it is time for a “full scale upgrade” to Motivation 3.0: intrinsic rewards that play to the intrinsic satisfaction of the activity.

Motivation 3.0 is based on what Pink calls “Type I behavior,” where the main motivators are the freedom to do what you want, the opportunity to take a challenge, and fulfillment by the purpose of the undertaking.

(Eisenberg, review of *Drive* (Pink) in *USA Today*, January 25, 2010)

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13. Maximize intrinsic motivation and minimize extrinsic motivation.

14. Honor teachers’ professional judgment.

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Standards-based grading and reporting honors teachers as professionals.

Grading is no longer a mechanical, numerical exercise.

Rather, it becomes an exercise in professional judgment.

**So conversations are about
words not symbols.**

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What do students need to learn/improve?

Where am I going?

Where am I now?

How can I close the gap?

Chappuis, J. et al. *Classroom Assessment for Student Learning*.
Second Edition. 2012. Pearson. 27

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What do students need to learn/improve?

1 14

Where am I going?

2 3 4 6

Where am I now?

4 5 6 7 8 9 10 11

How can I close the gap?

7 8 9 11 12 13

Chappuis, J. et al. *Classroom Assessment for Student Learning*.
Second Edition. 2012. Pearson. 27

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What do students need to learn/improve?

1. Agreement, clarity and transparency about purpose.
 14. Honor teachers professional judgment.
- Where am I going?*
2. Base grades on learning goals (“standards,” “expectations,” “outcomes,” etc.) not assessment methods or activities;
 3. Provide grades for learning goals not subjects, except for grades 11 and 12;
 4. Use performance scales with two to seven levels that are clearly described so that they have real not symbolic meaning;
 6. Include only achievement in grades and report behaviors separately;
- Where am I now?* 4, 6 and
5. Eliminate the use of percentages;
 7. Include only evidence from summative assessments in the determination of grades;
 8. Make formative assessments “no score, comment only” thus eliminating almost all homework from grades;
 9. Determine grades on the most consistent level of achievement with considerable emphasis on more recent achievement;
 10. Crunch numbers carefully and sparingly, which includes eliminating averaging and zeros; and
 11. Develop students as self-assessors and reflective learners.
- How can I close the gap?*
- 7 8 9 11 and
12. Practice fairness as equity of opportunity not uniformity.
 13. Maximize intrinsic motivation and minimize extrinsic motivation.

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