Standards-Based Grading @ Lincoln

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Websites:
www.lincolnabes.org > About > Teacher Resources
www.purdytj.weebly.com
History.

• 2006: The Case Against the Zero.

• 2006ish-present: some teachers experimenting with standards based grading.

• 2008-2014: Lincoln Center

• 2013 (spring): task force presented to staff; staff rejected.

• 2015 (summer): Harvard Urban School Leaders Conference.

• 2015 (fall): the JUMP.
  • NO number grades allowed in gradebook.
  • BAME
  • YES / NO
  • No Evidence / Missing / Absent
  • Excused
Summer 2015 – Fall 2015: The JUMP

• Harvard team presents to Erwin.
  • Rip the band-aid off!
  • Teachers wanted admin support.

• Gradebook team: Harvard team plus other department chairs.

• Summer Institute: why & how training.

• Waiver Day 1: how training.

• Waiver Day 2: push back regarding 4-point (BAME) scale.
  • Some wanting more gray areas.
  • Inquiry groups gave feedback to admin and SCDM.
  • Continue with 4-point scale.
  • Task force – open to all – to revisit grading for 2016-17.

• Waiver Day 3: progress.
  • Articles for all staff.
  • Challenge for departments & inquiry groups to mine for and write rubrics.
Consequences

• Grading curves
• Grading more predictive of SBA, HSPE, EOC???
  • 2-point scatterplot.
• Standards-based practice discussions:
  • SDCM
  • PDLT
  • Inquiry groups
  • Department time
  • PLCs
  • …..
  • Rubrics
  • Best practices (Instructional Strategy Handbook)
  • 5-D’s of T&L (Purpose, Student engagement)
**Attendance Data**

### Grade

<table>
<thead>
<tr>
<th></th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>(bla...)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Level

| 2_HS | 1_MS | (bla...) |

### Gender

| F | M | (bla...) |

### SpedCd

| N | Y | (bla...) |

### FedRace

| African American | America... | Asian | Hispanic | Native Hawaiian | Other/Mixed | White | (blank) |

### EWS Attendance Monitoring-ADA Week

**Average Daily Attendance**

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>95%</td>
<td>92%</td>
<td>85%</td>
<td>88%</td>
<td>89%</td>
<td>90%</td>
<td>88%</td>
<td>90%</td>
<td>86%</td>
<td>87%</td>
<td>84%</td>
<td>85%</td>
<td>85%</td>
<td>86%</td>
<td>83%</td>
</tr>
</tbody>
</table>

**SBG = opportunities for absent students to demonstrate what they KNOW.**
How can we influence attendance data?!?

• RELATIONSHIPS!
  • Seminar...
  • Regular classrooms...
    • Sell the content!
    • Cast the vision for the future of #MERICA!
  • Coaching...
  • Counseling...
## Attendance Data

### EWS Attendance Monitoring-ADA Tier

<table>
<thead>
<tr>
<th>Week Ending</th>
<th>A Giaudrone</th>
<th>Baker</th>
<th>First Creek</th>
<th>Foss</th>
<th>Gray</th>
<th>Jason Lee</th>
<th>Lincoln</th>
<th>Mason</th>
<th>Meeker</th>
<th>Mt Tahoma</th>
<th>Oakland</th>
<th>SAMI</th>
<th>SOTA</th>
<th>Stadium</th>
<th>Stewart</th>
<th>Truman</th>
<th>Wilson</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/9/2015</td>
<td>442</td>
<td>538</td>
<td>521</td>
<td>478</td>
<td>352</td>
<td>315</td>
<td>583</td>
<td>622</td>
<td>513</td>
<td>753</td>
<td>24</td>
<td>361</td>
<td>398</td>
<td>921</td>
<td>245</td>
<td>528</td>
<td>719</td>
<td>8313</td>
</tr>
<tr>
<td>Tier 0 (95% or more)</td>
<td>442</td>
<td>538</td>
<td>521</td>
<td>478</td>
<td>352</td>
<td>315</td>
<td>583</td>
<td>622</td>
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<td>921</td>
<td>245</td>
<td>528</td>
<td>719</td>
<td>8313</td>
</tr>
<tr>
<td>Tier 1 (91-94%)</td>
<td>20</td>
<td>15</td>
<td>39</td>
<td>57</td>
<td>24</td>
<td>37</td>
<td>176</td>
<td>27</td>
<td>23</td>
<td>75</td>
<td>18</td>
<td>98</td>
<td>8</td>
<td>33</td>
<td>98</td>
<td>748</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2 (85-90%)</td>
<td>40</td>
<td>11</td>
<td>38</td>
<td>73</td>
<td>45</td>
<td>49</td>
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<td>36</td>
<td>80</td>
<td>107</td>
<td>9</td>
<td>46</td>
<td>112</td>
<td>1004</td>
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<tr>
<td>Tier 3 (less than 85%)</td>
<td>138</td>
<td>153</td>
<td>170</td>
<td>280</td>
<td>192</td>
<td>163</td>
<td>511</td>
<td>163</td>
<td>115</td>
<td>554</td>
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<td>87</td>
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<td>888</td>
<td>613</td>
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<td>846</td>
<td>674</td>
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<td>214</td>
<td>484</td>
<td>574</td>
<td>1552</td>
<td>334</td>
<td>802</td>
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<td>1380</td>
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### Count of Tier

<table>
<thead>
<tr>
<th>Week</th>
<th>A Giaudrone</th>
<th>Baker</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>69%</td>
<td>75%</td>
<td>68%</td>
<td>54%</td>
<td>57%</td>
<td>56%</td>
<td>41%</td>
<td>74%</td>
<td>75%</td>
<td>40%</td>
<td>11%</td>
<td>75%</td>
<td>69%</td>
<td>59%</td>
<td>73%</td>
<td>66%</td>
<td>59%</td>
<td>60%</td>
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<td>17</td>
<td>3%</td>
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<td>2%</td>
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<td>24%</td>
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<td>27%</td>
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</tbody>
</table>

This information is an extract from eSchoolPLUS SATT100 report

### School

- **A Giaudrone**
- **Baker**
- **First Creek**
- **Foss**
- **Gray**
- **Jason Lee**
- **Lincoln**
- **Mason**
- **Meeker**
- **Mt Tahoma**
- **Oakland**
- **SAMI**
- **SOTA**
- **Stadium**
- **Stewart**
- **Truman**
- **Wilson**

Level 1_MS 2_HS (blank)
Grades

• All secondary

EWS Attendance Monitoring - Grade Distribution

Lang Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>29%</td>
<td>31%</td>
<td>20%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>9</td>
<td>22%</td>
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Math

<table>
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<tr>
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<td>13%</td>
</tr>
</tbody>
</table>

Soc Studies

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
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Science

<table>
<thead>
<tr>
<th>Grade</th>
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<td>22%</td>
<td>27%</td>
<td>24%</td>
<td>14%</td>
<td>13%</td>
</tr>
</tbody>
</table>

School

A Gladdrone, Baker, First Creek, Foss
Gray, Jason Lee, Lincoln, Mason
Meeker, Mt Tahoma, Oakland, SAMI
SOTA, Stadium, Stewart, Truman
Wilson

FedRace

African American, American Indian, Asian, Hispanic, Native Hawaiian/Pacific Islander, Other/Multiracial, White (blank)
Grades
• All high schools

EWS Attendance Monitoring: Grade Distribution

Lang Arts
- A: 25%
- B: 27%
- C: 20%
- D: 11%
- E: 16%

Math
- A: 20%
- B: 25%
- C: 22%
- D: 15%
- E: 19%

Soc Studies
- A: 24%
- B: 26%
- C: 22%
- D: 15%
- E: 14%

Science
- A: 21%
- B: 27%
- C: 22%
- D: 15%
- E: 15%

FedRace
- African American
- American Indian
- Asian
- Hispanic
- Native Hawaiian/Pacific
- Other/Multiracial
- White (blank)

Tier
- Tier 0 (95% or more)
- Tier 1 (91-94%)
- Tier 2 (85-90%)
- Tier 3 (less than 85%)
- (blank)

School
- Foss
- Lincoln
- Meeker
- MT Tahoma
- Oakland
- SAMI
- Meeker
- SOTA
- Wilson
- A Gaudrone
- Baker
- First Creek
- Gray
- Jason Lee
- Mason
- Stewart
- Truman (blank)
Texts & Resources.

- [www.lincolnabes.org](http://www.lincolnabes.org) > About > Teacher Resources

- **Rick Wormeli:**
  - *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*

- **Robert Marzano:**
  - [www.marzanoresearch.com](http://www.marzanoresearch.com)
  - *Formative Assessment and Standards-Based Grading: Classroom Strategies That Work*

- **Rick Stiggins:**
  - *Classroom Assessment for Student Learning: Doing It Right--Using It Well*

- **Ken O’Conner:**
  - *A Repair Kit for Grading: Fifteen Fixes for Broken Grades with DVD*
  - *How to Grade for Learning, K-12*

- **(new)** Tammy Heflebower (Author), Jan K. Hoegh (Author), Phil Warrick:
  - *A School Leader's Guide to Standards-Based Grading*
    - PDLT, Admin, Department Chairs, others interested.