

# Is this for marks?

Presentation by

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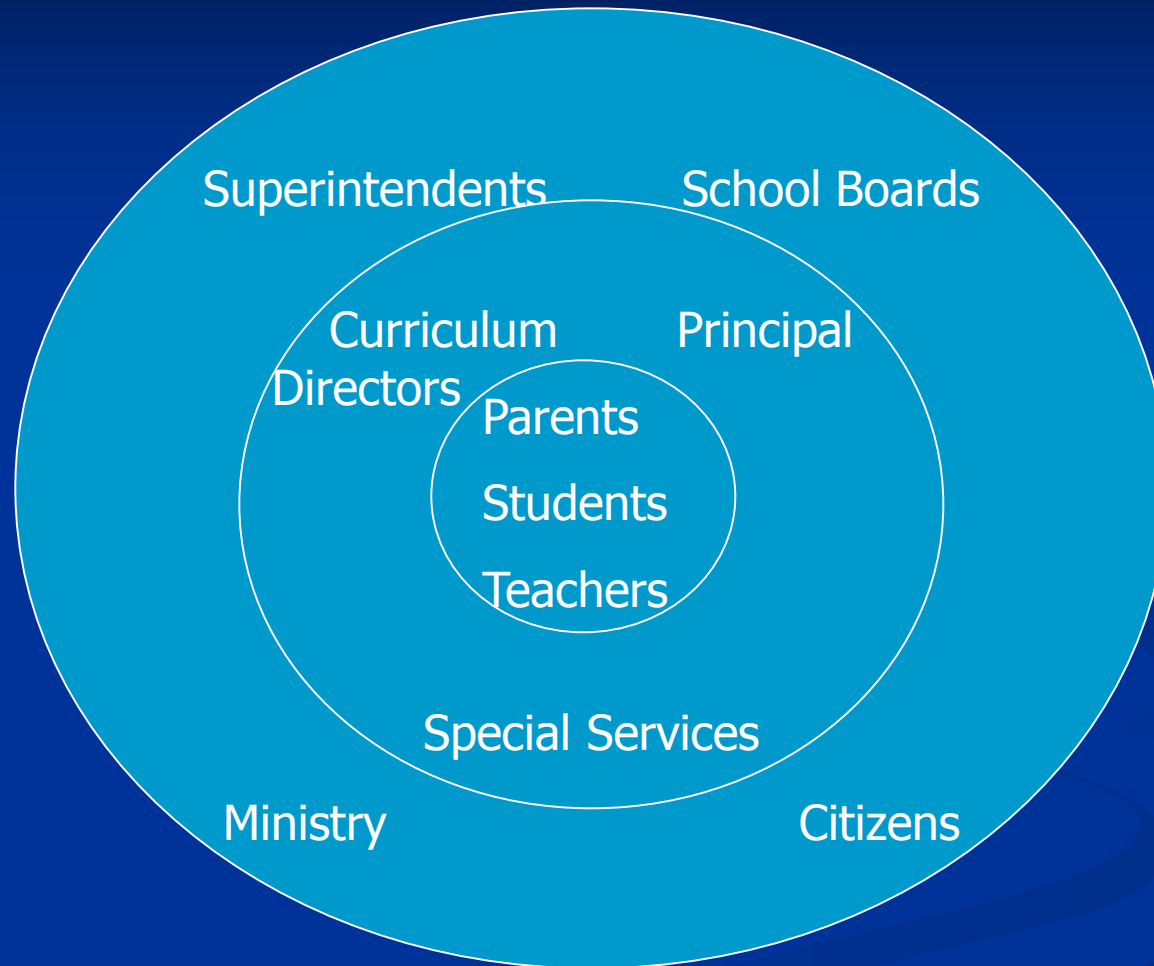
# What makes a good Pro-D presentation?

- Brainstorm
- Sort & Categorize
- Make & Post “T-Chart”
- Add, Revise, Refine

# Guidelines

- What makes a great presentation?
- Adapt not adopt
- Value of our stories
- My goals:
  - develop case for not using marks
  - tell about my experiences
  - facilitate discussion guided to look for opportunities to experiment

# Users of Assessment



# Reflecting on...The 7 Perspectives

1. Grading is not essential for learning.
2. Grading is complicated.
3. Grading is subjective and emotional.
4. Grading is inescapable.
5. Grading has a limited research base.
6. Grading has no single best practice.
7. Grading that is faulty damages students – and teachers.

# What do marks mean?

- Are we clear about what we're assessing?
- What educational value do the marks have?
- What do the marks tell others?
- Who uses the “information” provided by marks?
- What decisions are made based on the marks?

# What effect do marks have?

- Creates pleasers, not thinkers
- Marks are the focus and very few go beyond them
- What learning is created/encouraged by marks?



# Grades Fail

- Grades are symbols, but what they represent is unclear
- Grades sort students rather than help them to succeed
- Grades give little information about student strengths and weaknesses
- Grades are arbitrary and subjective
- Grades undermine new teaching practices
- Grades demoralize students who learn slower



# My Journey

- Repeated errors
- Lack of regard for feedback
- Time spent on writing comments
- No ownership for learning

# The Research

- Grant Wiggins and Jay McTighe (1998)
- *Understanding by Design*
- Start with the end in mind
- What am I teaching and why?
  - *If I can't answer this, how can I expect my students to take ownership or care?*

# Research

- Black & William 1998

- *Inside the Black Box*
- 5 countries, 250 studies, 3 questions
- Increased learning between 1 & 2 grades/year
- Those who struggled the most, gained the most

- Robert J. Marzano

- Meta-Research
- *What works in Schools: Translating Research into Action*

# Assessment For and As Learning

- Fuchs and Fuchs (1986)
- Alfie Kohn
- Black and William (1998)
- Deci, Koestner, and Ryan (1999)

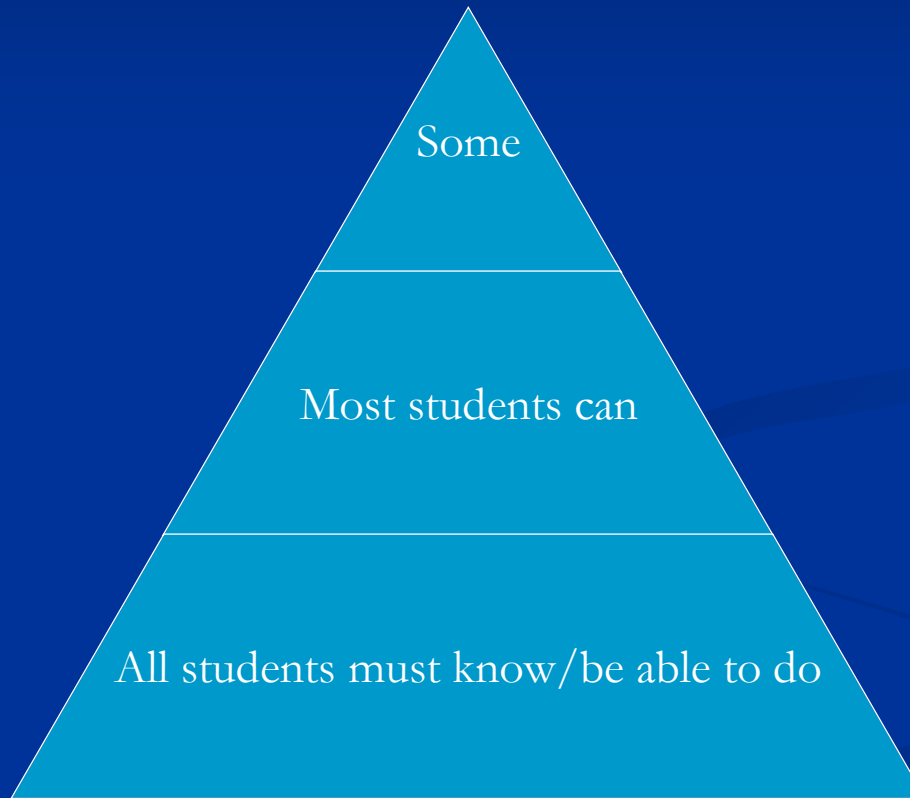
# Clarity of purpose

- What am I assessing?
- Who am I assessing for?
- Why am I assessing?
- What is the most effective way to provide this assessment?

# Process

1. Decide on what you want to assess

# Curricular Goals



# Process

1. Decide on what you want to assess
2. Decide on the most effective way to assess the learning outcome
3. Communicate path to success for students



# Performance Standards

- Purpose
- Using the Performance Standards
  - Four Levels
- Supporting Learning
- Planning Instruction

## Quick Scale: Grade 7 Writing Reports, Articles, and Letters

The Quick Scale is a summary of the Rating Scale on pages 298–299. Each describe student achievement in March–April of the school year. Reports, articles, and letters are usually expected to be carefully written, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	<i>The writing consists of loosely connected ideas; often includes numerous errors.</i>	<i>The writing is somewhat general but completes the basic task; may include errors.</i>	<i>The writing is clear and detailed; accomplishes the basic purpose.</i>	<i>The writing is clear, complete, and concise; effectively accomplishes the purpose.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>purpose or focus is not clear</li> <li>may copy or misinterpret information</li> <li>few details; includes irrelevant information</li> </ul>	<ul style="list-style-type: none"> <li>purpose is clear, but focus may be unclear</li> <li>information generally accurate, but may be poorly integrated</li> <li>some specific examples, details</li> </ul>	<ul style="list-style-type: none"> <li>focused around a clear purpose</li> <li>complete; written in own words</li> <li>specific and relevant examples and details</li> </ul>	<ul style="list-style-type: none"> <li>purposeful, focused</li> <li>accurate; may integrate information from multiple sources</li> <li>specific examples and details make ideas clear</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>simple, repetitive language</li> <li>short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>some descriptive or technical language</li> <li>variety of sentence length; repeats simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>clear and varied language; may use specialized or technical terms</li> <li>variety of sentence length and patterns</li> </ul>	<ul style="list-style-type: none"> <li>precise, clear, varied language; uses specialized or technical terms appropriately</li> <li>flows smoothly; variety of sentence structures</li> </ul>
<b>FORM</b> • text features • spacing, ending • organization and sequence • paragraphs	<ul style="list-style-type: none"> <li>required text features (e.g., titles, diagrams) omitted or incorrect</li> <li>introduction does not identify the purpose; no conclusion</li> <li>disjointed; poorly organized and sequenced</li> </ul>	<ul style="list-style-type: none"> <li>includes most required text features (e.g., titles, diagrams); may have errors</li> <li>introduction identifies purpose; conclusion is weak</li> <li>logical sequence; connections between sections or paragraphs may be weak</li> </ul>	<ul style="list-style-type: none"> <li>required text features (e.g., titles, diagrams) are clear and correct</li> <li>effective introduction; conclusion is predictable</li> <li>logical sequence; organization is clear</li> </ul>	<ul style="list-style-type: none"> <li>required text features (e.g., titles, diagrams) are complete and effective</li> <li>engaging, purposeful introduction; strong conclusion</li> <li>well organized; provides clear links between sections</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • punctuation • grammar (e.g., agree ment, verb tenses) • word choice	<ul style="list-style-type: none"> <li>frequent errors in simple words and structures</li> <li>no control of sentence structure; often includes run-on sentences</li> <li>may be difficult to read</li> </ul>	<ul style="list-style-type: none"> <li>some errors in spelling, punctuation, and grammar that do not interfere with meaning</li> <li>may include some run-on sentences</li> <li>legible</li> </ul>	<ul style="list-style-type: none"> <li>may include errors in complex language, but these do not interfere with meaning</li> <li>most sentences are correctly constructed</li> <li>clearly and neatly presented</li> </ul>	<ul style="list-style-type: none"> <li>generally correct; may include occasional errors in complex language, but these do not affect meaning</li> <li>sentences are correctly constructed</li> <li>shows care, pride</li> </ul>

# Self-Determined Criteria

- Students know what good work looks like
- Have them create the criteria for assessment
- Have them practice assessment
  - Peer editing
  - Multiple assessment

# Process

1. Decide on what you want to assess
2. Decide on the most effective way to assess the learning outcome
3. Communicate path to success for students
4. Allow students to travel path

# Process

1. Decide on what you want to assess
2. Decide on the most effective way to assess the learning outcome
3. Communicate path to success for students
4. Allow students to travel path
5. Apply assessment and provide feedback

# Assessing work with students

- Go through the criteria with assignment in hand
  - Have them speak more than you do
  - Ask questions rather than making statements
- Post-assessment conferencing
- Marking own work
- Journal entries

# Process

1. Decide on what you want to assess
2. Decide on the most effective way to assess the learning outcome
3. Communicate path to success for students
4. Allow students to travel path
5. Apply assessment and provide feedback
6. Give students opportunities for learning

# Discussion

- Create a T-Chart that looks at the benefits and the drawbacks of this approach.
- What prevents us from doing this?



# Details

- Recording coding
- Converting for reporting

Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5	Assignment 6	
√	√√	√√	√	√	√√	A
√√	√	√	√√	√√	~	B
~	√	√	√	~	√	B
X	√		~	~	~	C
√√	~	X	~	~		C-
	X		X	~		F

√√ = exceeds expectations  
 √ = fully meets expectations

~ = minimally meets expectations  
 X = not within grade level expectations

Assignments:

1 = Initial writing assessment  
 3 = Research paper on Industrial Revolution  
 5 = Section questions from text-book

2 = Explanation of concept “revolution”  
 4 = Web-quest on Industrial Revolution  
 6 = Comparison of primary and secondary documents

## Social Studies 9 – Intended Learning Outcomes – samples

It is expected that students will:

- analyze the factors that contribute to revolution and conflict
- analyze the contributions of the English, French, and American revolutions in the development of democratic concepts
- identify and clarify a problem, an issue, or an inquiry
- select and summarize information from primary and secondary print and non-print sources, including electronic sources
- assess the reliability, currency, and objectivity of different interpretations of primary and secondary sources
- plan, revise, and deliver formal oral and written presentations
- identify factors that influenced growth and development of industry
- evaluate the effects of the Industrial Revolution on society and the changing nature of work

# Summary

- Marks are artificial and entrench the need for external motivators; thus, are counterproductive to creating lifelong learners
- Marks become the focus, not learning
- Teacher skill and energy is more effectively targeted
- The responsibility shifts from teacher to student
- It's far more fun assessing and returning work
- I am getting closer to the type of teacher I dreamed of being

# Exit Task