Automatic 50%?

Considering a standard Based Grading system

Warm-up Task

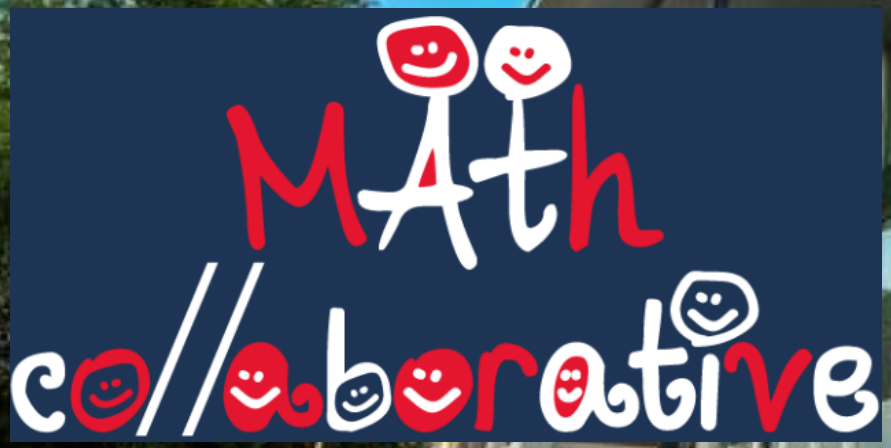
With a partner or group, find how many different ways you can divide your blocks into
“fair” groups? (half & quarter blocks can be used)
List your groups on your given sheet of paper.

Write down the corresponding percent of each group.

Discuss what makes your groupings fair?

WELCOME!

Ezra Gonzales, M.Ed.
High School Resource Specialist



COLUMBUS STATE UNIVERSITY

TASK #1 CARD SORT

Part I – CREATE 2 PILES

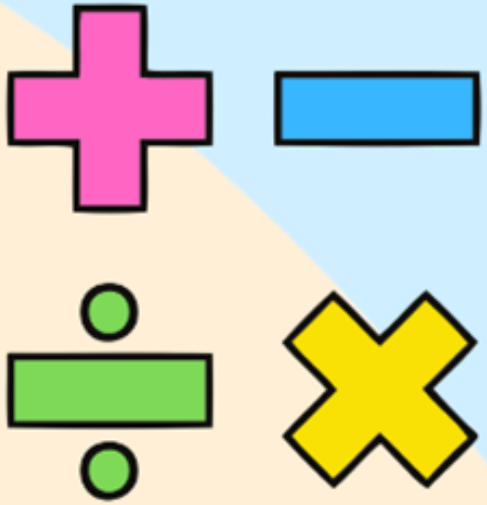
- A PASSING PILE and a FAILING PILE
- How did you decide which quiz was passing and which was failing?
- Looking at the passing stack. How did you determine which one had the highest grade?

Part 2 – CREATE 2 LISTS

- List the things that you looked at to determine, which stack (pass or fail)? In your list, which 2 or 3 things are key for a student to pass this quiz? Bare minimum.
- List the things that you looked at to determine who has the highest grade. In your list, which 2 or 3 things are key for a student to show understanding?

BTC

Grading Symbols



✓	knowledge demonstrated individually
$\checkmark_c$	knowledge demonstrated during conversation
$\checkmark_o$	knowledge demonstrated through observation
S	knowledge demonstrated individually with a SILLY mistake
H	knowledge demonstrated individually with HELP from teacher/peer
G	knowledge demonstrated individually within a group
✗	problem attempted & incorrect
N	problem NOT attempted

Hurdles

Grading piece.

Converting to a percentage or letter grade.

Parent & student buy-in.

Task #2 – MILD, MEDIUM, SPICY

Spicy Chart

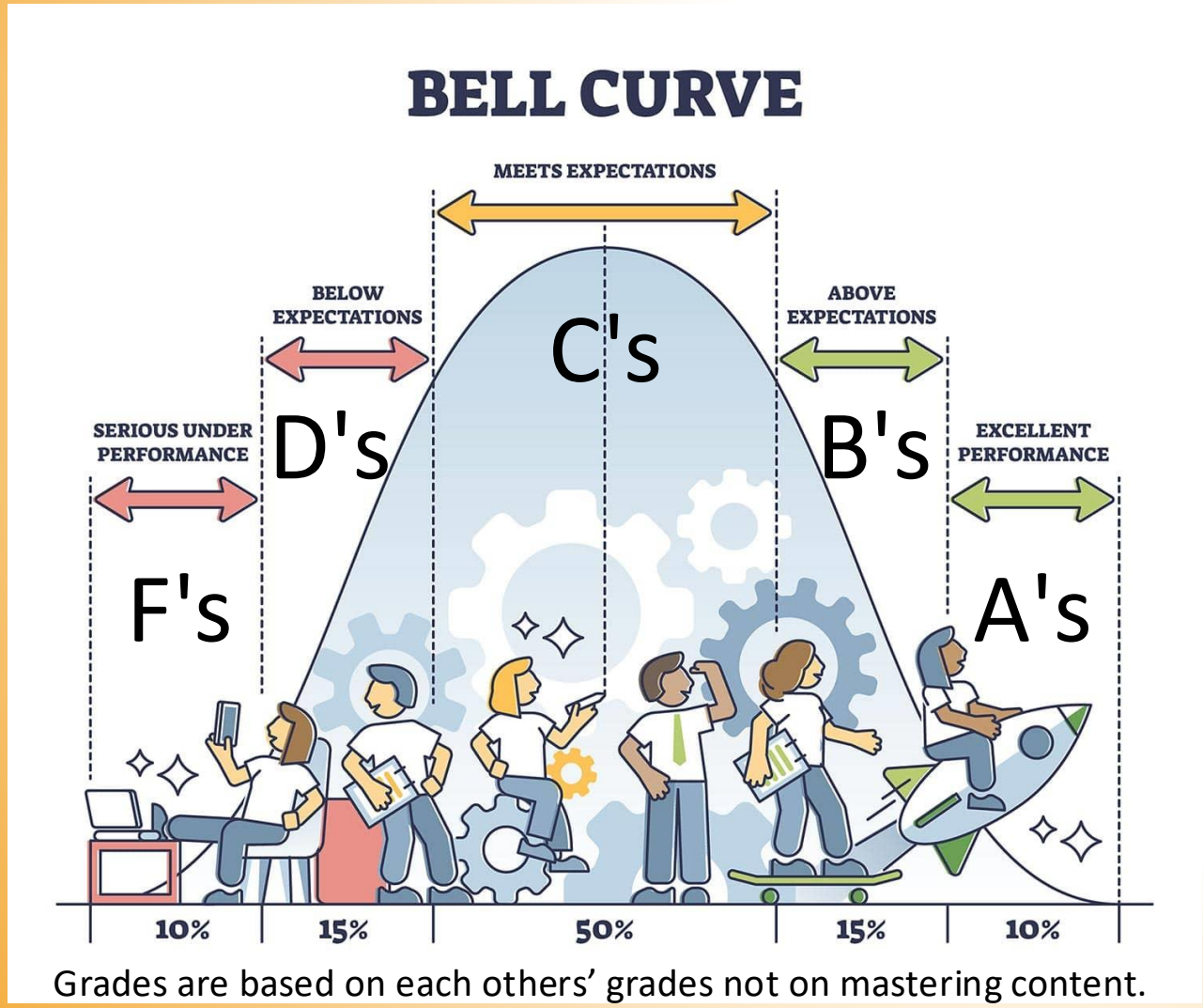
	Description
	Mild Basic problems
	Medium Intermediate problems
	Spicy Advanced Problems

- DIRECTIONS
- Take the worksheet that was given and categorize each problem as mild, medium, spicy. (5 minutes)
- With your groups compare your results, list on the board what you used to differentiate each problem.

Changed how I wrote/organized quizzes & tests

STANDARD/TOPIC/LESSON	MILD	MEDIUM	SPICY	
Slope-intercept Form	1, 2, 3	4, 5, 6b	6a, 7, 8	

Need to mention the bell curve....



Grades are based on each others' grades not on mastering content.

A's	90-100
B's	75-89
C's	25-74
D's	10-24
F's	0-9

NEEDED A WAY TO CONVERT 4-POINT MASTERY SCALE TO A PERCENTAGE OR A LETTER GRADE

A'S?

B'S?

C'S?

D'S/F'S?

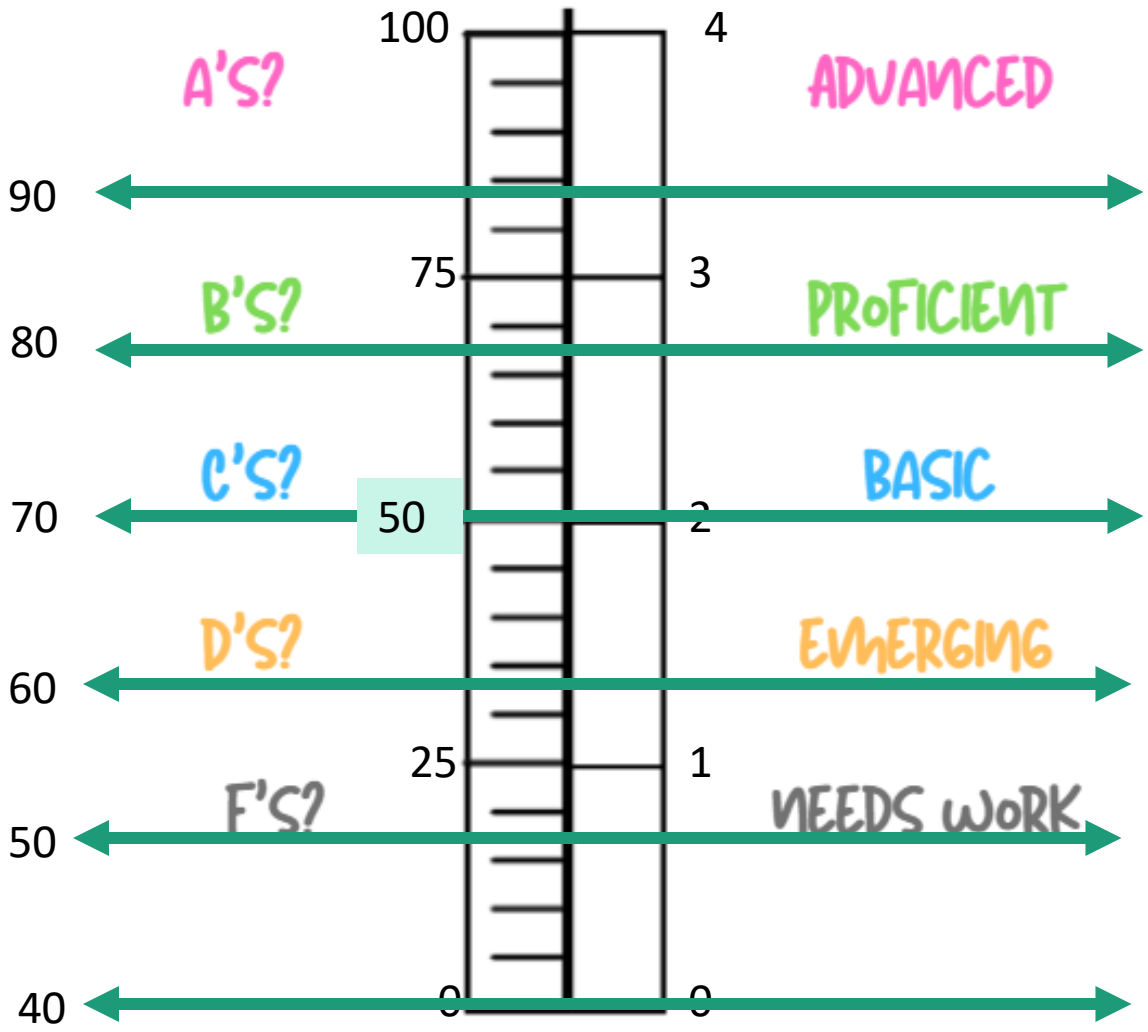
ADVANCED

PROFICIENT

BASIC

EMERGING

IF 2 = BASIC UNDERSTANDING, THEN 2/4 (50%) WAS MY NEW 70%. SCALED UP/DOWN FROM THERE



A work in progress….

SLIDING SCALE 2023 REGULAR

100	100	80	90	60	80	40	65	20	50
99	99	79	90	59	79	39	64	19	49
98	98	78	89	58	78	38	64	18	49
97	98	77	89	57	77	37	63	17	48
96	97	76	88	56	76	36	63	16	48
95	97	75	88	55	75	35	62	15	47
94	96	74	87	54	74	34	62	14	47
93	96	73	87	53	73	33	61	13	46
92	95	72	86	52	72	32	61	12	46
91	95	71	86	51	71	31	60	11	45
90	94	70	85	50	70	30	60	10	45
89	94	69	85	49	69	29	59	9	44
88	93	68	84	48	69	28	58	8	43
87	93	67	84	47	68	27	57	7	43
86	92	66	83	46	68	26	56	6	42
85	92	65	83	45	67	25	55	5	42
84	91	64	82	44	67	24	54	4	41
83	91	63	82	43	66	23	53	3	41
82	90	62	81	42	66	22	52	2	40
81	90	61	81	41	65	21	51	1	40
								0	30

Evolved to this....

See Handouts

and others created this

[Automated BTC Rubric]

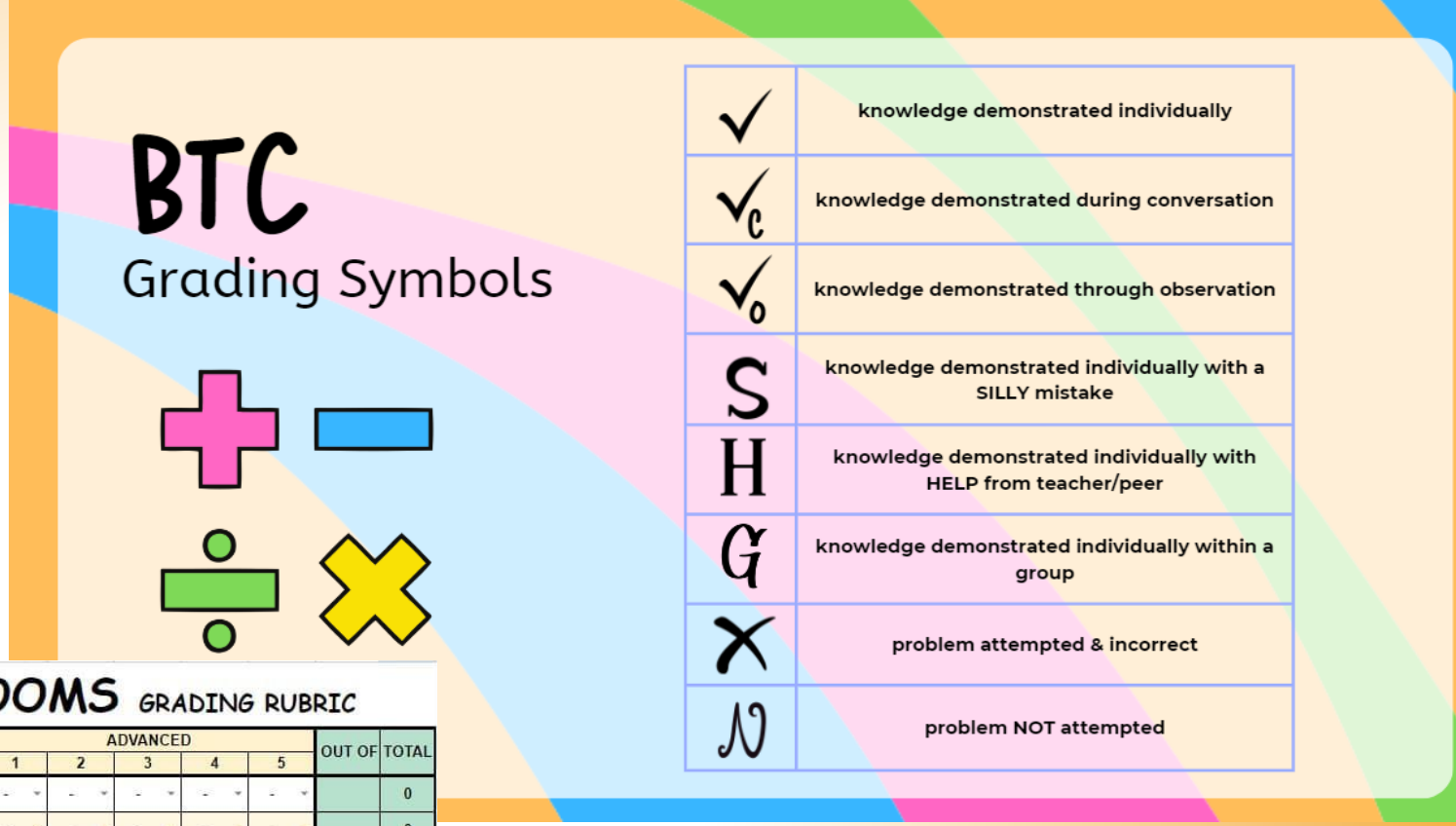
Sliding scale 2024 Updated

4.0 Scale; 2.0 is Basic = Passing

4.0 Advanced	Spicy problems; in-depth inference & applied knowledge that go beyond the proficient level of understanding
3.0 Proficient	Medium problems; Strong evidence of understanding and application with some success at 4.0 content
2.0 Basic	Mild problems; Demonstrates a strong understanding of basic problems & prerequisite material; partial success of 3.0 content
1.0 Almost there	Approaching Basic understanding
0 No data	No evidence; even with help

4.0	100	2.667	80	1.333	60	0	40
3.933	99	2.6	79	1.267	59		39
3.867	98	2.533	78	1.2	58		38
3.8	97	2.467	77	1.133	57		37
3.733	96	2.4	76	1.067	56		36
3.667	95	2.333	75	1	55		35
3.6	94	2.267	74	0.933	54		34
3.533	93	2.2	73	0.867	53		33
3.467	92	2.13	72	0.8	52		32
3.4	91	2.067	71	0.733	51		31
3.333	90	2.0	70	0.667	50		30
3.267	89	1.933	69	0.6	49		29
3.2	88	1.867	68	0.533	48		28
3.133	87	1.8	67	0.467	47		27
3.067	86	1.733	66	0.4	46		26
3.0	85	1.667	65	0.333	45		25
2.933	84	1.6	64	0.267	44		24
2.867	83	1.533	63	0.2	43		23
2.8	82	1.467	62	0.133	42		22
2.733	81	1.4	61	0.067	41		21

and others created this [Automated BTC Rubric]



MINIMUM GRADE POSS	30	BUILDING THINKING CLASSROOMS GRADING RUBRIC																
How many checks to show proficiency for an objective?	2																	
SPECIFIC OBJECTIVE	# Levels	BASIC					INTERMEDIATE					ADVANCED					OUT OF	TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Insert objective 1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Insert objective 15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
																Total	0	0
Created by Tim Brzezinski																FINAL GRADE		#DIV/0!

Task #3
What grade should these students earn?

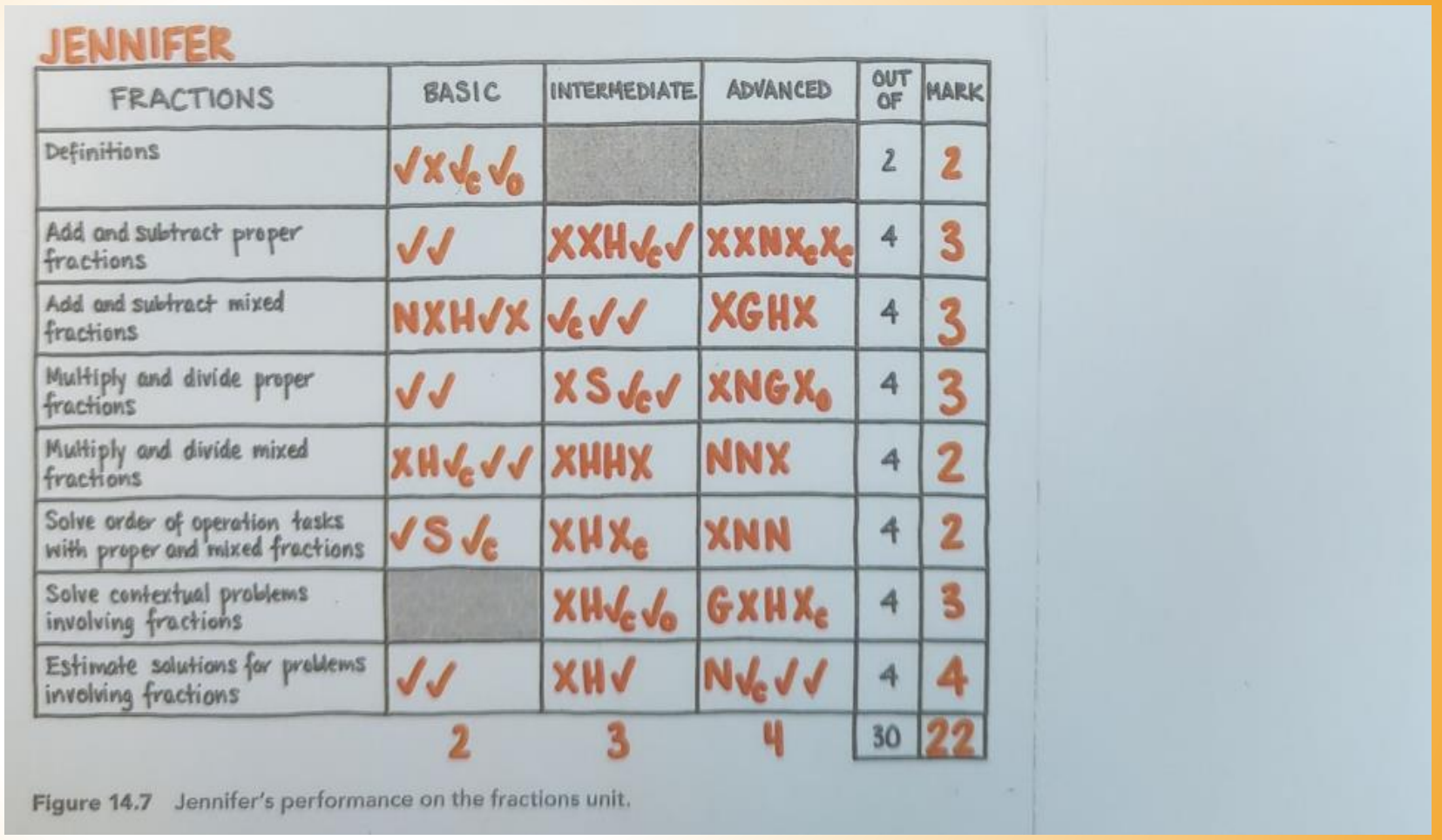
ALICIA

FRACTIONS	BASIC	INTERMEDIATE	ADVANCED	OUT OF	MARK
Definitions	✓✓			2	2
Add and subtract proper fractions	✓✓	✓✓	✓✓	4	4
Add and subtract mixed fractions	✓X✓	✓S X✓✓	S ✓✓	4	4
Multiply and divide proper fractions	XX✓✓	NNX✓X	✓✓✓	4	4
Multiply and divide mixed fractions	XX✓✓	XS	XXH✓✓	4	4
Solve order of operation tasks with proper and mixed fractions	XS	NNX	✓✓	4	4
Solve contextual problems involving fractions		N✓✓	✓x S X	4	3
Estimate solutions for problems involving fractions	XXN✓	XN✓S	✓✓✓	4	4
	2	3	4	30	29

Figure 14.6 Alicia's performance on the fractions unit.

Task #3

What grade should these students earn?



JENNIFER

FRACTIONS	BASIC	INTERMEDIATE	ADVANCED	OUT OF	MARK
Definitions	✓ X ✓c ✓o			2	2
Add and subtract proper fractions	✓ ✓	X X H ✓c ✓	X X N X c X c	4	3
Add and subtract mixed fractions	N X H ✓ X	✓c ✓ ✓	X G H X	4	3
Multiply and divide proper fractions	✓ ✓	X S ✓c ✓	X N G X o	4	3
Multiply and divide mixed fractions	X H ✓c ✓ ✓	X H H X	N N X	4	2
Solve order of operation tasks with proper and mixed fractions	✓ S ✓c	X H X c	X N N	4	2
Solve contextual problems involving fractions		X H ✓c ✓o	G X H X c	4	3
Estimate solutions for problems involving fractions	✓ ✓	X H ✓	N ✓c ✓ ✓	4	4
	2	3	4	30	22

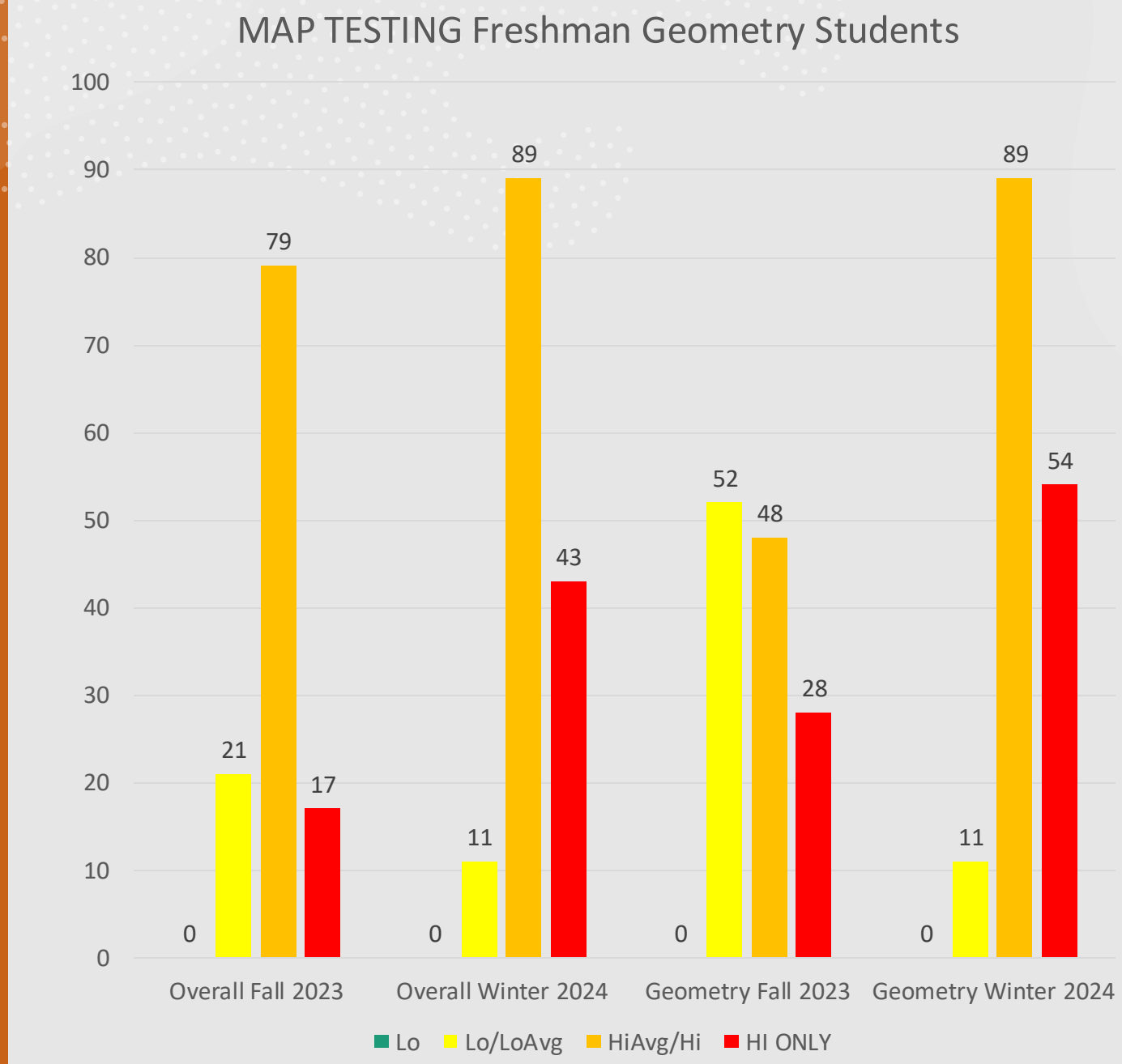
Figure 14.7 Jennifer's performance on the fractions unit.

Closing thoughts....

“Facilitating mastery and learning in all of our students is, at the end of the day, the *telos*, or ultimate goal, of education.” Glenn Geher, *Psychology Today*

“The purpose of grading is growth.” Robert Talbert, Grading for Growth Substack

Standardized Testing



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