MARZANO
Research Laboratory

Formative Assessment & Standards-Based Grading

For
Mandan Public School District

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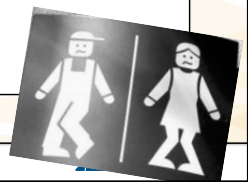
Why we will always need teachers…

Norms for the Session

- This is YOUR valuable time…seek understanding, ask questions, participate
- Sidebar conversations at a minimum
- Misery is optional
- Minimize distractions
- Honor time frames
- Have fun!



Outcomes (Handout page 2)

- Review essential learnings and proficiency scales and observe how they align curriculum, instruction and assessment.
- Discuss the criteria of quality assessments and review existing common assessments.
- Ensure horizontal and vertical alignment of assessments and standards-based grading.

Robert Marzano's position is quite simple: Schools can have a tremendous impact on student achievement if they follow the direction provided by the research.

Handout page 2

He Recommends Three Critical Interventions (COMMITMENTS)

- **A system of individual clear learning goals connected to student feedback and evaluation at the classroom, school, and district levels.**
- Ensuring effective teaching in every classroom.
- Building background knowledge for all students.

Assessment Process

Handout page 2

- First, prioritize essential learning goals from existing work or Common Core State Standards.
- Then, develop a proficiency scale for each essential learning goal.
- Next, create common assessments aligned to one or more proficiency scales.
- Finally, design and adopt a standards-based reporting system.
- Throughout the process, make sure there is horizontal and vertical alignment.

Monroe County Community School Corporation (Bloomington, IN)

- Completed the foundational work
  - Prioritized Standards (Essential Learnings)
  - Proficiency Scales Common Assessments (District Benchmarks)

Prioritize Essential Learning Goals

Outcomes (Handout page 2)

•Review essential learnings and proficiency scales and observe how they align curriculum, instruction and assessment.

•Discuss the criteria of quality assessments and review existing common assessments.

•Ensure horizontal and vertical alignment of assessments and standards-based grading.

An Important Action Step…

Identify priority learning goals within the curriculum (a.k.a essential learnings).

What is a learning goal (essential learning)?

- A learning goal is a statement of what students will know or be able to do.
- Emphasizes the knowledge or skills students would potentially gain.

Learning Goals Activities/Assignments

Subject	Learning Goals	Activities/Assignments
Science	Students will understand that: • The sun is the largest body in the solar system. • The moon and earth rotate on their axes. • The moon orbits the earth while the earth orbits the sun.	Students will watch the video tape on the relationship between the earth and the moon and the place of these bodies in the solar system.
Language Arts	Students will be able to: • Sound out words that are not in their sight vocabulary but are known to them.	Students will observe the teacher modeling sounding and blending strategies.
Mathematics	Students will be able to: • Solve equations with one variable.	Students will practice solving 10 equations in cooperative groups.
Social Studies	Students will understand: • The defining characteristics of the barter system.	Students will describe what the United Sates might be like if it were based on the barter system as opposed to a monetary system.

State Learning Goals in a Specific Format

Content knowledge can be organized into two broad categories

Declarative knowledge or Procedural knowledge

- Declarative knowledge is informational in nature.
- Procedural knowledge involves strategies, skills and processes.

State Learning Goals in a Specific Format

The format for writing a declarative or procedural learning goal is:

- Students will understand _____
- Students will be able to_____

Learning Goal

The learner will tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

WHAT?

Activity

Periodically during the day, have the students tell and/or write the time also indicating what they are doing at that particular time of the school day.

HOW?

Declarative or Procedural?

Learning Goal

- *Students will understand the characteristics of the barter system.*

WHAT?

Activity

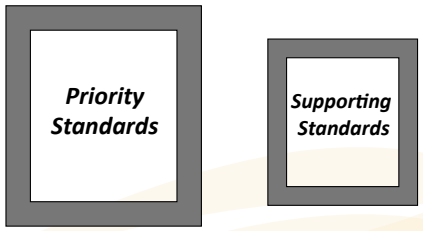
After a class discussion about the barter system, students will participate in a classroom simulation called "Barter Day" in which each student will trade an item brought from home with other students.

HOW?

Declarative or Procedural?

Handout page 3

WHAT are priority learning goals?



HOW do we define priority learning goals?

What are the criteria for priority?

- ***Endurance*** (Will this provide knowledge and skills that will be of value beyond a single test date?)
- ***Leverage*** (Will this provide knowledge and skills that will be of value in multiple disciplines?)
- ***Readiness*** for next level of learning (Will this provide students with the "tools" they need for success at the next level or grade.)

Reeves, D. Cited in Ainsworth, L. (2003). "Unwrapping" the Standards. Englewood, CO. Advanced Learning Press.

What are the criteria for priority?

- ***Teacher Judgment*** (Do you as the content expert believe this skill/knowledge is critical for all students to know or be able to do?)
- ***Assessment Connected*** (Will this skill/knowledge be assessed on an instrument used for instructional decision-making?)

Identifying Priority Learning Goals

Learning Goal	Teacher Judgment	Endurance	Leverage	Readiness	Assessment Connected

Begin the process…

- Using the grid on handout page 3, review your grade level essential learnings.
- 4=very high
- 3=high
- 2=low
- 1=very low
- 0=not important

FINAL FOLIOS SEEM TO RESULT FROM YEARS OF DUTIFUL STUDY OF TEXTS ALONG WITH YEARS OF SCIENTIFIC EXPERIENCE.

FINAL FOLIOS SEEM TO RESULT FROM YEARS OF DUTIFUL STUDY OF TEXTS ALONG WITH YEARS OF SCIENTIFIC EXPERIENCE.

Develop a proficiency scale for each essential learning goal.

Outcomes (Handout page 2)

- Review essential learnings and proficiency scales and observe how they align curriculum, instruction and assessment.
- Discuss the criteria of quality assessments and review existing common assessments.
- Ensure horizontal and vertical alignment of assessments and standards-based grading.

Let's move priority learning goals to a very usable format that provides instructional information and serves as a foundation for assessment development…

Proficiency Scales.

Let's move priority learning goals to a very usable format that provides instructional information and serves as a foundation for assessment development…

Proficiency Scales.

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Three Levels of Performance Related to Every Learning Goal:

BEYOND the standard

AT the standard

BELOW the standard

Proficiency Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes
1	With HELP, a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated

Proficiency Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
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APPLICATION

Proficiency Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes
1	With HELP, a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated

Vocabulary

Proficiency Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
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2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes
1	With HELP, a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated

HELP,

Proficiency Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go beyond what was taught in class
	***3.5** In addition to exhibiting level 3 performance, partial success at in-depth inferences and applications that go beyond what was taught in class*
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
	***2.5** No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes*
2	No major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes
	***1.5** Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes*
1	With help, a partial knowledge of some of the simpler and complex details and processes
	***.5** With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes*
0	Even with help, no understanding or skill demonstrated

Learning Goal Unpacking Template

Essential Learning Goal	Skills and Knowledge
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	

Learning Goal Unpacking Template

Essential Learning	Skills and Knowledge
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	• Define analog, digital, a.m., p.m. • Count by 5s to 60 • Tell time to the hour, half-hour, and quarter-hour • Write time using the correct format

Scale Worksheet

Score 4.0 – more complex
Demonstrations of learning that go above and beyond what was explicitly taught
The student will:

Score 3.0 – the learning goal or expectation
The student will:

Score 2.0 – the simpler stuff
Foundational knowledge, simpler procedures, isolated details, vocabulary
The student will:

Score 1.0
With help, the student can perform Score 2.0 and 3.0 expectations

Score 0.0
Even with help, the student cannot perform expectations

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START HERE
THEN GO HERE
THEN HERE

Scale Worksheet

Score 4.0 – more complex
Demonstrations of learning that go above and beyond what was explicitly taught
The student will:
- Solve real-world problems involving elapsed time

Score 3.0 – the learning goal or expectation
The student will:
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Score 2.0 – the simpler stuff
Foundational knowledge, simpler procedures, isolated details, vocabulary
The student will:
- Define analog, digital, a.m., p.m.
- Identify the hands on an analog clock
- Count by 5s to 60
- Tell time to the hour, half-hour, and quarter-hour
- Write time using the correct format

Score 1.0
With help, the student can perform Score 2.0 and 3.0 expectations

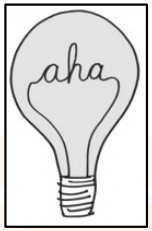
Score 0.0
Even with help, the student cannot perform expectations

Criterion	Yes	No	Not Sure	Comments
The proficiency scale has a consistent format.				
The verbs and corresponding content represent a progression of complexity				
The proficiency scale is doable. It has enough depth, yet not so much as to warrant an additional scale.				
The key vocabulary is highlighted for direct instruction.				
The sample activities or tasks seem appropriate and add clarity to the scale.				

Why are proficiency scales important?

An important idea . . .

Proficiency scales provide clear focus for instruction to priority learning goals.



Questioning, Inference, and Interpretation

Grade 2

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*
Score 3.0	**The student will:** • ask and answer such questions as Who?, What?, Where?, When?, Why?, and How? to demonstrate understanding of key details in a grade-appropriate text (RL.2.1; RI.2.1)	
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • answer, ask, detail, question, text **The student will perform basic processes, such as:** • answer teacher-provided questions such as Who?, What?, Where?, When?, Why?, and How? to demonstrate understanding of key details in a grade-appropriate text	
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*

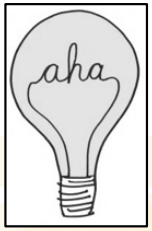
Outcomes (Handout page 2)

- Review essential learnings and proficiency scales and observe how they align curriculum, instruction and assessment.
- Discuss the criteria of quality assessments and review existing common assessments.
- Ensure horizontal and vertical alignment of assessments and standards-based grading.

Create common assessments aligned to one or more proficiency scales.

Another important idea . . .

Proficiency scales serve as the framework for a high-quality classroom assessment.



Handout page 10

Formative assessment…

examining the gradual increase in knowledge for a specific learning goal throughout a unit.

Three types of assessment items to measure the knowledge and skills defined…

- **Level 2 items:** Simpler details and processes that have been explicitly taught
- **Level 3 items:** Complex ideas and processes that have been explicitly taught
- **Level 4 items:** Inferences and applications that go beyond what was taught

Atmospheric Processes and Water Cycle	
4	Infer relationships regarding atmospheric processes and the water cycle
3	An explanation of: •How the water cycle processes impact climate changes •The effects of temperature and pressure in different layers of Earth's atmosphere
2	•Recognize and recall basic terms such as: climatic patterns, atmospheric layers, stratosphere, troposphere. •Recognize or recall isolated details such as: • Precipitation is one of the processes of the water cycle. • The troposphere is one of the lowest portions of the Earth's atmosphere.

Level 3.0 Items
Measuring Atmospheric Processes and Water Cycle

- **Explain** how evaporation affects the climatic pattern in areas around large bodies of water, such as the shoreline communities of Lake Michigan?
- A weather balloon travels up into the stratosphere. **Explain** what would happen to it as it progressed through the various layers of the atmosphere?

Level 2.0 Items
Measuring Atmospheric Processes and Water Cycle

- Define the following terms.
  - Climatic pattern
  - Atmospheric layers
  - Stratosphere
- Identify the true statements with the letter T.

_____ The atmosphere is between the troposphere and the stratosphere.

_____ The Earth's atmosphere helps protect life on Earth by absorbing ultraviolet radiation.

_____ The temperature of the Earth's atmosphere varies with altitude.

Level 4.0 Items
Measuring Atmospheric Processes and Water Cycle

Complete the following analogy.

Condensation is to evaporation as _____ is to _____.

Why is this analogy accurate?

_____
_____
_____

You don't always have to completely recreate the wheel!

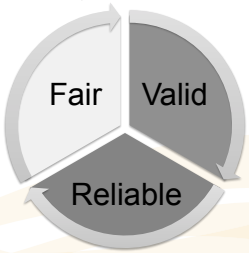
- Website
  http://www.marzanoresearch.com
- FREE resources
  - Classroom tools
  - Proficiency scale bank
  - Scales for CCSS

Handout page 4

Can we make a confident inference about the learning that has occurred in relation to the priority learning goal(s)?

Quality Assessment

Handout page 11



You can ***never*** rely on a single assessment.

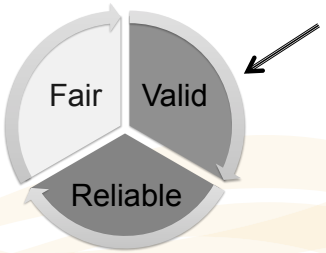
All assessments have a measurement error.

Observed score =
true score + error

What are some sources of assessment error?

- Student not feeling well day of assessment.
- Poor test questions
- Visual and verbal distractions
  - Fire drill, bee in the room, window open, SNOW!!!
- Too many assessments on the same day!
- Biological accidents
- Biased test questions
- Inadequate opportunity to learn

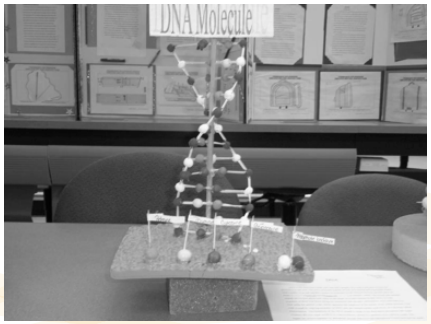
Quality Assessment



Definition of Validity…

Truthfulness: Does the test measure what it purports to measure?

Let's look at an example...



DNA Molecule Project Scoring Guide	
25 points	DNA molecule elements present (the model is an accurate representation)
10 points	Accurate and appropriate labeling of DNA parts
40 points	Innovation and creativity
75 points	TOTAL points possible

*10 bonus points = project submitted one week prior to due date
** 5 bonus points = project submitted at least one day prior to due date

Nonfiction Reading Expectation

In reading this six weeks you have a minimum requirement of reading two nonfiction books. One of the books must be a biography or an autobiography. The second book must be a nonfiction about any subject of interest to you such as tigers, astronomy, World War I, medicine, or computers. After you read these two books, you must select one of them for the class expectation.

For the expectation, you must either dress up as the character in your biography/autobiography or as a character presenting information about the subject in your nonfiction. I will schedule presentations the last week of the six weeks. You will need to come prepared on your scheduled day ready for me to video tape you in front of the class as you present. I will be grading you on the following criteria:

(10 pts) 1. thorough introduction to person or subject and an appropriate conclusion

(10 pts) 2. costume
- well thought out and thorough
- original/creative
- must include at least one prop

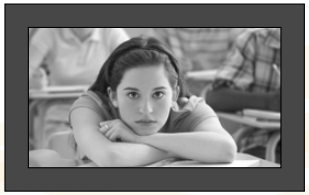
(10 pts) 3. 10 important facts or events about the subject or person

(10 pts) 4. stage presence
- standing tall and holding still
- looking at the audience
- speaking loudly and clearly
- using an interesting voice
- having a rehearsed presentation

(10 pts) 5. memorized 2-4 minutes presentation

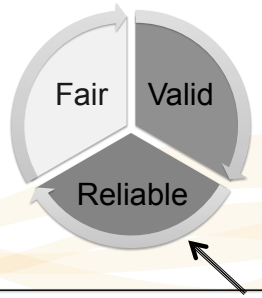
Total Points = 50 points

"Building high-quality classroom assessment is just common sense."



Handout page 11

Quality Assessment



Definition of Reliability…

The measure of how consistent a test is in measuring the same thing each time.

250 Studies With Classroom Assessments Denoted

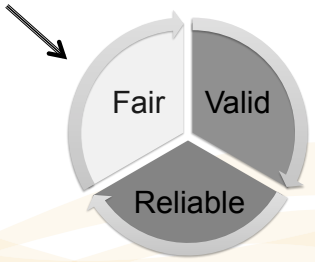
- Classroom-based assessments have a reliability of .45.
  - Without careful assessment design and attention to quality criteria.
- This is compared to national and statewide assessments with reliability closer to .75.

Reliability Considerations

- Does the assessment provide enough opportunities for students to demonstrate what they know about the intended learning?

Handout page 11

Quality Assessment



Issues of Fairness

- Fairness: Assessment level is appropriate.
- Fairness: Students have an opportunity to learn.
- Fairness: Assessments are as free from bias as possible.

Types of Bias

Handout page 11

- Offensive content
- Stereotyping
- Unfair representation
- Use of situations that may be unfamiliar to subgroups
- Poorly written items
- Literacy bias (using too sophisticated of language for the nature of the content)—David Meisner.

Fairness - Format

- Directions
- Enough space
- Visually appealing

What if you already have assessments for your unit of study?

- Don't throw anything out!
- **Back-map** the existing assessment to your proficiency scales to ascertain alignment and item levels.

Sample 5th-Grade Numeration Assessment

M.5.1: Students will solve addition and subtraction problems using whole numbers that apply to real-world situations.

L2 **Complete the definition:**
1. A sum is _____.
2. A difference is _____.

L2 **Write the word form of each number.**
3. 5,673,210

L2 **Write the standard form for each.**
4. 7,000,000 + 40,000 + 3,000 + 20 + 7

L3 5. 6,342,984 ◯ 6,432,984

L3 **Order the set of numbers from least to greatest.**
6. 5,342,752 5,384,982,762 5,825,701 5,827,902,872
_____ _____ _____ _____

L3 **Estimating**
7. Round 342,287,976 to the nearest million. _____
8. Estimate the sum of 355,291 + 628,902 by rounding each number to the nearest hundred thousand.

L4 9. Arrange the number cards to create the largest possible number. Use each card one time.

7	6	2	9	4	0	5	0	7	2

Process for Backmapping an Existing Assessment

Handout page 14

1. Teachers identify the proficiency scale or scales that need to be measured by the existing assessment.
2. Teachers examine each assessment item to determine the level of the proficiency scale that it corresponds with and label it appropriately.
3. Teachers identify assessment items that do not correspond to any levels of the proficiency scale and remove them.
4. Teachers add items for levels of the proficiency scale not represented by items already on the assessment.

Assessment Review Checklist

Review Criteria	Yes or No	Item Numbers needing revision	Comments
Assessment is aligned to one or more proficiency scales.			
Assessment contains sufficient items at the 2.0, 3.0 and 4.0 proficiency levels.			
Assessment is free from bias			
Assessment is written at the developmentally appropriate level and correct readability level			
Assessment items follow guidelines and are clearly written. (see handout)			
The Answer Key is accurate and matches the assessment			
EVERY item has an answer. "Answers may vary" is not acceptable.			

Handout page 13

Design and adopt a standards-based reporting system.

Outcomes (Handout page 2)

- Review essential learnings and proficiency scales and observe how they align curriculum, instruction and assessment.
- Discuss the criteria of quality assessments and review existing common assessments.
- Ensure horizontal and vertical alignment of assessments and standards-based grading.

And finally, what about grading and report cards?

Determining Grades

Handout page 14

1. Examine the student's performance on assignments and assessments.
2. Give more weight to recent information (that is, information from later in the unit).
3. If necessary, discuss the content with the student to shed light on his or her learning progress.
4. Limit the use of zeros.

- Other considerations:

Don't average scores within single measurement topics . . .

- Why? Discuss this with your group.
- Averaging doesn't take into account learning has occurred between assessments within a specific learning goal.
- Averaging can weigh down progress students are making in knowledge gain within a specific learning goal.

One student's scores within a single learning goal:

- F1 = 2.0 (all 2 correct, no 3 or 4)
- F2 = 2.0 (all 2 correct, no 3 or 4)
- F3 = 2.5 (all 2 and a few 3 correct, no 4)
- F4 = 3.0 (all 2 and 3 correct, no 4)
- F5 = 3.0 (all 2 and 3 correct, no 4)
- F6 = 3.0 (all 2 and 3 correct, no 4)

◆Summative Score on Learning Goal 1 = **3.0**

One student's scores within a single learning goal:

- F1 = 2.0 (all 2 correct, no 3 or 4)
- F2 = 2.0 (all 2 correct, no 3 or 4)
- F3 = 2.5 (all 2 and a few 3 correct, no 4)
- F4 = 3.0 (all 2 and 3 correct, no 4)
- F5 = 3.0 (all 2 and 3 correct, no 4)
- F6 = 3.0 (all 2 and 3 correct, no 4)

◆Summative Score on Learning Goal 1 = **3.0**

◆If Averaged: Summative Score = **2.58**

Average Summative Scores Across Multiple Measurement Topics:

- Average for a "final" grade across different measurement topics:
  - Scales lead to more accurate summative scores within a single topic…
  - Averaging summative scores across multiple topics is more reflective of learning…
  - Grades become more reflective of learning!

Averaging Across Learning Goals

- Summative Score 1 = 3.0
- Summative Score 2 = 3.5
- Summative Score 3 = 2.5
- Summative Score 4 = 3.5
- Summative Average = **3.12**

Standards Referenced Grading

- Moving from proficiency scales to traditional type grades.
- Use a conversion table if you report in traditional formats.

Convert the Standards Based Score to a Traditional Grade

- 3.75 - 4.0 = A+
- 3.26 – 3.74 = A
- 3.00 – 3.25 = A- (3.12 falls here)
- 2.84 – 2.99 = B+
- 2.67 – 2.83 = B
- 2.50 – 2.66 = B-

◆Traditional Grade Reported = **A-**

You are now better prepared to answer . . .

- What does an A- mean?
- The student successfully demonstrated mastery on three of four learning goals for this reporting period.
- He/she is still below mastery on goal #3 which deals with (specific reporting topic).

Level 3.0 should = "lowest A"

- Represents the learning goal we are working to achieve for mastery.
- Assessments aligned with scales measure the standard with better validity.
- Getting a higher A means you have to do more, go above and beyond the standard.

3.50 – 4.00 = Advanced
2.50 – 3.49 = Proficient
1.50 – 2.49 = Basic
Below 1.50 = Below Basic

3.00 - 4.00 = A = 95%
2.50 - 2.99 = B = 85%
2.00 - 2.49 = C = 75%
1.50 - 1.99 = D = 65%
Below 1.50 = F = 60%

Making Standards Useful, Marzano & Haystead

Conversion to %

4.0	=	100%
3.5	=	95%
3.0	=	90%
2.5	=	80%
2.0	=	70%
1.5	=	65%
1.0	=	60%
Below 1.0	=	50%

Assigning Summative Scores

- A grade of "A" would be awarded to a student scoring at the Score 3.0 level because that is the grade-level learning target.
- A score of 4.0 would translate to a grade of "A+."
- While it could be argued that this distinction in the grade earned is quite subtle (an A+ is not greatly different from an A), it is important to remember that the learning is of greater importance than the grade.

What About the Use of Zeros?

- Zeros have a large effect when the mean is used to measure central tendency.
- The use shows lack of proportionality between 0 and the 60-to-70% passing score. Other grading ranges have smaller scales.
- Zeros often convey inaccurate information. Was work poor, or was it missing? Are you sure the student knows nothing?
- It typically doesn't work in creating student responsibility. It demotivates most students.

—Marzano, *Transforming Classroom Grading*, (2000)
O' Connor, *How to Grade for Learning*, (2002)

What Instead?

- Use incomplete grade.
- If student doesn't obtain proficiency; he/she continues to work with the content and skills until they become proficient.

Something to think about…

Linda Stevens, director of assessment, Lake Washington, WA described those challenges:

This is not a task for the faint of heart. . . . All reform on a district-wide scale is tough, but moving a system to true standards-based grading is extraordinarily tough, long-term work and requires district leadership to tenaciously do the right thing for students. Waging war against the status quo requires the willingness to tackle layer after layer of difficulties in order to lead the way to new and purposeful assessment and grading practice.

- (personal communication, September 14, 2012)

THANK YOU!

It has been a pleasure spending time with you!

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