

Best Practices

Basics and Making it Work for Your Students



Let Us Pray

As the sunrises may your love rise in my heart.

A love that dispels tiredness

A love that overcome difficulty

A love that builds relationship.

A love that inspires diligence.

A love that delivers excellence

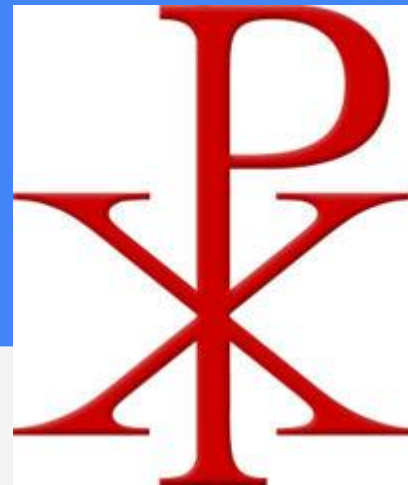
A love that develops trust.

A love that produces praise.

Lord, may I live in the light of your love.

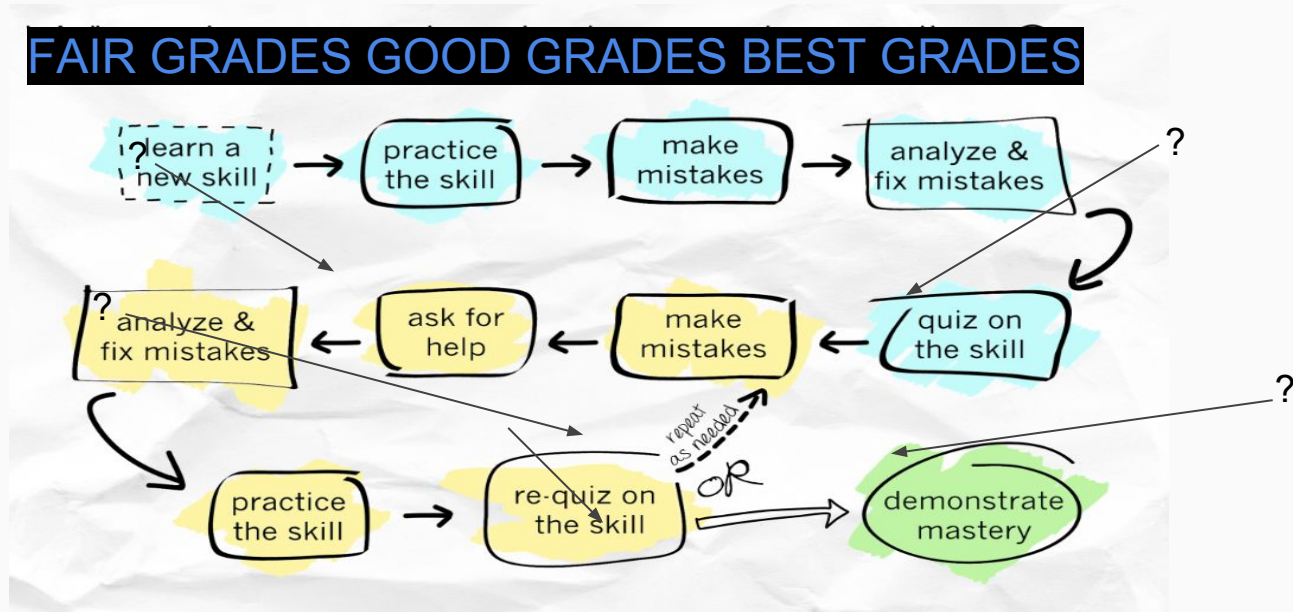
We ask this through Jesus, the Christ, your son.

Amen



What is good grading?

FAIR GRADES GOOD GRADES BEST GRADES



Activity One

Please read the following:

It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristeriate large amounts of fevon and then bracter it to quasel traxoline. Taxoline may well be one of the most lukized snezlaus in the future because of our zionter lesceledge.

Answer the following Questions

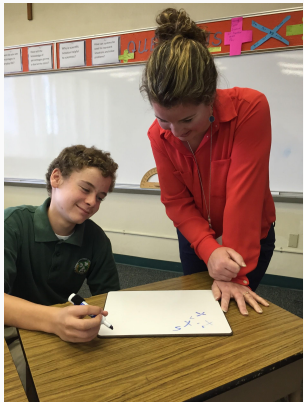
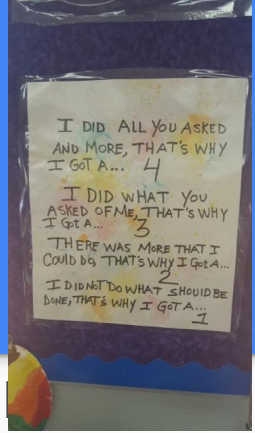
Answer the following using complete sentences.

1. What is traxoline?
2. Where is traxoline montilled?
3. How is traxoline quaselled?
4. Why is it important to know about traxoline?

Random students will be called on to answer the questions and explain to the class their answer.

What is the purpose of grading?

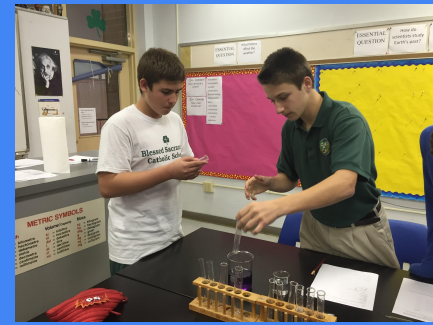
The purpose of grading is to raise student achievement by openly communicating students' progress towards learning outcomes in a timely, accurate, fair, and unambiguous manner. Grading should precisely communicate student achievement to students, parents, and educators.



The influence of work habits on student learning is reported independently from the academics, which will be entitled *Approaches to Learning*.



How should grading work?



Traditional grading averages a student's achievement data with other characteristics, such as work behaviour, attendance, and participation. Good grading removes irrelevant factors and focuses solely on a student's academic achievement and continued identified evidence that indicates an accurate assessment of the student's present attainment of learning standards.

Other characteristics are reported separately.
(*Approaches to Learning*)



Grading Differences



The student's grade more accurately signifies the progress toward proficiency of standards than traditional grading does. Subject areas are segmented into big ideas related to standards and their respective learning outcomes that students need to learn or master. Each goal is assessed. Scores from activities that are provided solely for practice should not be included in the final assessment of the learning outcome. Each school decides on the percentage of formative and summative scores. No lower than 70% for Summative.

The influence of positive and steady work habits on student learning is reported separately from the academics - ATL



What are the advantages of best practices in grading?

Learning outcomes are clearly expressed to the students during the course of instruction. Parents and students can see which learning outcomes students have understood and which ones need re-teaching or re-learning. Best practices can change the nature of at-home conversations between the student and the parent/guardian from, "Why didn't you complete your assignments?" "Did you make up that test you missed?" and "Have you completed your project?" to "Tell me your understanding of this standard," "How does your teacher associate your class assignments to the unit you are studying?" or "What more do you need to do to attain this target skill?" Some students struggle at the launch of units of study, fail assessments and give up; with these best practices, the door remains open to achieving standards within time limits and teacher requirements to meet the standards and or assessments.

What are the disadvantages of these best practices in grading?



Of all characteristics of our educational structure, none seems more resistant to change than grading and reporting. Changing long-held customs is a challenging and an extended process.

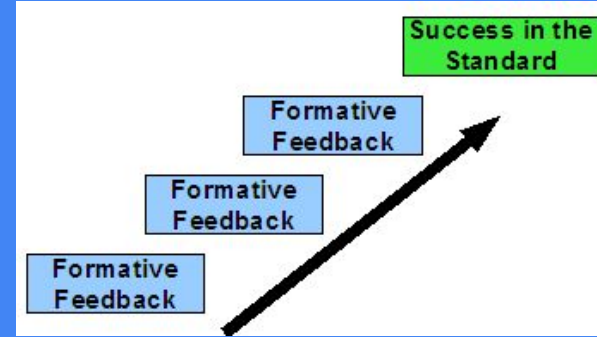
When was the last time you took a course in grading?

Why aren't grades just averaged?



Averaging does not signify a precise picture of where a student is in the learning process as related to the standards being taught. A student who has a difficult start in a class at the beginning of a marking period and receives poor grades, but who keeps working and by the end of the marking period can clearly validate competency in the subject standard(s), should receive a grade that reveals that proficiency. The averaging process is a long-standing practice in most grading systems, but the average does not always signify the data accurately. Reflect on two students, Paul and Anna. Paul earns the following scores: 86, 86, 85, 85, 86, 85, 86 and 86. The average is not challenging to calculate, and Paul's grade is displayed as a B. Anna has learning issues in math and turns in this performance: 55, 60, 65, 70, 85, 85, 90, 90, and 95. Her mean score of a little over 77, and would have an end result of a C on her report card, but it is evident that Anna now comprehends the math even though she struggled in the onset of the class.

How will student progress be measured?



The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments: help students identify their strengths and weaknesses and target areas that need work, as well as help faculty recognize where students are struggling and address problems immediately. The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Assessment OF Learning (Summative)
vs.
Assessment FOR Learning (Formative)



What is the grading scale?

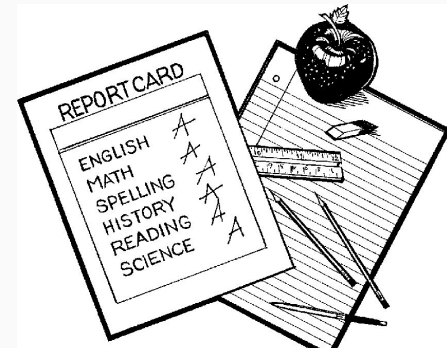
A=90-100

B=80-89

C=70-79

D=60-69

F=50



Standards and Leveling



Most kindergarten through eighth-grade classes will use grade-level standards. This may not be the case for some middle school and most high school courses. For example, when a student participates in algebra in grade eight, those standards are different from the on-level math standards for other eighth graders. A student is measured against the standards for the specific class. Some courses in high school are grade-level specific, for example 10th Grade English, and students will be measured on their performance on these specific ELA standards.

Closing Exercise

Go to www.menti.com and use the code 17 65 55

From our previous discussion concerning traxoline, please complete the following questions:

Answer the following using complete sentences.

1. What is traxoline?
2. Where is traxoline montilled?
3. How is traxoline quaselled?
4. Why is it important to know about traxoline?

www.mentimeter.com

Thank you for entering the profession of
teaching and education!

