

The Mastery Model Sounds Great. So How Do We Get There?

Presentation by Jason Carmichael
The New Community School
Richmond, VA





Objectives

1. Explore the promise of mastery model and how it can redefine teaching and learning in the 21st century.
2. Explore the ideas behind standards-based grading and grading reform, including how they differ from the traditional model.
3. Create an action plan with achievable next steps.

The promise of the mastery model



How would your instruction be different if you didn't have to worry about grades? What could you do that you currently are not able to do?

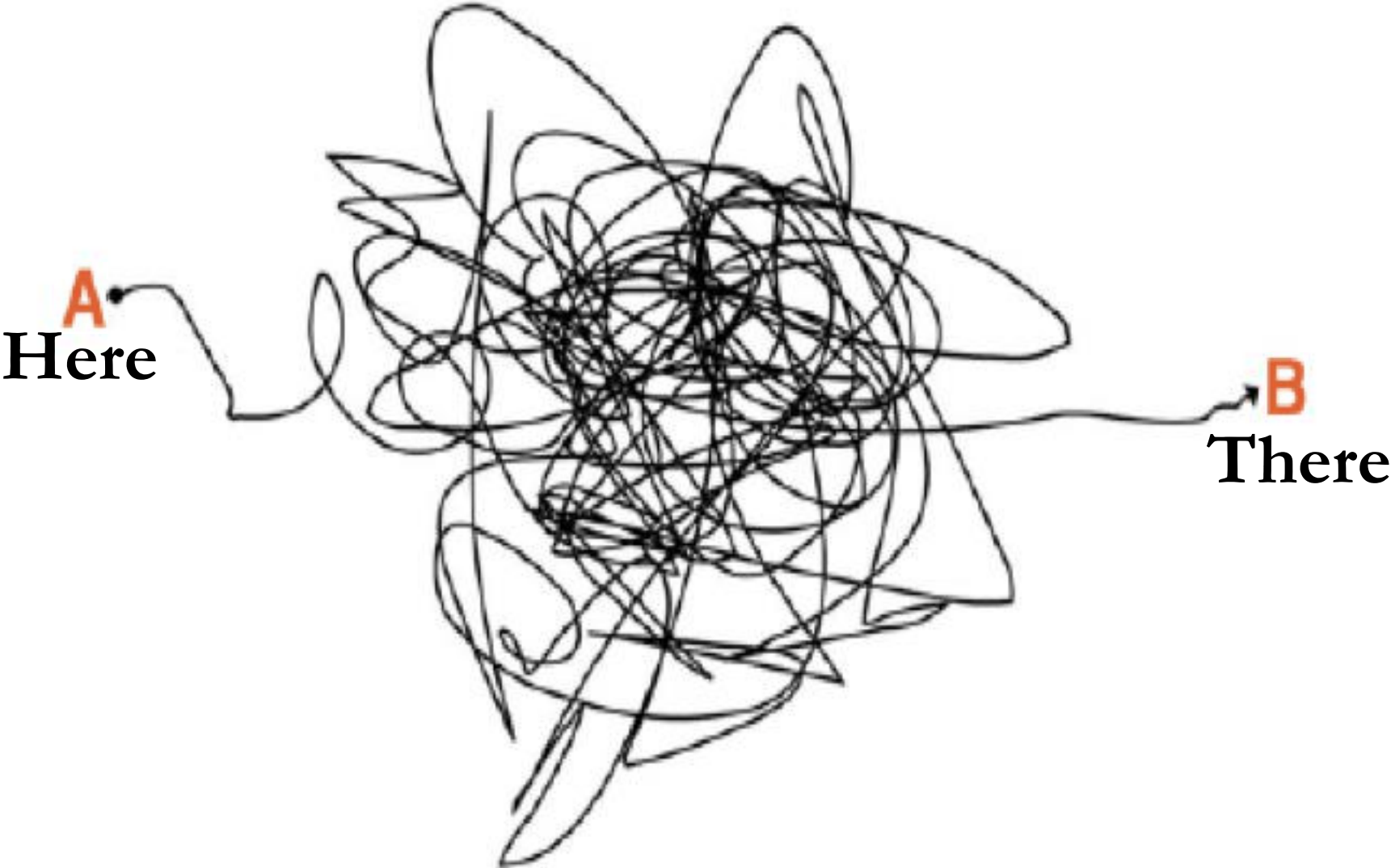


What are our obstacles?

HIGH SCHOOL TRANSCRIPT								
STUDENT INFORMATION			SCHOOL INFORMATION					
FULL NAME: Jane Doe ADDRESS: 123 Diamond St. Orlando, FL 12345 PHONE NUMBER: 555-555-5555 DATE OF BIRTH: 01/01/2000 PARENT/GUARDIAN: John Doe			NAME: Jones School ADDRESS: 123 Diamond St. Orlando, FL 12345 PHONE NUMBER: 555-555-5555 EMAIL ADDRESS: jane.doe@gmail.com					
ACADEMIC RECORD								
SCHOOL YEAR: 2009-2010		GRADE LEVEL: 9TH		SCHOOL YEAR: 2010-2011		GRADE LEVEL: 10TH		
<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>
English 9	1.0	A	English 10	1.0	A	English 11	1.0	B
Algebra I	1.0	A	Algebra II	1.0	A	Algebra II	1.0	A
Biology w/lab	1.0	A	Chemistry w/lab	1.0	A	Marine Biology w/lab	1.0	A
American History	1.0	A	World History	1.0	A	American Government	0.5	A
Drawing	1.0	A	Latin I	1.0	A	Economics	0.5	A
Martial Arts I	0.5	A	Martial Arts II	0.5	A	Latin II	1.0	A
MS Office	0.5	A	Piano	0.5	A	Web Design	1.0	A
Total Credits: 8 GPA: 4.0 Cumulative GPA: 4.0			Total Credits: 8 GPA: 4.0 Cumulative GPA: 4.0			Total Credits: 8 GPA: 4.0 Cumulative GPA: 4.0		
SCHOOL YEAR: 2011-2012		GRADE LEVEL: 11TH		SCHOOL YEAR: 2012 - 2013		GRADE LEVEL: 12TH		
<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>
English 11	1.0	B	English 12	1.0	B	English 12	1.0	B
Algebra II	1.0	A	Calculus	1.0	A	Calculus	1.0	A
Marine Biology w/lab	1.0	A	Physics w/lab	1.0	A	Physics w/lab	1.0	A
American Government	0.5	A	Photography	0.5	A	Photography	0.5	A
Economics	0.5	A	Yearbook	0.5	A	Yearbook	0.5	A
Latin II	1.0	A	Driver's Education	0.5	A	Driver's Education	0.5	A
Web Design	1.0	A	Studio Art	1.0	A	Studio Art	1.0	A
Total Credits: 8 GPA: 4.0 Cumulative GPA: 4.0			Total Credits: 8 GPA: 4.0 Cumulative GPA: 4.0			Total Credits: 8 GPA: 4.0 Cumulative GPA: 4.0		
ACADEMIC SUMMARY			GRADING SCALE					
Cumulative GPA: 4.00 Credits Earned: 24 Diploma Earned: yes Graduation Date: 6/8/2013			90 – 100 = A 80 – 89 = B 70 – 79 = C 60 – 69 = D 59 – below = F					
<i>I do hereby self-certify and affirm that this is the official transcript and record of Jane Does in the academic studies of 2009-2013.</i>								
Signature:			Title: Principal			Date:		



Sounds nice, but...





Grading Activity

Turn to page 2 of your handout and grade the assessment. How you choose to grade it is up to you.

Traditional vs. Standards-Based



Traditional Model

- 100 point scale
- Grade everything that moves.
- Rewards/punishments
- Average together all evidence of learning.

Standards-Based Model

- 5 levels of success
- More assessment, less grading
- Grading based on proficiency towards the learning objectives
- Failure to “get it” early on does not impact grade



Issue 1: The 100-point scale



The problem with the 100 point scale

Starch and Elliott Research Findings

- 2 papers given to 147 English teachers
 - ◆ Paper 1: 64-98 (34 point variance)
 - ◆ Paper 2: 50-97 (47 point variance)
 - ◆ 15% gave one paper a failing grade, while 12% gave it over a 90.
 - Geometry assessment given to 128 Math teachers
 - ◆ Scores ranged from 28-95 (67 point variance)
- (Starch and Elliott, 1912 and 1913)

How SBG addresses this problem



- 5 levels that are meaningful and understandable
- 80% of the levels are passing
- Easier jump from one level to the next
- Greater consistency/reliability in grading

The background features a vibrant, multi-colored geometric pattern of triangles in shades of green, yellow, orange, and red. On the left side, there is a stylized green tree with a white trunk and branches.

Issue 2: Grade EVERYTHING



The problem with grading everything

The Purpose of...

“If you don’t grade it, the student won’t do it.”

assessment
is to
INCREASE
quality.

evaluation
is to **JUDGE**
quality.

- Feedback
- Learning
- Encouragement



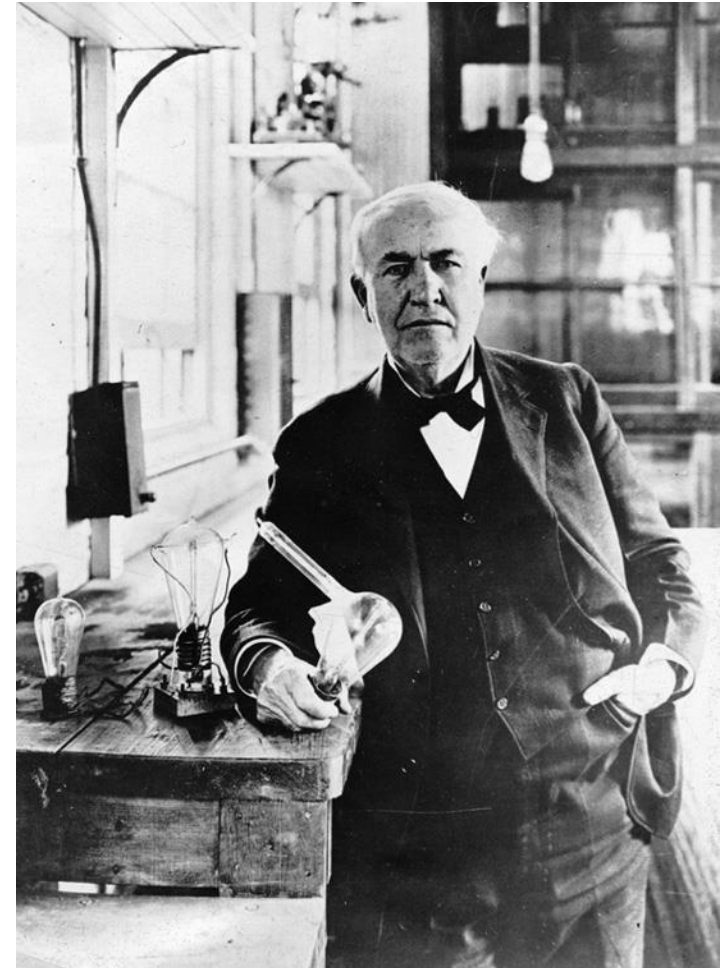
Too short and not enough leaves. C-



How SBG addresses this problem



- Less grading, more assessment
- Focus on practice and growth rather than task completion
- Opportunities to reassess and demonstrate increased understanding





Issue 3: Using
grades as
rewards/punish
ments



The problem with using grades as rewards/punishments

- Late penalties/grade caps
- The outlier of 0


G1	G2	G3	G4	G5	G6	Average	G7	Average
100	98	96	98	96	100	98	0	84
51	56	63	65	68	70	62	0	53

- Reward grades
- Extra credit

How SBG addresses this problem



- The “real world” argument (“I’ll get fired if I’m late”)- let’s be realistic
- Separates skills (or lack thereof) from the grade
- Eliminates the outlier 0
- Moves behavioral attributes to a different reporting mechanism (because they are most definitely important!)



Issue 4:
Averaging old
evidence and
new evidence



The Problem with Averaging Old and New

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Average
Billy	80	80	80	80	80	80
Johnny	100	90	80	70	60	80
Susie	60	70	80	90	100	80
Ellie	50	50	100	100	100	80
Tommy	88	88	88	88	50	80

How SBG addresses this problem



- The focus is put on where the student is at **NOW**, not where the student used to be
- Comparison to “real world”- driving test



The TNCS Journey to SBG



- Year 1- Faculty-led study group
- Year 2- Expanded study group, identified key leaders
- Year 3- Full faculty summer reading; department leadership attended conferences
- Year 4- Additional summer reading; curriculum design workshops; expert facilitated PD
- Year 5- Expanded piloting
- Year 6- School-wide implementation of SBG



Action Plan

Take the next 5 minutes to brainstorm an action plan on page 6 of your handout.

- Where are you now?
- Why is grading reform important to you?
- What are your next steps?
- Who/what are your obstacles?
- Who/what are your allies?

Questions / Feedback



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