

Monsoon Science Parent & Student Evening Agenda Cheat Sheet (10/19)

I. Why'd you drag us out on a weeknight? What's so different about science?

A. Traditional classroom

1. Nearly 30 years. One lesson for all. Groups I assigned all year.
2. Successful for many--**participants**. Too many **passives**.
3. 80% As and Bs? But when I talked to them about big ideas, weak understanding. Then how get As and Bs?
4. Six years ago began including performance task and interview with all summative assessments. MUCH more difficult for many (but not all) students. (**Memorizers** had a lot of trouble; **hands-on students** who didn't do HW often good!)

B. Learner-Paced Classroom

1. **Role Reversal** book--visit Derry (Hood Middle School)
2. Student Assistants (Zack and lack of choice in MS)
3. Most of year, learner-paced--unassigned groups
4. Formative Assessments--Regular interviews (1, 2, 3)
5. Numbered and Non-Numbered Activities
6. Storm Time and home if can't keep up [Show: Website. Link to Google Drive. OCR]
7. Summative Assessments [Products, Socrative Assessments]
8. Engineering Assignments

II. Why Standards-Based Grading?

- A. Purpose of grades (pair/share—or think about alone 30 sec.)
 - 1. punish/motivate
 - 2. select students (remediation, honor roll, special classes, class rank)
 - 3. judge curricular system
 - 4. accurately summarize student understanding of material—communicate with students and families—point to what may need remediation

- B. Averaging tasks
 - 1. A in tennis, C in basketball, F in Mountain biking = C
 - 2. same situation in all academic classes!—one grade not so clear

- C. Illusion of accuracy
 - 1. (Guskey)—valedictorian round to nearest .001 grade point
 - 2. (What's the difference between a 79 and an 81 on English paper?)
 - 3. 3 (or 4) point scale versus 12 (1, 2, 3 v. F, D-, D, D+ etc) **(E in Hooksett!)**

- D. Stopping when get good grade—don't need extra credit
 - 1. Do Bonus Assignment if got bad grade, but not if grades OK (new Engineering Projects)
 - 2. Standards-Based, less likely to see self as “done” with learning

- E. Non-academic tasks skewing academic ones
 - 1. Got “A” because brought in enough canned goods to raise it from “C”—If I wanted this to count would be SD, not part of academic standard
 - 2. Participation points; talking after test took points away

F. Testing students over time

1. Are OK if students show they know it today, but forget two weeks after test?
2. My limited number of Power Standards assessed over time

G. My Standards-Based System

1. 6 Standards [SD, SPS, PM, C & G, PE, F & M]
2. SD
 - a. weekly work
 - b. completing tasks on time
3. Academic
 - a. only summative assessments
 - b. redo whenever ready
 - c. don't want averaging or PRs at random 30-day times—will email summary at end of each unit
 - d. trending and current issue with this (v. doing what did with Guskey)

III. A Parent Skeptical of No Grades

- A. Mrs. Locke

IV. Family Science Diving Submarines

- A. Delayed gratification of plastic models! (LEGOs, Kinex)
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V. Palm Pipe Activity (for those who wish to stay)