

## **Aurora Standards-Based Science Evening Agenda Cheat Sheet (9/20)**

### **I. Introductions**

- A. Mr. Stith--Aurora Science Teacher (at LMS 27 years; teaching for 34)
- B. Mrs. Collacchi--LMS Curriculum Coordinator (even older than Mr. Stith!!)
- C. Mrs. Locke--Londonderry parent (including of Piper)
- D. Piper Locke--8th grade student assistant (and former student of Mr. Stith's)

### **II. Points on which we all agree**

- A. We want our children to have as many options as possible in the future.
- B. The better students master habits and knowledge, the more options they'll have.
- C. We want our children to have opportunities to improve on their weaknesses.
- D. We want teachers to guide our children and to provide them with support and honest feedback.
- E. We want to know how our children are doing.

### **III. 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-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. 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 or 7 Standards [Show: Parent Info Page of website]
2. SD [weekly work, completing tasks, on time, follow directions, takes advantage of redo opportunities] Is this a REAL standard? Yes!!
3. Academic
  - a. only summative assessments in Aspen (redos available)
  - b. formatives in Google Classroom leading up to summative assessments

- 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. Mrs. Collacchi**

- A. Vision for middle school post COVID!

### **V. Question and Answer**