Rethinking Grading to Promote Love of Learning

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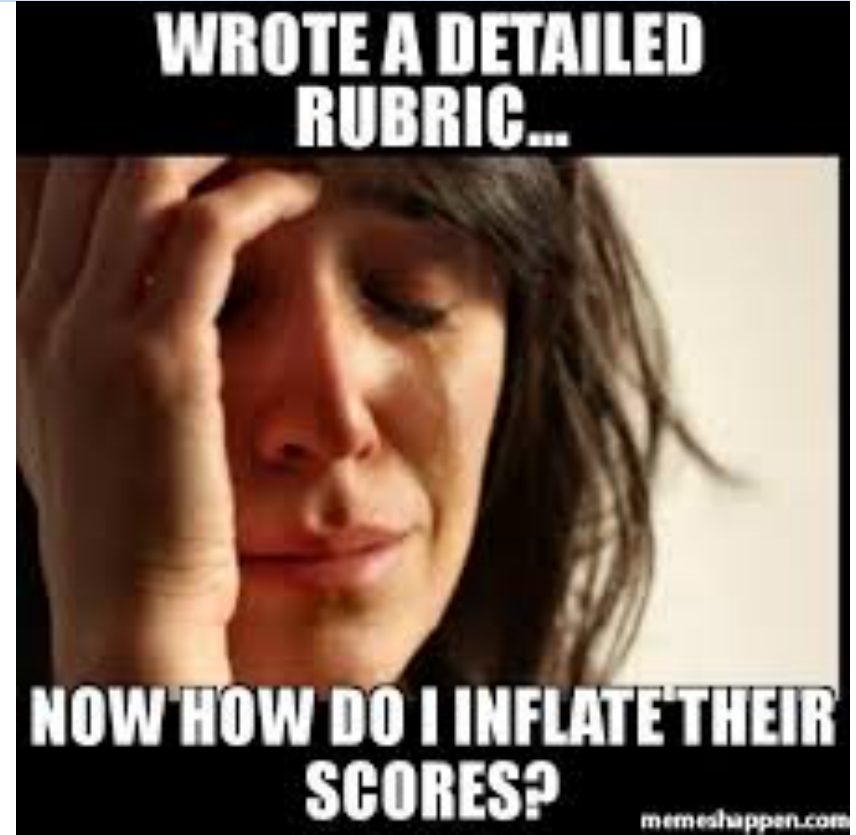
What do we (all) know?

Before students can learn to love learning, teachers must first break barriers and establish a safe space.

Normalizing Failure with Confession Circles

RUBRICS
CONFUSE
US.

More Normalizing Failure Strategies

1. Wait for it!

1. Reverse Socratic!

1. Let them cheat! But not steal:)

STOP

COLLABORATE AND LISTEN

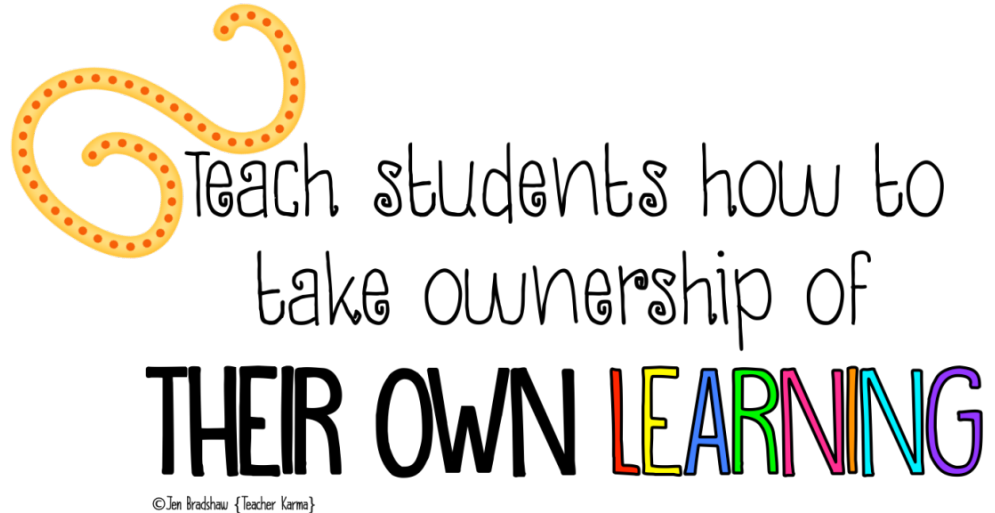Once students acknowledge that failures and fears are normal, what then?

This led to our Thesis

We can help girls long to be assessed and ultimately evaluate their own mastery of material through these three ways:

1. Publication

1. Presentation

1. Performance

Teach students how to take ownership of THEIR OWN LEARNING

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The more ownership girls have over their learning, the more they will want to learn.

Grades are stupid...

In real life *Making the Grade* rarely involves grades:

For example:

Doctors *perform* surgery.

Executives *present* ideas.

Scientists *publish* research.

Publication:

Students submit work for recognition. When their name is attached to a product they will care to put forth their best effort.

Teachers look for opportunities for students to be published in real publications (or create your own).
- National Latin Awards
- Scholastic Awards
- Online journals and anthologies for teens
- School newspapers and awards
- Teacher's website/class page (Student of the Week!)
- Fan Fiction blogs
- Instagram or Social Media Challenge

Presentation:

Students communicate their own written and oral ideas to their community and beyond. Teachers look for opportunities for students to engage.

- Global Read Aloud
- Mystery Skypes
- Poetry Out Loud
- Read/Present at Assembly/Lunch Time
- Black Box/Coffee House
- Book Review Talks
- Lower School Buddy
- Popsicle Sticks
- Day to day participation (index cards, tally marks, etc.)
- Change the environment (students can present to board, alum, lower school, staff, chapel, etc.)

Performance:

Students actively demonstrate knowledge.
- Act It Out and/or Scene it!
- iMovies (which can then be published)
- Games (Kahoot, Quizizz, Stand-Up!, SWAT! Grudgeball)
- [Break Out Boxes](#)
- Scavenger Hunts
- Escape Room
- Charades
- Hogwarts Point System
- Popsicle Sticks

Hogwarts Houses

Crossword Puzzle	Comic	Story Board
Create a crossword puzzle with 15 vocabulary words. *Clues must be in complete sentences IN LATIN. You must include an answer key.* Example: *arbores sunt in _____. (silva)*	Write and illustrate *your own Latin* story on a 6-10 panel comic strip. Use at least three examples of a current grammar topic. *You must highlight and/or underline your examples.*	Make a 6-10 panel comic on one of the stories that we have read in class and features examples of a current grammar topic. *You must include Latin captions and/or short Latin sentences.*
Song	**Study Guide**	**Practice Test**
Take a familiar tune and make a song about a current grammar or cultural topic. *You must film and share your song via Google Drive.*	Create your own Study Guide on a current grammar topic. Use previous classwork, homework, stories, etc. *You must include written explanations and at least three example sentences.*	Create your own Practice Test that assess students on a current grammar topic. Use previous classwork, homework, stories, etc. *You must include an answer key.*
Tutorial Video	**Game Board**	**Picture Flashcards**
Create a short 2-minute *quality* tutorial video that explains a current grammar topic. *You must share your video via Google Drive.*	Come up with 15 questions about a current grammar topic. Ask Magistra for a game board template or make your own. *You must include an answer key.*	Create a set of picture flashcards for at least 20 vocabulary words from a current chapter. Write the vocabulary word on one side and draw an illustration of it on the other. *You must write the full Latin dictionary entry and choose challenging words.*

Put Grades in their Place

Some strategies to try:

1. Student Conferences

2. Student Portfolios

3. Feedback Rubrics

"If only I had a few more papers to grade" said no teacher ever.
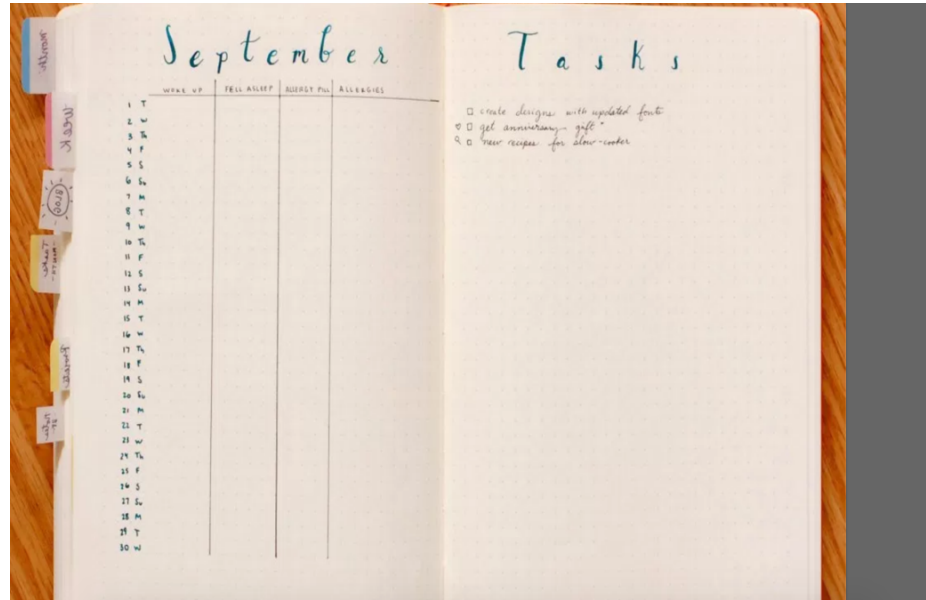
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Student Conferences

Student-teacher conferences evaluate student's performance together.

Bullet Journals: A Revamped Portfolio

Bullet Journals help students plan. Don't keep your curriculum a secret. Lay out the quarterly or month goals for your class with your students. Ask them to highlight the areas they feel will be the most challenging in a favorite color.

Feedback Rubrics

Component	Description	Student Feedback
Organization	Study Guide is neatly handwritten and uses headings and subheadings to visually organize the material. (5 Points)	*Your Study Guide progesses nicely and covers all the required topics. However, your Study Guide could have been clearer by including subheadings. (4/5 Points)*
Content	Content is clear, precise, and in own words. Study Guide is comprehensive and shows a complete understanding of each topic. (10 Points)	*Each topic is covered and thoroughly explained with text and diagrams. (10/10 Points)*
Examples	Three examples for each topic are present and clearly demonstrate topic. Examples are thoughtfully chosen and explained. (10 Points)	*Your Study Guide features a lot of charts, which is a good representation of the material, but very few example sentences. For example, what does a sentence look like with an Ablative Absolute or an Indirect Statement? (8/10 Points)*
Quality	Clear, accurate Study Guide. Sections, examples, diagrams, charts, etc. are labeled neatly and accurately if applicable. (4 Points)	*Your Study Guide includes some minor mistakes, which I've marked on your Study Guide. (4/5 Points)*

Time to Test.

Tests are just data, grades only provide information.

Tests provide great student feedback. The more feedback, the more ownership.

The more ownership students have, more students want to learn.

Pre-Testing:

Test at the beginning when they have no expectation of knowing anything to help them learn what they don't know.

Pre-Testing works in all subject areas, including reading comprehension, math, etc.

Testing:

The "real" test takes place.

We strive for students to learn not for the grade, but for the learning leading up to the actual test.

The "test" becomes a living thing that students know that they are working towards.

Post-Testing:

Grading in class, test corrections, essay rewrites, retesting are real learning. All require student feedback.

Pushback: These assessments takes more time from teachers and sends message you do not need to study first time.

Answer: These assessments are just as rigorous and cause students to learn from their mistakes.

- 94% (17/18) of this class admit they **don't read** teacher feedback on essays unless the get to rewrite or they have received an 'A'. (Who doesn't love positive feedback?:)

Test-Analysis

Some think that Test-Analysis is about the grade, but, in reality, it is about identifying the skills that students have yet to learn.

Test-Analysis gives students feedback about their test and study strategies and whether they need to…..
1. Read directions
2. Study more effectively
3. Review to recoup style/syntax points

Pick up sticks!

Okay, what questions do you have?

(Reverse Socratic!)

Questions?

Resources

3 Problems with Traditional Grades" by Catlin Tucker: http://catlintucker.com/2017/05/3-probs-trad-grades/ (The importance of immediate feedback.)

Quiet: The Power of Introverts in a World That Can't Stop Talking by Susan Cain: https://www.amazon.com/Quiet-Power-Introverts-World-Talking/dp/0307352153

Rethinking Rubrics by Maja Wilson: http://www.heinemann.com/products/e00856.aspx#fulldesc

"Stop Taking Grading Home" by Catlin Tucker: http://catlintucker.com/2017/04/stop-taking-grading-home/

SuperBetter: The Power of Living Gamefully by Jane McGonigal

Teach Like a Champion 2.0 by David Lemov

The Curse of the Good Girl: Raising Authentic Girls with Courage and Confidence by Rachel Simmons

Thank you!