Standards-based grading with voice

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Which Student Would You Like to Pack Your Parachute?

% mastery

Thanks to Frank Noschese

Number of Attempts

Student A
Student B
Student C
Mastery
SBG: What is it?

● What do you want your students to do/know/learn?
  ○ Learning outcomes
● Be up front about it
● Assess!
  ○ (repeat)
My Student's progress
My standards

Chapter 6
1. I can derive the Euler’s equation
2. I can use Mathematica to find a path that minimizes something.

Chapter 7
3. I can show that the Lagrange method is equivalent to Newton’s laws for a simple system.
4. I can use Mathematica to model an interesting system
5. I can use Mathematica to model a system with viscous friction (also applies to chapter 2)
6. I can use Mathematica to model a system with a constraint force

Theoretical Mechanics  E&M  Optics
My scale

1: Doesn't meet expectations

2: Approaches expectations

3: Meets expectations

4: Exceeds expectations

full details
Add voice!

- Oral exams
- Screencasts, screencasts, screencasts
- Pencasts, pencasts
Collaborative scoring
Observations

- Low pressure
- Class time focus
- No extra credit
- Students help craft standards
- Students pick problems
- Connection to learning outcomes assessment
Pitfalls

- Students think they can pull it off
- VERY different
  - takes some time
- lots of grading
  - this is subtle, though
Changes I've made

● Improvable
● Two week rule -> one week rule
● Peer assessment
  ○ original
  ○ my assessment
  ○ student assessment
● Oral exams
  ○ bring in a page
  ○ focus the conversation afterwards
● Labs
My support community

- Twitter (@arundquist)
- Blogosphere (google "superfly physics")
- GPD
  - sharing
  - collaborating
  - coaching
Thanks!