


If You Like It
Then You Should
Put a Grade on It:
Alternative Assessments
in a Process-Oriented
Course



Contact Information

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The Reason Behind the Shift

- Profile of classes for 2016-2017
 - 2 sections 7th grade science (17 students, 13 students)
 - 3 sections of 8th grade science (13 students each)
- 7th graders afraid to take risks
 - Academically driven, but relies on memorization
- 8th graders needed structure
 - Creative and innovative, but difficult to redirect

The Shift

- Classwork was no longer graded for accuracy
 - Students became more engaged
 - Students asked more questions about content
- Feedback became central part of class
 - Classwork was edited based on feedback
 - Unlimited attempts to revise work

The Gradebook Problem

- Parents weren't able to track student progress
- Increased the weight of tests/quizzes
- Increased student stress during assessments
- Needed a way to quantify effort and growth

Developing the Formative Assessments

- Collaborated with Art Department
 - Part of Mastery Quest (Professional Development)
 - Most assessments in art are formative
 - Application of instructor feedback very important
- Studio thinking for the laboratory setting
- Classwork Rubric and SND Quick Quizzes

Classwork Rubric

- 3 criteria (4 points each)
 - Positive Participation
 - Implementation of Instructor Feedback
 - Completion of Assignment
- Used 2-3 times a week
- Visible in gradebook (PowerSchool)

SND Quick Quizzes

- Stand 'N Deliver
 - 1 question oral quiz
- Worth 2 points
 - 2 points for a correct answer
 - 1.5 points for on-topic answer
 - 1 point for "I don't know"
 - 0 points for off topic answer
- Every student called after 5 min study time
- Demonstration

Impact

- Parents supported process-oriented methods
- Students enjoyed learning without pressure of accuracy
- 7th graders took more academic risks
- Classroom management improved in 8th grade
- Aligning points and priorities

Acknowledgements

- Victoria Bailess, art teacher extraordinaire and Mastery Quest partner
- Mary Keever, head of Middle School and resident encourager
- Evelyn Jenkins, developer of Mastery Quest PD which sparked this idea
- WCDS Wildcat Community for their trust and support