# Teaching for Justice And Assessing for Mastery

Dr. Lindsay Lyons

Welcome to the workshop!

Teaching for justice includes what we teach, how we teach, and how we assess. In this session, participants will explore how mastery-based learning, project-based assessment tasks, and advancing racial, gender, and intersectional justice complement one another in a higher education course. We will discuss the mindset shifts necessary for designing, teaching, and assessing for justice and how leader support can facilitate widespread practice of these strategies. Participants will experience equitable assessment in action throughout the presentation, and will have an opportunity to share challenges and ask questions.

Who am I? Where am I?
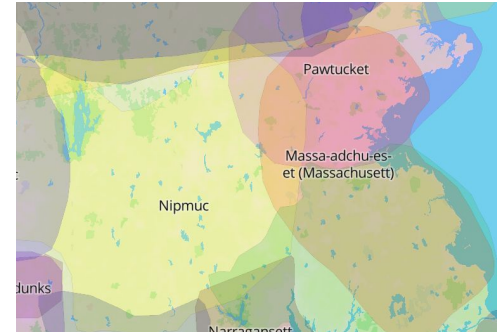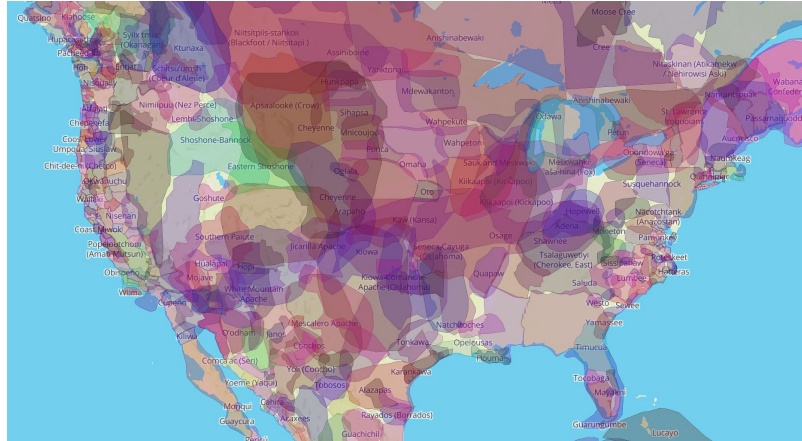
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Workshop Learning Targets

- I can recognize **equitable grading** also requires a shift in instructional practices and lesson design.

- I can **outline a** course-long mastery-based **assessment rubric.**

- I can **generate ideas for** authentic project-based **assessments.**

- I can **identify the mindset shifts** preventing professors from embracing mastery-based grading and develop messaging to speak to those challenges.

- I can familiarize myself with a **UBD-style unit planning template** to share with educators to support the design of equitable assessments.

Let's Self-Assess on the Workshop Outcomes

Self-Assess: Marzano's Scale

4	3	2	1
I need a challenge or I could teach someone.	I just need some more practice.	Help me a little, and I got this.	Even with help, I do not get this

I can recognize equitable grading also requires a shift in instructional practices and lesson design.

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Let's start with a research-based foundation.

Justice = Dismantling Grading Bias

Outcomes-Based Grading +
Mastery-Based Grading Results:

- 34% gain in student achievement
  (Haystead & Marzano, 2009)

- Increased student learning

- Less stressful class climate with better teacher-student relationships

- Decreased "achievement gaps"
  (Crescendo Ed Group)

"Traditional" grading	More equitable solutions
• Grades are final. They penalize students whose previous school may not have been able to prepare them. Those students are disproportionately black and brown.	• Students have multiple opportunities to arrive and and show mastery. • Outcomes endure across units and content so students can see their progress and successes over time.
• Not all grades reflect learning (think:compliance, "participation" and "timeliness." These grades are more susceptible to cultural bias.)	• No compliance grades: formative assessments aren't entered in the gradebook. Neither are habits of work, homework, or classwork.
• Can promote low expectations. Students may be able to pass without learning. Lots of times, expectations are racialized or products of institutional/internalized racism.	• Growth is tracked and emphasized. Grading language fosters a growth mindset. "Not yet," instead of "you fail." • Nograding habits of work!
• Traditional grading places students on a hierarchy. Students internalize these labels, which may fuel internalized racism/superiority.	• Feedback should be skills-based and actionable. It's not a judgment of the student. • Growth mindset is shown through mastery language: developing, approaching, ec.
• Regent exams emphasize content over skills. They don't honor the intelligences of all students.	• Teach high-level skills like reasoning, instead of teaching to the test.
• Learning management systems and institutional policies force grading to look a certain way.	• Track visual growth, like a computer game. • Familiarize yourself with DOE policy, which provides opportunities for mastery-based grading and reporting.
• Some kids come in without a foundation in certain skills/content.	• Mastery allows you to meet kids where they are without penalty or shame.

Table from Mastery Collaborative

Why Project-Based Learning (PBL)?

- Authentic, project-based assessment closes the "achievement" gap

- Students have improved attitudes toward learning: more engaged, self-reliant, & have better attendance in PBL classrooms

- PBL increases content retention & deepens student understanding

- PBL teachers are happier

Gold Standard Elements of PBL

- Challenging Problem or Question

- Sustained Inquiry

- **Authenticity**

- Student Voice & Choice

- Reflection

- Critique & Revision

- **Public Product**

Why shifting to equitable grading requires a shift in lesson design

A Mindset Shift

It's not just how we grade...

It's also WHAT we're grading

and

HOW we prepare students to create the product we grade

Student-Centered Lesson Design

- Student:teacher talk time ratio is high

- TIME to pause, apply, reflect, revise

- Student preferences and suggestions inform activities
  - Or individual students choose which activities to engage with

Content that advances intersectional justice

Dr. Gholdy Muhammad's 4 pursuits

Identity	**Criticality**
Skills	**Intellect** *(application)*

Students Co-Construct Projects

- Choice and voice in topic(s) to pursue

- Creative application of learning

- Projects have an authentic impact/purpose/audience

Benefits of Student Voice in Pedagogy, Curriculum, & Assessment

- Improved **agency, belonging, competence** → academic performance

- Strengthens adult & peer **relationships** and students' **critical awareness & activism**

- Sharing power generates power: **growth of community capacity** or "cascading vitality"

- Can be **healing**: coping skills, "posttraumatic growth"

Pause & Reflect

What key ideas are you taking from
this first section of the workshop?

How do we make these shifts?

Create a Course-Long, Mastery-Based Rubric

- Pick a rubric type

- Identify priority outcomes & define mastery

Mastery-Based Rubric Types

Mastery-Based Rubric

	Above Standard	Meets Standard	Approaching Standard	Below Standard
SKILL #1	This looks like…	This looks like…	This looks like…	This looks like…
SKILL #2	This looks like…	This looks like…	This looks like…	This looks like…
SKILL #3	This looks like…	This looks like…	This looks like…	This looks like…

Single-Point Rubric

Approaching Standards (^) *Read my comments to see why this is approaching standards. Then, identify what you can do to improve.*	Outcome *Read each box in this column to understand what mastery of each skill will look like in your project.*	Above Standards (+) *Read my comments to see why this is above standards.*
	SKILL #1 This looks like...	
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Get the templates at
bit.ly/rubrictemplates

Rubric Tips

- Aim to have between 4-8 outcomes.

- When defining mastery…
  - Talk about the skills, not specific projects. You can adapt the core rubric with assessment-specific details later.
  - Focus on what students *can* do at each level of mastery

- Use Muhammad's 4 pursuits as a check.
  - Do you have at least one outcome that aligns to each pursuit?

Develop an Engaging Project

- Craft a compelling driving question

- Ensure there's an authentic purpose and audience

What Makes a Compelling Driving Question?

- Engaging

- Allows for open-ended responses

- Rooted in a specific context

- Clear (students understand the question)

- Centers justice

Evaluating A Driving Question: Practice

First Draft	Second Draft	Third Draft?
How is math used in basketball statistics?	Is LeBron James the best basketball player ever?	What's the formula for calculating the best basketball player of all time? *What statistics are missing from the debate of whether LeBron James the best basketball player ever?*

Engaging   Open-ended   Contextualized   Clear   Centers justice

Check for An Authentic Purpose

- Is there a purpose beyond the grade?

- Who will see the final product?

  - Does it go beyond the teacher? Does it go beyond the class?

- *Does it advance justice?*

- *Does it enable student voice/choice?*

My Favorite Project Ideas

- Conduct research, write report

- Media critiques

- Interviews as part of podcast/documentary

- Policy recommendation

- Artistic performance

- Create a public-facing website/blog

Develop Your Core Unit Arc

- Craft a compelling driving question

- Ensure there's an authentic purpose and audience
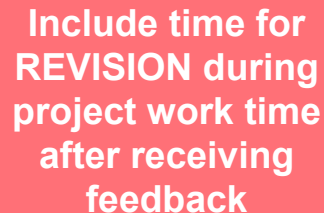
Lesson Level Reflection Strategies

- Self-Assess
  - Have students self-assess at the start and end of a lesson
  - Mid-Year and End-of-Year pre-then-post assessments

- Student Voice
  - Survey students to understand their experience in the class
    - (e.g., sense of agency and belonging, perceptions of assessments and protocols)
  - Use this self-report data in addition to "grade" data to make instructional decisions

UBD Planning Support

Get the template at

bit.ly/backwardsplantemplate

What do you want students to learn/pursue?
The 4 pursuits are part of Dr. Gholdy Muhammad's historically responsive literacy framework.
Here is a summary of that framework.

	How will each pursuit show up in this unit?	Mastery looks like...
Identity		
Skills		
Intellect		
Criticality		

How will you know students have achieved these goals?

Summative Task:

Check:
- ❏ *Is it authentic and engaging?*
- ❏ *Does it ask students to apply what they learned in a new way?*
- ❏ *Does it align to the content understandings/skills above?*

What learning experiences will best support them to get there?

SAMPLE UNIT ARC

...earning experiences will best support them to get there?

SAMPLE UNIT ARC

Activity *(Alignment to UbD)*	Your Version
...(meaning in personal context)	
...nt Delivery: Video *(...e knowledge & skills through varied ...nces)*	
...nt Delivery: Content Delivery: Simulation ...tual Analysis *(...e knowledge & skills through varied ...nces)*	
...nt Delivery: Interactive Mini Lecture *(...e knowledge & skills through varied ...nces)*	
...endent Student Work Time: What I Need *(...e knowledge & skills through differentiated ...port for students, respect phases of mastery)*	
...Study: Context A *(...e students to core understandings in novel ...s)*	
...sion: Class Circle *(...ded formative assessment to build up students' ...tion skills)*	
...Study: Context B *(...e students to core understandings in novel ...s)*	
...sion: Small Groups *(...ded formative assessment to build up students' ...tion skills)*	
...endent Student Work Time: What I Need *(sequence knowledge & skills through differentiated support for students, respect phases of mastery)*	
Case Study: Context C *(expose students to core understandings in novel contexts)*	
Discussion: Socratic Seminar *(scaffolded formative assessment to build up students'*	

Pause. Reflect.

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Go create something amazing.

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Activity *(Alignment to UbD)*	**Your Version**

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One Next Step

Take a moment to think about ONE next step you can take after this workshop to apply what you learned.

Presenter Contact Information

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Podcast: Time for Teachership

LinkedIn: Lindsay Beth Lyons

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Content Delivery: Content Delivery: Simulation or Textual Analysis (acquire knowledge & skills through varied experiences)	

Content Delivery: Interactive Mini Lecture *(acquire knowledge & skills through varied experiences)*	
Independent Student Work Time: What I Need *(acquire knowledge & skills through differentiated support for students, respect phases of mastery)*	
Case Study: Context A *(expose students to core understandings in novel contexts)*	
Discussion: Class Circle *(scaffolded formative assessment to build up students' application skills)*	
Case Study: Context B *(expose students to core understandings in novel contexts)*	
Discussion: Small Groups *(scaffolded formative assessment to build up students' application skills)*	
Independent Student Work Time: What I Need *(acquire knowledge & skills through differentiated support for students, respect phases of mastery)*	
Case Study: Context C *(expose students to core understandings in novel contexts)*	
Discussion: Socratic Seminar *(scaffolded formative assessment to build up students' application skills)*	
Introduce Summative Assessment *(re-iterate goal of applying knowledge to novel context, reassure students they've been practicing this)*	
Independent Student Work Time: You Choose # of Days *(ensure enough time to respect phases of mastery)*	
Independent Student Work Time: What I Need *(acquire knowledge & skills through differentiated support for students, respect phases of mastery)*	
Summative Share Out *(students share end product with authentic audience whenever possible, celebrate success, encourage student reflection)*	