



GREAT
SCHOOLS
PARTNERSHIP



CT Superintendent's Community of Practice

Grading, Reporting & Student Recognition

May 3, 2016

Series Facilitators

From the Great Schools Partnership:

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www.greatschoolspartnership.org/presentations

Series Outcomes

- Build capacity to implement mastery-based learning at scale across a school district
- Explore and share ideas and strategies underway or planned in alignment with implementation
- Create a network of like-minded educators for political and cultural support

Meeting Dates

- September 22, 2015—Cromwell, Crowne Plaza
- October 27, 2015—New Haven
- December 8, 2015—Farmington
- January 26, 2016—Meriden
- March 1, 2016—Cromwell, Radisson
- May 3, 2016—Hartford

Agenda

Welcome, Overview and Outcomes

Review from Last Session—Leadership

Leading Questions concerning Grading, Report & Student Recognition

Determining “Grades” from scores

Fairly acknowledging student achievement

Final Reflections and Feedback

Group Norms

- Build on and support one another's efforts
- Acknowledge and encourage different approaches as we collaborate
- Trust the integrity of our colleagues
- Monitor our air time in group gatherings
- Communicate openly, clearly, and directly
- Acknowledge and honor different perspectives
- Assume positive intentions of all members
- Honor confidentiality regarding the conversations held here

Today's Outcomes

Understand how scores on student work can best be aggregated

Today's Outcomes

Understand the power—positive and negative—concerning student recognition

Today's Outcomes

Reflect on your district's next steps

How can we
aggregate
student scores
for reporting?

What is the score?

[illegible]

Aggregating Performance Indicators

Body of Evidence

vs

**Mathematical
Computation**

Aggregating Performance Indicators

Mathematical Computation Strategies

- Power Law
- Decaying Average
- Most Recent Score

Verifying Proficiency

Power Law

Method	Description	Pros	Cons
Power Law	The power-law formula plots different assessment scores over time and attempts to draw a “best-fit” line that effectively answers the question: What score would the student most likely receive on the performance indicator if she were assessed again?	Power law does not penalize students for poor performance at the beginning of a grading period, and it produces scores that more accurately reflect what students know and can do at the end of a semester or year.	Because the formula generates a predictive trend, it’s possible that power law could produce, in some cases, a final score that is higher than the highest score earned by a student.

How Power Law Works

Assessment	1	2	3	4	Final Score
Student 1	1.00	2.00	3.00	4.00	4.00
Student 2	1.00	3.00	2.00	4.00	3.66
Student 3	2.00	4.00	1.00	3.00	2.16
Student 4	4.00	3.00	2.00	1.00	1.28

Verifying Proficiency

Decaying Average

Method	Description	Pros	Cons
Decaying Average	Decaying-average formulas assign progressively decreasing weight to older assessment scores. In effect, newer assessments “count more” in the final score.	Because skills and knowledge increase over time, giving more weight to more recent assessments can facilitate the learning process and encourage teaching practices that are focused on learning growth.	Decaying averages introduce the possibility that students may not try as hard on some assessments given earlier in a grading period.

How **Decaying Average** Works

Assessment	1	2		3		4	Final Score
Student 1	1.00	2.00	1.65	3.00	3.00	4.00	3.64
Student 2	1.00	3.00	2.30	2.00	2.10	4.00	3.33
Student 3	2.00	4.00	3.30	1.00	1.80	3.00	2.58
Student 4	4.00	3.00	3.35	2.00	2.47	1.00	1.51

Verifying Proficiency

Most Recent Score

Method	Description	Pros	Cons
Most Recent Score	Teachers use the most recent assessment score (or scores) to determine if students have achieved performance indicators.	Using the most recent assessment score encourages students to improve their performance because new assessment results replace older results, and final grades will more accurately reflect the knowledge and skills they acquired over the course of a term.	Some teachers are uncomfortable using systems that replace older scores because they believe that students may not give every assessment their best effort if they know that some grades won't "count" or that they will be allowed to redo or retake assessments.

How Most Recent Score Works

Assessment	1	2	3	4	Final Score
Student 1	1.00	2.00	3.00	4.00	4.00
Student 2	1.00	3.00	2.00	4.00	4.00
Student 3	2.00	4.00	1.00	3.00	3.00
Student 4	4.00	3.00	2.00	1.00	1.00

Aggregating Graduation Standards

Body of Evidence

vs

**Mathematical
Computation**

Aggregating Graduation Standards

Body of Evidence

- Portfolios
- Exhibitions

Verification Methods

Body of Evidence

Method	Pros	Cons
Body of Evidence	<ul style="list-style-type: none">• Encourages students and educators to reflect on and assess learning progress and work quality.• Emphasizes the evaluation of a body of work that has been collected over time.• Encourages students to take greater ownership over the learning process.• Allows for evidence from outside-of-school learning pathways, such as internships or dual-enrollment courses.• Can be used to involve parents and community members in the learning process, such as through a public exhibition of learning.	<ul style="list-style-type: none">• Can be a time-consuming process for both students and teachers.• May be perceived as a disconnected, after-the-fact event rather than an integral part of the learning and assessment process.• May require schools to communicate student achievement differently than they have in the past, which may be unfamiliar or confusing to some parents and families.• Requires teachers, reviewers, and scorers to use common evaluation criteria and processes, which can require training and practice to calibrate.

Aggregating Graduation Standards

Mathematical Computation Strategies

- Formula
- Majority
- Totality

Mathematics Graduation Standard:

Number and Quantity

Performance Indicator	Average	Majority	Totality
Extend the properties of exponents to rational exponents	3.5	3.5	3.5
Use the properties of rational and irrational numbers	3.0	3.0	3.0
Reason quantitatively and use units to solve problems	3.5	3.5	3.5
Perform arithmetic operations with complex numbers	3.0	3.0	3.0
Use complex numbers in polynomial identities and equations	2.0	2.0	2.0
Meets Graduation Standard	YES	YES	NO

Verification Methods

Mathematical Verification

Method	Pros	Cons
Mathematical Verification	<ul style="list-style-type: none">• Results are relatively straightforward and easy to calculate.• Utilizes scores on student work that has already been assessed.• Communication and understanding of student progress can be done in more traditional and familiar ways.• Existing student-information systems often use	<ul style="list-style-type: none">• Learning progress can be obscured when calculating a series of scores rather than evaluating learning growth over time.• May allow for less student voice and choice than a body-of-evidence approach.• May inadvertently limit flexibility and creativity when it comes to instruction and assessment.• May encourage students to narrowly focus on grades and numerical indicators of success, rather than on their learning progress and skill development.

Other Considerations

- 1 - 100 Grade Reporting
- A-F Grade Reporting
- 1-4 Grade Reporting
- If translating, when?
- Which battles are worth fighting?

**How can student
recognition support
or hinder students'
learning—and their
future?**



**Who
should be
recognized at
graduation?**

Who gets recognition?

Look at the list of the students with the highest GPA's in their class.

Who will get recognition at graduation and what will that look like?

Three Different Ways to Report

	GPA (2 decimal places)	GPA (whole)	GPA (4 pt)	Name				
	98.14	98	4.1	Aleesha			Highest	Lowest
*	97.95	98	4.1	Phil		A+	100	98
**	97.48	97	4.0	Ben		A	97	95
	97.34	97	4.0	Merry		A-	94	92
**	96.59	97	4.0	Sharon				
	96.56	97	4.0	Benjamin			Highest	Lowest
	96.50	97	4.0	Mary		A+	4.3	4.1
**	96.41	96	3.9	Shelly		A	4.0	3.8
	95.99	96	3.9	Gary		A-	3.7	3.5
*	95.92	96	3.9	Megan				
	95.89	96	3.9	Isabel		** student attended only grades 11/12		
	95.66	96	3.9	Carter		* student attended only grade 12		
	95.57	96	3.9	Kathi				
	95.48	95	3.8	Maggie		182 students graduating in this class		
	95.35	95	3.8	Noelle				
**	95.12	95	3.8	Samantha				
	94.91	95	3.8	Madelyne				

Three Different Ways to Report

	GPA (2 decimal places)	GPA (whole)	GPA (4 pt)	Name	Alesha & Phil—Co-valedictorians?				
	98.14	98	4.1	Aleesha			Highest	Lowest	
*	97.95	98	4.1	Phil		A+	100	98	
**	97.48	97	4.0	Ben		A	97	95	
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	95.48	95	3.8	Maggie		182 students graduating in this class		
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**	95.12	95	3.8	Samantha		<i>Who is in the top ten?</i>		
	94.91	95	3.8	Madelyne				

Traditional Graduation Recognition

- Valedictorian and Salutatorian
- Top 10% of Class or Top Ten Overall
- Class Ranking
- National Honor Society
- Other Discipline-based Honor Societies

We're all No. 1!
Is 21 valedictorians too many?
(NBC News, 6/2/13)

South Medford, OR (class of 365)



Why Change from Traditional Class Ranking?

- Class ranking only recognizes a comparatively small number of students
- In some cases, fractional differences in GPA often determine class rank

Why Change from Traditional Class Ranking?

- Students may decline to take educationally valuable courses or pursue personal interests
- Students may narrowly fixate on numerical indicators of academic performance and minuscule scoring discrepancies that might adversely affect their GPA

**Great Schools Partnership
recommends that schools
transition to a Latin Honors
system of recognition.**

Advantages for Latin Honors

- Latin honors recognize the academic accomplishments of more students
- Latin honors represent a much broader spectrum of academic accomplishment

Advantages for Latin Honors

- Latin honors are more fundamentally equitable
- Colleges, universities, and the general public are familiar with Latin honors

Sample Policy for Latin Honors

To recognize high academic achievement as determined by students demonstrating proficiency in the school's cross-curricular and content-area graduation standards, Sample High School uses a system of Latin honors and proficiency-based Grade Point Averages to award academic recognition and distinction. Using a system familiar to prospective colleges and universities, Sample High School does not rank order students based on relative performance, but awards Latin honors based on individual achievement as measured against consistently applied learning standards.

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To recognize high academic achievement as determined by students **demonstrating proficiency** in the school's **cross-curricular and content-area graduation standards**, Sample High School uses a system of **Latin honors** and **proficiency-based Grade Point Averages** to award academic recognition and distinction. Using a system familiar to prospective colleges and universities, Sample High School **does not rank order** students based on relative performance, but awards Latin honors based on **individual achievement as measured against consistently applied learning standards**.

Sample Policy for Latin Honors

The categories of academic distinction are as follows:

- Summa Cum Laude (with highest honors)
- Magna Cum Laude (with great honors)
- Cum Laude (with honors)

Sample Policy for Latin Honors

Sample High School will employ a consistent system of grading, scoring, and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student.

Sample Policy for Latin Honors

The Grade Point Average will be reported on the official Sample High School transcript and will be used to determine Latin honors in accordance with the following categories:

- Summa Cum Laude: a minimum GPA of 3.9
- Magna Cum Laude: a minimum GPA of 3.7
- Cum Laude: a minimum GPA of 3.5

Revisit Sample Data Set

	Traditional	Latin Honor
Who is recognized	Valedictorian, Salutatorian, Top Ten Students	Summa, Magna, and Cum Laude
How many recognized	10 out of class of 182	56 out of class of 182

What Else Could Be Recognized at Graduation?

- Habits of Work Distinction
- Community Service Distinction
- Endorsements in STEM, Global Studies, Arts, etc.

MDI High to end Valedictorian era

By Dick Broom
dbroom@mdislander.com

BAR HARBOR — Twin sisters Isabel and Olivia Erickson are co-valedictorians of this year's graduating class at Mount Desert Island High School.

The commencement ceremony will be Sunday, June 15, at 2 p.m. in the school gymnasium.

The Erickson sisters are



How could a school make this change?

Key constituencies are students, school counselors, teachers, parents, school committee

What Are Other Ways We Recognize Student Achievement?

- Weighted Grades
- Honors Classes
- AP Classes
- Honor Roll

**What Are Some Ways of
Thinking Differently About....**

...Weighted Grades?

**What Are Some Ways of
Thinking Differently About....**

...Honors and AP Classes?

**What Are Some Ways of
Thinking Differently About....**

...Honor Roll?

Whole Group Sharing



Next Steps

But first back to last session:

What actions did you take based on our conversations regarding leadership?

Find a “stranger” and share what you have been doing since we last met in March.

Next Steps

In your district group, please take 15 minutes to answer the following prompt:

Assume that your district has made the decision to move forward with mastery.

- What are your next steps regarding changes in practice?
- What are your next steps regarding policy?
- What are your next steps regarding public will?

Next Steps

Find another district team.

- Choose one team to go first
- Present your responses
- Answer any clarifying questions
- Engage in a conversation sharing reactions
- Swap roles and repeat



Final Reflections

I use to think _____
regarding mastery-based
education, but now I
think _____



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THANK YOU