

Proficiency-based Learning Simplified

Best Practices in Grading and Reporting

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PRESENTERS



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Outcomes

UNDERSTAND THE **CURRENT
REALITY** OF OUR TRADITIONAL
GRADING PRACTICES

Outcomes

UNDERSTAND SEVERAL **UNDERLYING BELIEFS** OF PROFICIENCY-BASED LEARNING AND THEIR **IMPACT** ON GRADING AND REPORTING SYSTEMS

Outcomes

IDENTIFY SEVERAL STEPS **TEACHERS,**
SCHOOLS AND **DISTRICTS** CAN TAKE
TO RE-EXAMINE GRADING PRACTICES.






OUR BELIEFS ABOUT **TEACHING & LEARNING**






Beliefs	Grading Principles	Grading Practices
1. All students must graduate from high school prepared for post-secondary success in college, careers and citizenship.		
2. Learning standards define what students must know and do to be college and career ready.		
3. The purpose of grading and reporting is to communicate students' progress toward meeting learning standards.		
4. Students learn in different ways, at different paces; educational systems need to be responsive to these differences.		
5. Grading practices must be valid and reliable .		

POLL

What's in a grade?






What kind of grade would your students earn in each of these situations?

Student	Achievement	Other Relevant Details	Averaging all Grade Entries: Result
Mariela	"C" achievement throughout course		
Christian	"A" achievement throughout course	Chronic late homework & some Os 	
Tatiana	"A" on tests, but...	Struggles to learn until then (homework) 	
Sayed	"F" achievement early	"A" achievement by the end 	
Oscar	Ds and Fs on tests, but ...	Hard worker, great kid, homework on time, extra credit 	

Student	Achievement	Other Relevant Details	Averaging all Grade Entries: Result
Mariela	"C" achievement throughout course		Final Grade = C
Christian	"A" achievement throughout course	Chronic late homework & some Os 	Final Grade = C
Tatiana	"A" on tests, but...	Struggles to learn until then (homework) 	Final Grade = C
Sayed	"F" achievement early	"A" achievement by the end 	Final Grade = C
Oscar	Ds and Fs on tests, but ...	Hard worker, great kid, homework on time, extra credit 	Final Grade = C

WHO LEAVES THE COURSE WITH THE DESIRED KNOWLEDGE?

TURNING THE TABLES ON
OUR GRADING STORY

Student	Achievement	Other Relevant Details	Averaging all Grade Entries: Result
Mariela	"C" achievement throughout course		Final Grade = C
Christian	"A" achievement throughout course	Chronic late homework & some Os 	Final Grade = A-B
Tatiana	"A" on tests, but...	Struggles to learn until then (homework) 	Final Grade = A-B
Sayed	"F" achievement early	"A" achievement by the end 	Final Grade = A-B
Oscar	Ds and Fs on tests, but ...	Hard worker, great kid, homework on time, extra credit 	Final Grade = D-F

The ingredients of a traditional grade

Practice

(homework, in-class)

Formative assessments

(worksheets and quizzes)

Summative assessments

(unit tests, large projects, finals)

The ingredients of a traditional grade

Non-academic factors
(behavior, lateness, neatness, conduct, participation)

Extra credit Bias

Rationale

Too many purposes for one code

Rationale

Validity and Reliability

“Grades are so imprecise that they are almost meaningless.”

(Marzano, 2000)

Rationale

Validity and **Reliability**

“A through F stands for whatever any teacher or group of teachers wants it to mean. It is currently possible to get straight A's from a very poor teacher in a very poor school and yet fail state and national tests.”

(Wiggins at cited in Bui, 2013)

IN THEIR OWN WORDS....

3 HIGH SCHOOL STUDENTS

RETHINKING GRADING PRACTICES

Rethinking Grading Practices

“First and foremost, grades need to be **accurate** reflections of student achievement.”

(O'Connor, 2010)

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1. Assess Work Habits Separately

“Reporting is more subjective ... the more ‘**effort**’ is considered, and the more ‘**behavior**’ influences judgement.”

ALSO KNOWN AS

Academic Initiative
Code of Conduct

21st Century Skills
School-wide Expectations

(Guskey, 2010)

1. Assess Work Habits Separately

Separate work habits/behavior from academic performance.

Which habits?

School-wide consistency?

Student self-assessment?

1. Assess Work Habits Separately

Separate work habits/behavior from academic performance.

What leverage will Habits of Work have?

- Extracurricular eligibility
- Honor Roll status
- Reported on transcript

1. Assess Work Habits Separately

Foxcroft Academy Academic Initiative Rubric

Academic Initiative Standard	<i>Teachers will determine the student's grade for the Academic Initiative standard by measuring the Performance Indicators listed below and weighting their influence on the overall standard grade according to the method established in their class syllabus.</i>			
	A range	B range	C range	Unmet
<i>Performance Indicator 1: Attendance</i>	Student absences, if any, had no negative impact on learning.	Student absences had minor negative impact on learning.	Student absences had moderate negative impact on learning.	Student absences had significant negative impact on learning.
<i>Performance Indicator 2: Participation</i>	Student frequently does all three of the following: take notes, answer questions, stay on-task.	Student frequently does only two of the following: take notes, answer questions, stay on task.	Student frequently does only one of the following: take notes, answer questions, stay on task.	Student does not frequently do any of the following: take notes, answer questions, stay on task.
<i>Performance Indicator 3: Homework</i>	Student thoroughly completes all assigned homework on time.	Student thoroughly completes at least 80% of assigned homework on time. Or, student superficially completes some homework.	Student thoroughly completes at least 60% of all assigned homework on time. Or, student superficially completes at least 80%.	Student completes less than 60% of assigned homework on time. Or, student superficially completes less than 80%.
<i>Performance Indicator 4: Extended Work</i>	Student turns in all extended assignments on or before the due date.	Student turns in one extended assignment beyond the due date.	Student turns in two extended assignments beyond the due date.	Student turns in three or more extended assignments beyond the due date.

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2. Gradebook Organization

“The use of columns in a grade book to represent standards instead of assignments, tests, and activities, is a major shift in thinking for teachers.”

(Marzano & Kendall as cited in O'Connor, 2002)

2. Gradebook Organization

Sample Grade Book

Math Grade 3	Number Sense, Concepts & Operations				Measurement			
	Formative		Summative		Formative		Summative	
	Date							
	9/13	9/18	10/3	10/9	9/16	9/19	10/3	10/9
Learning Target	1.4	1.3, 6	1.3, 4	1.3, 4	5.2, 3	5.1, 4	5.1, 3	5.4, 8
Method	Wkbk	Quiz	Test	Project	Obs	Quiz	Demo	Test
Students:								
1.								
2.								
3.								
Ect.								

IN THEIR OWN WORDS....

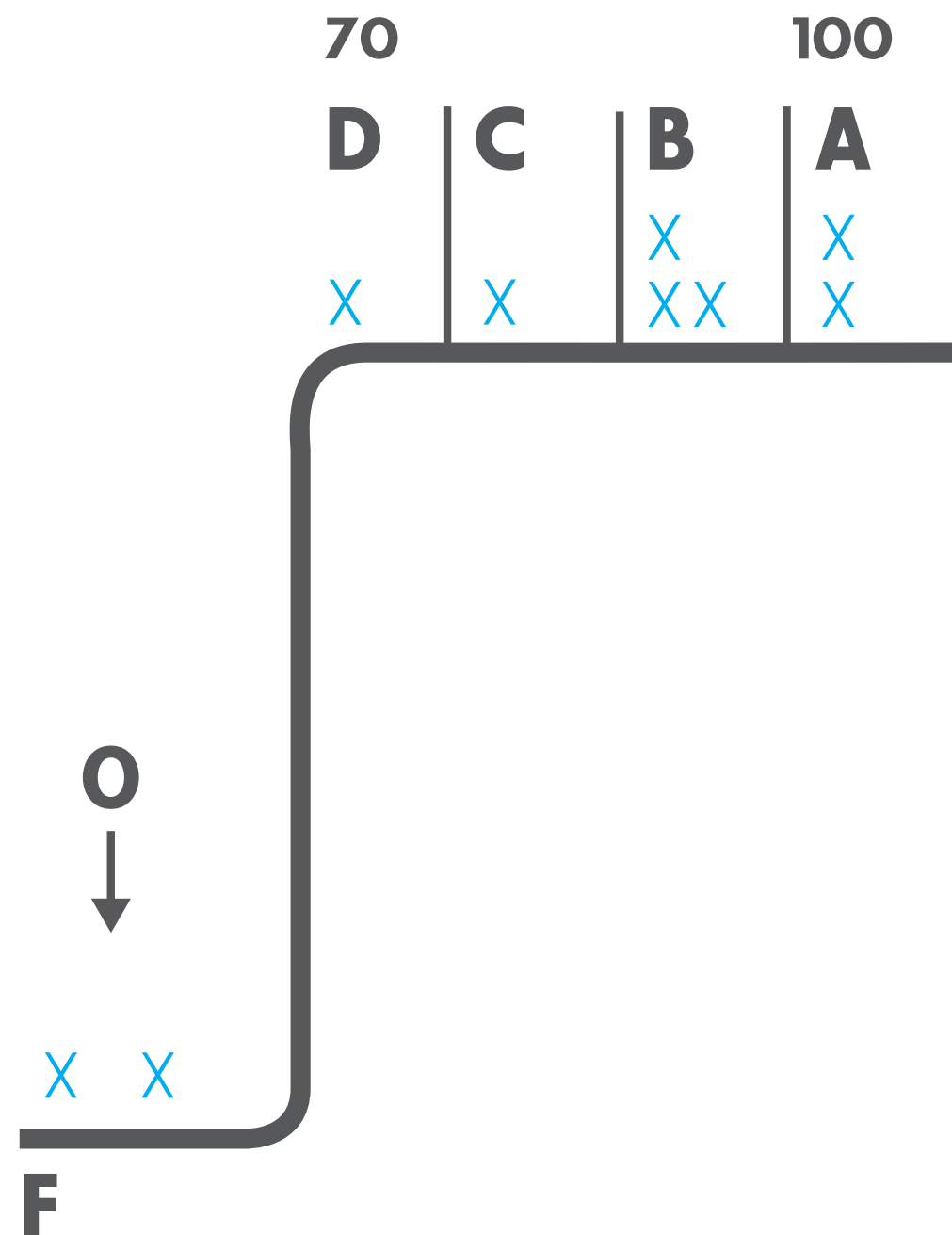
AINSLEE RILEY, OCEANSIDE HS
THOMASTON, ME

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3. Extra Credit & Zeros

Grading practices must track and report how well each student has met standards.

3. Extra Credit & Zeros



3. Extra Credit & Zeros

Alternatives to the Zero:

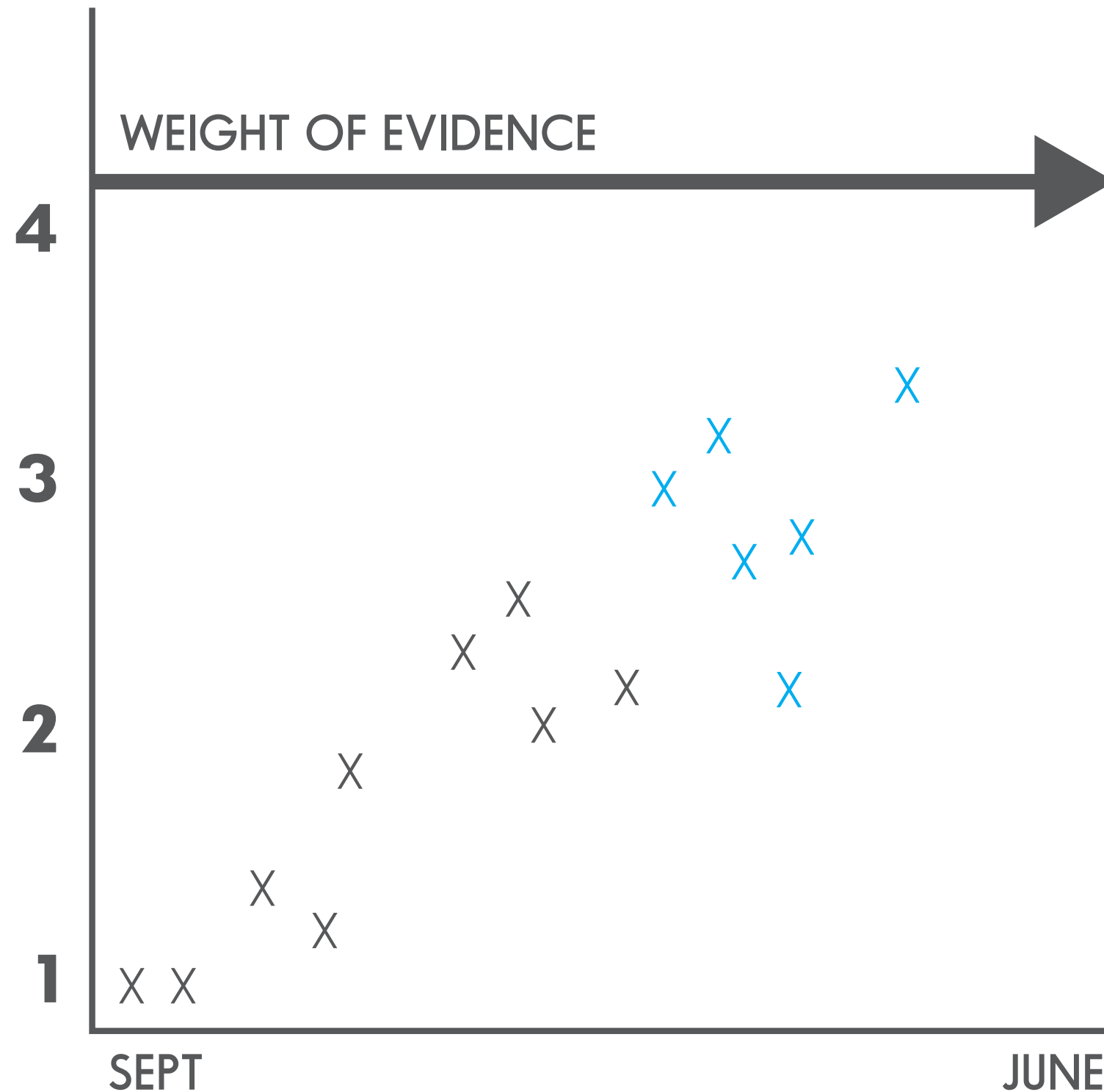
- “Not met” on the standard
- Assess as a work habit
- Provide follow up opportunities for demonstration of learning

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4. Trends vs Averages

Base grades on trends and growth patterns rather than averages

4. Trends vs Averages



4. Trends vs Averages

Don't grade everything

IN THEIR OWN WORDS....

ASHBY BARTKE, OCEANSIDE HS
THOMASTON, ME

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5. Agreements

Meddybemps HS Spring '13 Faculty Grading Survey

How do you calculate student effort or participation into the course grade you award? *

Please select any that apply.

- ☐ Not at all
- ☐ Used as a set percentage contribution to the grade I calculate.
- ☐ Used as a factor to determine where to "fail" if the grade is on the line of a higher or lower value
- ☐ Other:

The following best describes my familiarity with "Summative" and "Formative" assessments *

- ☐ I might have trouble explaining these concepts to a colleague
- ☐ These are familiar terms, but rusty; not part of my current assessment repertoire
- ☐ These are familiar terms, and in use in my teaching to a limited degree
- ☐ I am familiar with these terms and use each kind of assessment strategically in my teaching
- ☐ Other:

5. Agreements

Ellsworth HS Pilot Grading and Reporting Guide 2012 – '13

Grading & Reporting Philosophy

All Freshman Academy grading and reporting practices will support the learning process and encourage student success (April 2012).

Purposes for Grading Students' Work

- Communicate achievement status to students, parents, and others
- Provide information that students can use for self-evaluation and growth
- Encourage student growth and progress in learning
- Identify students for available educational opportunities (e.g., courses or programs)
- Evaluate the effectiveness of curricular, instructional, and assessment practices and programs

5. Agreements

Casco Bay Family Grading Guide

Our Grading Principles & Practices:

Our standards-based grading system uses the following principles to guide how we assess student achievement and communicate progress to families:

Principle: Grades should clearly communicate what students know and are able to do in each class.

Practice: *We report on student mastery of specific skills and concepts within a course (called “course standards”); traits like participation and effort are reported on separately.*

Principle: Students should have multiple opportunities to show what they know and can do.

Practice: *We ask students to build a body of work to demonstrate their mastery of each course standard.*

Principle: Schools should support students in acquiring *all* of the essential knowledge and skills in a course, versus just a portion of it.

Practice: *To earn credit, all of the course standards must be met.*

IN THEIR OWN WORDS....

ASHBY BARTKE, OCEANSIDE HS
THOMASTON, ME

QUESTIONS FOR PRESENTERS

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THANK YOU
FOR PARTICIPATING!

Next Webinar

How To Say It: Practical Messaging Strategies for Schools

*Will be pre-recorded. Available by June 12th in our archive

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