

Proficiency-Based Learning:

A Systemic Approach

Webinar:

What's In A Grade?

March 24, 2015

Housekeeping

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Great Schools Partnership:
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Housekeeping

All phone lines will be **muted** during the presentation to reduce background noise.

Housekeeping

This webinar is being recorded.

An archive will be posted at:

greatschoolspartnership.org/presentations/vermont-seminar-series/

The link will be emailed to all participants.

Introductions

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Outcomes

- I can describe specific strategies for shifting to proficiency-based grading.

Outcomes

- I can articulate the subtle differences between assessment, grading, and reporting.

Agenda

- Preview April Session
- Assessment, Grading, Reporting
- Sample Steps to Improve Grading
- Communicating Changes
- Q + A

April Session Outcomes

- I can describe grading principles and practices that support proficiency-based learning for all students.
- I can explain the importance of habits of work for student success and strategies for assessing these habits separately from academic performance.
- I can use strategies and resources to facilitate faculty and community discussions to reach shared agreements on the purpose of grading and effective grading practices.
- I can refine my district / SU plan based on feedback from peers.

Feedback

- Teams will meet with 1-2 other teams to give and receive feedback.
- We will organize these sessions during team time and GSP coaches will facilitate.

April 1

- 15 Fixes for Broken Grades
- Sharing Practice - Grading Guidelines
- Why Habits of Work Matter
- Lunch
- Team Time / Feedback Sessions

April 2

- Gradebooks, Report Cards, and Transcripts
- Team Time / Feedback Sessions
- Lunch
- Verification Processes and Policies to Support Proficiency-Based Learning

Questions?

Core Principles

6. Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.

Core Principles: Continued

7. Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.

Core Principles: Continued

8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.

Key Concepts

- Grading \neq Reporting
- PBL System \neq New Report Card
- Do not start your work with a new report card.

Assessment, Grading, and Reporting

- **Assessment** = Eliciting evidence of student knowledge and skill.
- **Grading** = Practices used to arrive at judgments of proficiency.
- **Reporting** = Communicating student learning to a variety of audiences.

What's In A Grade?

“Grading is inherently subjective.”

- Thomas Guskey

What's In A Grade?

What is the mathematical average of:

- 85
- 95
- 78 (10 points off for being a day late)
- 1 unexcused absence
- 5 tardies
- Excellent class participation every day
- 3 missing homework assignments
- Four boxes of tissues

Grading v. Reporting: Sample Changes

Grading	Reporting
Formative assessments are not used to determine grades	Report attainment of proficiencies in addition to overall course/content area grade
Students may take assessments multiple times to demonstrate proficiency	Change reporting scale from 0-100 to 1-4

Initial Steps: Examine Grading Practice

Take an Inventory:

What is Already Common?

Initial Steps: School Culture

- Discuss the Purpose(s) of Grades
- Book Study / Professional Learning Group Time

Initial Steps: Common Agreements

What Should Be Consistent to
Support Our Purpose(s) of Grading?

Sample Actions: Improved Grading Practice

- Assessing Content/Skill Standards Separately from Habits of Work
- Eliminate Formative Assessments from Grades
- Allow Students to Reassess
- Use Trends for Grades
- Rearrange The Gradebook

Formative Assessments

- Students need frequent feedback more than they need frequent grades
- Provide choices for student practice
- Some schools put a small weight on formative assessment

Reassessment

- Reassess summative assessments--not everything students do
- Reassessment “ticket”--prompts reflection and planning
- Reassess mistakes--can focus on specific aspects of performance

Reassessment

Professions That Allow For Reassessment:

- ➔ Plumbers
- ➔ Pilots
- ➔ Doctors
- ➔ Nurses
- ➔ Lawyers
- ➔ Teachers

Reassessment

“If you allow “redos” for 100% full credit, extra credit is irrelevant”

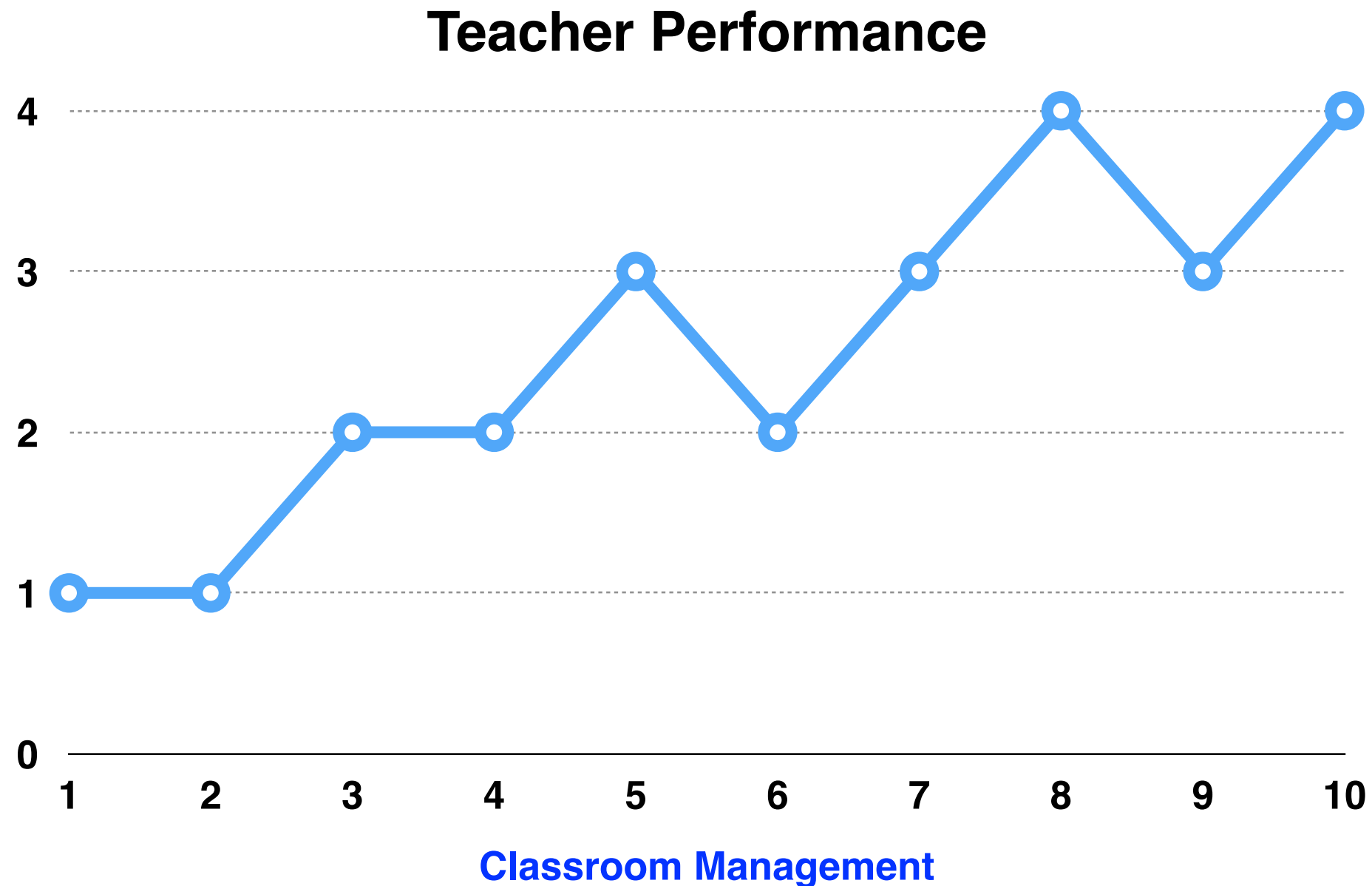
-Rick Wormeli

Trending

Three Common Approaches:

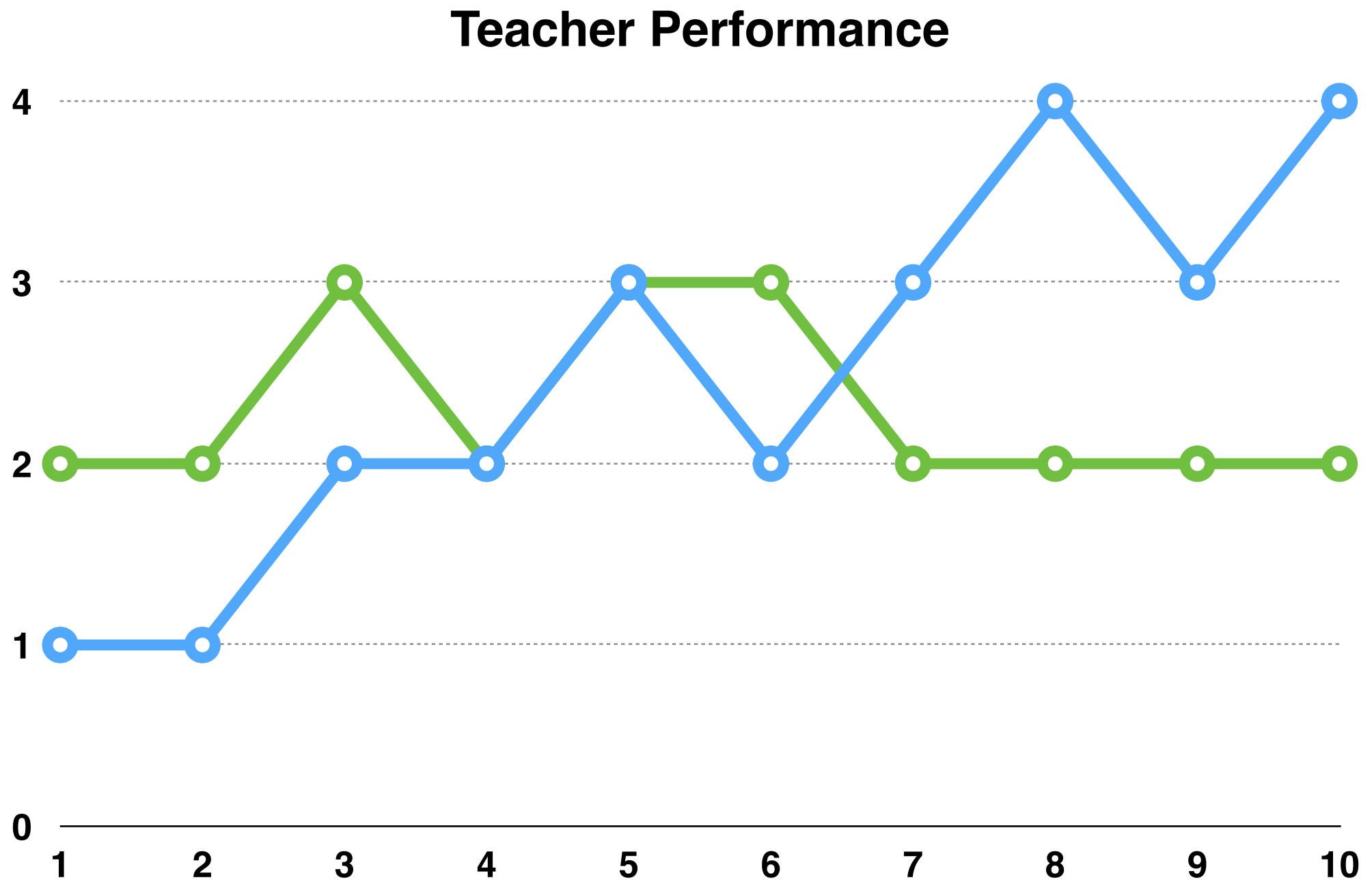
- Teacher Judgment
- Power Law
- Decaying Average

Trend of Teacher Performance



Average = 2.5

Trend of Teacher Performance



Classroom Management

Average = 2.5

Higher-Order Thinking Skills

Average = 2.4

Gradebook

Organize Gradebook By Proficiencies, Not Assignments

Name	HW #1 (10)	HW #2 (10)	Quiz (40)	Essay (100)
Amir	9	8	37	92
Janet	7	10	35	90
Kim	10	9	38	0

Gradebook

Organize Gradebook By Proficiencies, Not Assignments

Name	Standard 1				Standard 2				Standard 3				Standard 4			
	HW1	HW2	Quiz	Essay	HW1	HW2	Quiz	Essay	HW1	HW2	Quiz	Essay	HW1	HW2	Quiz	Essay
Amir	4	4	3	4	2	3	2	3	N/A	N/A	N/A	N/A	N/A	2	3	4
Janet	2	4	3	3	3	4	3	3	N/A	N/A	N/A	N/A	N/A	4	3	3
Kim	3	3	4	Inc	4	4	4	Inc	N/A	N/A	N/A	N/A	N/A	3	3	Inc

Communicating New Practices

KING MIDDLE SCHOOL



Standards-Based Grading

Questions?



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THANK YOU