GREAT SCHOOLS PARTNERSHIP

THE COLORADO EDUCATION INITIATIVE

Competency-Based Learning

Series: Seminar #3 Breakout

Grading Scales

April 2017

Thought Prompts:

- How are 1 - 4 Competency grades and 1 - 4 GPA Scale alike and different?
- Arguments for retaining the 100 scale in your district are …?

Share-Out

Statements of current practice and concern

GREAT SCHOOLS PARTNERSHIP

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Event

APR
26

Colorado Seminar Series 2016-2017

4/26/17, 9:00am - 4/27/17, 3:00pm Denver, Colorado

Times listed indicate Mountain Time zone.

Competency-Based Learning: A Systemic Approach is a seminar series focused on supporting districts in Colorado to implement competency-based learning. Here, you can find all the meeting materials, our webinar archive, and essential guiding documents and resources to support your work.

Resources

Guiding Documents + Resources

GUIDING DOCUMENTS +

RESOURCES +

2016/2017 Meeting Sessions

NOVEMBER 16 + 17, 2016 +

JANUARY 11 + 12, 2017 +

APRIL 26 + 27, 2017 +

JUNE 27 + 28, 2017 +

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Breakout Session Outcomes

I can identify and analyze the decisions involved in choosing a grading scale.

Breakout Session Outcomes

I can identify and plan for the implications of our system's selection of a grading code.

Breakout Session Outcomes

I can critically examine an artifact of a school's grading code.

Starting Claims

- 1 - 4 and 0 - 100 are different languages, and their conversion may be awkward
- Each school defines values uniquely, thereby undermining apparent familiarity / objectivity
  - (90 - 100; 93 - 100; Honors X 1.0?, 1.2?, 1.25?, …)
- College admissions recomputes many of your metrics anyway
- College admissions want HOW, and dislike weighted grades

Make a Mental Model

- Assume a Course Grade of 3.8 in any subject and grade. 3.8 is what gets reported as the overall summary mark for the grading period.

- Assume the course aligns with 3 or more academic competencies / standards that are being assessed and tracked separately throughout the course.

- Decide whether elements of HOW and 21st Century Skills should be factored into the summary grade of 3.8.

Make a Mental Model

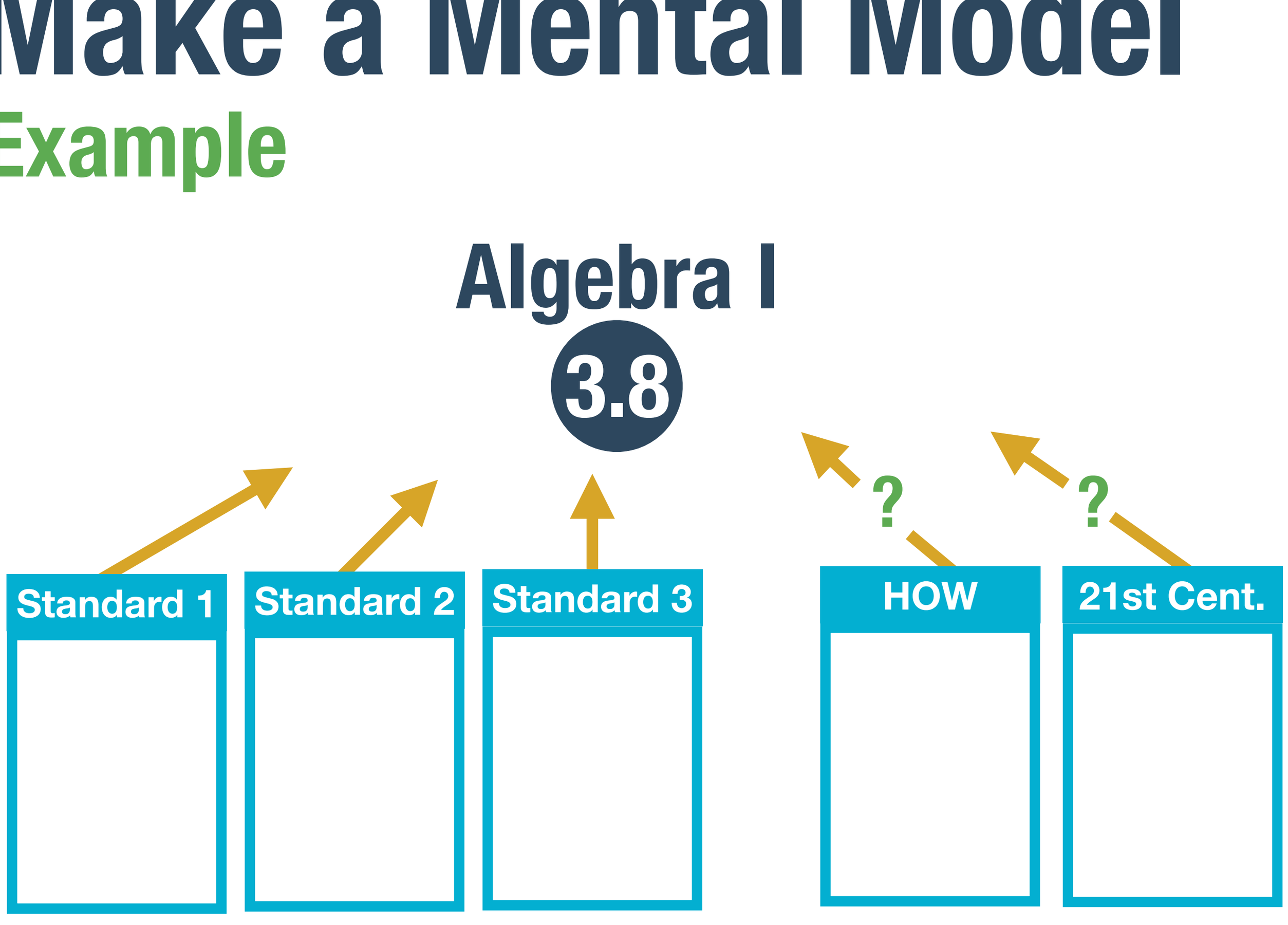
- On scrap paper and with one or two colleagues, create a graphic to represent this.
- See next slide for a way to begin to explore a graphic.
- What would your graphic need to show in order to explain the generation of a competency-based course grade? Feel free to add words, arrows, numerical values, etc.

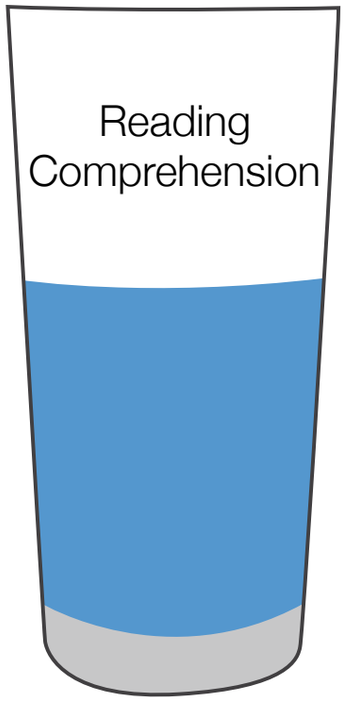
Make a Mental Model

Example

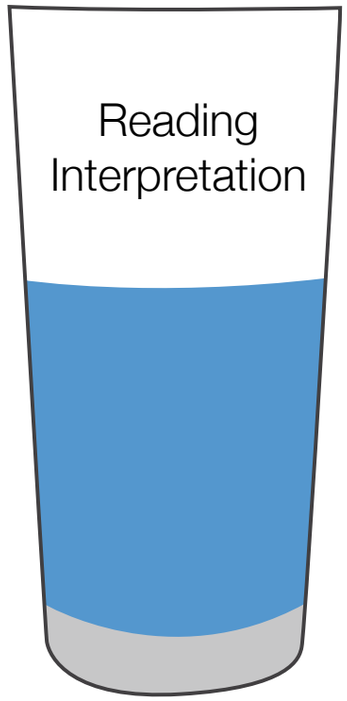
Algebra I

3.8

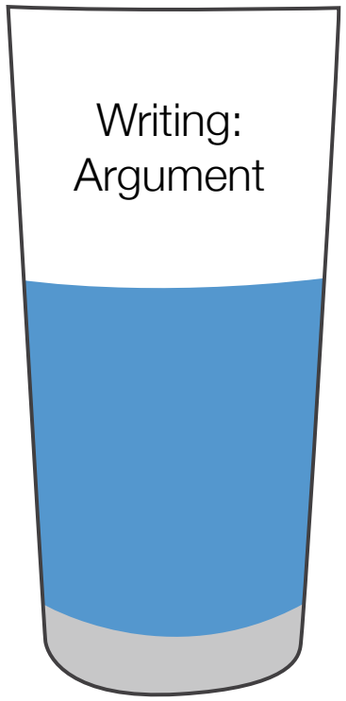




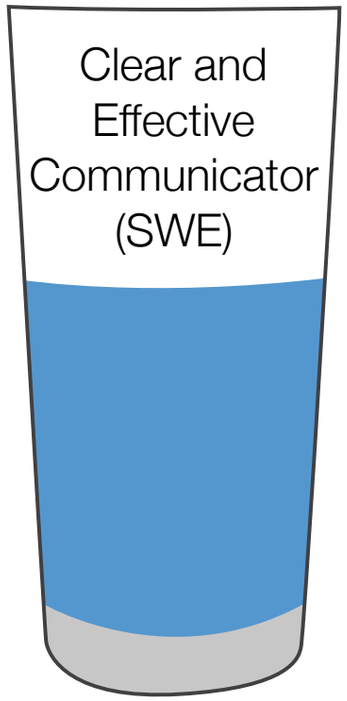
3.3



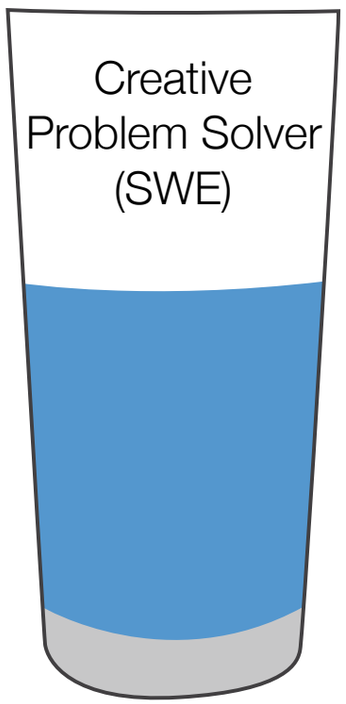
3.6



2.9



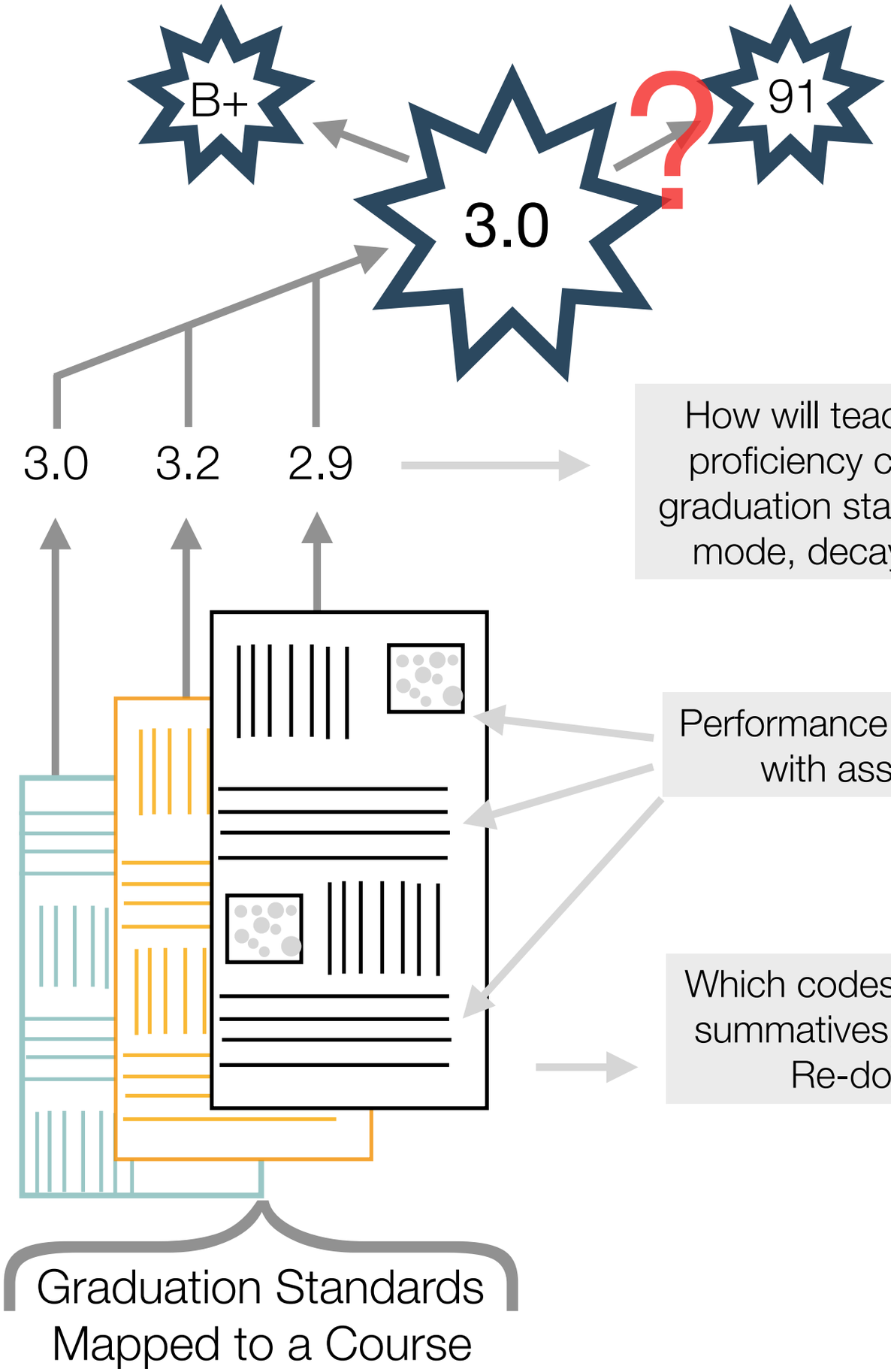
3.1



2.7

3.9

- Each Standard >2.7
- All standards => Course Grade 1-4 (set threshold for passing)
- Convert from 1 - 4 to letter last



REPORTING

GRADING

TEACHING + LEARNING

The 100 Scale / Letter Grades

Why would a district keep the 100 Scale or Letter Grades?

Element	Rationale
Tradition	Letter grades are familiar; the currency of achievement.
Communication	Appears unchanged … *but* will need re-explaining to parents, students, admissions.
Reform	May deflect / defer one prong of community resistance, confusion and push back (“nothing to see here”).
Teachers	Comfort zone (but NOT the same!)
Credibility	Learning must be assessed in a competency-based framework, then school conversion scale.

The Letter Grade / 100 Scale

Key Considerations

- Compatibility with CBE (e.g., how is an A earned?)
- Explained on Report Card and School Profile
- Monitor for consistency: teachers / departments
- Understood by Students and Families
- Understood, Explained, Applied consistently by teachers

The 100 Scale

2015 – 16 Conversion Scale					
1.0	50	2.0	60	3.0	85
1.1	51	2.1	61	3.1	87
1.2	52	2.2	62	3.2	89
1.3	53	2.3	63	3.3	91
1.4	54	2.4	65	3.4	93
1.5	55	2.5	67	3.5	95
1.6	56	2.6	69	3.6	96
1.7	57	2.7	77	3.7	97
1.8	58	2.8	80	3.8	98
1.9	59	2.9	83	3.9	99
				4.0	100

3.5 – 4.0 Exceeds the Standard / Distinguished / Honors

2.7 – 3.4 Meets the Standard / Passing

2.0 – 2.6 Partially Meets the Standard / Not Yet Passing

1.0 – 1.9 Does Not Meet the Standard / Not Passing

The 100 Scale

BHS Standards-Based Education Scoring Conversion,
Grades 9 - 12

4.0=100 (A+)	2.4=76 (C-)
3.9=99 (A+)	2.3=74 (D)
3.8=98 (A+)	2.2=73 (D)
3.7=96 (A)	2.1=71 (D-)
3.6=95 (A)	**2.0=70 (D-)**
3.5=94 (A)	1.9=68 (F)
3.4=92 (B+)	1.8=67 (F)
3.3=90 (B)	1.7=66 (F)
3.2=89 (B)	1.6=65 (F)
3.1=87 (B)	1.5=64 (F)
3.0=85 (B-)	1.4=63 (F)
2.9=84 (C+)	1.3=62 (F)
2.8=82 (C)	1.2=60 (F)
2.7=80 (C)	1.1=59 (F)
2.6=78 (C)	**1.0=58 (F)**
2.5=77 (C-)	

The 100 Scale

Grading Rubric for Class Objectives:

- Use vector models to demonstrate the relationship of unbalanced forces. (MLR D4a)
- Distinguish between friction and air resistance and provide examples of the application of friction in the real world. (MLR D4a)
- Give examples of, and apply Newton's three laws of motion and his Theory of Gravitation. (MLR D4a)

Through the creation of a balloon powered buggy constructed to use inertia, force, and action / reaction, students will demonstrate their knowledge in the following areas.

Indicator	Exceptional (100 – 90)	Proficient (89 – 76)	Approaching Standard	Beginning Standard
Vector Models 1	Constructs a vector model representing the forces acting on the device. Interprets and vectors in the model with the motion of the car.	Uses vector models to represent forces acting on device, and uses vectors to explain which forces are balanced and unbalanced.	Identifies and labels a vector model and relates the size of the vectors to the size of the forces represented by the vectors.	Identifies and labels a vector model with at least four vectors.
Air Resistance & Friction 2	Can evaluate …	Explains how …	Identifies …	Defines …

Conversion considerations

Element	Rationale
Tradition	Attaining competency won't equate to highest GPA. Students must work harder than before @ *exceeding*. Teachers must provide opportunities to exceed.
Communication	Explain how to understand the letter grade differently. Reword scholarship award criteria?
Reform	Conveys "no change" when the change is major. Resisters may be harder to locate?
Teachers	Train, monitor, provide examples, expect collegiality and conformity.
Credibility	Begs the question: if we still report with letter grades, why bother with 1 - 4? Teachers who convert backwards can misapply the logic.

The 1–4 Scale

Arguing for the 1–4 Scale

Element	Rationale
Tradition	1 - 4 can still permit traditions to continue (honor parts, rank, GPA); if the school chooses to.
Communication	Requires partner-oriented (let's learn together) communication and transparency.
Reform	A new code announces an attention-worthy shift in the way we do school. Supports competency as the point of learning; de-emphasizes sorting of students.
Teachers	Focus teaching, feedback, assessments and scoring on the descriptors of proficiency. Requires collaboration among colleagues.
Credibility	1 - 4 is arguably more objective, more diagnostic, more student-centered.

The 1–4 Scale

Key Considerations

- Conveyed on School Profile (HS) and schools' websites
- Explained on Report Card
- Understood by Students and Families
- Understood, Explained, Applied consistently by teachers

The 1–4 Scale

Implementation Concerns

- 100 —> 1 - 4 conversion is problematic
- Software: parent / student portals need attention
- Every competency still a must
- Algorithms — school-wide (mean, mode, trend?)

More conversion considerations: 1–4 Scale

Element	Rationale
Tradition	Presentation-centered teaching can feel devalued. Students who have done well in current system can feel threatened. Ditto their parents.
Communication	Invites confusion, anger, and concern (mostly over high achievers, rank, recognition, and colleges). Transcript, profile, report card, website: consistency!
Reform	May be interpreted as a fad?
Teachers	Essential to provide Exceeds pathways
Credibility	Newcomers can be skeptical about grade inflation (competency usually means everyone earns >3).

Parking Lot

Who else in your school needs to understand your adopted grading system?

- Guidance?
- Reword scholarship award criteria?
- Administrative Assistants?
- Paraprofessionals?

Work Session Practice

- Read case.
- Discuss in small groups.
- Respond to the discussion prompts and create your own discussion questions.

Debrief

Thank You