Competency-Based Learning Series:
Grading and Systems of Reporting in a Competency-Based Learning System
Seminar #3
April 2017
OPENING ACTIVITY
Welcome

Great Schools Partnership partners:
Ted Hall, Senior Associate
Craig Kesselheim, Senior Associate

CEI Partners
Christina Jean
Paul Black
Jon Blumenfeld
Proficiency-Based Learning Simplified

Developed by the Great Schools Partnership, Proficiency-Based Learning Simplified helps schools develop efficient and effective standards-based systems that will prepare all students for success in the colleges, careers and communities of the 21st century.
Colorado Seminar Series 2016-2017

April 26, 2017, 9:00am - April 27, 2017, 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.

Presenters

Craig Kesselheim, Senior Associate
Ted Hall, Senior Associate
Is a non-profit support organization based in Portland, Maine working nationally with schools, districts and state agencies, providing coaching, and developing tools.
We Believe

• In equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship

• That schools must simultaneously attend to policy, practice, and community engagement

• School improvement is context-based, not one-size fits all
• Team members will be ready to **lead the implementation** of competency-based learning.

• The district teams will be prepared to **design and plan** professional development regarding competency-based learning within the 2016/17 school year.

• We will broaden the **network of support** across the state of Colorado to enact a vision and implement a system of learning that supports personalization through competency-based learning and multiple and flexible pathways.
Seminar 3

Outcomes

Understand key leverage points for and possible strategies for transitioning to a new model of grading
Understand and be able to communicate the rationale for separating habits of work from grading
Identify the policy implications when transitioning to standards-based grading
Seminar 3

Outcomes

Develop a communications plan to engage and build support for a transition in grading practices
Seminar 3

Outcomes

Review and apply the principles of formative assessment
## Agenda

### Day 1, April 26: 9:00 AM - 4:00 PM

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<thead>
<tr>
<th>Time</th>
<th>Agenda Outline</th>
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</table>
| **Morning Session** | Opening Activity  
Introduction to Grading and Reporting in a Competency-Based System  
Choice Sessions: Reporting of Grades or Habits of Work |
| **Afternoon Session** | Choice Sessions: Policy Implications or Recognition of Honors  
Choice Sessions: Implications Across the School or Formative Assessment  
Team Meetings to Share Learning  
Wrap Up and Prepare for Day Two |

### Series Outcomes:
1. Team members will be ready to lead the implementation of competency-based learning.
2. The district teams will be prepared to design and plan professional development regarding competency-based learning within the 2016/17 school year.
3. We will broaden the network of support across the state of Colorado to enact a vision and implement a system of learning that supports personalization through competency-based learning and multiple and flexible pathways.

### Seminar Outcomes:
1. Understand key leverage points for and possible strategies for transitioning to a new model of grading.
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3. Identify the policy implications when transitioning to standards-based grading.
4. Develop a communications plan to engage and build support for a transition in grading practices.
### Agenda

**Day 2, April 27: 8:00 AM - 3:00 PM**

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<td>Welcome, Review of Reflections, Agenda Overview  &lt;br&gt;Activity: Simulated Grading Committee  &lt;br&gt;Begin Team Planning</td>
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Personal & Team Goals
REVIEW NORMS FOR OUR WORK TOGETHER
Norms from November and January

Respect time

Monitor your air time

Listen well

Respect differences

Support a “culture of possibilities”

Attend to your personal needs

Maintain confidentiality when needed

Foster good humor
Some Assumptions

- We model and support your practice; you lead.
- We provide Action Planning Time: you choose and enact your strategies.
- We provide resources in a user-friendly site; you access these when you need them.
- We will provide structure for maximum engagement; you will take advantage of that structure.
- Questions about this?
Competency-Based Learning Simplified
A Great Schools Partnership Learning Model

Transcripts and Report Cards

Cross-Curricular Graduation Standards
5–8 standards taught in all content areas

Body of Evidence
Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics

Content-Area Graduation Standards
5–8 standards for each content area

Verification of Proficiency
Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time

Performance Indicators
5–10 indicators for each cross-curricular and content-area standard that move students toward competency and the achievement of graduation

Summative Assessment
Graded summative assessments are used to evaluate the achievement of performance indicators

Learning Objectives
Learning objectives guide the design of curriculum units that move students toward competency and the achievement of performance indicators

Formative Assessment
Ungraded formative assessments are used to evaluate student learning progress

Reporting Method

Assessment Method

Progress Reports

Teacher Feedback

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Reporting Method

Transcripts and Report Cards

Transcripts and Report Cards

Progress Reports
Introduction to the purposes of grading
BREAKING NEWS!
New report cards confuse parents across the country, not just in Montgomery County

March 25, 2009

Report Cards Give Up A’s and B’s for 4s and 3s

By WINNIE HU

PELHAM, N.Y. — There is no more A for effort at Prospect Hill Elementary School. In fact, there are no more A’s at all. Instead of letter grades in English, math, and science, students now get scale scores on a 4-point range. A score of 4 means the student is consistent in doing his or her work consistently at a high level. A score of 3 signifies that the student is doing an adequate job and could benefit from additional support.
One key learning in our work with schools is that changing the report card is definitely NOT the first step
Assessing, Grading, Reporting: Process

Pre-Assessment → Instruction / Formative Assessment

Summative Assessment → Re-Teaching

Grades → Reports
Starting the Conversation About Grading

The first task in successful grading reform is to reach consensus on the purpose of grades.

Susan M. Brookhart
Table Talk

- Start by discussing your own beliefs.
- Then, think about back in your school or district—do they mirror this group or not?
- Are there other beliefs you would add to this list if you were to do this back in your school?
The first task in successful grading reform is to reach consensus on the purpose of grades.

Susan M. Brookhart
Initial Steps

Decide on Purpose
Focus on the Main Issue
Don't Get Sidetracked
Secondary Issues Will Follow
Next Step

One way to begin this work is by giving faculty members the opportunity to talk openly about their beliefs about grading.
Shared Agreements

“Teachers who are skeptical about standards-based grading need safe, honest conversations about their beliefs.”

—Susan M. Brookhart (2011)
Be open with the faculty about why you are starting the conversation about grading and what are your intended outcomes.
Before Changing Report Cards

It is Important to Have

• Clear Standards and Criteria
• Consistent Assessment Practice
• Consistent Grading Practices
• Broad Base of Champions
A Closer Look at the Purposes of Grading

Take one minute to write down what you believe to be the top three purposes of grading in your school or district right now (without consulting the other members of your team).
Common Purposes of Grading

• Guskey and Bailey found several common purposes of grading when asking educators across the country.

• Review the purposes—how are they similar or different to your top three? Discuss at your table.

Their Common ≠ Recommended Their Common ≠ Your Common
Common Purposes of Grading

- To communicate student learning / student achievement
- To help students self-assess
- To select/identify students for educational paths or programs
- To provide incentives for students to learn
- To evaluate the effectiveness of instructional programs
- To provide evidence of students’ lack of effort or responsibility

Choice Sessions:

Habits of Work

OR

Reporting of Grades
LUNCH
Choice Sessions:

Policy Review

OR

Recognition of Honors
Choice Sessions:

Formative Assessment

OR

Implications Across the School and District
Team Meetings to Share the Learning
ENDING THE DAY...
# Planning for Day Two

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<th>Simulated Grading Committee</th>
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<tr>
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<td>Final Reflections and Preparation for Final Seminar</td>
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Please complete survey sent via email to you
QUESTIONS & ANNOUNCEMENTS
Competency-Based Learning Series: Assessment in a Competency-Based Learning System
Seminar #3
Day 2, April 27: 8:00 AM - 3:00 PM

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REVIEW NORMS FOR OUR WORK TOGETHER
Norms from November and January

- Respect time
- Monitor your air time
- Listen well
- Respect differences
- Support a “culture of possibilities”
- Attend to your personal needs
- Maintain confidentiality when needed
- Foster good humor
Review of Reflections

• Personal Goals

• What was helpful?

• What burning questions do you have?

• Is there anything you can share that will help facilitators better meet your needs during day two?

• Anything else we need to hear?
You have been asked to serve on a newly formed “Grading and Assessment Committee” for a fictional district.

You will explore different perspectives on that committee as you go through this activity.
Introduction to the Grading Committee Activity

You will be given a profile of the district, as well as relevant policy documents, to begin your work. Your school district is moving toward competency-based education, but is still in the beginning stages of that work.

The superintendent recognizes that one of the steps in moving forward is the need for clear policies and practices related to grading and assessment.
Grading Committee Activity-Task

Your task is to review the relevant materials, sharing appropriate research on grading and assessment policies and practices, and develop a timeline and action plan for the Grading and Assessment Committee.
Grading Committee Activity
Agenda

Here is the agenda for your meeting:

1. Introductions
2. Identify roles (facilitator, notetaker, timekeeper, etc.)
3. Task outline
4. Identify stakeholder interests and concerns
5. Outline specific research focus areas
6. Develop timeline and action plan
Perspectives to Consider

Superintendent
Principals
Students
Teachers
Parents
School Counselor
Special Educator
Outcomes for Group Work

• Put your full action plan and timeline in a Google Doc (shared with Ted & Craig)
• Create one-page chart paper to post for gallery walk
Action Plan Checklist

• Share with Ted or Craig
• Include group members’ names
• Include group number
• Include what kind of school (hs, ms, elem)
Prompts for Chart Paper:

• First step in your action plan
• One high leverage action or strategy in the plan
• A dilemma or unanswered question
• Put group # and school on it!
Debrief the activity
# District/School Team Planning

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<tr>
<td>Until Lunch</td>
<td>Team Planning</td>
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<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-2:00</td>
<td>Team Planning</td>
</tr>
<tr>
<td>2:00-2:45</td>
<td>Feedback from Colleagues</td>
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<tr>
<td>2:45-3:00</td>
<td>Closing Activity and Complete Survey</td>
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## Protocol for Feedback

<table>
<thead>
<tr>
<th>Step</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Choose facilitator</td>
<td>1 min (1)</td>
</tr>
<tr>
<td>Team presents</td>
<td>5 min (4)</td>
</tr>
<tr>
<td>Clarifying questions</td>
<td>3 min (3)</td>
</tr>
<tr>
<td>Discussion, presenting team silent</td>
<td>5 min (4)</td>
</tr>
<tr>
<td>Presenting team reflects</td>
<td>5 min (3)</td>
</tr>
<tr>
<td>Repeat, then debrief at the end</td>
<td>5 min</td>
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ENDING THE DAY...

1. Closing
2. Please complete survey sent to your email
Thank You