Proficiency-based Learning Simplified

Best Practices in Grading and Reporting
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PRESENTERS
Jean Haeger
Senior Associate
Great Schools Partnership

Thursday, May 30, 13
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
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</table>
What’s in a grade?

What kind of grade would your students earn in each of these situations?
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<tr>
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<th>Averaging all Grade Entries: Result</th>
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<tr>
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<td>“A” on tests, but...</td>
<td>Struggles to learn until then (homework)</td>
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<tr>
<td>Sayed</td>
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<td>“A” achievement by the end</td>
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<tr>
<td>Oscar</td>
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WHO LEAVES THE COURSE WITH THE DESIRED KNOWLEDGE?

TURNING THE TABLES ON OUR GRADING STORY
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Thursday, May 30, 13
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
“First and foremost, grades need to be **accurate** reflections of student achievement.”

(O’Connor, 2010)
### Beliefs

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**.

### Grading Principles

- Our reporting system must provide accurate information about students’ preparation for success at the next level.

- Grading practices must provide specific feedback to students about their progress with respect to these standards.

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

- Grading and assessment practices should accommodate normal variation in learners’ styles and paces.

- Conversations about grading practices must be open and frequent.

### Grading Practices

- **WORK HABITS**: Separate work habits from academic performance
  - *Christian, Oscar*

- **GRADE BOOK**: Organize by standards
  - *Tatiana*

- **EXTRA CREDIT, ZEROS**: Rethink practices that impact grades beyond students’ demonstration of proficiency.
  - *Oscar, Christian*

- **TRENDS VS AVERAGES**: Determine what proficiency looks like
  - *Sayed, Tatiana*

- **AGREEMENTS**: Develop a culture of collaboration to increase commonality of practices.
1. Assess Work Habits Separately

“Reporting is more subjective ... the more \textit{effort} is considered, and the more \textit{behavior} influences judgement.”

\textbf{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

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.

<table>
<thead>
<tr>
<th>Academic Initiative Standard</th>
<th>A range</th>
<th>B range</th>
<th>C range</th>
<th>Unmet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Indicator 1: Attendance</strong></td>
<td>Student absences, if any, had no negative impact on learning.</td>
<td>Student absences had minor negative impact on learning.</td>
<td>Student absences had moderate negative impact on learning.</td>
<td>Student absences had significant negative impact on learning.</td>
</tr>
<tr>
<td><strong>Performance Indicator 2: Participation</strong></td>
<td>Student frequently does all three of the following: take notes, answer questions, stay on-task.</td>
<td>Student frequently does only two of the following: take notes, answer questions, stay on task.</td>
<td>Student frequently does only one of the following: take notes, answer questions, stay on task.</td>
<td>Student does not frequently do any of the following: take notes, answer questions, stay on task.</td>
</tr>
<tr>
<td><strong>Performance Indicator 3: Homework</strong></td>
<td>Student thoroughly completes all assigned homework on time.</td>
<td>Student thoroughly completes at least 80% of assigned homework on time. Or, student superficially completes some homework.</td>
<td>Student thoroughly completes at least 60% of all assigned homework on time. Or, student superficially completes at least 80%.</td>
<td>Student completes less than 60% of assigned homework on time. Or, student superficially completes less than 80%.</td>
</tr>
<tr>
<td><strong>Performance Indicator 4: Extended Work</strong></td>
<td>Student turns in all extended assignments on or before the due date.</td>
<td>Student turns in one extended assignment beyond the due date.</td>
<td>Student turns in two extended assignments beyond the due date.</td>
<td>Student turns in three or more extended assignments beyond the due date.</td>
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Thursday, May 30, 13
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

## Math

### Grade 3

<table>
<thead>
<tr>
<th>Method</th>
<th>Formative</th>
<th>Summative</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>9/13</td>
<td>9/18</td>
<td>10/3</td>
<td>10/9</td>
</tr>
<tr>
<td>Learning Target</td>
<td>1.4</td>
<td>1.3, 6</td>
<td>1.3, 4</td>
<td>1.3, 4</td>
</tr>
<tr>
<td></td>
<td>Wkbk</td>
<td>Quiz</td>
<td>Test</td>
<td>Project</td>
</tr>
<tr>
<td>Students:</td>
<td></td>
<td></td>
<td>Obs</td>
<td>Quiz</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>Demo</td>
<td>Test</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ect.</td>
<td></td>
<td></td>
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### Number Sense, Concepts & Operations

| Date    | 9/16      | 9/19      | 10/3      | 10/9      |
| Learning Target | 5.2, 3    | 5.1, 4    | 5.1, 3    | 5.4, 8    |
| Method   | Obs       | Quiz      | Demo      | Test      |

---

### Measurement

| Date    | 9/16      | 9/19      | 10/3      | 10/9      |
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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

[Graph showing trends and averages over time with scatter plot and arrow indicating trend direction.]
4. Trends vs Averages

Don’t grade everything
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5. Agreements

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: 

Thursday, May 30, 13
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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