GREAT
SCHOOLS
PARTNERSHIP

Proficiency-Based Learning

A Systemic Approach

April 1-2, 2015

Welcome

WIFI, etc. - TO INSERT

Don Weafer, Senior Associate

Becky Wilusz, Senior Associate

Welcome

WIFI, etc. - TO INSERT

Jon Ingram, Senior Associate

Katie Thompson, Senior Associate

Welcome

WIFI, etc. - TO INSERT

Reed Dyer, Senior Associate

Andi Summers, Senior Associate

Mark Kostin, Associate Director

Agenda

Welcome

Purpose of Grading

15 Fixes and Next Steps

Break

Habits of Work—Why They Matter

Lunch

Team Time / Feedback Sessions

Outcomes

I can describe grading principles and practices that support proficiency-based learning for all students.

Outcomes

I can explain the importance of habits of work for student success and strategies for assessing these habits separately from academic performance.

Outcomes

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.
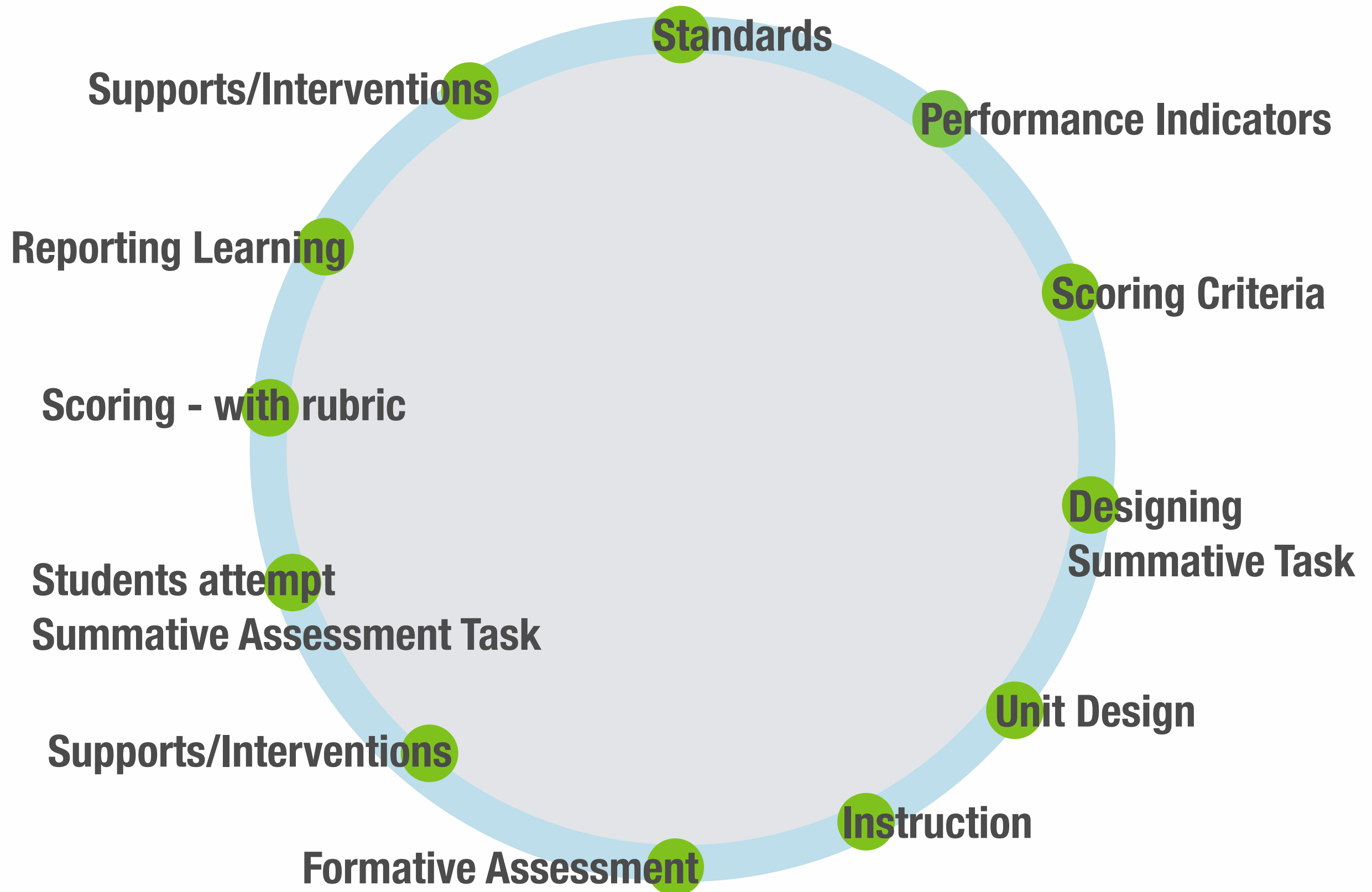
Outcomes

I can refine my district / SU plan based on feedback from peers.

Framing Our Work

- Today's work is about grading

- Tomorrow's work is about reporting

Assessing, Grading, Reporting: Process

Standards

Performance Indicators

Scoring Criteria

Supports/Interventions

Reporting Learning

Designing Summative Task

Scoring - with rubric

Students attempt Summative Assessment Task

Unit Design

Supports/Interventions

Instruction

Formative Assessment

Key Learning in Our Work

• Report Cards ≠ Step One

Parents fail to LOL at new report card system

📅 November 13, 2014 by Shauna Chase   📄 Leave a Comment

Fredericton — Many parents in the Fredericton area are displeased about a new pilot project introduced this fall by the Anglophone West School District.

The parents are saying that they were confused by their kids' first report cards of the school year issued late last week. Instead of percentages or letter grades, children are assessed with meaningless acronyms. For example, "His Reading Is Okay But His Math Needs Some Work" is shown as "HRIOBHMNSW" on the report card. Kids who are struggling with gym but are excellent in academics have received a grade of "R4MBA," for "Ready For Major League Baseball," not to be confused with "R4MBA" for the "Ready For a Masters in Business Administration" being given to more academically inclined children.
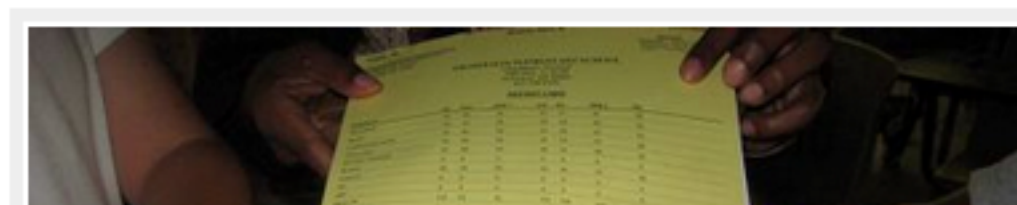
Parents Jim and Grace Peters are among those outraged by the new system. Their 3 children used to be straight-A
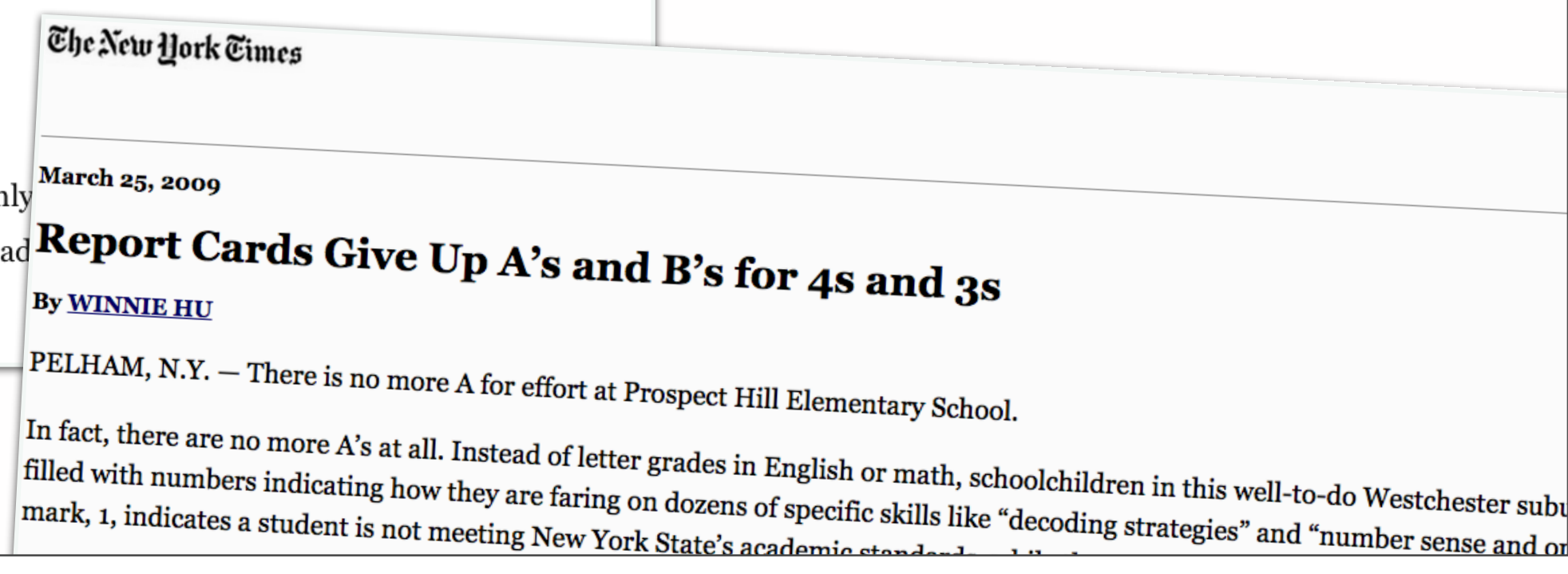
Key Learning in Our Work

- Report Cards ≠ Step One

The Washington Post

Education

New report cards confuse parents across the country, not just in Montgomery County

By Lynh Bui May 30, 2013

Parents in Montgomery County aren't the only
standards-based report cards that replace trad
different codes.

The New York Times

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 or math, schoolchildren in this well-to-do Westchester subu
filled with numbers indicating how they are faring on dozens of specific skills like "decoding strategies" and "number sense and or
mark, 1, indicates a student is not meeting New York State's academic standard

Before Report Cards

- Clear Standards and Criteria

- Consistent Assessment Practice

- Consistent Grading Practices

- Broad Base of Champions

Purpose of Grading

One minute:

Write down the

top three purposes of grading

in your school / district / SU 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?

- Common ≠ Recommended. Common ≠ 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

Guskey, Thomas R. and Jane M. Baliey (2010) *Developing Standards-Based Report Cards.* Corwin: Thousand Oaks, CA

Text-Based Discussion

- Read *Starting the Conversation About Grading* (10-15 min)

- Team discussion (25 min)

  - For teams already **in-progress on grading**: how does this article help you reflect on the work you have done and processes you have used?

  - For teams **beginning this work**, how does this article help you think about what teachers need for process and support?

15 Fixes for Broken Grades

- Review the "15 Fixes."

- As a team, complete the **15 Fixes Table**

    - How does the "fix" support student learning?

    - What are the implications for our practice?

    - What are the toughest questions about each "fix"?

Tackling the Tough Questions

- Share and decide on your top 2-3 toughest questions. Write them down on a poster.

- As a team, visit other teams' posters.

- Discuss and write ideas on sticky notes in response to their questions.

  - You can leave probing questions in response

Team Debrief

- Review ideas from other teams

- Review sample action steps for beginning and refining work on grading practices.

- Discuss as a team: **What are our next steps?**

Break!

Habits of Work

- Schools assess and report HOW separately because they matter.

- Traditional grades and GPA are better predictors of educational success than test scores—*because* traditional grades include habits.

- It is not enough to track and report—we also have to teach these skills.

Habits of Work

- Examine categories of "noncognitive" skills from Consortium for Chicago School Research (CCSR).

- Share CCSR research on which skills matter most *and* which skills teachers and schools can impact.

- Look at some examples of tracking and teaching these skills.

CCSR: Noncognitive Skills

ACADEMIC BEHAVIORS

Going to Class

Doing Homework

Organizing Materials

Participating, Studying

CCSR: Noncognitive Skills

ACADEMIC PERSEVERANCE

Grit, Tenacity

Delayed Gratification

Self-Discipline

Self-Control

CCSR: Noncognitive Skills

ACADEMIC MINDSETS

I belong in this academic community.

My ability and competence grow with my effort.

I can succeed at this.

This work has value for me.

CCSR: Noncognitive Skills

SOCIAL SKILLS

Interpersonal Skills,
Empathy, Cooperation,
Assertion, and
Responsibility

CCSR: Noncognitive Skills

CCSR: Noncognitive Skills

1. What is the relationship of each factor to student **academic performance**?

2. Is the factor **malleable**?

3. What is the role of **classroom context** in shaping the factor?

4. Are there clear, **actionable strategies** for developing the factor as part of classroom practice?

5. Is there evidence that attention to the noncognitive factor would address **racial/ethnic or gender gaps** in student achievement?

CCSR: Noncognitive Skills

ACADEMIC BEHAVIORS
Going to Class
Doing Homework
Organizing Materials
Participating, Studying

LEARNING STRATEGIES
Study Skills
Metacognitive Strategies
Self-Regulated Learning
Goal-Setting

ACADEMIC PERSEVERANCE
Grit, Tenacity
Delayed Gratification
Self-Discipline
Self-Control

ACADEMIC MINDSETS
I belong in this academic community.
My ability and competence grow with my effort.
I can succeed at this.
This work has value for me.

SOCIAL SKILLS
Interpersonal Skills,
Empathy, Cooperation,
Assertion, and
Responsibility

Academic Success

ACADEMIC BEHAVIORS

ACADEMIC PERSEVERANCE

ACADEMIC MINDSETS

LEARNING STRATEGIES

SOCIAL SKILLS

Malleability and Strategies

ACADEMIC MINDSETS

LEARNING STRATEGIES

ACADEMIC BEHAVIORS

SOCIAL SKILLS

ACADEMIC PERSEVERANCE

Context Matters: Examples

Health Science High + Middle College

- Attendance Data:

    - Top 10% of students: avg. 1.8 days absent/month.

    - Bottom 10% of students: avg. 6.5 days absent/month.

"I guess I've just grown used to the idea that [he] isn't going to be there five days a week." - Staff member

Health Science High + Middle College

- **Notice absences**: "we missed you" notes home, signed by teachers and administrators. ACADEMIC MINDSETS

- **Home visits**. Administrators visited homes after fifth absence. ACADEMIC BEHAVIORS

- **Reverse unexcused absences**. Paraprofessional made home visits when students were absent unexcused. ACADEMIC BEHAVIORS

- **Celebrate attendance**. For individual students and classes. Nothing like a pizza party. ACADEMIC BEHAVIORS

- **Reduce Teacher Talk**. Collaborative group strategies in class to increase student engagement. LEARNING STRATEGIES SOCIAL SKILLS

Advisory: Teaching Mindset

Reflection

What elements of our school context **contribute** to or **inhibit** students developing academic behaviors, mindsets and strategies?

Tracking Habits of Work

- Look at the three sample methods of tracking habits of work.

- What would each tell you about students?

- How would it impact instructional and school practices?

- How will separating habits of work support your students in demonstrating proficiency?

School Artifacts: Grading Guides

- Use team time to look through grading guides linked in agenda.

- Process for examining guides.

- Keep in mind—all of these products are the result of inclusive processes.

Casco Bay HS Family Grading Guide

Casco Bay Family Grading Guide

Our Grading Principles & Practices:

Our standards-based grading system uses the following principles to guide how we assess student achievem 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.
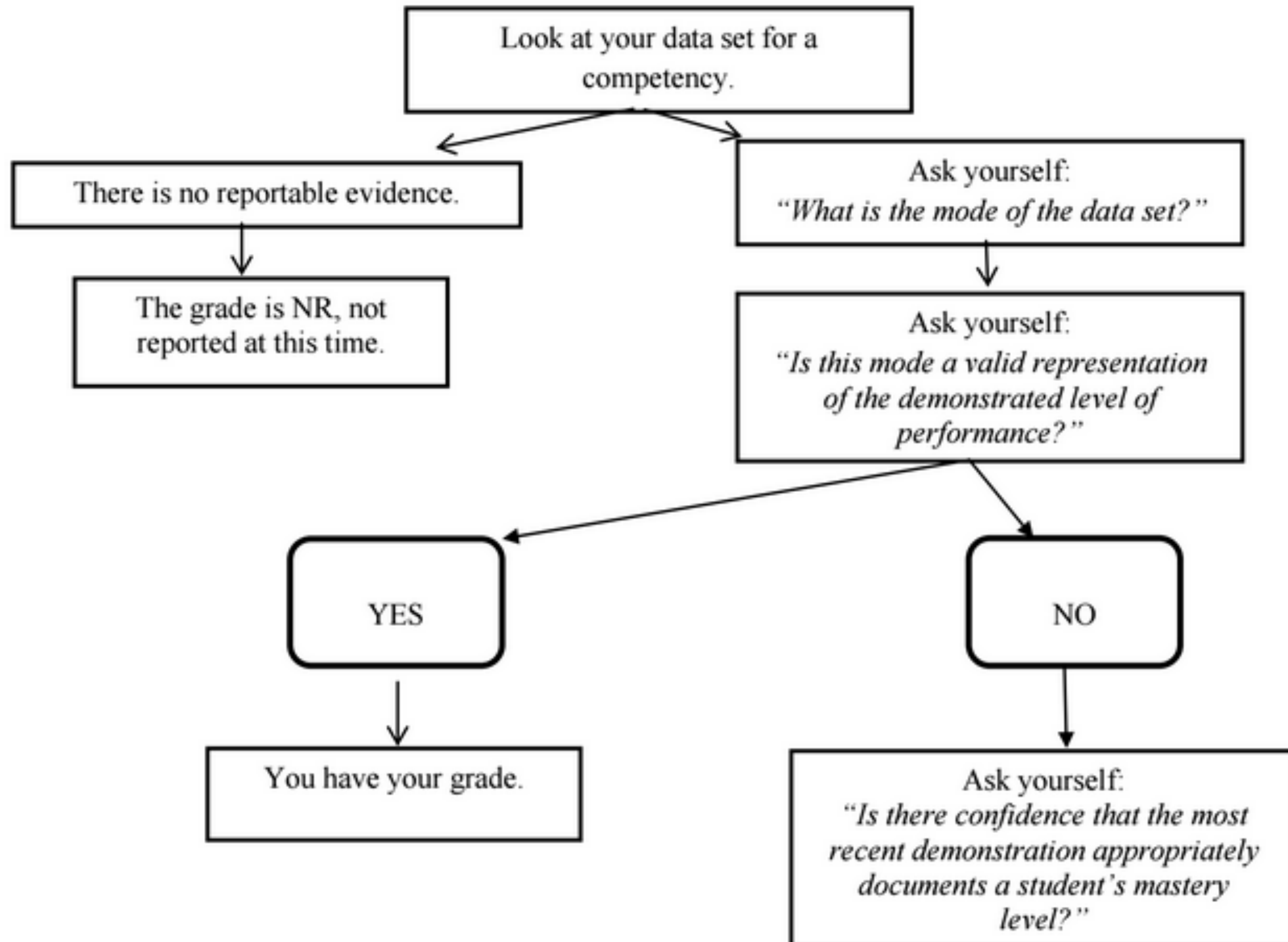*Practice: To earn credit, all of the course standards must be met.*

Principle: Academic knowledge and work habits are both important to acquire for college and life.
Practice: Students receive both academic grades (based on course standards) as well as habits of work grades for each class.

Rochester (NH) Guide for Educators

Deriving an Overall Competency Grade based on Summative Assessment Grades

```
                    ┌─────────────────────────────┐
                    │  Look at your data set for a │
                    │        competency.          │
                    └─────────────────────────────┘
                        ↙                    ↘
┌──────────────────────────┐    ┌──────────────────────────────┐
│ There is no reportable   │    │ Ask yourself:                │
│ evidence.                │    │ "What is the mode of the     │
└──────────────────────────┘    │  data set?"                  │
            ↓                    └──────────────────────────────┘
┌──────────────────────────┐                  ↓
│ The grade is NR, not     │    ┌──────────────────────────────┐
│ reported at this time.   │    │ Ask yourself:                │
└──────────────────────────┘    │ "Is this mode a valid        │
                                 │  representation of the        │
                                 │  demonstrated level of        │
                                 │  performance?"               │
                                 └──────────────────────────────┘
                        ↙                         ↘
              ┌──────────┐                   ┌──────────┐
              │   YES    │                   │    NO    │
              └──────────┘                   └──────────┘
                    ↓                             ↓
    ┌──────────────────────────┐    ┌──────────────────────────────┐
    │ You have your grade.     │    │ Ask yourself:                │
    └──────────────────────────┘    │ "Is there confidence that the│
                                     │  most recent demonstration    │
                                     │  appropriately documents a    │
                                     │  student's mastery level?"   │
                                     └──────────────────────────────┘
```

Mangiare!

Team Time

- Give and receive feedback.

- Plan process to refine grading practices in your district / SU.

- Identify one area of three-year plan to refine/improve.

Feedback

April 2: Preview

- Gradebooks, Report Cards, Transcripts

- Team Time / Feedback

- Lunch

- Verification Processes and Policies

THANK YOU

Proficiency-Based Learning

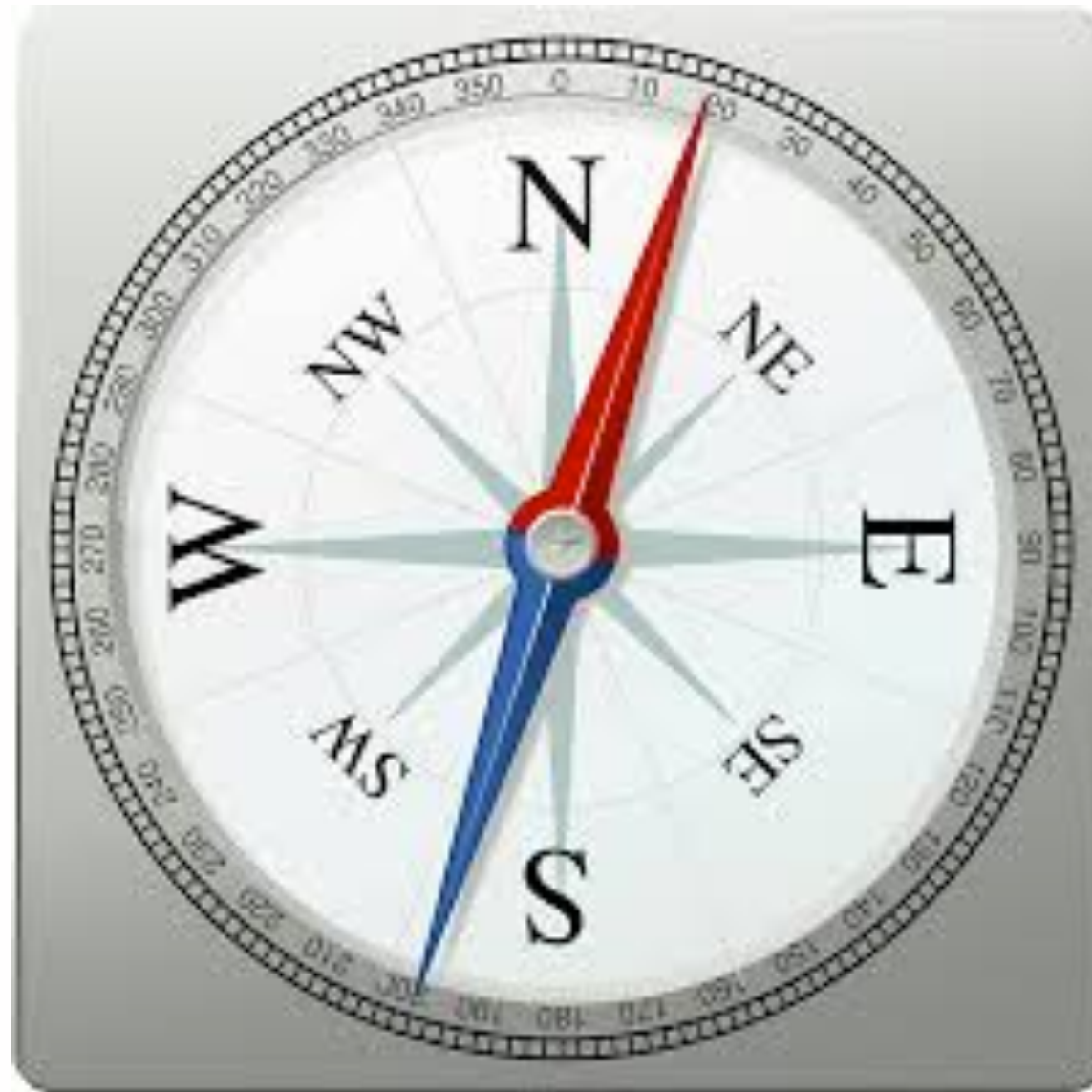## A Systemic Approach

April 1-2, 2015

Welcome

WIFI, etc. - TO INSERT

Don Weafer, Senior Associate

Becky Wilusz, Senior Associate

Team Reflection

Action

Meaning

Caring

Structure

Team Reflection

In what ways have you contributed to the team's work?

How has someone from another "corner" contributed to the team's work?

Team Reflection

It would help me in our work if we paid closer attention to _____ norm.

It would help me in our work if we added _____ as a norm for our team.

Agenda

Welcome

Gradebooks, Report Cards, and Transcripts

Break

Team Time / Feedback Sessions

Lunch

Verification Processes and Policies

Close

Focus on Purpose

"**Expecting any report card, standards based or otherwise, to satisfy multiple purposes of grading is not only unwise, it may be perilous**. …[T]his is precisely why so many report card reform efforts fail miserably. Either they attempt to serve too many purposes with this single reporting tool, or they expect that single tool to serve purposes for which it is ill suited."

- Thomas Guskey and Jane Bailey

Guskey, Thomas R. and Jane M. Bailey (2010) *Developing Standards-Based Report Cards.* Corwin: Thousand Oaks, CA

A Reporting System

- Report Cards, Progress Reports

- Narrative comments

- Standardized assessment scores/reports

- Phone calls, home visits, emails, conferences

- Homework, Projects, Assignments

- School / Teacher websites

- Student Portfolios, Exhibitions

Guskey, Thomas R. and Jane M. Baliey (2010) *Developing Standards-Based Report Cards.* Corwin: Thousand Oaks, CA

Gradebooks

Standards

Gradebooks are organized by standards, not by assignment types.

Gradebooks

How does setting up a gradebook this way help with instruction and assessment?

How might it help students reach proficiency?

Reporting

Curriculum Proficiencies	Reporting Proficiencies
For planning instruction + assessment	For reporting on student learning
Many in number (10-50 per subject)	Few in number (4-6 per subject)
Specific	Broad
Expressed in "Educator" Vocabulary	Expressed in Student and Parent-Friendly Language

Guskey, Thomas R. and Jane M. Baliey (2010) *Developing Standards-Based Report Cards.* Corwin: Thousand Oaks, CA

Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	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
YES	Transcripts and Report Cards	**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
NO	Progress Reports	**Performance Indicators** 5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards	**Summative Assessment** Graded summative assessments are used to evaluate the achievement of performance indicators
NO	Teacher Feedback	**Learning Objectives** Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators	**Formative Assessment** Ungraded formative assessments are used to evaluate student learning progress

Report Card and Transcript Samples

1. Review sample report cards and transcript.

2. What information is included? What isn't?

3. What can you infer about the purposes the documents intend to serve?

4. What do you like? What might you modify?

What About Colleges?

Collegiate Endorsement of Proficiency-Based Education and Graduation
56 New England Colleges and Universities Support Stronger Student Preparation

Over the past decade, the movement to adopt **proficiency-based approaches** to teaching, learning, and graduating has gained momentum in New England, and throughout the country, as more educators, parents, business leaders, and elected officials recognize that high educational standards and strong academic preparation are essential to success in today's world.

With some parents wondering about the effects that proficiency-based learning will have on their children or the college-admissions process, the Consortium reached out to higher education institutions throughout the region. We asked them directly about their support of proficiency-based learning, and their response has been both affirming and inspiring.

To capture the sentiment of higher education, we developed the Collegiate Endorsement of Proficiency-Based Education and Graduation, which has been signed by a significant—and growing—number of colleges and universities, as well as by the higher education systems in five New England states.

>> **Download the press release** 📕

The Endorsement
Joining other institutions of higher education and the New England Secondary School Consortium in support of stronger academic preparation for postsecondary study, leading to increased collegiate enrollments and higher completion rates in our degree

Collegiate Endorsement

1. Endorse proficiency-based approaches to instruction, assessment, reporting, and graduation that establish universally high learning standards and expectations for all students in K–12 schools.

Collegiate Endorsement

2. Accept a wide range of transcripts if the students meet our stated admissions requirements and the transcripts provide a full and accurate presentation of what an applicant has learned and accomplished.

Collegiate Endorsement

3. Pledge that applicants to our institutions with proficiency-based transcripts will not be disadvantaged in any way.

What Colleges Tell Us:

- The school profile is vastly underutilized (by *public* schools). A clear school profile is an invaluable complement to a student's transcript.

- Students *are* compared and sorted in this process. The profile can help colleges understand what the student has done in comparison to his/her peers.

- In some cases, a 1-4 reporting system without finer gradations can be a challenge **without** a good school profile.

School Profile

- Review the **sample school profile** and **design considerations**.

- How might you ensure your school profile gives your graduates the greatest advantage when applying to postsecondary institutions?

- How might elementary/middle schools utilize a school profile to leverage support in their community and build champions?

Every student graduates prepared for college, career, a[nd]

MISSION

East High School is committed to ensuring that all students graduate with the kn[owledge] to succeed as contributing citizens in the 21st century.

THE SCHOOL AND THE COMMUNITY

East High School is a regional public high school serving three suburban-rural [communities in] Maine. The tourist area has attracted new families with varied cultural backgrou[nds and has] grown increasingly diverse over the past decade. In addition, a growing retireme[nt community has] a strong presence and voice in our community and school affairs. Employment [opportunities] of East High School students center on the local hospitality industry, including m[any seasonal jobs]. A significant percentage of residents commute to Portland, Portsmouth (New Ha[mpshire), and] Boston on a daily basis for work. Family incomes vary widely, but most of our st[udents are] of modest means. Support for education is on the rise and budgets, while adopt[ed annually,] reflect the modest incomes of the region.

For more information: easthighschool.org/our-community

THE ACADEMIC PROGRAM

Designed to motivate and challenge all students, the academic program at East [High School emphasizes] equity and the highest possible learning expectations for students. Our proficien[cy-based] graduation policies ensure that all students leave as highly literate and skilled g[raduates. During their high] school career, students have access to a wide range of learning experiences, in[cluding Advanced Placement] courses and dual-enrollment opportunities at local colleges. A year-long, interdis[ciplinary project] culminates the secondary school experience. All students are required to demo[nstrate] consistently applied and assessed learning standards, which are documented u[sing portfolios that] students maintain as evidence of their learning progress and achievements. All [courses are] academically rigorous and intended to prepare students for success in college, [career, and life.]

For more information: easthighschool.org/academic-program

SCHOOL PROFILE

EAST HIGH SCHOOL
123 Mountain Road
Dead River, Maine 04000
easthighschool.org

John Doe
Principal
john.doe@easthighschool.org

Jane Doe
Director of Guidance
jane.doe@easthighschool.org

Sarah Doe
College and Career Counselor
sarah.doe@easthighschool.org

PROFICIENCY-BASED GRADING SYSTEM

Break!

Team Time

- Feedback Sessions

- Refine grading practice / plan process to refine grading practice.

- Review 2-3 policies, using process.

- Identify 1-2 areas of three-year plan to improve/refine.

Lunch

Transferable Skills / HOW

- Does the rubric language relate to the Transferable Skill?

- What aspects overlap? What is missing?

- What would be the most effective way to assess the "missing" aspects?

SANBORN REGIONAL HIGH SCHOOL
21st CENTURY LEARNING EXPECTATIONS

Expectation	Exemplary	Proficient	Basic Proficiency	Limited Proficiency
Student Will:	Student meets all in "Proficient" and improves by:	Student meets all in "Basic Proficiency" and improves by:	Student meets all in "Limited Proficiency" and improves by:	Student Will:
Effectively Communicate Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding	Communicating in an exceptional manner that is appropriate to share with a broader audience	Using effective communication skills all of the time	Demonstrating progress in the attainment of communication skills by revising work to improve quality	Demonstrate minimal progress toward developing the communication skills
Creatively Solve Problems Use original and flexible thinking to communicate ideas or construct a unique product or solution	Reflecting on how to improve the solution to be more creative and efficient	Solving problems using creativity and critical thinking skills all of the time	Solving problems using creativity and critical thinking skills some of the time	Solve problems with limited creativity and critical thinking skills
Contribute to Their Community Work in diverse groups to achieve a common goal	Being respected by peers and adults for contributions to the community	Always contributing positively to the community	Contributing positively to the community with minimal adult direction	Contribute positively to the community with adult direction
Self-Manage Their Learning Initiate and manage learning through self-	Risk-taking in an effort to grow from their	Working independently and meeting due dates	Working independently with some direction by adults and meeting	Work with the direction of adult and/or needs

Monmouth Academy Habits of Work Rubric (HOW)

Criteria	1 Below Expectations	2 Emerging Expectations	3 Meets Expectations
Prepares for class *Self-Directed and Lifelong Learner*	• Student is rarely in class on-time and prepared with required materials. • Student rarely begins class right away with required materials. • Student does not complete all assignments on time and work is not completed with care and accuracy.	• Student is sometimes in class on time and prepared with required materials. • Student sometimes begins class right away with required materials. • Student sometimes completes all assignments on time and work is sometimes completed with care and accuracy.	• Student is usually in class on time and prepared with required materials. • Student begins class right away, with required materials. • Student completes all assignments, on time and work is completed with care and accuracy.
Engages in class *Clear and Effective Communicator* *Responsible and Involved Citizen*	• Student rarely participates constructively in class. • Student does not actively listen to and positively engage in discussion with peers and teacher. • Student does not work with peers to accomplish tasks.	• Student sometimes participates constructively in class. • Student needs to be reminded to actively listen to and positively engage in discussion with peers and teacher. • Student has to be reminded to work with peers to accomplish tasks.	• Student usually participates constructively in class. • Student actively listens to and positively engages in discussion with peers and teacher. • Student works with peers to accomplish tasks.

Verifying Proficiency

- Read "Verifying Performance Indicators" and "Verifying Graduation Standards."

- How are these approaches similar / different to our current practices?

- Where does our work on verifying proficiency fit in our three-year plan?

Team Time

- Feedback Sessions

- Refine grading practice / plan process to refine grading practice.

- Review 2-3 policies, using process.

- Identify 1-2 areas of three-year plan to improve/refine.

Feedback

Next Steps

- Webinar 4/28: PBL Policies

- In session: May 5-6 - Policy and Community Engagement

- In session: June 2-3 at Castleton

  - Break-out sessions and team time to refine 3-year plans

THANK YOU