

## Strand 3: Session 2

Developing a  
Standards-Based  
Report Card  
Beginning with  
the End in Mind



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- No one template... but there are non-negotiable fundamentals (pg. 144):
  - Define a purpose for grading.
  - Organize evidence of learning by curricular standards.
  - Ensure that whatever teachers send home to parents is user-friendly.



Grades are not compensation! They simply **communicate** what students have learned *at a particular time*.  
~Rick Wormeli (*paraphrased*)

Define a Purpose for Grading  
(pg. 144-146, Grading Practices)



## Discussion Questions

- What information will be communicated in the report card?
- Who is the primary audience for the information?
- What is the intended goal of that communication?
- How should that information be used?



## Purpose of Grading & Reporting: 6 Categories

- Communicate information about students' achievement to parents and others.
- Provide information to students for self-evaluation.
- Select, identify, or group students for certain educational paths or programs.
- Provide incentives for students to learn.
- Evaluate the effectiveness of instructional programs.
- Provide evidence of students' lack of effort or inappropriate responsibility.



## Progress v. Achievement (pg. 171)

- Intentionally reporting progress allows students to know that they are getting closer to proficiency
  - Should be reported separately from achievement
    - May be a separate section of report card
    - May be addressed informally through teacher-parent communication



"Many aspects of grading and reporting reflect traditions that have been a part of our education system since the time our great-grandparents were in school."

~Thomas Guskey (2)

## Calculating Grades (pg. 148-154)



### The problem of points & averages

- Averaging dilutes accuracy
  - Combines older evidence with most recent evidence and muddles students' current level of achievement
  - *"That process will never produce an accurate grade because students will never earn full credit for what they come to know"* (pg. 148).



### \*ACCURACY is the goal\*

- Gradebooks should have separate "bins" or sections for different standards
- Calculation Methods:
  - Bin/median/mode/mean
    - Calculate a "bin" score by finding the median or mode score for that bin
    - Average "bin" scores (using teacher discretion for outlier scores)
      - Most recent/decaying average
      - Bin scores should reflect the most recent scores



## Converting SBG Scores to a Traditional Letter Grade

- Grades **should reflect the student's proficiency level**
  - If a 3 in the class is "approaching" proficiency, report the letter grade that most closely matches "approaching"
  - Conversion scales should be determined at a site or district level to ensure consistency among teachers, and equity for students

What resonates  
with you?

Questioning Grading  
Practices

Read and discuss the  
reflection on pages 154-155

How do these  
ideas validate  
and/or challenge  
your thinking?



Organize Evidence of Learning:  
Jaime Suitts



# Organize Evidence of Learning (pg. 146-147)

- Grading should be based on evidence of learning
  - Require demonstration of proficiency of the standard(s)
  - Evaluate student learning based on predetermined criteria for demonstrating proficiency



## Assessment Scale: *Where are you today?*

4	<b>Masters Standard</b>	➡ Extends knowledge to more complex thinking and elaboration <i>"I completely understand and can help others. I can make connections and apply this to other areas."</i>
3	<b>Meets Standard</b>	➡ Understands the what, how, and why <i>"I can do this by myself. If I make a mistake, I know how to fix it."</i>
2	<b>Approaches Standard</b>	➡ Understands the basics, but needs support to explain the how and why <i>"I can do part of it, but I need help to finish. With a little more practice, I know I can do it!"</i>
1	<b>Attempts Standard</b>	➡ Does not understand the concept <i>"I need help. I'm trying, but can you slow down and show me again?"</i>

### Academic Grading Criteria



#### Level 4: Masters Standard

Students can independently demonstrate a transference of learning with complex thinking and elaboration related to the grade-level standard. For example, students may:

- Apply concepts in a new or complex situation
- Evaluate a concept from differing perspectives
- Make connections and create analogies, integrating areas of study
- Plan, construct, or create new situations that illustrate or use a concept

#### Level 3: Meets Standard

Students can independently demonstrate an understanding of subject matter vocabulary, concepts, and skills that relate to the standard. Students understand not just the *what*, but can correctly explain the *how* and *why*. For example, students may:

- Explain and justify a concept
- Apply concepts in familiar contexts
- Make inferences, conclusions, and predictions
- Compare, contrast, and distinguish a concept from related concepts

#### Level 2: Approaches Standard

Students demonstrate a foundational understanding of subject matter vocabulary, concepts, and skills that relate to the standard. Students understand the *what*, but may require support to explain the *how* and *why*. For example, students may:

- Complete simple process
- Recall important information
- Define, list, and summarize a concept

#### Level 1: Attempts Standard

Students are beginning to understand subject matter vocabulary, concepts, and skills that relate to the standard. At level 1, students require significant support. For example, students may:

- Recall partial information
- Identify and list parts of a concept

## Traditional gradebook view

Standards are attached to assignments

		Latehomecomer Quiz (L)			Latehomecomer Elemen...		AWL 1	Bonne Annee Reading...	Bonne Annee Quiz (L)		Personal Narrative		
		9/6/2018 #2			9/10/2018 #4		9/10/2018 #5	9/20/2018 #6	9/20/2018 #7		9/27/2018 #8		
Avg	Mark	CEL.8.RL.3	CEL.8.L.5	CEL.8.RL.4	CEL.8.RL.2	CEL.8.RL.6	CEL.8.L.6	CEL.8.RL2	CEL.8.L.5	CEL.8.RL4	CEL.8.L.1	CEL.8.L.2	CEL.8.W.3
2.9	B	2	3	4	1	1	4	2	1	4	3	2	3
3.1	A	4	4	4	3	1	4	4	3	4	4	4	4
3.1	A	3	2	2	3	4	3	3	3	3	3	2	4
2.7	B	4	3	2	2	2	4	3	2	3	2	2	3
2.3	C	1		4	1	2	3	2	3	4	4	3	2
2.7	B	1	2	2	2	1	4	3	1	3	2	2	3
2.9	B	2	3	2	1	4	3	2	3	4	4	3	2
2.0	C	2		2	1	1	4	3	1	2	3	3	2
3.2	A	2	3	4	3	4	3	4	3	3	3	2	3
2.5	B	3	2	3	1	1	3	2	1	2	4	3	3
2.9	B	4	3	2	1	1	4	3	4	4	3	2	2

## Gradebook organized by standard

CEL.8.RL.3 - Analyze how particular lines of dialogue...			CEL.8.L.5 - Demonstrate understanding of figurative language, word rel...			CEL.8.RL.4 - Determine the meani...			CEL.8.RL.2 - Determine a theme or central idea of a L...		
Overall	Language Arts 8 Latehomecomer Readin... 9/6/2018 #2	Language Arts 8 Call Me Maria Quiz 10/18/2018 #13	Overall	Language Arts 8 Latehomecomer Quiz (L) 9/6/2018 #3	Language Arts 8 Bonne Annee Quiz (L) 9/20/2018 #7	Language Arts 8 Call Me Maria Quiz 10/18/2018 #13	Overall	Language Arts 8 Latehomecomer Quiz (L) 9/6/2018 #3	Overall	Language Arts 8 Latehomecomer Elemen... 9/10/2018 #4	Language Arts 8 Independent Reading... 10/4/2018 #9
4.0	4	4	3.3	3	4	3	3.0	3	4.0	2	4
1.0	3	1	2.3	2	3	2	2.0	2	4.0	4	4
4.0	4	4	3.0	4	3	3	4.0	4	4.0	3	4
3.0	3	3	3.0		3	2	4.0	4	4.0		4
3.0	4	3	2.0	3	3	2	3.0	3	3.0	3	3
3.0	3	3	1.6	2	1	2	2.0	2	3.0	1	3
2.0	3	2	3.0	1	1	3	2.0	2	3.0		3
3.0	4	3	4.0	4	4	4	3.0	3	4.0	3	4
3.0	3	3	3.3	4	2	4	3.0	3	3.0	1	3
3.0	3	3	3.0	3	3	3	3.0	3	3.0	1	3
2.0	2	2	2.0	1	4	1	2.0	2	3.0	2	3

## Addressing Concerns

How do we build a gradebook that allows for failure?

How do we make grading meaningful without making it more work for teachers?



# Organize Evidence of Learning: Lauren Mayfield



Evidence of learning should be:  
evaluated/scored based on  
demonstration of/proximity to  
proficiency/mastery of the standard



4 – Thoroughly/Effectively



3 - Adequately







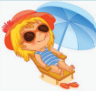
2 - Partially



1 - Minimally



## Standards Focused Grading Four-Point Rubric

	4 Thoroughly /Effectively	The student/assignment <b>consistently and independently</b> meets <b>all</b> <b>expectations</b> of the standard/learning target. In addition, the student work indicates a <b>deep understanding</b> of a standard/learning target by demonstrating the ability to <b>apply</b> that knowledge and <b>make connections</b> to other areas and real-world situations.
	3 Adequately	The student <b>meets the standard</b> learning target <b>frequently</b> and demonstrates understanding by applying key concepts, processes and skills with <b>limited errors</b> . The student demonstrates <b>proficiency of the standard</b> , but does not show a <b>deep understanding</b> , and/or does not apply the skills and concepts to other/real-world situations.
	2 Partially	The student consistently completes <b>less rigorous</b> content within the standard/learning target. The <b>student is beginning to grasp</b> , but does not demonstrate mastery and the ability to apply key concepts, processes and skills within the standard.
	1 Minimally	The student demonstrates <b>little to no understanding</b> of the standard/learning target. The student is making <b>minimal progress</b> toward meeting the standard and <b>needs more time, support</b> and intervention to develop understanding of concepts, processes, and skills within the standard.
	0 No Attempt	The student has <b>not submitted</b> work and therefore has not demonstrated his/her understanding of the standard.  The student must complete assignments/assessments <b>in accordance with the directions</b> in order to determine their level of mastery of the standard/learning target.



6 WEEK PROGRESS REPORT		date given: 8/17/2018		date given: 8/23/18		date given: 9/7/18		date presented: 9/21		TOTAL	
		Civil War inference		PAPA Square practice - "Terrible Things"		S.A. Pt. 2 - Self Assessment/Meta-Cog. (w/ re-do)		OMAM - presentation 1 (Chapter 1)			
Student #	GRADE	RL 1 - cite evidence	W 1a - intro, precise claims	WH/NG	WH / NG	W 1a - intro, precise claims	RL 1 - cite evidence	STANDARDS	WORK HABITS		
189402	A	3	4	3	4	3	3	3.75	3.5		
188631	B	2	2	4	4	3	3	2.50	4		
188828	C	2	2	3	4	2	2	2.00	3.5		
188953	D	2	3	3	3	2	2	1.25	2		
189701	B	3	3	4	4	3	3	3.00	4		
188788	C	1	2	2	2	3	2	2.00	2		
189773	A	3	4	4	4	4	4	3.75	4		
188738	B	3	4	2	2	3	2	3.00	2		
189011	D	4	4	4	4	3	3	1.50	2		
188830	C	1	2	4	4	4	2	2.25	4		
189235	C	2	2	2	2	2	2	2.00	2		
189121	C	1	2	3	4	3	3	2.25	3.5		

\*\*Completion grades and practice assignments/activities can be included in the gradebook, and given a "Work Habits" score, but should not be included in the student's grade

- ~at a glance
- ~customizable
- ~work habits included
- ~objective
- ~easy conversion to letter grade
- ~multiple calculation options: trending, decaying average, etc

## Addressing Concerns

How do we build a gradebook that allows for failure?

How do we make grading meaningful without making it more work for teachers?



## Make Reporting User-Friendly for Parents





## Parents (pg. 174)

- Make reporting easy for parents to interpret
- Too much information frustrates parents
- Color coding and/or 'At A Glance' summaries can help
- Be transparent with grading scales and methods for converting scores to letter grades
- Communicate early (and often): contact parents regarding specific individual progress

### District-wide parent communication:



#### Murrieta Valley Unified School District

##### Standards Focused Grading Parent/Guardian Letter

Dear Parent/Guardian,

The Murrieta Valley Unified School District has been having discussions regarding grading practices and policies for the past two years. As a result, the district has established a standards focused grading pilot committee. As a member of that committee, I am piloting standards focused grading practices.

What is Standards Focused Grading?

Standards Focused Grading (SFG) communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of SFG is to identify what a student knows, or is able to do, in relation to pre-established standards, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.

Why Standards Focused Grading?

We believe that grades are about what students learn, not what they earn. SFG reports what students know and are able to do within each content area. The real-time monitoring of students' performance reflects a more accurate picture of student achievement. Other reasons for SFG include:

- Traditional methods of grading do not accurately reflect what a student knows and is able to do. (i.e. How do you distinguish between an 73% and an 84%?)
- Grades may be clouded by individual teacher subjectivity and/or requirements. (i.e. Returning a class syllabus signed by a parent/guardian for points.)
- Students will be able to explain what they learned or did not learn rather than recite a letter grade or percentage. (i.e. I can describe the process of cell division by mitosis.)
- It provides accurate and meaningful feedback to students, parents and teachers.
- It helps teachers focus student learning and adjust instruction as needed.
- It leads to increased mastery through improved accountability and engagement as students have multiple opportunities to demonstrate their learning. (i.e. Retakes of learning checks, tests, assignments, etc.)
- SFG reports most recent evidence and trends of students' learning.

How does Standards Focused Grading differ from traditional grading?

Unlike traditional grading systems, a standards focused grading system measures a student's mastery of content standards by using the most recent, consistent level of performance. Thus, a student who may have struggled at the beginning of a course, when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of the grading period.

In a traditional grading system, a student's performance for an entire quarter is averaged together. Early scores that were low would be averaged together with more proficient (higher) scores later in the course, resulting in a lower overall grade.

### Class-wide parent communication:



#### GRADES

Students will be assessed on how well they demonstrate each standard. Therefore, there is no extra credit.

Students may monitor their scores on Aeries.

<i>Standards Assessment Scale</i>			<i>1<sup>st</sup> Semester Scale</i>	<i>2<sup>nd</sup> Semester Scale</i>
4	Masters Standards	Students can independently extend learning with complex thinking and elaboration.	<i>In order to earn an A, students are expected to meet standards.</i>	<i>In order to earn an A, students are expected to master standards.</i>
3	Meets Standards	Students can independently demonstrate an understanding of subject matter concepts/skills.	A 3.0 - 4.0 B 2.5 - 2.99 C 2.0 - 2.49	A 3.5 - 4.0 B 3.0 - 3.49 C 2.0 - 2.99
2	Approaches Standards	Students demonstrate a foundational understanding of subject matter concepts/skills and require some support.	D 1.0 - 1.99 F 0 - 0.9	D 1.5 - 1.99 F 0 - 1.49
1	Attempts Standards	Students are beginning to understand subject matter concepts/skills and require significant support.		

#### DO OVERS

Students may retake/redo any assessment. To schedule a retake, the student must submit a plan of action form and show that 100% of the unit work has been completed.

Class-wide parent communication:



**BEHAVIORAL EXPECTATIONS**

I have two major expectations in my classroom: **Be Respectful** and **Be Responsible**. I expect all school rules to be followed. Disciplinary action will occur if a student is disruptive or acting with disrespect to the teacher or to other students. (Refer to student handbook)

Students will be given a grade for meeting expectations regarding respect and responsibility.

<u>WORK HABITS</u>	<i>Outstanding</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
✓ Is prepared for class ✓ Completes assignments on time ✓ Participates in learning activities ✓ Uses class time effectively/On-task	Consistently meets expectations; Serves as a model for peers "Leading the Way"	Usually meets expectations	Sometimes meets expectations; inconsistent	Seldom meets expectations
<u>CITIZENSHIP</u>				
✓ Is respectful to others ✓ Arrives on time for class ✓ Exhibits a positive attitude ✓ Uses appropriate language				

Completion grades, practice, participation, and behavior are given separate "Work Habits" and "Citizenship" scores.

Class-wide parent communication:



Dear Parents & Guardians,

My name is Ms. Mayfield; I am your son or daughter's teacher for English 1 or 2. I wanted to take a few moments at the beginning of the year to touch base with you, and give you some information that you may want or need later.

Perhaps most importantly, I am using Standards Focused Grading this year. This means that all graded assignments will be scored using a district-approved 4-point rubric, and scored based on how well students meet the applicable state ELA standard(s) on the assignment. These scores will then be converted into letter grades using the district-approved conversion scale, and reported in Aeries for each grading window. Day-to-day grades will not be available in Aeries, but I will be keeping a gradebook in Excel. I will make the information from Excel available every 2-3 weeks as time and assignments permit. You and your student will have access to these updates via Haiku/PowerSchool.

- Score-to-letter conversion for overall grade in the class
  - 3.21 – 4.0 = A
  - 2.41 – 3.20 = B
  - 1.61 – 2.40 = C
  - 0.81 – 1.60 = D
  - 0.00 – 0.80 = F

If you would like further information on Standards Focused Grading, please see the class Haiku page (Mayfield 2018A, or Mayfield 2018B). If you have any further questions, please do not hesitate to email me at:

Individual and specific parent communication:



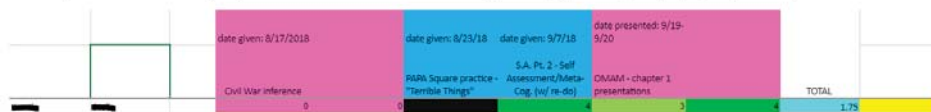
Good Afternoon,

I am your student's English 2 teacher; I am contacting you today out of concern for their performance in my class. The 6-week grading period ends on 9/21/18. As of that date, your student has a **C** in the class.

Although it is still early in the semester, I wanted to reach out to you so that we can work together to help your student be successful in my class. At the moment, my area(s) of concern for your student are:

- \*Missing assignments
- \*distracted in class (cell phone, classmates)

This is a snap-shot of their current scores by assignment and how well it met the associated standard(s) (4 is thoroughly/effectively, 3 adequate, 2 partially, 1 minimally):



Thank you for your time, please let me know if you have any questions, concerns, or recommendations.

Respectfully,  
Ms. Mayfield



## Student Self-Reflection (pg. 173-174)

- Research shows self-assessment has a direct benefit to raising achievement
- Allows students to measure their work against standards
- Students take more ownership and become the source of their feedback



## Student Self-Reflection

- Questions for self-assessment:
  - Am I improving?
  - What specific aspects have improved? How will I ensure that I keep improving in those areas?
  - What am I still struggling with? What are my next steps to improve within those areas?

*"The standards-based report card is ideally the last thing to change and ends the process of creating a fully standards-based instructional paradigm."  
(Schimmer pg. 143)*

Examples  
(pg. 157-170)

## Questions to ponder...



What does my gradebook look like? Why did I design it that way? Does it accurately reflect each student's knowledge of the standards?



How can I use the information presented in this session? What really resonates with me?



## Works Cited

- Guskey, Thomas. *On Your Mark: Challenging the Conventions of Grading and Reporting*. Solution Tree, 2014.
- Schimmer, Tom. *Grading From the Inside Out*. Solution Tree, 2016.
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## Thank you!

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