NESA Fall Training Institute
Bahrain, October 30 and 31, 2009

Troubleshooting and Implementing Standards-Based Grading and Reporting
Part 1: How to Grade for Learning

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Agenda

1. Troubleshooting and Introduction
2. Why Grade?
3. Perspectives on Grading
4. Grading Practices and Issues
5. Guidelines for Grading
6. Summary and Reflections
Outcomes/Objectives

Participants will:-
- know the meaning of key terms;
- recognize the need to critically examine established grading practices;
- appreciate the complexity of grading;
- analyze how to make grading standards based;
- identify the purposes of grading;
- know several basic perspectives on grading;
- identify grading issues which arise from analysis of student grades;
- know guidelines for standards-based grading which encourage effective learning;
- analyze the value of guidelines for grading; and
- consider implications of standards-based grading for reporting student achievement.
The Essential Question(s)

How confident are you that the grades students get in your school are:

- consistent
- accurate
- meaningful, and
- supportive of learning?
Enduring Understandings

1. There are no right grades only justifiable grades.

2. Nothing really changes till the grade book and the report card both change.
“Terms (are) frequently used interchangeably, although they (should) have distinct meanings.”

What Do These Terms Mean?

**MARK(S)/SCORE(S) (marking/scoring)**
the number (or letter) "score" given to any student test or performance

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<tr>
<td>7</td>
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**GRADE(S) (grading)**
the number (or letter) reported at the end of a period of time as a summary statement of student performance

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<tbody>
<tr>
<td>A</td>
<td>91</td>
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<td>B</td>
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<td>D</td>
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<td>N</td>
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<td>F</td>
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<td>7</td>
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</tbody>
</table>
Policy
+
Principles
+
Practicality
=
Implementation
Adapt don’t adopt

Start small

Work together
“. . . (grading) practices are not the result of careful thought or sound evidence, . . . rather, they are used because teachers experienced these practices as students and, having little training or experience with other options, continue their use.”

“The real voyage of discovery consists not of seeking new landscapes, but in having new eyes.”

Marcel Proust
“the grading system here is all over the place. You would get a better shot at fairness going to the Olympics -

in figure skating! ”

Teacher at Winslow High School on Boston Public, Winter, 2002
“It was too numbing to try to figure out the grade; too exhausting. What did become clear was that, given the Carter (HS) grading plan, it was possible to give Gary Edwards just about any grade. He could have passed. He could have flunked. Just about the only question that wasn’t asked during the hearing was whether Gary had actually learned any Algebra.”

“Most kids never talk about it, but a lot of the time bad grades make them feel dumb, and almost all the time it’s not true. And good grades make other kids think they’re better, and that’s not true either. And then all the kids start competing and comparing. The smart kids feel smarter and get all stuck-up, and the regular kids feel stupid and like there’s no way to catch up. And the people who are supposed to help kids, the parents and the teachers, they don’t. They just add more pressure and keep making up more and more tests.”

“Why . . . Would anyone want to change current grading practices?

The answer is quite simple: grades are so imprecise that they are almost meaningless.”

Marzano, R. J., *Transforming Classroom Grading*, ASCD, Alexandria, VA, 2000, 1
“The grading box is alive and well, and in some schools and classrooms, it is impenetrable. Fair does not mean equal; yet, when it comes to grading, we insist that it does.”

What does FAIR mean?

“All students are given an equal opportunity to demonstrate what they know and can do as part of the assessment process.

Adaptations to assessment materials and procedures are available for students including but not restricted to students with learning disabilities, to allow them to demonstrate their knowledge and skills, provided that the adaptations do not jeopardize the integrity or content of the assessment.”

Adapted from Manitoba Education and Training at http://www.edu.gov.mb.ca/metks4/curricul/assess/aepolprod/purpos~2.html
“The power of grades to impact students’ future life creates a responsibility for giving grades in a fair and impartial way.”

We have had a virtual revolution in assessment practices in the past decade.

Yet, by all accounts, grading practices are only slowly evolving.”

Trumbull, E., “Why Do We Grade- and Should We?” in Trumbull And Farr, (Eds), *Grading and Reporting Student Progress in an Age of Standards*, Christopher Gordon, 2000, 29
Why Standards-Based Grading and Reporting?

1. Mandate

2. Supports learning

3. Improves communication

4. Consistency/Fairness
“Even if you are on the right track, if you just sit there you will get run over.”

Attributed to Mark Twain
Purposes for Grading

• Communicate the achievement status of students to parents, (students), and others.
• Provide information that students can use for self-evaluation.
• Select, identify, or group students for certain educational paths or programs.
• Provide incentives to learn.
• Evaluate the effectiveness of instructional programs

“the primary purpose for grading . . . should be to communicate with students and parents about their achievement of learning goals. . . .

Secondary purposes for grading include providing teachers with information for instructional planning, . . . and providing teachers, administrators, parents, and students with information for . . placement of students. (5)

“It is very difficult for one measure to serve different purposes equally well.” (21)

“The main difficulty driving grading issues both historically and currently is that grades are pressed to serve a variety of conflicting purposes.” (31)

Brookhart, S., Grading, Pearson Merrill Prentice Hall, Columbus, OH, 2004
“the primary purpose of . . . grades . . . (is) to communicate student achievement to students, parents, school administrators, post-secondary institutions and employers.”

Perspectives on Grading

1. Grading is not essential for learning
2. Grading is complicated
3. Grading is subjective/emotional
4. Grading is inescapable
5. There is not much “pure” research on grading practices
6. No single best grading practice
7. Faulty grading damages students - and teachers

See also slides 26-33
Perspective #1

“Teachers don’t need grades or reporting forms to teach well. Further, students don’t need them to learn.”

Perspective #1

Checking *is* essential

Checking is Diagnostic - Teacher as an *Advocate*

Grading is Evaluative - Teacher as a *Judge*
“What critics of grading must understand is that the symbol is not the problem; the lack of stable and clear points of reference in using symbols is the problem.”

Perspective #3

“All scoring by human judges, including assigning points and taking them off math homework is subjective. The question is not whether it is subjective, but whether it is defensible and credible. The AP and IB programs (are) credible and defensible, yet subjective. I wish we could stop using that word as a pejorative! So-called objective scoring is still subjective test writing.”

Grant Wiggins, January 19, 2000 answering a question on chatserver.ascd.org
Perspective #4

“Grades or numbers, like all symbols, offer efficient ways of summarizing.”

“Trying to get rid of familiar letter grades . . . gets the matter backwards while leading to needless political battles. . . . Parents have reason to be suspicious of educators who want to . . . tinker with a 120 year old system that they think they understand - even if we know that traditional grades are often of questionable worth.”

Perspective #7

“... some teachers consider grades or reporting forms their “weapon of last resort.” In their view, students who do not comply with their requests suffer the consequences of the greatest punishment a teacher can bestow: a failing grade. Such practices have no educational value and, in the long run, adversely effect students, teachers, and the relationship they share.”

“No studies support the use of low grades or marks as punishments. Instead of prompting greater effort, low grades more often cause students to withdraw from learning.”

### Chris Brown Science Class

<table>
<thead>
<tr>
<th>Name</th>
<th>Lab Reports</th>
<th>Total Out of 10</th>
<th>Tests/Exams Total Out of 100</th>
<th>Miscellaneous Total Out of 100</th>
<th>Final Total Out of 100</th>
<th>Final Grade %</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin</td>
<td>6 6 6 6 6 5 6 6 7 6 6</td>
<td>60 33 39 81</td>
<td>153 15 15 12 0 10 52</td>
<td>265 66</td>
<td>C</td>
<td></td>
<td></td>
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<tr>
<td>Kay</td>
<td>2 3 5 5 6 6 7 8 9 10</td>
<td>61 11 29 86</td>
<td>126 15 13 18 10 10 66</td>
<td>253 63</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marg</td>
<td>10 10 A</td>
<td>10 10 A</td>
<td>10 A</td>
<td>A</td>
<td>60 50 A 100</td>
<td>150 0 0 0 0 15 15</td>
<td>225 56</td>
</tr>
<tr>
<td>Dennis</td>
<td>9 8 9 8 9 10 9 10 10 8 9</td>
<td>89 24 24 49</td>
<td>97 20 17 17 20 20 94</td>
<td>280 70</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter</td>
<td>10 10 9 9 8 8 7 7 6 5</td>
<td>79 45 36 32</td>
<td>113 20 10 15 10 5 60</td>
<td>252 63</td>
<td>C</td>
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<tr>
<td>Lorna</td>
<td>10 10 10 10 10 10 10 10 10</td>
<td>100 32 29 59</td>
<td>120 20 20 20 20 20 100</td>
<td>320 80</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John</td>
<td>8 8 8 7 9 9 8 9 10 8</td>
<td>84 32 30 57</td>
<td>119 20 8 7 0 5 40</td>
<td>243 61</td>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A = Absent = 0 (for Lab Reports and Tests/Exams)
* Miscellaneous
1-Attendance; 2- Care of Equipment; 3- Attitude/Participation; 4-Notebook; 5-Reading Reports (4x5 marks)
Letter Grade Legend (in Ontario)
A = 80%-100%; B = 70%-79%; C = 60%-69%; D = 50%-59%; F = 0%-49%
Note: This chart was adapted with permission from workshop material presented by Todd Rogers, University of Alberta

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**How to Grade for Learning: Linking Grades to Standards**, Skylight Professional Development, Glenview, IL, 2002.29
## Grading Practices that Inhibit Learning

1. **Inconsistent grading scales**
   - The same performance results in different grades in different schools or classes.

2. **Worshipping averages**
   - All of the math to calculate and average is used, even when “the average” is not consistent with what the teacher knows about the student’s learning.

3. **Using zeros**
   - Giving zeros for incomplete work has a devastating effect on averages and often zeros are not even related to learning or achievement but to nonacademic factors like behavior, respect, punctuality, etc.

4. **Following the pattern of assign, test, grade, and teach**
   - When teaching occurs after a grade has been assigned, it is too late for the students. Students need lots of teaching and practice that is not graded, although it should be assessed and used to enhance learning before testing takes place.

5. **Failing to match testing to teaching**
   - Too many teachers rely on trick questions, new formats, and unfamiliar material. If students are expected to perform skills and produce information for a grade, these should be part of the introduction.

6. **Ambushing students**
   - Pop quizzes are more likely to teach students how to cheat on a test than to result in learning. Such tests are often control vehicles designed to get even, not to aid understanding.

7. **Suggesting that success is unlikely**
   - Students are not likely to strive for targets that they already know are unattainable to them.

8. **Practicing “gotcha” teaching**
   - A nearly foolproof way to inhibit student learning is to keep the outcomes and expectations of their classes secret. Tests become ways of finding out how well students have read their teacher’s mind.

9. **Grading first efforts**
   - Learning is not a “one-shot” deal. When the products of learning are complex and sophisticated, students need lots of teaching, practice, and feedback before the product is evaluated.

10. **Penalizing students for taking risks**
    - Taking risks is not often rewarded in school. Students need encouragement and support, not low marks, while they try new or more demanding work.

11. **Failing to recognize measurement error**
    - Very often grades are reported as objective statistics without attention to weighting factors or the reliability of the scores. In most cases, a composite score may be only a rough estimate of student learning, and sometimes it can be very inaccurate.

12. **Establishing inconsistent grading criteria**
    - Criteria for grading in schools and classes is often changed from day to day, grading period to grading period, and class to class. This lack of consensus makes it difficult for students to understand the rules.

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**Figure Intro. 15**

Adapted with permission from R.L Canady and P.R. Hotchkiss, “It’s a Good Score: Just a Bad Grade.” Phi Delta Kappan (September 1989) : 68-71
Grading Issues

• Basis for Grades
• Performance Standards - how well
• Ingredients - achievement, ability, effort, attitude/behavior
• Sources of Information - methods, purposes
• How recent - all or some data
• Number Crunching
• Assessment Quality
• Record Keeping
• Student understanding/involvement

Guidelines for Grading
Guidelines for Grading

1. Relate grading procedures to the intended learning goals, i.e., standards, expectations, outcomes, etc.
2. Use criterion-referenced standards as reference points to distribute grades.
3. Limit the valued attributes included in grades to individual achievement.
4. Sample student performance - don't include all scores in grades.
5. “Grade in pencil” - keep records so they can be updated easily.
6. “Crunch" numbers carefully - if at all.
7. Use quality assessment(s) and properly recorded evidence of achievement.
8. Discuss and involve students in assessment, including grading throughout the teaching/learning process.
<table>
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<tr>
<th>Guideline</th>
<th>Standards-Based</th>
<th>Traditional</th>
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<tbody>
<tr>
<td>#1</td>
<td>directly related to standards</td>
<td>usually related to assessment methods</td>
</tr>
<tr>
<td>#2</td>
<td>criterion-referenced standards</td>
<td>often norm-referenced or a mix of criterion and norm referenced</td>
</tr>
<tr>
<td></td>
<td>public criteria/targets</td>
<td>criteria unclear or assumed to be known</td>
</tr>
<tr>
<td>#3a</td>
<td>achievement only</td>
<td>uncertain mix of achievement, attitude, effort and behaviour</td>
</tr>
<tr>
<td>#3b</td>
<td>individual</td>
<td>often includes group marks</td>
</tr>
<tr>
<td>#4</td>
<td>from summative assessments only</td>
<td>from formative and summative assessments</td>
</tr>
<tr>
<td>#5</td>
<td>more recent information only</td>
<td>everything marked is included</td>
</tr>
<tr>
<td></td>
<td>reassessment without penalty</td>
<td>multiple assessments recorded as average, not best</td>
</tr>
<tr>
<td>#6</td>
<td>limited and careful “number crunching”</td>
<td>many formulas and calculations</td>
</tr>
<tr>
<td></td>
<td>use of median/mode</td>
<td>always use means (“average”)</td>
</tr>
<tr>
<td>#7</td>
<td>derived from quality assessments</td>
<td>huge variation in assessment quality</td>
</tr>
<tr>
<td></td>
<td>data carefully recorded</td>
<td>often only stored in teachers’ heads</td>
</tr>
<tr>
<td>#8</td>
<td>all aspects discussed with, and understood by students</td>
<td>teacher decides and announces</td>
</tr>
</tbody>
</table>
Guidelines for Grading
- to support learning and to encourage student success

1. Relate grading procedures to the intended learning goals. i.e. standards.
   (a) Use learning goals (standards or some clustering of standards, e.g., strands) as basis for grade determination.
   (b) Use assessment methods as the sub-set NOT the set.

2. Use criterion-reference performance standards as reference points to determine grades.
   (a) The meaning of grades (letters or numbers) should come from clear descriptions of performance standards.
   (b) “If they hit the goal they get the grade!” – i.e., NO bell curve!

3. Limit the valued attributes included in grades to individual achievement.
   (a) Grades should be based on achievement, i.e., demonstration of the knowledge and skill components of the standards. Effort, participation, attitude and other behaviors should be reported separately.
   (b) Grades should be based on individual achievement.

4. Sample student performance – don’t include all scores in grades.
   (a) Provide feedback on formative “performance” – use words, rubrics or checklists.
   (b) Include information only from varied summative assessment to determine grades.

5. “Grade in pencil” – keep records so they can be updated easily.
   (a) Use the most consistent level of achievement with special consideration for more recent evidence of achievement.
   (b) Provide several assessment opportunities (method and number).

6. “Crunch” numbers carefully – if at all.
   (a) Avoid using the mean; consider using median or mode.
   (b) Think ‘body of evidence’ and professional judgment – determine don’t just calculate grades.

7. Use quality assessment(s) and properly record evidence of achievement.
   (a) Meet standards for quality assessment – e.g., clear targets, clear purpose, appropriate target-method match, appropriate sampling, and avoidance of bias and distortion.
   (b) Record and maintain evidence of achievement and behaviors – portfolios, tracking sheets, etc.

8. Discuss and involve students in assessment, including grading, throughout the teaching/learning process.
   (a) Ensure that (age appropriately) students understand how their grades will be determined.
   (b) Involve students in the assessment process, in record keeping and in communicating about their achievement and progress.
## Relationships Between Grading Guidelines and Issues/Concerns

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<thead>
<tr>
<th>Issues</th>
<th>Concerns</th>
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<tbody>
<tr>
<td><strong>1. Basis for grades</strong></td>
<td>Which groupings – standards, strands?</td>
</tr>
<tr>
<td>Assessment Methods for Learning</td>
<td></td>
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<tr>
<td>Goals</td>
<td></td>
</tr>
<tr>
<td><strong>2. Reference Point</strong></td>
<td>Performance standards – what? how good is good enough?/</td>
</tr>
<tr>
<td>Standards - norm or criterion</td>
<td>To curve or not to curve</td>
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<tr>
<td>referenced</td>
<td></td>
</tr>
<tr>
<td><strong>3. Ingredients</strong></td>
<td>Learning skills/work habits/effort</td>
</tr>
<tr>
<td>Achievement, Behavior(s)</td>
<td></td>
</tr>
<tr>
<td><strong>4. Sources of information</strong></td>
<td>Tests? Quizzes? Homework?</td>
</tr>
<tr>
<td>Formative, Summative Variety</td>
<td>How much data?</td>
</tr>
<tr>
<td></td>
<td>Variety – paper-and-pencil, performance assessment, personal communication</td>
</tr>
<tr>
<td><strong>5. Changing Grades</strong></td>
<td>Second-or multiple-chance assessment/ recent or all information</td>
</tr>
<tr>
<td><strong>6. Number Crunching</strong></td>
<td>Method of calculation/ Role of professional judgement/ effect of</td>
</tr>
<tr>
<td>Mean, Median, Mode</td>
<td>zeros/missed work / # points on scale</td>
</tr>
<tr>
<td><strong>7. Quality</strong></td>
<td>e.g. fairness-time on tests</td>
</tr>
<tr>
<td>Record keeping</td>
<td>management/tracking system(s)</td>
</tr>
<tr>
<td><strong>8. Student Understanding</strong></td>
<td>clear criteria</td>
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<tr>
<td></td>
<td>how much student involvement</td>
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</table>

Figure Intro. 19

### Guideline #1

**Traditional Guideline For Middle School Student Grading**

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Expected % Range</th>
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<tbody>
<tr>
<td>1. Quizzes/Tests/Exams</td>
<td>20-30%</td>
</tr>
<tr>
<td>2. Written Assignments</td>
<td>15-25%</td>
</tr>
<tr>
<td>Creative or explanatory paragraphs, essays, notes, organizers, writing folios or portfolios</td>
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</tr>
<tr>
<td>3. Oral Presentations or Demonstrations</td>
<td>15-25%</td>
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<tr>
<td>Brief or more formal presentations or demonstrations, role-playing, debates, skits etc.</td>
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<tr>
<td>4. Projects/Assignments</td>
<td>10-20%</td>
</tr>
<tr>
<td>Research tasks, hands-on projects, video or audio tape productions, analysis of issues etc.</td>
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</tr>
<tr>
<td>5. Co-operative Group Learning</td>
<td>5-15%</td>
</tr>
<tr>
<td>Evaluation of the process and skills learned as an individual and as a group member</td>
<td></td>
</tr>
<tr>
<td>6. Independent Learning</td>
<td>5-15%</td>
</tr>
<tr>
<td>Individual organizational skills, contributions to class activities and discussions, homework, notebooks</td>
<td>70-130%</td>
</tr>
</tbody>
</table>
Questions for Consideration

1. What is the best organizer for tracking student achievement, grading, and reporting? Consider standards/strands and/or learning goals for each course/subject/grade. Whichever organizer is selected – is each category (strand, goal, etc.) of equal importance or are some more important than others for whole or parts of a course/subject/grade, i.e., each grading period?

2. Is there a desirable class average or median? If yes, what is it? Why?
What are our performance standards? What is the meaning of A, B, C, D, and F? Is it just a letter/number relationship or do we have descriptors? How detailed are the descriptors? What alternatives are there to A, B C, D, and F – e.g., Advanced, Proficient, Developing, Beginning? When should alternatives be used?

3 (a) What type of communication system/report cards are necessary to put this guideline in place?
How should late work and extra credit be dealt with?
3 (b) What guidelines are necessary at district or school level re the use of group scores in Individual’s grades?

4. How can we get students to practice if students are not rewarded/punished by including practice (especially homework) directly in grades?

How can we use the assessment process to build student confidence, i.e., their academic self-concept?
How can we get teachers and students to see mistakes/errors as opportunities?
What is the appropriate number of pieces of (summative) assessment evidence for determining grades?
What sources of information should be included in grades – paper and pencil, performance assessment, personal communication? Should it be the same for all students?

5. When should new evidence replace old evidence of achievement?
How can we make second/multiple opportunity assessment feasible?

6. Is any method of number crunching fair to all students?
Should zeros be used? How can we incorporate I (Insufficient evidence of Incomplete) into our grading and reporting practices?
What will we need to do to provide necessary support to implement “I”?
To what extent is or should grading be a numerical, mechanical exercise?
To what extent is or should grading be an exercise in professional judgment based on a body of evidence for each student in relation to clearly established performance standards?

7. Are standards of quality assessment followed – i.e., clear targets, clear purpose(s), appropriate target-method matches, appropriate sampling, and elimination of interference/distortion?
What methods are being used to track achievement and behaviour to provide a valid and reliable body of evidence for each student?
What technology is being used? Does the grading software allow operation of all the guidelines? Is report builder software satisfactory?

8. How clear are the criteria for success to students in each classroom?
How much student involvement is there in the assessment process – designing or choosing assessment strategies? Developing criteria? Collecting evidence of their achievement? And/or communicating about their achievement, especially to parents?

Overall
What balance of pressure and support is necessary to bring about change? What pressure? What support? Parent involvement/education – what and how much is necessary? At what level are/should policies/procedures (be) determined – District or school?
## Summary of Evidence for Pilot Certification

**Student:**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Assessments</th>
<th>Achievement Evidence</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Takeoffs</td>
<td>15/9 Test PA</td>
<td>23/9 PA</td>
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<td>In the air</td>
<td>14/20</td>
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<td>Landings</td>
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<td>Navigation</td>
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<td></td>
<td></td>
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</table>

**Comments:**

**Final Grade**
### Summary of Evidence for AERO Social Studies

#### Student: __________

**Achievement Evidence**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Assessments</th>
<th>9/9 Test</th>
<th>9/12 PA</th>
<th>9/18 PA</th>
<th>9/23 PA</th>
<th>9/25 Test</th>
<th>9/30 PA</th>
<th>10/5 Test</th>
<th>10/8 PA</th>
<th>10/12 Test</th>
<th>10/19 PA</th>
<th>10/21 PA</th>
<th>10/23 Exam</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Time, Continuity and Change</td>
<td>2</td>
<td>11/20 (1)</td>
<td>16/20 (3)</td>
<td>2</td>
<td>7/10 (2)</td>
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</tr>
<tr>
<td>Connections and Conflict</td>
<td>1</td>
<td>2</td>
<td>17/20 (3)</td>
<td>4</td>
<td>16/20 (3)</td>
<td>B</td>
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<tr>
<td>People, Place and Environment</td>
<td>4</td>
<td>18/20 (4)</td>
<td>4</td>
<td>10/10 (4)</td>
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</tr>
<tr>
<td>Culture</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>14/20 (2)</td>
<td>C</td>
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</tr>
<tr>
<td>Society and Identity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>20/20 (4)</td>
<td>4</td>
<td>19/20 (4)</td>
<td>A</td>
<td></td>
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<tr>
<td>Governance &amp; Citizenship</td>
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<tr>
<td>Production, Distribution &amp; Consumption</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8/15 (1)</td>
<td>6/10 (1)</td>
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</tr>
<tr>
<td>Science, Technology &amp; Society</td>
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</tr>
<tr>
<td>Comments:</td>
<td>A = 90-100 = 4</td>
<td>B = 80-89 = 3</td>
<td>C = 70-79 = 2</td>
<td>D = 60-69 = 1</td>
<td>F = &lt;60</td>
<td>N/A = Not assessed</td>
<td>1 = Insufficient Evidence</td>
<td>* = Modified</td>
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**Most consistent level of achievement with consideration for more recent:** B
# Summary of Evidence for Saudi Aramco PE

**Student:**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>10/1 Test</th>
<th>10/15 PA</th>
<th>11/7 PA</th>
<th>11/18 PA</th>
<th>12/8 PA</th>
<th>12/17 Test</th>
<th>Strengths, Areas for Improvement/Observations</th>
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<tbody>
<tr>
<td>Physical Movement, Competency, and Proficiency</td>
<td>3 (17/20)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3 (17/20)</td>
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<td>Application of Movement Concepts, Principles, Strategies, and Tactics</td>
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<td>Health Enhancing Physical Fitness</td>
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<td>4</td>
<td>2</td>
<td>2</td>
<td>2 (15/20)</td>
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<tr>
<td>Personal and Social Interaction</td>
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<td>4</td>
<td>1</td>
<td>4 (19/20)</td>
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<tr>
<td>Valuing Physical Activity</td>
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<td>3</td>
<td>4</td>
<td>4 (20/20)</td>
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**Comments:**
### Guideline #1

Table 9.2  Elementary Gradebook Arranged by Learning Target

<table>
<thead>
<tr>
<th>Number Sense</th>
<th>Date</th>
<th>Task</th>
<th>F/S</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies place value to 10,000s</td>
<td></td>
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<tr>
<td>Reads, writes common fractions</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads whole numbers through 4 digits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes whole numbers through 4 digits</td>
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<td></td>
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</tr>
<tr>
<td>Orders and compares whole numbers</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computation</th>
<th>Date</th>
<th>Task</th>
<th>F/S</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
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<tr>
<td>Subtraction</td>
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<tr>
<td>Multiplication</td>
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<tr>
<td>Division</td>
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<tr>
<td>Uses calculator to + or − 4 or more</td>
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<tr>
<td>Estimation Skills</td>
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</tbody>
</table>

| Task: SR = Selected Response; PA = Performance Assessment; O = Oral; HA = Homework Assignment; Q = Quiz. |
| F/S: F = Formative; S = Summative. |

Source: Adapted from the work of Ken O’Connor, Scarborough, Ontario. Personal communication, June 1, 2004. Adapted by permission.
### Guideline #1


#### Table 9.3 Standards-Based Gradebook for Mathematics

<table>
<thead>
<tr>
<th>Standard</th>
<th>Math Process</th>
<th>Number Ops &amp; Relns</th>
<th>Geometry</th>
<th>Measurement</th>
<th>Stats &amp; Prob</th>
<th>Algebraic Relns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<td>Task</td>
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<td>F/S</td>
<td>D</td>
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<td>E</td>
<td>E</td>
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</table>

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23.

**Task:** SR = Selected Response; PA = Performance Assessment; O = Oral; HA = Homework Assignment; Q = Quiz

**F/S:** F = Formative; S = Summative

Source: Adapted from the work of Ken O’Connor, Scarborough, Ontario. Personal communication, June 1, 2004. Adapted by permission.
Guideline #1

<table>
<thead>
<tr>
<th>Language Arts Strand</th>
<th>Summative</th>
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<td>Standards</td>
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<td>10th Grade</td>
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<tr>
<td>A: Reading</td>
<td>20%</td>
</tr>
<tr>
<td>B: Writing</td>
<td>20%</td>
</tr>
<tr>
<td>C: Listening/Speaking/Viewing</td>
<td>10%</td>
</tr>
<tr>
<td>D: Language</td>
<td>20%</td>
</tr>
<tr>
<td>E: Literature</td>
<td>20%</td>
</tr>
</tbody>
</table>

Developed by Kara Davis, Arnold High School

Note: "Period distribution" at top reflects grade weighting by Sunshine State Standards, Strand for Language Arts.

Assessments that involve more than one strand are split—such as:
1. ESL Test between reading and literature
2. STAAR presentation between 115/1 and literature
## Guideline #1

**Shorewood School District, WI**

**Student**

**Guideline #1**

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Reading</th>
<th>Comprehensions Strategies</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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<tbody>
<tr>
<td></td>
<td>Vocabulary Development</td>
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<td></td>
<td>Oral Reading</td>
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</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Process (pre-writing, first Draft, editing, revising, Publishing)</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Style</td>
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<tr>
<td></td>
<td>Mechanics</td>
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<td></td>
<td>Grammar</td>
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<td></td>
<td>Spelling/Application</td>
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<table>
<thead>
<tr>
<th>Research/Inquiry</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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<tbody>
<tr>
<td>References</td>
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<td>Organization</td>
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<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
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<tbody>
<tr>
<td>Listening</td>
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<tr>
<td>Speaking</td>
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### MATHMATICS

<table>
<thead>
<tr>
<th>Number Relationships</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
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<tr>
<td>Measurement</td>
<td></td>
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</tr>
<tr>
<td>Geometry</td>
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<td>Algebra/Patterns</td>
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<td>Data Analysis</td>
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<tr>
<td>Probability</td>
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<tr>
<td>Problem</td>
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<tr>
<td>Solving/Communicating</td>
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### SCIENCE

<table>
<thead>
<tr>
<th>Physical Sciences</th>
<th>Q1</th>
<th>Q2</th>
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<tbody>
<tr>
<td>Earth &amp; Space Sciences</td>
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<tr>
<td>Life &amp; Environmental Sciences</td>
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<tr>
<td>Science Processes</td>
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</tr>
<tr>
<td>(Connections, nature of science, inquiry, applications, social and personal perspectives)</td>
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</table>

* Grade includes science lab work

### SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Geography, History, Political Sciences, Economics, Behavioral Sciences</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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</table>
| Grade reflects integration of all students

### SOCIAL SKILLS

<table>
<thead>
<tr>
<th>Shows respect for: Adults</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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<tr>
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<tr>
<td></td>
<td>Peers</td>
<td>Property</td>
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<table>
<thead>
<tr>
<th>Follows Rules</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts responsibility for own actions</td>
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<tr>
<td>Cooperates &amp; Compromises</td>
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<tr>
<td>Develops successful peer relationships</td>
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<table>
<thead>
<tr>
<th>Uses self-discipline</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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<tr>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Resolves conflict peacefully</td>
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### WORK/STUDY SKILLS

<table>
<thead>
<tr>
<th>Uses time wisely</th>
<th>Q1</th>
<th>Q2</th>
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<th>Q4</th>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Asks for help when needed</td>
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<tr>
<td>Works independently</td>
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<tr>
<td>Stays on task</td>
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<tr>
<td>Produces quality work</td>
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<table>
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<tr>
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<th>Q1</th>
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<th>Q3</th>
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<tr>
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<tr>
<td>Completes &amp; returns homework assignments on time</td>
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<td>Organizes work &amp; belongings</td>
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<table>
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*next to grade in subject area indicates student progress is affected*
Guideline #1

High School
1000 Lake Street

Standards Report Card
School Year: 2002-2003
Grade: 10

Student: JOHNNY SMITH

<table>
<thead>
<tr>
<th>Course</th>
<th>Teacher</th>
<th>Qt. 1</th>
<th>Qt. 2</th>
<th>Qt. 3</th>
<th>Qt. 4</th>
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<th>Sum 2</th>
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<td>Math Skills (35% of Final Grade)</td>
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</tr>
<tr>
<td>Courtesy/Respect</td>
<td></td>
<td>1.2</td>
<td>2.1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Absences</td>
<td></td>
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<td>0.0</td>
<td></td>
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<td>Teacher Comments</td>
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<td></td>
</tr>
</tbody>
</table>

LANGUAGE ARTS

| Content (85% of Final Grade) |         | 3.0   | 3.5   | 3.5   | 3.8   |
| Reading                     |         | 3.0   | 3.5   |       |       |
| Writing                     |         | 3.5   | 3.5   |       |       |
| Listening, Viewing and Speaking |   | 3.5   | 3.5   |       |       |
| Language                    |         | 3.5   | 3.5   |       |       |
| Literature                  |         | 3.5   | 3.5   |       |       |
| Life Skills (10% of Final Grade) |     | 3.5   | 3.5   |       |       |
| Work Ethic                  |         | 3.5   | 3.5   |       |       |
| Participation               |         | 1.2   | 2.1   |       |       |
| Courtesy/Respect            |         | 1.2   | 2.1   |       |       |
| Absences                    |         | 0.0   | 0.0   |       |       |
| Teacher Comments:           |         |       |       |       |       |

SCIENCE

| Content (85% of Final Grade) |         | 3.9   |       |       |
| The Nature of Matter        |         | 3.9   |       |       |
| Energy                      |         | 3.1   |       |       |
| Force and Motion            |         | 1.0   |       |       |
| Processes that Shape the Earth |   | 1.0   |       |       |
| Process of Life             |         | 2.2   |       |       |
| How Living Things Interact with Their Environment | | 2.2   |       |       |
| Life Skills (10% of Final Grade) |     | 3.0   |       |       |
| Work Ethic                  |         | 1.9   |       |       |
| Participation               |         | 1.2   |       |       |
| Courtesy/Respect            |         | 1.2   |       |       |
| Absences                    |         | 0.0   |       |       |
| Teacher Comments:           |         |       |       |       |

Reminder: School pictures will be taken on Friday, January 31st between 9:00am and 11:00am.
Guideline #1

“The use of columns in a grade book to represent standards, instead of assignments, tests, and activities, is a major shift in thinking . . . Under this system, when an assessment is designed, the teacher must think in terms of the standards it is intended to address. If a (test) is given that covers three standards, then the teacher makes three entries in the grade book for each student - one entry for each standard - as opposed to one overall entry for the entire (test).”

Marzano, R., and J. Kendall, A Comprehensive Guide to Developing Standards-Based Districts, Schools, and Classrooms, McREL, Aurora, CO, 1996, 150
Guideline #1

“Systems that are aligned - curriculum, teaching, and assessment - have a greater chance of success for students.”

Guideline #1

“The principal limitation of any grading system that requires the teacher to assign one number or letter to represent . . . learning is that one symbol can convey only one meaning.

. . .

One symbol cannot do justice to the different degrees of learning a student acquires across all learning outcomes.”

Tombari and Borich, Authentic Assessment in the Classroom, Prentice Hall, 1999, 213
Guideline #1

French

Grade

Reading A
Writing A
Speaking F
Culture A
Guideline #2a

“Performance standards specify ‘how good is good enough.’ They relate to issues of assessment that gauge the degree to which content standards have been attained. . . . They are indices of quality that specify how adept or competent a student demonstration should be.”

Guideline #2a

Grading Scales

<table>
<thead>
<tr>
<th>Letter</th>
<th>Ontario</th>
<th>Ruth E*</th>
<th>Rick W*</th>
<th>Pam P*</th>
<th>R.L. Canady**</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>80-100</td>
<td>90-100</td>
<td>93-100</td>
<td>95-100</td>
<td>95-100</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
<td>80-89</td>
<td>85-92</td>
<td>85-94</td>
<td>88-94</td>
</tr>
<tr>
<td>C</td>
<td>60-69</td>
<td>70-79</td>
<td>78-84</td>
<td>75-84</td>
<td>81-87</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td>60-69</td>
<td>70-77</td>
<td>65-74</td>
<td>75-80</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 50</td>
<td>&lt; 60</td>
<td>&lt; 70</td>
<td>&lt; 65</td>
<td>&lt; 75</td>
</tr>
</tbody>
</table>

* from the World Wide Web - The School House Teachers’ Lounge
* Quoted by Canady and Hotchkiss, Kappan, Sept. 1989, 69
Performance Standards

How good is good enough? What reference points do we use?

**Cruise Line** – Above Expectations
Met Expectations
Below Expectations

**Hotel** – 100% - Very Satisfied
60% - Somewhat Satisfied
40% - Neither Satisfied nor Dissatisfied
20% - Somewhat Dissatisfied

**Traditional School approaches**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% - Outstanding</td>
</tr>
<tr>
<td>B</td>
<td>80-89% - Above Average</td>
</tr>
<tr>
<td>C</td>
<td>70-79% - Average</td>
</tr>
<tr>
<td>D</td>
<td>60-69% - Below Average</td>
</tr>
<tr>
<td>F</td>
<td>&gt;60% - Failing</td>
</tr>
</tbody>
</table>

**Standards-based approaches**
(May be described by levels or linked to %)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Above standard*</td>
</tr>
<tr>
<td>Proficient</td>
<td>Meets standard</td>
</tr>
<tr>
<td>Developing</td>
<td>Below but approaching standard</td>
</tr>
<tr>
<td>Beginning</td>
<td>Well below standard</td>
</tr>
</tbody>
</table>

*Standard has to be defined, e.g. Ontario – “well prepared for next grade or course.”

Sample Descriptive Grading Criteria

Students receiving a grade demonstrate most of the characteristics most of the time.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| A     | • Exhibits novel and creative ways to show learning  
       • Enjoy the challenges and successfully completes open-ended tasks with high quality work  
       • Test scores indicate a high level of understanding of concepts and skills  
       • Assignments are complete, high quality, well organized, and show a high level of commitment  
       • Almost all the learning goals are fully or consistently met and extended |
| B     | • Exhibits standard ways to show learning  
       • Enjoys open-ended tasks, but needs support in dealing with ambiguity  
       • Test scores indicate a good grasp of concepts and skills  
       • Assignments are generally complete, thorough, and organized  
       • Most of the learning goals are fully or consistently met |
| C     | • Needs some encouragement to show learning  
       • Needs support to complete open-ended tasks  
       • Test scores indicate satisfactory acquisition of skills and concepts  
       • Assignments are generally complete, but quality, thoroughness, and organization vary  
       • More than half of the learning goals are fully or consistently met |
| D     | • Occasionally shows learning after considerable encouragement  
       • Needs support to begin, let alone complete, open-ended tasks  
       • Test scores indicate weak acquisition of skills and concepts  
       • Assignments are varied in quality, thoroughness, and organization  
       • Only a few of the learning goals are fully or consistently met |
| F     | • Rarely shows learning  
       • Unable to begin, let alone complete, open-ended tasks  
       • Test scores indicate very weak grasp of concepts and skills  
       • Assignments show poor quality and are frequently incomplete  
       • None or almost none of the learning goals are fully or consistently met |

*How to Grade for Learning: Linking Grades to Standards,*  
Skylight Professional Development, Glenview, IL, 2002. 75
Guideline #2a

Pennsylvania Performance Standards

Advanced
Students achieving at the advanced level demonstrate superior academic performance. Advanced work indicates an in-depth understanding or exemplary display of the skills included in the Pennsylvania Academic Content Standards.

These Students:
- Demonstrate broad in-depth understanding of complex concepts and skill
- Make abstract, insightful, complex connections among ideas beyond the obvious
- Provide extensive evidence for inferences and justification of solutions
- Demonstrate the ability to apply knowledge and skills effectively and independently by applying efficient, sophisticated strategies to solve complex problems
- Communicate effectively and thoroughly, with sophistication

Proficient
Students achieving at the proficient level demonstrate satisfactory academic performance. Proficient work indicates a solid understanding or display of the skills included in the Pennsylvania Academic Content Standards. This is the accepted grade – level performance.

These Students:
- Can extend their understanding by making meaningful, multiple connections among important ideas or concepts and provide supporting evidence for inferences and justification of solutions
- Apply concepts and skills to solve problems using appropriate strategies
- Communicate effectively

Basic
Students achieving at the basic level demonstrate marginal academic performance. Basic work indicates a partial understanding or display of the skills included in the Pennsylvania Academic Content Standards. Students achieving at this level are approaching acceptable performance but have not achieved it.

These students:
- Demonstrate partial understanding of basic concepts and skills
- Make simple or basic connections among ideas, providing limited supporting evidence for inferences and solutions
- Apply concepts and skills to routine problem-solving situations
- Communicate in limited fashion

Below Basic
Students achieving at the below basic level demonstrate unacceptable academic performance. Below basic work indicates a need for additional instructional opportunities to achieve even a basic understanding or display of the skills included in the Pennsylvania Academic Content Standards.

These Students:
- Demonstrate minimal understanding of rudimentary concepts and skills
- Occasionally make obvious connections among ideas, providing minimal evidence or support for inferences and solutions
- Have difficulty applying basic knowledge and skills
- Communicate in an ineffective manner

O’Connor, K., How to Grade for Learning, Second Edition, Corwin, 2002, 81
Guideline #2a

Explanations on Markings

Standard Levels:

Advanced (4): (Teachers will use “+” and “-” to further define the level of performance within this range)

The student consistently meets and at times exceeds (more depth/extension with grade level work and/or performing at a high grade level) the standard as it is described by the grade level key indicators. The student, with relative ease, grasps, applies, and extends the key concepts, processes, and skills for the grade level. The student’s work is comparable to the student models and rubrics that are labeled advanced (4).

Proficient (3): (Teachers will use “+” and “-” to further define the level of performance within this range)

The student regularly meets the standard as it is described by the grade level key indicators. The student demonstrates proficiency in the vast majority of the grade level key indicators. The student, with limited errors, grasps and applied the key concepts, processes, and skills for the grade level. The student’s work is comparable to the student models and rubrics that are labeled proficient (3).

Approaching (2): (Teachers will use “+” and “-” to further define the level of performance within this range)

The student is beginning to, and occasionally does, meet the standard as it is described by the grade level key indicators. The student is beginning to grasp and apply the key concepts, processes and skills for the grade level but produces work that contains many errors. The student’s work is comparable to the student models and rubrics that are labeled approaching (2).

Below (1): (Teachers will use “+” and “-” to further define the level of performance within this range)

The student is not meeting the standard as it is described by the key indicators for this grade level. The student is working on key indicators that are one or more years below grade level. The student’s work is comparable to the student models and rubrics that are labeled (1).

Grades:

Outstanding (O): (Teachers will use “+” and “-” to further define the level of performance within this range)

For Effort, Social Skills, Work Habits, and Science/Social Studies Grades – and “O” indicates the student’s effort, social skills, work habits, and/or science/social studies performance consistently meet and at times exceed the expectations for the grade level at which the student is performing.

Good (G): (Teachers will use “+” and “-” to further define the level of performance within this range)

For Effort, Social Skills, Work Habits, and Science/Social Studies Grades – a “G” indicates the student’s effort, social skills, work habits, and/or science/social studies performance regularly meet the expectations for the grade level at which the student is performing.

Satisfactory (S): (Teachers will use “+” and “-” to further define the level of performance within this range)

For Effort, Social Skills, Work Habits, and Science/Social Studies Grades – a “S” indicates the student’s effort, social skills, work habits, and/or science/social studies performance usually meet the expectations for the grade level at which the student is performing.

Needs Improvement (N): For Effort, Social Skills, Work Habits, and Science/Social Studies Grades

For Effort, Social Skills, Work Habits, and Science/Social Studies Grades – a “N” indicates the student’s effort, social skills, work habits, and/or science/social studies performance do not meet the expectations for the grade level at which the student is performing.

Additional Information

For more detail regarding the Standards, please refer to the Academic Standards brochures for each grade level. The brochures are available at your school office or by connecting to the SJUSD Web Site at www.sanjuan.edu. Look under Academic Standards. For specific, in-depth information, please refer to the K-6 Language Arts and Mathematics Standards. The standards can be obtained by contacting the Office of the Assistant Superintendent of Curriculum and Professional Development at 3738 Walnut Ave, Carmichael, CA 95609, calling 971-7185.

Source: San Juan School District, CA
Guideline #2a

For classroom assessment

Performance Standards

= 

OVERALL performance descriptors
(school, district, state or provincial
e.g., A B C D; 4 3 2 1; E M N U)

TASK/ scoring tools (rubrics, etc)

SUBJECT +

SPECIFIC work samples (exemplars)

+ commentaries on the work samples

Adapted from New Standards Sampler, National Center on Education and the Economy, www.ncee.org

© Ken O’Connor, 2004
Guideline #2a

“We found parents generally interpreted the labels according to their personal experiences with grading . . .
. . . certain labels were singled out by parents as confusing or meaningless. Parents were especially baffled by the labels “Pre-Emergent” and “Emerging.” . . . Another label parents found puzzling was “Exceeds Standard.”

RECOMMENDATIONS

1. Avoid comparative language, e.g “average”;
3. Provide examples based on student work;
5. Distinguish between “Levels of Understanding” (quality) and “Frequency of Display.” (quantity)
4. Be consistent (across grade levels).

Guideline #2a

Achievement

“the act of achieving or performing; an obtaining by exertion; successful performance”

measured as an absolute, e.g., “he/she . . . is 4 feet 6 inches tall”

. . . “is reading at grade 2 level”

“achievement at . . .”

Sources: Dictionaries and the wisdom of Grant Wiggins
Guideline #2a

Growth

“the process of growing: increase in size, number, frequency, strength, etc.”

measured against where a child was,
e.g., “he/she . . . grew three inches since last measurement”

. . . “has moved from grade 1 level in the last month”

“growth from . . . “

Sources: Dictionaries and the wisdom of Grant Wiggins
Guideline #2a

Progress

“movement, as toward a goal; advance.”

Relative achievement measured against a goal, standard, e.g., “he/she . . . to one inch above average height for age”

... to two grade levels below expected level for age”

“progress to . . .”

Invariably involves a professional judgment

Note - It is possible to make significant personal growth while making limited progress at a (relatively) low level of achievement.

Sources: Dictionaries and the wisdom of Grant Wiggins
Guideline #2a

Performance Standards Questions

- number of levels?
- labels?
  - words or symbols, or both?
- clarity, richness of descriptors?
  - problem words?
  - progression between levels?
  - consistency within a level?
- achievement, growth or progress?
- links to letter grades, grading scale?
- when - at time of report or year end?
**Guideline #2b**

What do you think would happen if you did an outstanding job, all the students in your class did an outstanding job, and all the students received a grade of 90% or higher?
“grading on the curve makes learning a highly competitive activity in which students compete against one another for the few scarce rewards (high grades) distributed by the teacher. Under these conditions, students readily see that helping others become successful threatens their own chances for success. As a result, learning becomes a game of winners and losers; and because the number of rewards is kept arbitrarily small, most students are forced to be losers.”

Guideline #3a

“. . . grades often reflect a combination of achievement, progress, and other factors.

. . . this tendency to collapse several independent elements into a single grade may blur their meaning.”

Guideline #3a

“Nick Olson was fed up; . . . fed up with acing exams but getting C’s at the end of the trimester because he refused to do the worksheets assigned in order to help students study so they could ace exams.”

Burkett, E., Another Planet: A Year in the Life of a Suburban High School, Perennial, New York, 2002, 124
**Guideline #3a**

Sum total of everything students do in school/classroom

- **Select a representative sampling of what students do**
  - **Process**
    - Assessment of students using observation over time
      - e.g. • learning logs
        • journals
        • portfolios
        • teacher observations/anecdotal notes
  - **Product**
    - Assessment tasks
      - e.g. • performances
    - Assessment presentations
      - e.g. • performances, quizzes/examinations
    - Culminating demonstrations
      - e.g. • presentations, culminating demonstrations

- **Attitude/Learning Skills/Effort**
  - • enjoys learning
  - • questions/investigates
  - • class participation
  - • works independently
  - • completes assignments
  - • completes research/projects
  - • cooperates with others
  - • respects others
  - • resolves conflicts
  - • attendance, punctuality
  - • reflects and sets goals

**ACHIEVEMENT**

**Reporting Variables** (*Desirable behaviors*)

Guideline #3a

“Reports on student progress and achievement should contain . . . information that indicates academic progress and achievement for each course or subject area separate from . . .

punctuality, attitude, behaviour, effort, attendance, and work habits;”

Guideline #3a

“By ... offering separate grades for different aspects of performance, educators can provide better and far more useful information (than single grades that include achievement and behaviors).

Guskey and Bailey, Developing Grading and Reporting Systems for Student Learning, Corwin, 2001, 82
### Guideline #3a

#### Ontario Provincial Report Card

<table>
<thead>
<tr>
<th>Grades 9-12</th>
<th>Grade</th>
<th>Principal</th>
<th>School Council Chair</th>
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<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address</td>
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<table>
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<th>Telephone</th>
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<th>Address</th>
<th>Fax</th>
<th>Address</th>
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</table>

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<th>Courses</th>
<th>Report Period</th>
<th>Percentage Credit</th>
<th>Course Taken</th>
<th>Credit Earned</th>
<th>Comments</th>
<th>Field Test</th>
<th>Class Test</th>
<th>Test Ic</th>
<th>Work</th>
<th>Independent</th>
<th>Teamwork</th>
<th>Organization</th>
<th>Work Habits/Home Initiative</th>
<th>Learning Skills</th>
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</table>

Course Title: Course Code: Teacher:

- IEP
- ESL
- ELD

Course Title: Course Code: Teacher:

- IEP
- ESL
- ELD

Course Title: Course Code: Teacher:

- IEP
- ESL
- ELD

Course Title: Course Code: Teacher:

- IEP
- ESL
- ELD

<table>
<thead>
<tr>
<th>Student’s Average</th>
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</table>

To view provincial curriculum documents, visit the Ministry of Education’s website: [www.edu.gov.on.ca](http://www.edu.gov.on.ca). For more information call (416) 325-2929 or toll-free 1-800-387-5514.

*How to Grade for Learning: Linking Grades to Standards*, Skylight Professional Development, Glenview, IL, 2002.222

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**Guideline #3a**

**Getting Work In On Time**

1. Set clear and reasonable timelines with some student input.

2. Ensure that the expectations for the task/assignment are clearly established and understood.

3. Support the students who will predictably struggle with the task without intervention.

4. Find out why other students’ work is late and assist them.

5. Establish the consequences for late work, e.g.,
   - After school follow-up
   - Make-up responsibility within a supervised setting
   - Parent contact
   - Notation in the mark book for each assignment which is late
   - “Grades” on a learning skills/work habits section of the report card
   - Comments on the report card that reflects chronic lateness

6. Provide the opportunity for students to extend timelines:
   - Student must communicate with the teacher in advance of the due date
   - Student must choose situations carefully as this extension may only be used once/twice per term/semester

*How to Grade for Learning: Linking Grades to Standards*, Skylight Professional Development, Glenview, IL. 2002.103

Figure 3.6 Adapted from *Creating a Culture of Responsibility*, York Region District School Board, 1999
Guideline 3a

“Excused and unexcused absences are not relevant to an achievement grade.

There is no legitimate purpose for distinguishing between excused and unexcused absences.

For educational purposes, therefore, there need only to be recorded absences.”

Guideline #3a

**Teacher:** “Are you telling me that if a student has been ill and another has been skipping, that they both should be able to make up the work missed?”

**Gathercoal:** “(Yes) both needed an educator when they returned, perhaps the one who skipped more than the other.”

Recently it was “Dress like an Egyptian Day” at my school. If we dressed like an Egyptian we got extra credit. When we didn’t (which the majority of the kids didn’t) our teacher got disappointed at us because we just ‘didn’t make the effort.” . . .

One of the most frustrating things in my mind is that we get graded on something that has no educational value. I would very much like to discontinue these childish dress-up days.

JENNIFER STARSINIC
Hummelstown
Guideline #3a

“the most effective ways to change behaviors are:

1. using noncoercion
2. prompting the person to self-assess, and
3. if authority is necessary have the student own the consequence.

When a consequence is imposed the student feels the victim. When the consequence is elicited, the student owns it and grows from the decision.”

Guideline #3b

“Group grades are so blatantly unfair that on this basis alone they should never be used.”

Guideline #3b

Kagan’s 7 reasons for opposing group grades -
1. no(t) fair
2. debase report cards
3. undermine motivation
4. convey the wrong message
5. violate individual accountability
6. are responsible for resistance to cooperative learning
7. may be challenged in court.

“No student’s grade should depend on the achievement (or behavior) of other students.”

Source: William Glasser
Guideline #4

**Diagnostic** - assessment which takes place prior to instruction; designed to determine a student's attitude, skills or knowledge in order to identify student needs.

**Formative** - Assessment designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class, e.g. observation, quizzes, homework, instructional questions, initial drafts/attempts.

**Summative** - Assessment/evaluation designed to provide information to be used in making judgment about a student’s achievement at the end of a sequence of instruction, e.g. final drafts/attempts, tests, exams, assignments, projects, performances.
Guideline #4

“The ongoing interplay between assessment and instruction, so common in the arts and athletics, is also evident in classrooms using practices such as nongraded quizzes and practice tests, the writing process, formative performance tasks, review of drafts and peer response groups. The teachers in such classrooms recognize that ongoing assessments provide feedback that enhances instruction and guides student revision.”

Guideline #4

“The thrust of formative assessment is toward improving learning and instruction. Therefore, the information should not be used for assigning “marks” as the assessment often occurs before students have had full opportunities to learn content or develop skills.”

**Guideline #4**

Students should be assessed or checked on everything (or almost everything) they do

**BUT**

everything that is assessed and/or checked does not need a score

**AND**

every score should not be included in the grade.
Firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement, Mr. Black and Mr. Wiliam point out. Indeed, they know of no other way of raising standards for which such a strong prima facie case can be made.

Black, P. and D. Wiliam, “Inside the Black Box,” *Kappan*, October 1998, 139
Assessment for Learning
The research base and recent findings
Two ‘meta-analyses’ each cover a decade of global research on the impact of assessment on student’ learning:

1. Terry Crooks (University of Otago, New Zealand) : The Impact of Classroom Evaluation Practices on Students
2. Paul Black and Dylan Wiliam (Kings College, University of London) : Assessment and Classroom Learning
   Assessment in Education: Principles, Policy and Practice, vol 5, no.1, March 1998, pp. 7-74

Black and Wiliam wrote a summary of their research, which has been published separately under the title Inside the Black Box: Raising Standards through Classroom Assessment. (published by Kings College, London, 1998)
Available in North America as “Inside the Black Box,” Kappan, October ‘98
A larger group of assessment specialists, - the Assessment Reform Group – based in the UK, have produced a booklet to support and illustrate the Black and Wiliam findings: Assessment for Learning: Beyond the Black Box (published by University of Cambridge School of Education, ISBN 085603 042 2, 1999)

“The research indicates that improving learning through assessment depends on five, deceptively simple, key factors:
• The provision of effective feedback to students
• The active involvement of students in their own learning
• Adjusting teaching to take account of the results of assessment
• A recognition of the profound influence assessment has on the motivation and self- esteem of students, both of which are crucial influences on learning
• The need for students to be able to assess themselves and understand how to improve”

“The characteristics of assessment that improves learning are that:
• It is embedded in a view of teaching and learning of which it is and essential part
• It involves sharing goals with students
• It aims to help students to know and recognize the standards they are aiming for
• It involves students in self-assessment
• It provides feedback which leads to students recognizing their next steps and how to take them
• It is underpinned by confidence that every student can improve
• It involves both teacher and students reviewing and reflecting on assessment data”

Developed by Ruth Sutton
Guideline 4

“There is well-researched evidence that grades on student work do not help in the same way that specific comments do. The same research shows that students generally look only at grades and take little notice of the comments if provided.”

From a presentation by Dylan Wiliam - “Inside the Black Box”

Kinds of feedback

- 264 low and high ability year 7 pupils in 12 classes in 4 schools; analysis of 132 students at top and bottom of each class
- Same teaching, same aims, same teachers, same class work
- Three kinds of feedback: marks, comments, marks + comments

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>marks</td>
<td>none</td>
</tr>
<tr>
<td>comments</td>
<td>30%</td>
</tr>
<tr>
<td>both</td>
<td>none</td>
</tr>
</tbody>
</table>

Guideline 4

“Schools use grades because it’s one of those things somebody once decided on and now everybody goes along with it. I don’t know where it started, but I know where it stops - in the real world. You don’t see supervisors telling their employees, “Great job, I’m going to give you an A.” Or, “You really screwed up here; that’s a C-.”

No, in the real world, adults get real feedback and indications of where they need improvement.”

Littky, D., with S. Grabelle, The Big Picture, ASCD, Alexandria, VA, 2004
Guideline #4

Purposes of Homework

PREPARATION - introduces material presented in future lessons. These assignments aim to help students learn new material when it is covered in class.
PRACTICE - to reinforce learning and help students master specific skills.
EXTENSION - asks students to apply skills they already have in new situations.
INTEGRATION - requires students to apply many different skills to a large task, such as book reports, projects, creative writing.

Source: NCLB website - *Homework Tips for Parents*
Guideline #4

A Comparison of Teaching/Learning and Summative Assessment Activities

Common Elements
- focused on learning goals (standards)
- engaging for students
- enhance students’ knowledge and skills

Teaching/Learning Activities
- Introduction, instruction or practice for students learning knowledge and/or skills
- Introduce criteria, allow for feedback, self-assessment, and guided practice
- Focus on individual or group learning
- May be narrow in focus – introduce or provide practice for specific skills and knowledge
- Information for report card comments

Summative Assessment Activities
- Students demonstrate knowledge/skills on which they have had an opportunity to practice
- Are based on known criteria
- Focus primarily on individual student performance
- Usually broader-integrate important skills and knowledge
- Information for report card grades and comments

### Grade 9 English
List of Assignments Unit 2 (Voices)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ASSIGNMENT</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>STUDENT</td>
</tr>
<tr>
<td>1</td>
<td>1. Write a persuasive essay on a given topic within a 30 minute time limit.</td>
<td></td>
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<tr>
<td></td>
<td>2. Write responses to questions and a learning log/journal entry about short stories.</td>
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<tr>
<td></td>
<td>3. Write a persuasive essay outline.</td>
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<td></td>
<td>4. Write responses to questions and a journal entry re “Is there life after welfare?”</td>
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<td>5. Complete a crossword assignment.</td>
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<tr>
<td>2</td>
<td>6. Write an outline based on Point/Counterpoint, identifying author’s opinion, major arguments and types of support, and complete a credibility checklist.</td>
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<tr>
<td></td>
<td>7. Write a personal opinion piece in journal.</td>
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<tr>
<td>3</td>
<td>8. Write responses to questions and a journal entry on “Montreal Trees.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Write a poem or song.</td>
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<tr>
<td>4</td>
<td>10. Write a persuasive essay.</td>
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<tr>
<td></td>
<td>11. Complete a “Works Cited.”</td>
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<tr>
<td></td>
<td>12. Engage in a formal debate.</td>
<td></td>
</tr>
</tbody>
</table>

**Student purposes** – practice, learning, initial demonstration, performance
**Teacher purposes** – diagnostic, formative, summative

Source: OTF Summer Institute, 2000
Guideline #4

Foreign Language Grading Practice

During this course, you will receive grades for all of your work. These grades are divided into two categories: **FORMATIVE** and **SUMMATIVE**. The *formative* grades "form" your knowledge and help you reach a mastery that is measured by the "summative" grades. **Summative** grades are those that "sum" or measure what you have learned. Examples of formative grades are homework, quizzes, flash cards, etc. Summative grades are chapter tests, unit tests, major projects, presentations, etc. You will receive a number grade for the summative work that will help determine your final grade in the class. You will not receive a number grade for the formative work because on these you should be allowed to make mistakes while you are learning. However, you will receive credit for these grades as described below. It is important that the formative work be done daily, or the grades on the summative activities will be poor. Please stay current on your work and, of course, I am available for extra help that you may need.

**Formative Grades**: For formative work, the following goes in the grade book:

- + Finished and correctly done
- ✓ ✓ ½ or more and well done
- ✓ ✓ ✓ Incomplete and/or poorly done
- ✓ : Not done

At the end of the 9 weeks, 2 pts. will be added for 75% or more assignments with +, or ◐.
1 pt. for 60 to 74% and no pts. for 1 to 59%.
These points are added to the 9 weeks average.

**Summative Grades**: At least 5 summative grades will be given in a 9 weeks. All qualifying students with a summative grade below a C (70) will have to retake the test. Any other qualifying student may retake as well. The two test grades will be averaged for the recorded test grade. Unit tests will count double to place more emphasis on the most recent academic achievement data. Students absent on the day of an announced test will take an alternative form of the test on the day of their return, unless otherwise arranged in advance with the teacher.

Project or presentation work not completed by the due date will require a one-time only extension contract requiring:

A. Demonstration of the amount of work completed to date
B. Explanation of why the work is not complete as assigned
C. Approval of a mutually acceptable new due date
D. Understanding that the grade for an A project will be no higher than 90. B=80, etc.
E. Grade of zero will be recorded until work is completed according to the contract.

Qualification to retake:

A. Retakes can only be awarded if all formative work for that lesson or unit is done before the test. Students who have not completed all formative work will not qualify to retake unless they go back and complete it.
B. Extenuating circumstances that preclude taking any test (illness, family emergency, etc.) must be presented before the test is given to the student.
C. Student must be present for the original test unless on school approved leave.
D. Retakes must be completed within 5 school days.

I have read and understand this grading policy.

Student ___________________________

Source:
Sandy Wilson,
Rutherford HS,
Bay District
Schools, FL

© Ken O’Connor, 2004
### Guideline #4

**AP Language**

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<th>TIME</th>
<th>NAME</th>
<th>REC'D</th>
<th>SIGNED</th>
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</tbody>
</table>

*Standards-based grade book - aligned with Principle 4 (4)*

*These pages should be viewed next to each other as they would appear in a gradebook.*

Tally marks for selected goal's sites indicate instructions against accepted standard.

Developed by Kara Davis, Arnold High School
Guideline #4

Impact Story 3 – Rutherford

In panel discussion of how the grading system has impacted the students, the following points were made by students:

1. We have to actually learn the material now, since there is no extra credit work to bring up the grade in the end. I liked it better when we didn’t have to work so hard to learn the stuff.

2. The tests are less stressful because we have practiced the material until we know it and we know we know it before the test.

3. We have more fun in class because there is no grade attached to the formative exercises. We are expected to make mistakes to help us learn.

4. The formative exercises show us the format the test will take so there are no surprises.

5. Knowing that I can retake a test if I do poorly takes some of the stress away.

6. It is obvious that the teacher wants us to learn.

7. I like the points that are added on at the end, as if they are free, even though we earned them ahead of time with practice work.

8. I always know what I have to do to make my grade better.
### Guideline #4

#### Sample Assessment Plan

**Formative Assessment for Unit 1**

<table>
<thead>
<tr>
<th>TASK</th>
<th>METHOD(S)</th>
<th>STRATEGY(IES)</th>
<th>SCORING TOOL</th>
<th>ASSESSOR</th>
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<tbody>
<tr>
<td>ROLE PLAY Practice(s)</td>
<td>Performance Ass't</td>
<td>Performance</td>
<td>Rubric</td>
<td>self/peer</td>
</tr>
<tr>
<td>QUIZ(ZES)</td>
<td>Paper and Pencil</td>
<td>Selected Response</td>
<td>Marking Scheme</td>
<td>Teacher</td>
</tr>
<tr>
<td>BROCHURE Draft</td>
<td>Performance Ass't</td>
<td>Product</td>
<td>Rubric</td>
<td>peer</td>
</tr>
<tr>
<td>BROCHURE Near Final</td>
<td>Performance Ass't</td>
<td>Product</td>
<td>Rubric</td>
<td>self/peer</td>
</tr>
</tbody>
</table>

**Summative Assessment for Unit 1**

<table>
<thead>
<tr>
<th>TASK</th>
<th>METHOD(S)</th>
<th>STRATEGY(IES)</th>
<th>SCORING TOOL</th>
<th>ASSESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROLE PLAY</td>
<td>Performance Ass't</td>
<td>Performance assessment</td>
<td>Rubric</td>
<td>Teacher</td>
</tr>
<tr>
<td>TEST(S)</td>
<td>Paper and Pencil</td>
<td>Selected &amp; Constructed Response</td>
<td>Marking Scheme</td>
<td>Teacher</td>
</tr>
<tr>
<td>BROCHURE</td>
<td>Performance Ass't</td>
<td>Product</td>
<td>Rubric</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
Guideline #4

From a presentation by Dylan Wiliam - *Assessment and Learning*

“The test of a successful education is not the amount of knowledge that a pupil takes away from school, but his appetite to know and his capacity to learn. If the school sends out children with the desire for knowledge and some idea about how to acquire it, it will have done its work. Too many leave school with the appetite killed and the mind loaded with undigested lumps of information.”

Sir Richard Livingstone, President of Corpus Christi College, Oxford, 1941
Guideline #5

“The key question is, “What information provides the most accurate depiction of students’ learning at this time?” In nearly all cases, the answer is “the most current information.” If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and replaced by the new information. Continuing to rely on past assessment data miscommunicates students’ learning.”

Guideline #5

“. . . students often say, “I have to get a B on the final to pass this course.” But does that make sense? If a final examination is truly comprehensive and students’ scores accurately reflect what they have learned, should a B level of performance translate to a D for the course grade?”

“In effective schools one of the most consistent practices of successful teachers is the provision of multiple opportunities to learn. . . . The consequence for a student who fails to meet a standard is not a low grade but rather the opportunity, indeed the requirement – to resubmit his or her work.”

Guideline #5

“Teachers must look for consistency in the evidence they’ve gathered. If that evidence is consistent across several indicators and a student’s scores or marks are fairly uniform, then deciding what grade to assign is a relatively simple task. If the evidence is not consistent, however, then teachers must look deeper and search for reasons why. They must also face the difficult challenge of deciding what evidence or combination of evidence represents the truest and most appropriate summary of the student’s achievement . . . . . .
Guideline #5

“In such cases we recommend three general guidelines:

1. Give priority to the *more* (most) recent evidence;
2. Give priority or greater weight to the most comprehensive forms of evidence (e.g., rich performance tasks);
3. Give priority to evidence related to the most important learning goals or expectations.

Adapted from Guskey and Bailey, *Developing Grading and Reporting Systems for Student Learning*, Corwin, 2001, 141-142
Guideline #5

Staff shows tenacity to get students to meet standards.

Montgomery County Public Schools MD - one of several requirements in their ‘effort-based intelligence model.’
Guideline #5

“... final grades should (almost) never be determined by simply averaging the grades from several grading periods (e.g., adding the grades from terms one through three and dividing by three).”

(exception - discrete standards/content)

Guideline #5

“Educators generally recognize learning as a progressive and incremental process. Most also agree that students should have multiple opportunities to demonstrate their learning. But is it fair to consider all these learning trials in determining students’ grades? If at any time in the instructional process students demonstrate that they have learned the concepts well and mastered the intended learning goals, doesn’t that make all previous information on the their learning of those concepts inaccurate and invalid? Why then should such information be “averaged in” when determining students’ grades?”

Guideline #5

O’Connor, K.  
*A Repair Kit for Grading*,  
ETS Portland,  
2007, 102

Represents several (2 or 3) pieces of evidence
Guideline #6

“Averaging falls far short of providing an accurate description of what students have learned. . . . If the purpose of grading and reporting is to provide an accurate description of what students have learned, then averaging must be considered inadequate and inappropriate”.

“Educators must abandon the average, or arithmetic mean, as the predominant measurement of student achievement.”

Guideline 6
Letter to the Editor - Toronto Globe and Mail
October 15, 2003

Whenever I hear statistics being quoted I am reminded of the statistician who drowned while wading across a river with an average depth of three feet.

GORDON McMANN
Campbell River, B.C.
<table>
<thead>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Mean or Average =</td>
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<tr>
<td>Median</td>
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<td></td>
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</table>
Guideline #6

"Grading by the median provides more opportunities for success by diminishing the impact of a few stumbles and by rewarding hard work.” (i.e., consistency and/or improvement)

Wright, Russell. G., "Success for All: The Median is the Key", Kappan, May 1994, 723-725
Guideline #6

“Grades based on averaging have meaning only when averaging is done on repeated measures of similar content. Teachers average (marks for) tests on fractions, word problems, geometry and addition with marks for attendance, homework and notebooks - and call it Mathematics. (Similar examples could be given for other subjects.) In Mathematics we teach that you cannot average apples, oranges and bananas but we do it in our grade books!”

R. Canady, Workshop presentation, ASCD Annual Conference, Washington, D.C., April 1993
Alberta Written Test for Drivers License

17/20  85% required to pass

**First test**
\[
\frac{10}{20} = 50\%
\]

\[
\frac{10 + 17}{20} = \frac{27}{40} = \frac{13.5}{20} = 67.5\%
\]

**Second test**
\[
\frac{10 + 17}{20} + \frac{18}{40} = \frac{45}{60} = \frac{15}{20} = 75\%
\]

**Third test**
\[
\frac{10 + 17 + 18}{20} + \frac{19}{60} = \frac{64}{80} = \frac{16}{20} = 80\%
\]

**Fourth test**
\[
\frac{10 + 17 + 18 + 19}{20} = \frac{64}{100} = \frac{16.8}{20} = 84\%
\]

**Fifth test**
\[
\frac{10 + 17 + 18 + 19 + 20}{20} = \frac{84}{120} = \frac{16.8}{20} = 84\%
\]

**Sixth test**
\[
\frac{10 + 17 + 18 + 19 + 20 + 20}{20} = \frac{104}{120} = \frac{17.3}{20} = 86.5\%
\]

*Source: an Alberta high school teacher*
Guideline 6

Issues with the Mean

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<th>Assessment in Order</th>
<th>Karen</th>
<th>Alex</th>
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<th>Stephen</th>
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<tr>
<td><strong>Median</strong></td>
<td>90%</td>
<td>63%</td>
<td>100%</td>
<td>63%</td>
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</tbody>
</table>

Figure 6.1
Guideline 6

“Data should be used to INFORM not determine decisions”

Management Consultant, The Hay Group, personal conversation, January 2002
Guideline #6

“Assigning a score of zero to work that is late, missed, or neglected does not accurately depict students’ learning. Is the teacher certain the student has learned absolutely nothing, or is the zero assigned to punish students for not displaying appropriate responsibility?”

Guideline #6

“Most state standards in mathematics require that fifth-grade students understand the principles of ratios - for example, A is to B as 4 is to 3; D is to F as 1 is to zero. Yet the persistence of the zero on the 100-point scale indicates that many people with advanced degrees, . . . have not applied the ratio standard to their own professional practices.

Guideline #6

A 90-100; B 80-89; C 70-79; D 60-69; F <60

‘the interval between grades through A-D is 10 points, yet the potential interval from D to F is 60 points. The result is . . . the 0 grade has a disproportionate impact on the average grade. If educators must use a numerical scale then the lowest possible number on the scale should be one grade value lower than a D.’

Guideline #6

The Effect of Zeros

<table>
<thead>
<tr>
<th>5 pt scale</th>
<th>101 point scale</th>
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<tbody>
<tr>
<td>4 (A)</td>
<td>90-100</td>
</tr>
<tr>
<td>3 (B)</td>
<td>80-89</td>
</tr>
<tr>
<td>2 (C)</td>
<td>70-79</td>
</tr>
<tr>
<td>1 (D)</td>
<td>60-69</td>
</tr>
<tr>
<td>0 (F)</td>
<td>0-59</td>
</tr>
<tr>
<td>2 (C)</td>
<td>64 (D)</td>
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© Ken O'Connor, 2004
<table>
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<th>Guideline #6</th>
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<th>5 point scale</th>
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<tr>
<td><strong>260</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

Mean 26 1.0
Letter Grade F D

What grade should this student get?
Guideline #6

“The use of an I or “Incomplete” grade is an alternative to assigning zeros that is both educationally sound and potentially quite effective.”

Guskey and Bailey, Developing Grading and Reporting Systems for Student Learning, Corwin Press, 2001, 144
Guideline #6

**Completion Contract**

**Student Name:** ____________________________

**Course:** ____________________________

**Missed Work** - The following work has not been handed in:

**Original Due Date:** ____________________________

**Reason** – Please indicate why the work is late.

**Next Steps** – What will you now do to get this work completed?

**New Date for Submission:** ____________________________

Once this new date is negotiated, the student agrees to submit this work on that date or receive a mark of I for Incomplete. The student and parent acknowledge that I’s may lead to the teacher determining that there is insufficient evidence for a grade and that this is the equivalent of a failing grade.

**Student Signature:** ____________________________
**Parent Signature:** ____________________________
**Teacher Signature:** ____________________________

*Figure 6.7* Adopted by Ken O’Connor from original work by Jennifer Perkin, Catholic School Board of Eastern Ontario

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Guideline #6

An ASSESSMENT PLAN should start with the

• desired results (learning goals, standards, etc), then the

• summative assessments that are going to be used to determine whether the student ‘knows and can do,’ next should be the

• diagnostic assessment(s) that are going to help to determine the what and how for teaching and learning, then should come the

• formative assessments that are going to help students achieve the learning goals and that are going to cause the teacher to adjust teaching and learning activities.

- homework, quizzes → tests
- practices → performances
- first draft, second draft → product(s)
Guideline #6

A vital part of the ASSESSMENT PLAN is

*how much* evidence and

*which* assessments

are critical to being able to determine student achievement/grades, e.g., there will be 9 *summative assessment* opportunities, of which *at least six,* (including the *third, fifth and ninth*) must be done.
### Guideline #6

**Assessment Plan for ____________________________**

| Desired Results (standards, gle’s, etc.) |  
|------------------------------------------|---
| Summative Assessments minimum # _____    | 1.  
|                                           | 2.  
| * critical                               | 3.  
|                                           | 4.  
|                                           | 5.  
|                                           | 6.  
|                                           | 7.  
|                                           | 8.  
|                                           | 9.  
| Diagnostic Assessments                   |  
| Formative Assessments                    |  

Guideline #7

Five Quality Standards for Assessment

• appropriate and clear target \((Guidelines\ 1\ and\ 2)\)

• clear purpose \((Guideline\ 4)\)

• method(s) matched to target (and purpose)

• appropriate sample of the learning domain

• control for all sources of interference

Based on the ideas of Rick Stiggins, ATI, Portland, OR
Guideline #7

“There are three general sources of assessment evidence gathered in classrooms: observations of learning, products students create, and conversations - discussing learning with students.

When evidence is collected from three different sources over time, trends and patterns become apparent. . . . This process is called triangulation.”

Guideline #7

Triangulation of Evidence

Observations

What is the student able to do?

What does the student know?

Conversations

Products

Guideline #7

Common Sources of Bias and Distortion

Problems that can occur with the student
Lack of reading skill
Emotional upset
Poor health
Lack of testwiseness
Evaluation anxiety

Problems that can occur with the setting
Physical conditions – light, heat, noise, etc.

Problems that can occur with the assessment itself
Directions lacking or unclear
Poorly worded questions/prompts
Insufficient time

Based on the ideas of Rick Stiggins
Guideline #7

PROBLEMS WITH SPECIFIC STRATEGIES

Problems that can occur with multiple choice tests
More than one correct response
Incorrect scoring key
Incorrect bubbling on answer sheet

Problems that can occur with essay questions
Student lacks writing skill
Scoring criteria lacking or inappropriate
Inaccurate scoring

Problems that can occur with performance assessment
Scoring criteria lacking or inappropriate
Inaccurate scoring

Based on the ideas of Rick Stiggins
Guideline #7

“Nothing of consequence would be lost by getting rid of timed tests by the College Board or, indeed, by (schools) in general. Few tasks in life — and very few tasks in scholarship — actually depend on being able to read passages or solve math problems rapidly. As a teacher, I want my students to read, write and think well; I don't care how much time they spend on their assignments. For those few jobs where speed is important, timed tests may be useful.”

Consider what mathematics teaching expert Marilyn Burns wrote about timed tests. “What about using timed tests to help children learn their basic facts. This makes no instructional sense. Children who perform well under time pressure display their skills. Children who have difficulty with skills, or who work more slowly, run the risk of reinforcing wrong learning under pressure. In addition, children can become negative and fearful toward their math learning. Also, timed tests do not measure children’s’ understanding . . . . It doesn’t ensure that students will be able to use the facts in problem-solving situations. Furthermore, it conveys to children that memorizing is the way to mathematical power, rather than learning to think and reason to figure out answers.”

Burns, M. *About Teaching Mathematics*, 2000, 157
Guideline #8  **Motivating Students Towards Excellence**

Rick Stiggins believes student-involved assessment is the route to follow. It includes:-

* student involvement in the construction of assessments and in the development of criteria for success;
* students keeping records of their own achievement and growth through such strategies as portfolios; and
* students communicating their achievement through such vehicles as student-involved parent conferences.
Guideline 8

“... the best thing you can do is make sure your grades convey meaningful, accurate information about student achievement. If grades give sound information to students, then their perceptions (and) conclusions about themselves as learners, and decisions about future activity will be the best they can be.”

Classroom Assessment Principles, Goals, and Guidelines/Procedures

School/District x’s vision for improving student achievement is supported by the following six principles of classroom assessment. Each principle is expanded by the inclusion of goals, which explain how each principle should support student achievement. Finally, guidelines/procedures are listed which explain how the principles and goals are implemented and supported.

Principles

What do we believe about classroom assessment?

1. The primary purpose of assessment is to improve for all students.
2. Assessment is aligned to learning goals (expectations, standards, etc.)
3. Assessment is a process that is reflective of quality.
4. Grading is fair, consistent, and meaningful.
5. Communication among stakeholders is timely, appropriate to audience, and aligned to learning goals.
6. Roles and responsibilities are clearly defined, communicated, and understood by stakeholders.

Goals

How do the beliefs support student achievement?

4. Grading: Grading is fair, consistent, and meaningful.

Grading practices should:
- reflect learning goals;
- reflect professional judgment supported by bodies of evidence; and
- reflect teacher collaboration and dialogue regarding consistency and application of the district guidelines.

Guidelines/Procedures

How are the principles implemented in the classroom?

4. Grading: Grading is fair, consistent, and meaningful.

4.1 Teachers grade and report student progress and achievement based on learning goals.
4.2 Teachers inform students about grading criteria and methods used for determining grades.
4.3 Teachers measure student attainment of learning goals and assign grades based on predetermined, consistent grading procedures in the same courses and across grade levels.
4.4 Teachers will use formative and summative methods to collect information about student progress; however, formative assessment will form a minor part of the overall grade and summative scores will form a major part of the course grade.
4.5 Teachers will place more emphasis on the most recent information collected on cumulative knowledge and skills when using their professional judgment to determine and report student grades.
4.6 Teachers determine grades based on individual achievement of content standards; therefore, the published learning goals are the grading variables.
4.7 Teachers report information on behaviors, such as effort, participation, attitude, attendance, and punctuality. (These are reporting variables and not grading variables, subject to other district or school policies.)
4.8 Schools establish procedures so that any penalties that apply toward a grade do not distort student achievement of learning goals.
4.9 Teachers provide makeup opportunities for students who miss summative assessment due to reasons approved by the district.
4.10 Teachers assign grades based on achievement of learning goals rather than as a means of motivation and control.
APPENDIX 3

A Proposed Grading Policy

If the ideas and guidelines presented in this book were to be included in a school or district grading policy, the wording should be similar to the following. (The number of each section parallels the grading guidelines.)

1. Grading procedures shall be related directly to stated learning goals.
2. Criterion-referenced standards shall be used to distribute grades and marks.
3. a. Individual achievement of stated learning goals shall be the only basis for grades.
   b. Effort, participation, attitude, and other behaviors shall not be included in grades but shall be reported separately unless they are a stated part of a learning goal.
   c. Late work shall be handled as follows:
      (1) Teachers may set due dates and deadlines for all marked work that will be part of a student grade.
      (2) Work handed in late if penalized shall not exceed 2% per day to a maximum of 10%.
      (3) Teachers may exempt students from penalties.
   (4) Care should be taken to ensure that penalties (if used) do not distort achievement or motivation.

d. Absences shall be handled as follows:
   (1) Students shall not be penalized only for absence.
   (2) Absent students shall be given make-up opportunities for all missed summative assessments (marked work that will be part of student grades) without penalty.

e. Incomplete work shall be handled as follows:
   (1) Work that is not submitted will be identified as I (incomplete). Zeros will not be used.
   (2) Students are expected to complete all required work and will be given opportunities to do so.
   (3) In determining grades, teachers must decide whether they have sufficient evidence of achievement. If not, the grade recorded shall be an I for Insufficient Evidence/Incomplete. Where credits are involved, an I means no credit until the missing work is completed and the grade is updated.
4. a. Teachers shall mark and/or provide feedback on formative assessment.
   b. Marks from formative assessment shall not be included in grades.
   c. Marks from summative assessments only shall be included in grades.
5. a. Where repetitive measures are made of the same or similar knowledge, skills, or behaviors, the more recent mark or marks shall replace the previous marks for grade determination.
   b. Second chance (or more) assessment opportunities shall be made available to students; students shall receive the highest, most consistent mark, not an average mark for any such multiple opportunities.
6. a. Grades shall be determined to ensure that the grade each student receives is a fair reflection of his or her performance.
   b. Consideration shall be given to the use of statistical measures other than the mean for grade calculations; for example, consider using median or mode.
   c. Grades shall be weighted carefully to ensure the intended importance is given to each learning goal and to each assessment.
7. a. Teachers shall use quality assessment instruments. “Each assessment must meet five standards of quality. It must arise from a clearly articulated set of achievement expectations, serve an instructionally relevant purpose, rely on a proper method, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment. All assessments must be reviewed and adjusted as needed to meet these standards.” (Stiggins 2001a, 25).
   b. Teachers shall properly record evidence of student achievement on an ongoing basis.
8. a. Teachers shall discuss assessment with students, in an age appropriate manner, at the beginning of instruction. Where feasible, students shall be involved in decisions about methods of assessment and scoring scales.
   b. Teachers shall provide to students and parents a written overview of assessment, including grading, in clear, easily understandable language during the first week of classes in each course or grade.
   c. Teachers shall provide students with a written overview in clear, easily understandable language, indicating how each summative assessment throughout the course will be evaluated before each such assessment is administered.
Grading Policy for Class

1. Student progress and achievement will be evaluated in relation to Florida standards/benchmarks. (2.4, 4.1)

2. Students will be informed about grading criteria and methods used to determine a grade. (4.2)

3. Students will be given opportunities to practice using assessment approaches and methods prior to collecting and using information to assign grades. (3.8)

4. Evidence from summative assessments will be used to determine the course achievement grade. Assessments that are used to monitor student learning such as in-class practice, homework, and discussions (formative assessment) will not be factored into grades. Only assessment that takes place after learning (summative assessment) will be used for grading purposes. (4.5)

5. I will provide make-up opportunities for students who miss a summative assignment. No zeros will be recorded for informative or summative assessments. All homework will be made up if not completed. (4.10)

6. Weekly portfolios will be sent home to provide parents with an opportunity to see students progress and provide feedback regarding their achievement. (5.1, 5.2, 5.3, 5.4, 5.5)

7. Report cards will provide final assessment each nine weeks, according to Bay County School policy. (6.9)

X Elementary School
8th Grade Social Studies/Mr. Hugh O’Donnell
Guidelines for Grading, Homework and Discipline that Enhance Learning

“Marks” or “scores” refer to individual tests, assignments, performances, or products. “Grade” refers to an overall evaluation of learning at an appropriate point such as report card time.

Grading Guidelines:
1. All grading procedures relate to “intended learning outcomes” as written in Oregon State and Hillsboro School District content and performance standards.

2. Grades will be based on individual achievement of learning goals and will not be affected by issues such as effort, attitude, and participation. These factors will be reported separately. In addition, individual grades will be given for group work.

3. Assessments that are used to monitor student learning in progress and/or adjust teaching, such as in-class practice assignments, discussions, and other forms of descriptive feedback (“formative assessment”) to students about their learning, will not be factored into grades. Only assessments that take place after learning is supposed to have occurred (“summative assessment”) will be used for grading purposes. I will, however, keep a record of formative assessment scores to validate my judgment in grading. (For example, if a student performs poorly in summative assessments and there is a sparse record of participation in the formative assessment process, we can see that little learning took place.)

4. New information showing additional learning about any given standard will replace old information. Grades will reflect the most recent learning. Old scores relating to that standard will be discarded.

5. Where a combination of scores is used to determine a letter grade, I will make sure that they are descriptive of achievement only. For example, I will not include zeros (for late or missing assignments) in achievement statistics because they are both non-descriptive of learning, and extreme as values. I will use the median average (or middle score) as a general indicator of achievement unless there is an unusual circumstance, and then I will consider relative importance of the learning goals achieved and recency of scores. If there is insufficient evidence of achievement, I will assign an incomplete and expect the student to make arrangements to make-up or repeat the learning experiences missed.
6 Students will be graded relative to published standards and not in comparison to each other.
7 All assessments, both formative and summative, will match their learning goals. Grades will always be based on quality assessment.
8 Students will always know how their grades are formulated. They will often take part in the assessment process because recent research indicates that student-involved formative assessment is the most powerful innovation in learning that currently exists.

Grading Scales:

If prevailing median scores for learning goals are in the range of 90 to 100 percent, a grade of A will be given. The cutoffs for B, C, and D, respectively will be 80%, 70%, and 60%. Less than 60% will be considered F. Although I will never give a letter grade lower than the median score indicates, I may award a letter grade higher than the numbers indicate if there is sufficient additional non-numerical evidence of greater learning, such as performance rubrics or scoring guides which don’t easily convert to percentages.

Homework Guidelines:

Please see attached Hillsboro School Board Policy on homework for a comprehensive view.

We will not have homework every day. Most of our formative assessment activities will take place in the classroom with my coaching. I will expect students to work on “big” assignments with extended deadlines at home on occasion. My homework hotline message will inform you of what we have covered in class for the day and our plans for the week. It may vary from our actual schedule because I must submit the entire week’s plan on Monday and I must be flexible covering our course goals. I welcome your calls regarding makeup opportunities. My phone numbers and email addresses appear at the end of this document.

Makeup Work:

The Hillsboro District policy for makeup work is to give students the “number of days absent plus one” as time to make up work. I regard this as a guideline, not an inflexible rule. If a student is well enough to work at home, it is to their benefit to stay current from home. (I will never require less time than the District guideline, in any case.) If the student is too ill to stay current, even the stated amount of time may not be sufficient and may generate great stress for the student. We will agree, parents and
students both, on mutually acceptable target dates for completion of work. If a student is indisposed up to and beyond a grading period, we shall make arrangements with the principal for a fair opportunity to make up work.

Late Work:

I expect a student to be timely because it benefits them in their achievement of learning goals, and it helps me. Chronic lateness of work will be dealt with as a behavioral problem -- not a grade reduction -- with a variety of remedies, including parental notification, a record of missed assignments in my formative assessment log, and staying after school (with parental permission and transportation support from the school) to complete assignments. I do not anticipate much of a problem with this since most of our assignments will be completed during class.

Behavioral Guidelines:

Please consult the student handbook for details on school rules. I promote the concept of mutual respect and students are able to relate this to their conduct. Additionally, I clarify my expectations by reference to the Golden Rule, which states that we should treat others as we would like to be treated. Students understand these references and apply them to their classroom behavior, my expectations and procedures. In rare cases where disciplinary action is required, I follow the Discipline Plan outlined in the student handbook.

Progress Reports:

In addition to scheduled school-wide progress reports, I will notify parents when a grade of D or F appears to be forthcoming, and/or when there is a marked or sudden change in a student’s performance or attitude.
## Table 10.5  Rubric for Evaluating Grading Practices

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Beginning</th>
<th>Developing</th>
<th>Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizing the gradebook</td>
<td>The evidence of learning (e.g., a gradebook) is entirely organized by sources of information (e.g., tests, quizzes, homework, labs, etc.).</td>
<td>The evidence of learning (e.g., a gradebook) is organized by sources of information related to specific content standards.</td>
<td>The evidence of learning (e.g., a gradebook) is completely organized by student learning outcomes (e.g., content standards, benchmarks, grade level indicators, curriculum expectations, etc.).</td>
</tr>
<tr>
<td>2. Including factors in the grade</td>
<td>Overall summary grades are based on a mix of achievement and non-achievement factors (e.g., attendance, effort, cheating). Non-achievement factors have a major impact on grades.</td>
<td>Overall summary grades are based on a mix of achievement and non-achievement factors, but achievement counts a lot more.</td>
<td>Overall summary grades are based on achievement only.</td>
</tr>
<tr>
<td></td>
<td>Extra credit points are given for extra work completed, without connection to extra learning.</td>
<td>Some extra credit points are given for extra work completed; some extra credit work is used to provide extra evidence of student learning.</td>
<td>Extra credit work is evaluated for quality and is only used to provide extra evidence of learning. Credit is not awarded merely for completion of work.</td>
</tr>
<tr>
<td></td>
<td>Cheating, late work, and missing work result in a zero (or a radically lower score) in the gradebook. There is no opportunity to make up such work, except in a few cases.</td>
<td>Cheating, late work, and missing work result in a zero (or lower score) in the gradebook. But, there is an opportunity to make up work and replace the zero or raise the lower score.</td>
<td>Cheating, late work, and missing work is recorded as &quot;incomplete&quot; or &quot;not enough information&quot; rather than a zero. There is an opportunity to replace an &quot;incomplete&quot; with a score without penalty.</td>
</tr>
<tr>
<td></td>
<td>Borderline grade cases are handled by considering non achievement factors.</td>
<td>Borderline cases are handled by considering a combination of non-achievement factors and collecting additional evidence of student learning.</td>
<td>Borderline grade cases are handled by collecting additional evidence of student achievement, not by counting non-achievement factors.</td>
</tr>
<tr>
<td>3. Considering assessment purpose</td>
<td>Everything each student does is given a score and every score goes into the final grade. There is no distinction between &quot;scores&quot; on practice work (formative assessment or many types of homework) and scores on work to demonstrate level of achievement (summative assessment).</td>
<td>Some distinctions are made between formative (practise such as homework) and summative assessment, but practice work still constitutes a significant part of the grade.</td>
<td>Student work is assessed frequently (formative assessment) and graded occasionally (summative assessment). &quot;Scores&quot; on formative assessments and other practice work (e.g., homework) are used descriptively to inform teachers and students of what has been learned and the next steps in learning. Grades are issued only on summative assessments.</td>
</tr>
</tbody>
</table>
### Table 10.5 (Continued)

<table>
<thead>
<tr>
<th>4. Considering most recent information</th>
<th>5. Summarizing information and determining final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>All assessment data are cumulative and used in calculating a final summative grade. No consideration is given to identifying or using the most current information. The gradebook has a mixture of ABC, percentages, + Y -, and/or rubric scores, etc., with no explanation of how they are to be combined into a final summary grade. Rubric scores are converted to percentages when averaged with other scores; or, there is no provision for combining rubric and percentage scores. Final summary grades are based on a curve—a student’s place in the rank order of student achievement. Final grades for special needs students are not based on learning targets as specified in the IEP. Final summary grades are based on calculation of mean (average) only.</td>
<td>More current evidence is given consideration at times, but does not entirely replace out-of-date evidence. The gradebook may or may not have a mixture of symbols, but there is some attempt, even if incomplete, to explain how to combine them. Rubric scores are not directly converted to percentages; some type of decision rule is used, the final grade many times does not best reflect level of student achievement. Final grades are criterion referenced, not norm referenced. They are based on preset standards such as A = 90–100% and B = 80–89%. But, there is no indication of the necessity to ensure shared meaning of symbols—i.e., there is no definition of each standard. There is an attempt to base final grades for special needs students on learning targets in the IEP, but the attempt is not always successful; or, it is not clear to all parties that modified learning targets are used to assign a grade. The teacher understands various measures of central tendency, but may not always choose the best one to accurately describe student achievement.</td>
</tr>
<tr>
<td>Table 10.5 (Continued)</td>
<td></td>
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<tr>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>6. Verifying assessment quality</strong></td>
<td></td>
</tr>
<tr>
<td>There is little evidence of consideration of the accuracy/quality of the individual assessments on which grades are based.</td>
<td></td>
</tr>
<tr>
<td>Quality standards for classroom assessment are not considered and the teacher has trouble articulating standards for quality.</td>
<td></td>
</tr>
<tr>
<td>Assessments are rarely modified for special needs students when such modifications would provide more accurate information about student learning.</td>
<td></td>
</tr>
<tr>
<td>Grades are a surprise to students because (1) students don’t understand the bases on which they are determined, (2) students have not been involved in their own assessment (learning targets are not clear to them, and/or they do not self-assess and track progress toward the targets); or (3) teacher feedback is only evaluative (a judgment of level of quality) and includes no descriptive component.</td>
<td></td>
</tr>
<tr>
<td>Grades are somewhat of a surprise to students because student involvement practices and descriptive feedback are too limited to give them insights into the nature of the learning targets being pursued and their own performance.</td>
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</tr>
<tr>
<td>Grades are not a surprise to students because (1) students understand the basis for the grades received, (2) students have been involved in their own assessment (they understand the learning targets they are to meet, self-assess in relation to the targets, track their own progress toward the targets, and talk about their progress), and/or (3) teacher communication to students is frequent, descriptive, and focuses on what they have learned as well as the next steps in learning. Descriptive feedback is related directly to specific and clear learning targets.</td>
<td></td>
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</tbody>
</table>

| **7. Involving students** |
| The teacher tries to base grades on accurate assessment results only, but may not consciously understand all the features of a sound assessment. |
| Some standards of quality are adhered to in judging the accuracy of the assessment results on which grades are based. The teacher can articulate some of these standards; or, uses standards for quality assessment intuitively, but has trouble articulating why an assessment is sound. |
| Assessments are modified for special needs students, but the procedures used may not result in accurate information and/or match provisions in the IEP. |
| Assessments are modified for special needs students in ways that match instructional modifications described in IEPs. Such modifications result in generating accurate information on student achievement. |

<table>
<thead>
<tr>
<th>Standards</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Achievement/ non-achievement factors mixed</td>
</tr>
<tr>
<td>separate from work habits/ skills</td>
<td></td>
</tr>
<tr>
<td>Summative only</td>
<td>Everything ‘counts’</td>
</tr>
<tr>
<td>More recent emphasized</td>
<td>All data cumulative/ similar significance</td>
</tr>
<tr>
<td>More than one opportunity</td>
<td>One opportunity only</td>
</tr>
<tr>
<td>Professional judgment based on evidence related to Published performance standards</td>
<td>Calculation only Mean</td>
</tr>
<tr>
<td>High quality assessment</td>
<td>Teachers’ idiosyncratic standards</td>
</tr>
<tr>
<td>Mixed quality Assessment</td>
<td>Poor quality assessment</td>
</tr>
<tr>
<td>Teacher centered with unclear targets</td>
<td></td>
</tr>
</tbody>
</table>
Grading/Reporting Reflections

Reflect on what you have learned and apply it to the grading and reporting practices in your school and/or district.

Practices reinforced:

Possible revisions in grading/reporting practices:

Actions:

Any other comments:
Grading “Top Ten + 1” Reference List
(in alphabetical order)

Brookhart, S. *Grading*, Pearson Merrill Prentice Hall, 2004


Grading “Top Ten + 1” Reference List (cont.)

Marzano, R.J., *Classroom Assessment and Grading That Works*, ASCD, 2006


Wormeli, R. *Fair Isn’t Equal*, Stenhouse/NMSA, 2006
Grades should be: | How
---|---
* Consistent | - procedures/guidelines (all)
| | - performance standards (2)
* Meaningful | - standards-based (1)
* Accurate | - achievement separated from behaviors (3)
| | - number crunching (6)
| | - quality assessment (7)
* Supportive of learning | - summative only (4)
| | - more recent emphasized (5)
| | - student involvement (7)
“... the primary purpose of classroom assessment is to inform teaching and improve learning, not to sort and select students or to justify a grade.”

McTighe, Jay and Ferrara, Steven, “Performance-Based Assessment in the Classroom”, Pennsylvania ASCD
Grades

should come from

a

body of

evidence

+ performance + guidelines

standards

i.e., professional judgment

NOT

just number crunching
To evaluate or judge is to reach
“a sensible conclusion that is consistent with both evidence and common sense”

Robert Linn, CRESST
To be truly standards-based in grading one MUST

- separate achievement from behaviors
- not include formative assessment, and
- emphasize more recent achievement.

Remember: there are NO right grades, there are only justifiable grades!
What is Insanity?

Doing the same thing over and over and expecting things to improve.

Attributed to Albert Einstein (1879-1955)