Getting Started on More Effective Grading and Reporting of Student Learning

NESA 2017 Fall Training Institute, Bahrain
November 3rd and 4th, 2017

Presented by
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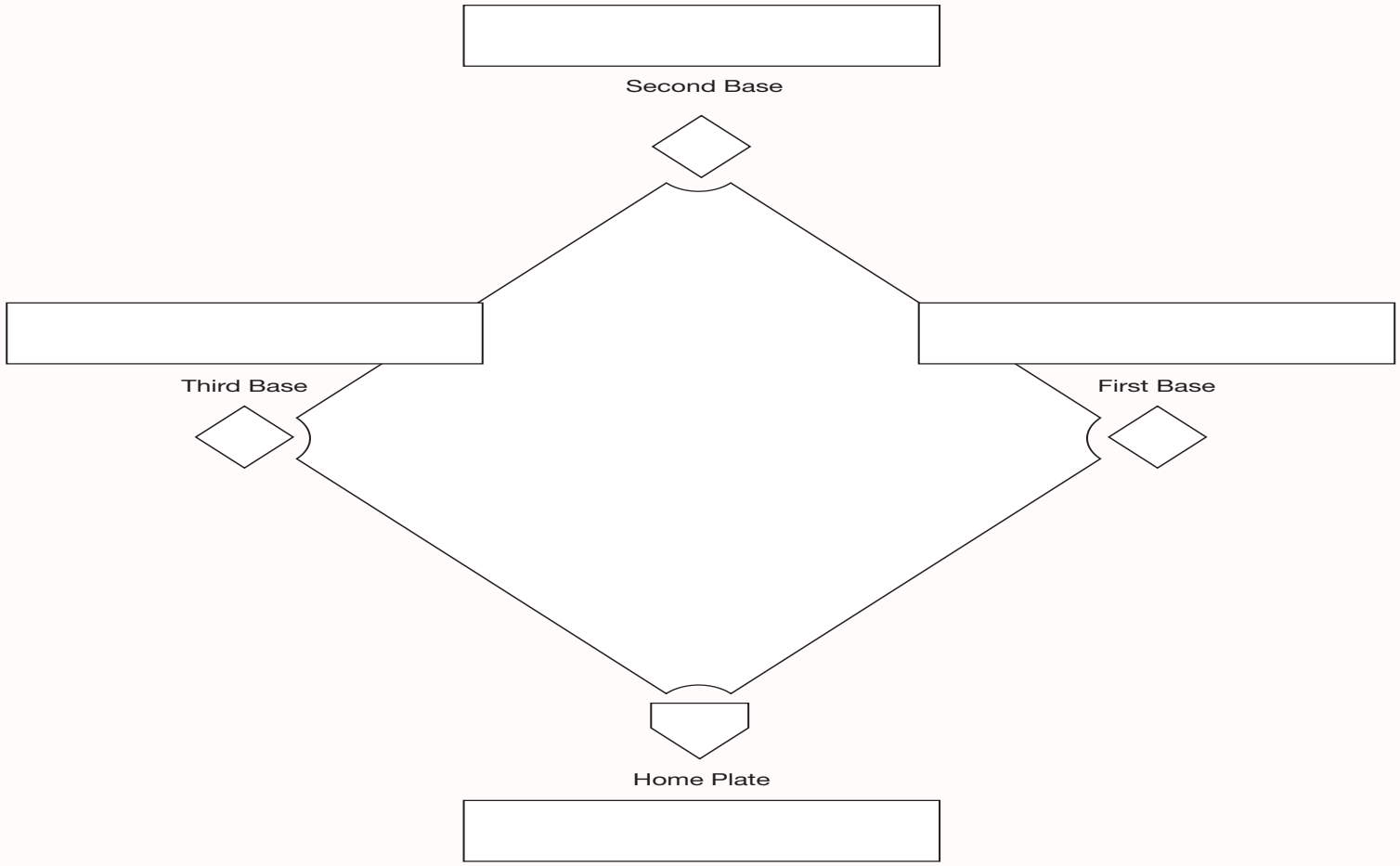
Baseball Partners for Review and Discussion

Directions: During the day you will pair up with **four different people** to discuss various topics and activities. Find a first base partner and exchange names. Then find a different partner and exchange names for each of the remaining bases: second base, third base, and home plate. Remember, this is a partner thing. You should only have one partner for each base. When you finish, you will have **four different names** on your diamond.



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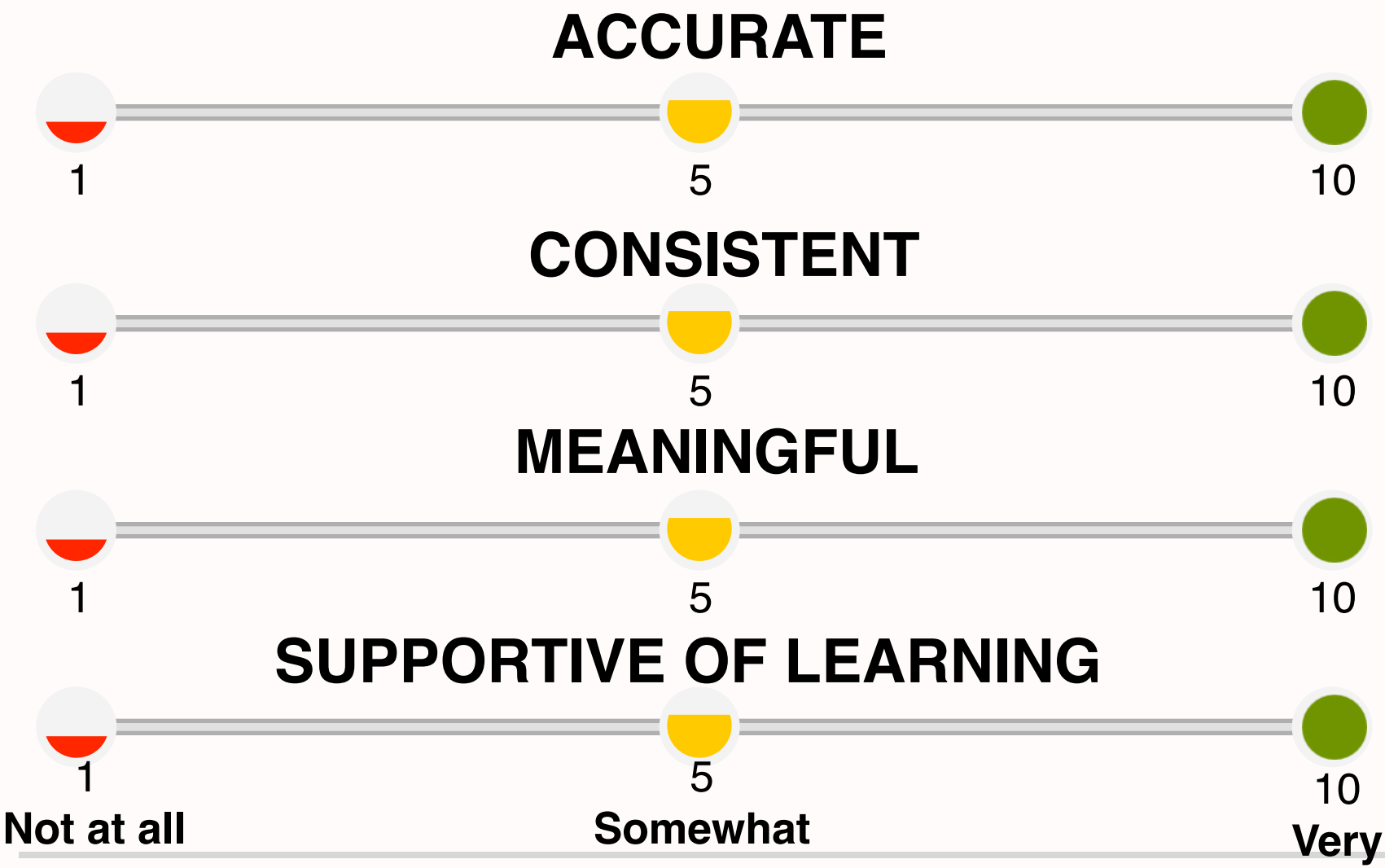
How confident are you that the grades students receive in your school/district are:



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ASK THE GRADE DOCTOR QUESTIONS

“If I have a c in my class and I got 15 extra credit points how much of my c will go up?? (My c is 85%) plus we have an end of the quarter project that will give us 200 points in my science class. So how much will I go up?”

“I have a 52 in an English class. I have 4 zeros, all homework grades. I completed two over-due essays and let's say i made a 60 on both of them, leaving me with only two zeros. What would my new average be?”

“I am a student in high school, and when my grade is at a A and I don't turn in 1 assignment, just because I had forgot about the assignment. My grade goes down from a A to a B-. and even when I turn in a lot of assignments after that, and get all 100's on them, my grade does not go up by much. They go from a B- to a B+. The amount of assignments I turned in after that, and got all 100's on would be 23 assignments. So I was wondering why my grades are so hard to get back up when they go down just the smallest amount?”

“My daughter is in 9th grade, her first marking period was awful with a 3.0 gpa , can she get her gpa up? Is it possible?”

“I have a 62% in PE if i get a 75%-100% every day for 21 days how much will my grade go up?”

“I have failed all three grade 11 terms, is there a chance that I will pass grade 11?”

“I got an F in first nine weeks. What do I have to do to turn it to an A or an B in the first semester?”

“I have a 16 average in english i have 2 weeks left of the 6 weeks what will be my final grade ??”

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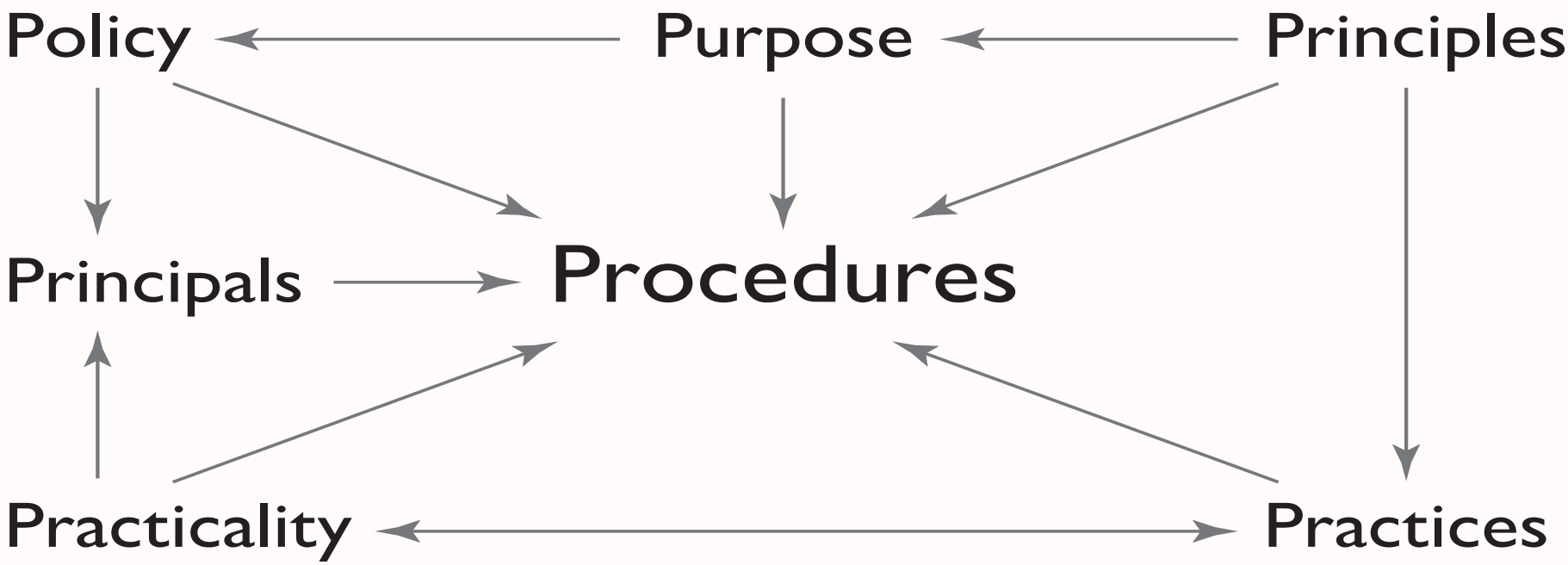
The 7 Ps of Grading



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Key Words in Mission/ Vision Statements	Implications for Action in Assessment, Grading and Reporting
e.g., “culture of caring and support”	No mark penalties, no zeros: reassessment

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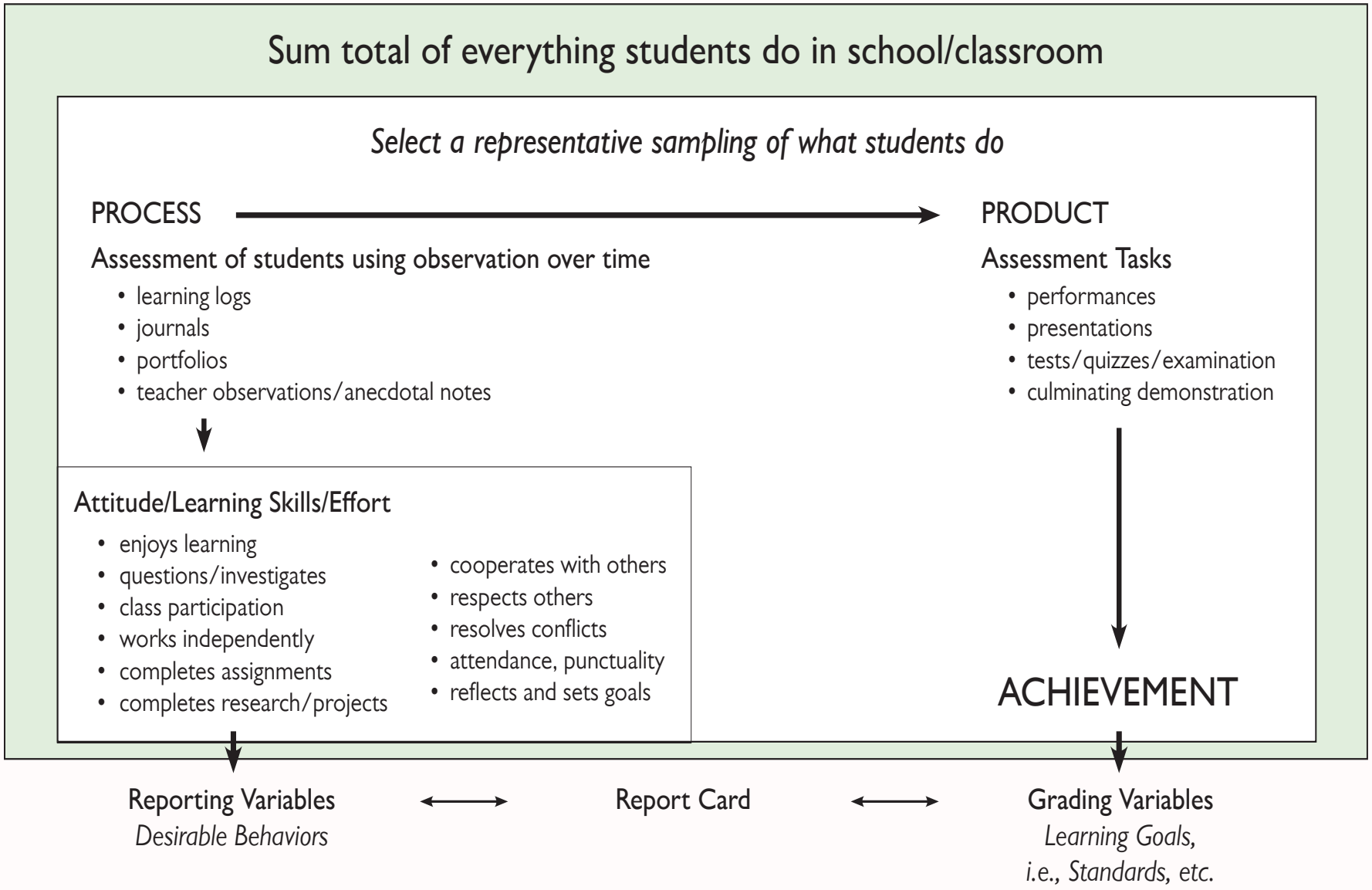
Fix #1



O'Connor, K. *How to Grade for Learning.* Fourth Edition. Corwin. 2018, 40

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Fargo Public Schools - Behaviors

FIFTH GRADE APPROACH TO LEARNING

APPROACH TO LEARNING	1st	2nd	3rd
Follows class and school rules			
Follows directions			
Respects self, others, and property			
Accepts responsibility for actions			
Participates in classroom activities			
Works cooperatively in groups			
Works independently to complete classwork			
Uses time appropriately			
Completes homework on time			
Produces and maintains quality work/writes legibly			
Keeps material organized			

Your child's absences/tardies negatively affect your child's progress. (Yes/No)			

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Fix #1

The Winnipeg School Division
Student Effort & Behaviour Report
Grade 7 - 8

Home Room Teacher: **Student Name:**

Grade: 07

Key to Terms	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
Organizational Skills	Consistently sets goals. Collects and organizes information and uses time effectively.	Usually sets goals, collects and organizes information and uses time effectively.	Frequently needs assistance in setting goals, organizing information and using time effectively.	Rarely sets goals, information disorganized and frequently wastes time.
Homework	Consistently completes homework.	Usually completes homework.	Frequently does not complete homework.	Rarely completes homework.
Assignments	Consistently brings materials and completes assignments.	Usually brings materials and completes assignments.	Frequently needs to be reminded to complete assignments.	Rarely brings materials and completes assignments.
Citizenship	Consistently respects the rights of others.	Usually respects the rights of others.	Frequently needs teacher guidance in appropriate behaviour.	Rarely demonstrates respectful behaviour.
Teamwork	Consistently participates well in class/group activities.	Usually participates well in class/group activities.	Sometimes participates well in class/group activities.	Rarely participates in class/group activities.
Interpersonal Skills	Consistently resolves conflict in constructive manner.	Usually resolves conflict in constructive manner.	Frequently needs reminder on how to resolve conflict.	Rarely resolves conflict appropriately.

ART 7
Nixon, C

Term	1	2	3	4
Organizational Skills	3			
Homework	4			
Assignments	4			
Citizenship	3			
Teamwork	3			
Interpersonal Skills	3			

ENGLISH 7
Pulcrum, U

Term	1	2	3	4
Organizational Skills	3			
Homework	3			
Assignments	3			
Citizenship	3			
Teamwork	3			
Interpersonal Skills	3			

MATH 7
Nixon, C

Term	1	2	3	4
Organizational Skills	3			
Homework	3			
Assignments	3			
Citizenship	4			
Teamwork	4			
Interpersonal Skills	3			

MUSIC 7
Dunstone, G

Term	1	2	3	4
Organizational Skills	3			
Homework	3			
Assignments	3			
Citizenship	3			
Teamwork	3			
Interpersonal Skills	3			

PHYS ED 7
Pauls, T

Term	1	2	3	4
Organizational Skills	3			
Homework	3			
Assignments	3			
Citizenship	3			
Teamwork	4			
Interpersonal Skills	3			

PRACT ARTS 7
Practical Arts Churchill

Term	1	2	3	4
Organizational Skills	3			
Homework	3			
Assignments	3			
Citizenship	3			
Teamwork	3			
Interpersonal Skills	3			

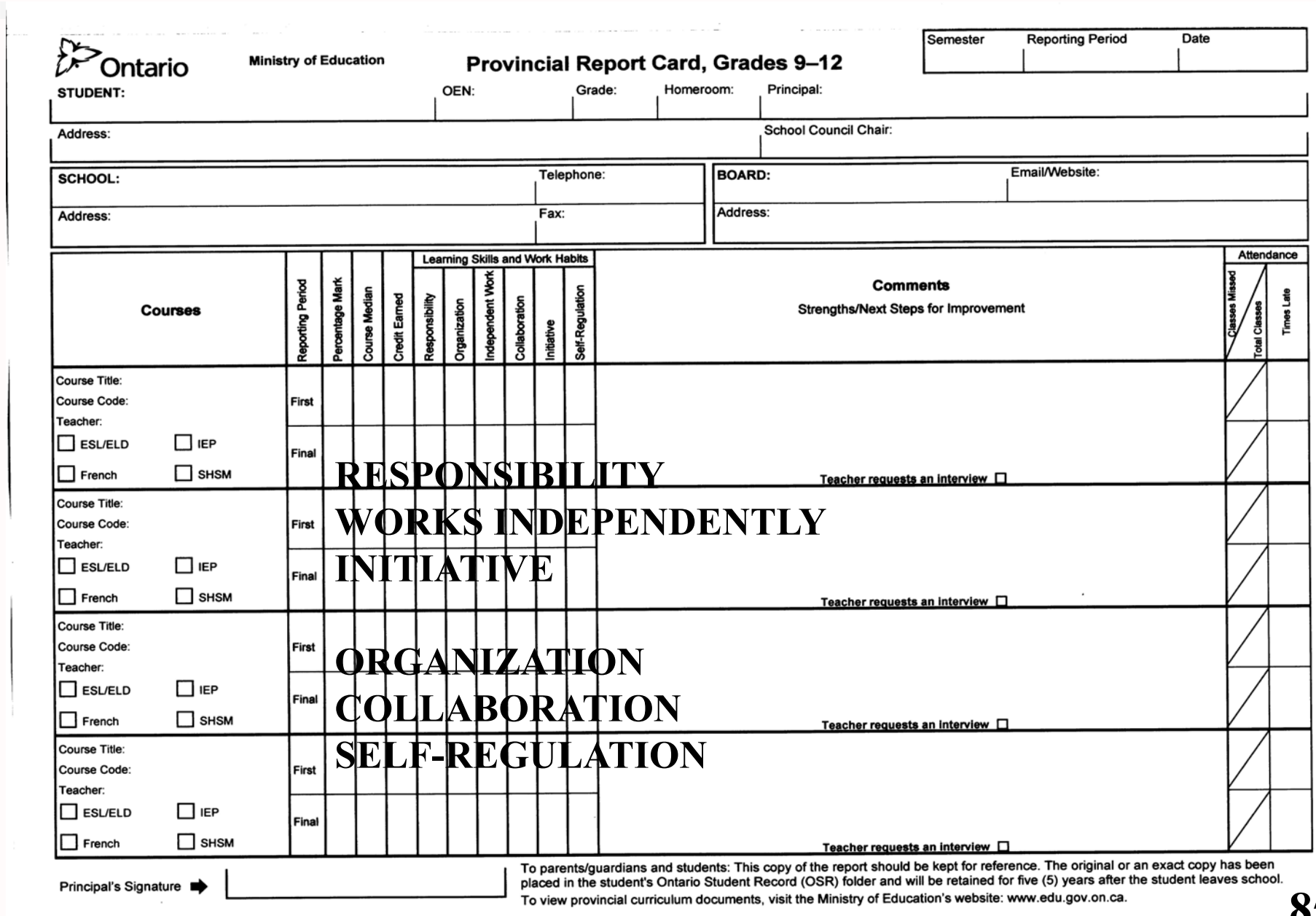
SCIENCE 7
Nixon, C

Term	1	2	3	4
Organizational Skills	3			
Homework	3			
Assignments	3			
Citizenship	3			
Teamwork	3			
Interpersonal Skills	3			

SOCIAL STDY 7
Pauls, T

Term	1	2	3	4
Organizational Skills	4			
Homework	4			
Assignments	4			
Citizenship	3			
Teamwork	4			
Interpersonal Skills	4			

Fix #1



Ontario — Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date

STUDENT: | OEN: | Grade: | Homeroom: | Principal:

Address: | School Council Chair:

SCHOOL: | Telephone:

Address: | Fax:

BOARD: | Email/Website:

Address:

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits: Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Comments: Strengths/Next Steps for Improvement	Attendance: Classes Missed / Total Classes	Times Late
Course Title: Course Code: Teacher: ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	First												
	Final										Teacher requests an interview ☐		
Course Title: Course Code: Teacher: ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	First												
	Final										Teacher requests an interview ☐		
Course Title: Course Code: Teacher: ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	First												
	Final										Teacher requests an interview ☐		
Course Title: Course Code: Teacher: ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	First												
	Final										Teacher requests an interview ☐		

RESPONSIBILITY
WORKS INDEPENDENTLY
INITIATIVE

ORGANIZATION
COLLABORATION
SELF-REGULATION

Principal's Signature ➡

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school.
To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca.

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Page 1 of 4

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Fix #7

Summary of Evidence for Pilot Certification

Student: _____

Assessments → / Competencies ↓	Achievement Evidence												
	15/9 Test	23/9 PA											Summary
Takeoffs	14/20	2											
In the air		1											
Landings	19/20	4											
????????													
Comments:													
											Final Grade		

1995 Interim Report Card for a High School Science Course.

Task	Score/total possible	Percentage
Tests (50%)		
Symbols	16/20	80
Matter	0/68 (absent)	0
Reactions	35/50	70
Daily Work (25%)		
Assignment	10/10	100
Homework	9/10	90
Homework	9/10	90
Atom quiz	9/10	90
Moles quiz	5/8	62.5
Homework	9/10	90
Lab Work (25%)		
MP/BP	18/20	90
Superation	20/24	83.3
Reactions	7/10	70
Periodicity Check	10/10	100

O'Connor, K., *How to Grade for Learning,* Fourth Edition. Corwin, 2018, 31.

2017 Science Standards-based Gradebook

Student: _____

ACHIEVEMENT EVIDENCE								
Standards	**Assessments**							**Grade**
	9/15 Test	**9/22 Lab**	**9/30 Lab**	**10/02 Test**	**10/8 Lab**	**10/12 Test**	**Strengths, Areas for Improvement/ Observations**	
Structure and Properties of Matter (HS-PS1-2)		1	2		2	2 (14/20)		**2**
Explaining Reaction Rates (HS-PS1-5)		M		M	1			**I**
Properties and Periodicity (HS-PS1-1)	3 (8/10)				1			**NA**
Chemical Systems and Equilibrium (HS-PS1-6)		1	4 (20/24)			4 (19/20)		**4**
Mole Calculations (HS-PS1-7)		1	2	M	4	4 (20/20)		**4**
Scientific inquiry (HS-PS1-3)	4 (8/10)	2	3	M	4	4 (5/5)		**4**
Comments:							**Overall Grade:**	**I**

M = Missing; IE = Insufficient Evidence; NA = Not Assessed; I = Incomplete

N.B.
Ken Mattingly, science teacher at Rockcastle County (KY) Middle School provided advice to the author on the Next Generation Science Standards and classification for this gradebook.

O'Connor, K., *How to Grade for Learning.* Fourth Edition. Corwin. 2018. 55

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Common Core Math Grade 5

Student: _____

ACHIEVEMENT EVIDENCE								
Strands	**Assessments**							**Summary**
	10/1 Test	**10/15 PA**	**11/7 PA**	**11/18 PA**	**12/8 PA**	**12/17 Test**	**Strengths, Areas for Improvement/ Observations**	
Operations and Algebraic Thinking (3)	3 (17/20)	3		3	3	3 (17/20)		**3**
Number and Operations in Base Ten (7)					1			**NA**
Number and Operations – Fractions (7)	2 (15/20)		4	2	2	2 (15/20)		**2**
Measurement and Data (5)	4 (19/20)	4	4	1		4 (19/20)		**4**
Geometry (4)		1	2	3	4	4 (20/20)		**4**
Comments:								

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McLoughlin Middle School 2012-13 8th grade Honors English
Ms. Kiernan Hodge

The standards that will be assessed this **first quarter** in Honors English are the following: **Category:**	**What you will see in Gradebook for this standard:**	**Description of Standard: *I Can* statement**	**Standard Codes:**
WRITING	**Inform.Organize**	***I can*** write an informational literary analysis paragraph/essay that is well-organized, which means the topic is clearly introduced, the order of ideas makes sense, appropriate transitions are used, & a concluding statement or section is provided.	*W.8.2 (W.8.2a, W.8.2 c, W.8.2f)*
WRITING	**Inform.Ideas/Content**	***I can*** write an informational literary analysis paragraph/essay that thoroughly examines a topic/concept/idea, which means that I develop the topic by providing relevant details and examples.	*W.8.2 (W.8.2b)*
READING	**Textual Evidence**	***I can*** support my analysis of what I am reading by citing (giving) several pieces of evidence from the text.	*RL.8.1*
READING	**Line.Event Analysis**	***I can*** analyze how specific lines of dialogue and specific incidents in a story reveal aspects of a character. ***I can*** analyze how specific lines of dialogue and specific incidents in a story propel the action or provoke a decision.	*RL.8.3*
READING	**PointView Analysis**	***I can*** identify the point of view of the story and analyze its effects.	*RL.8.6*
LANGUAGE	**Conventions**	***I can*** write using correct capitalization, punctuation, and spelling.	*L.8.2*

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Fix #7

English

Student: _____

ACHIEVEMENT EVIDENCE								
Standards	**Assessments**							**Summary**
	10/1 Test	**10/15 PA**	**11/7 PA**	**11/18 PA**	**12/8 PA**	**12/17 Test**	**Strengths, Areas for Improvement/ Observations**	
Writing – Organization	3 (17/20)	3		3	3	3 (13/20)		**3**
Writing – Analysis					1			**NA**
Reading - Textual Evidence	2 (15/20)		4	2	2	2 (10/20)		**2**
Reading – Line Event Analysis	4 (19/20)	4	4	1		4 (15/20)		**4**
Reading – Point of View Analysis		NS		NS		4 (20/20)		**I**
Language - Conventions		1	2	3	4	4		**4**
Comments:								

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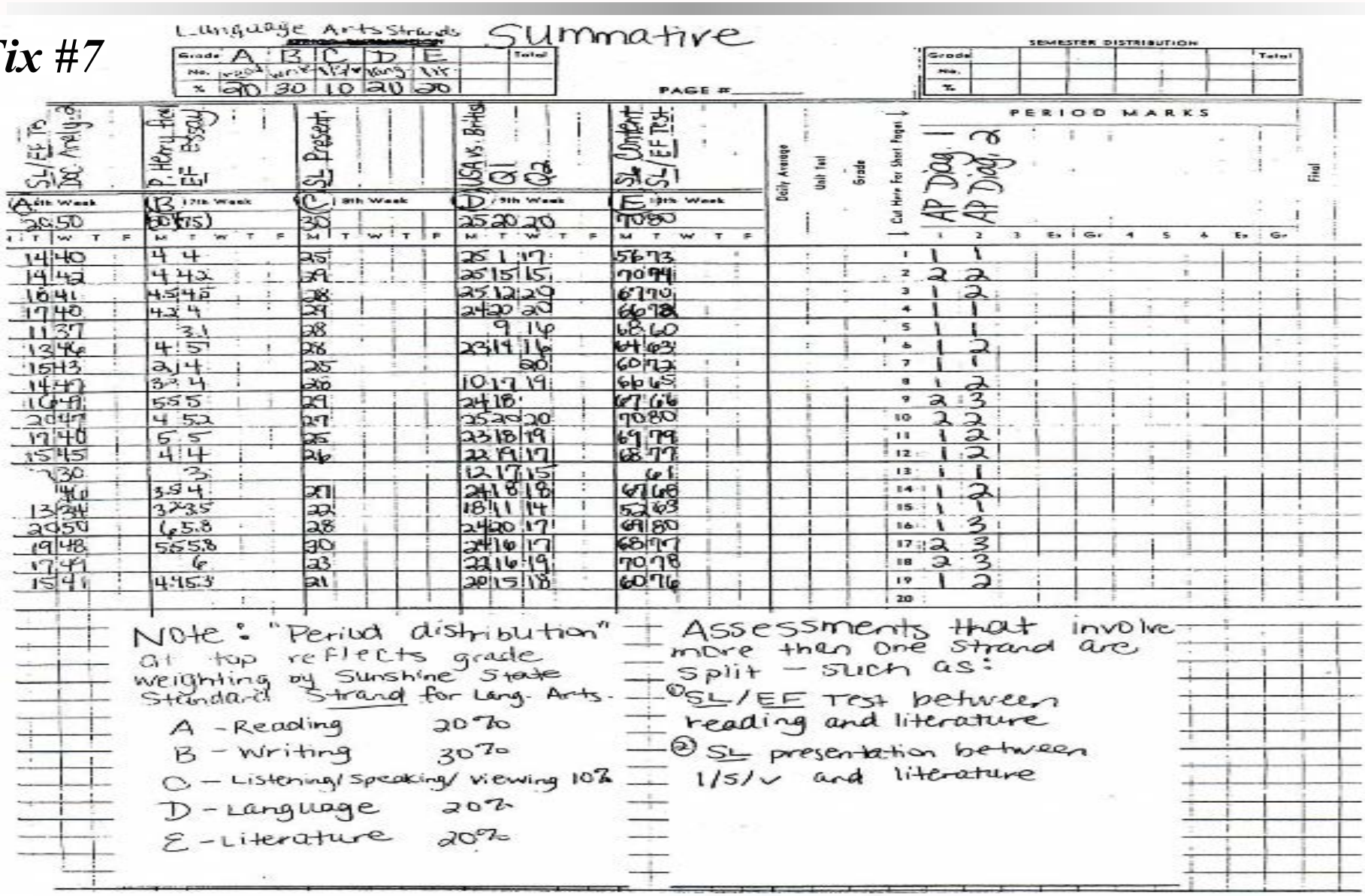
Fix #7



Developed by Kara Davis, Arnold High School

Fix #7 **Which is more about learning?**

Physical Education

B

Throws overhand demonstrating all five critical elements along with accuracy			
Catches a ball above the head, at chest or waist level with all five critical elements			
Strikes an object consecutively, using a short-handled implement, in a cooperative game environment			
Recognizes offensive and defensive strategies needed for different games and sports situations			
Participates in moderate to vigorous physical activity			
Analyzes results of fitness assessment, comparing results with fitness components for good health			
Applies rules and procedures during physical activities (safety, equipment, following directions) and shows respect for self and others			

OR

Mathematics

C

FIFTH GRADE MATH STANDARDS

Write and interpret numerical expressions			
Analyze patterns and relationships			
Understand the place value system			
Perform operations with multi-digit whole numbers and with decimals to hundredths			
Use equivalent fractions as a strategy to add and subtract fractions			
Apply and extend previous understandings of multiplication and division to multiply and divide fractions			
Convert like measurement units within a given measurement system			
Represent and interpret data			
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition			
Graph points on the coordinate plane to solve real-world and mathematical problems			
Classify two-dimensional figures into categories based on their properties			

Source: **Fargo Public Schools**

HMR Elementary
1025 North 3rd Street
Fargo, ND 58102
446-4600
2015 - 2016

10/19/15 2:32:44 pm

Fargo Public Schools, ND

FIFTH GRADE APPROACH TO LEARNING

APPROACH TO LEARNING	1st	2nd	3rd
Follows class and school rules			
Follows directions			
Respects self, others, and property			
Accepts responsibility for actions			
Participates in classroom activities			
Works cooperatively in groups			
Works independently to complete classwork			
Uses time appropriately			
Completes homework on time			
Produces and maintains quality work/writes legibly			
Keeps material organized			

Your child's absences/tardies negatively affect your child's progress. (Yes/No)			

FIFTH GRADE LANGUAGE ARTS STANDARDS

READING: LITERATURE	1st	2nd	3rd
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			
Range of Reading and Level of Text Complexity			
READING: INFORMATIONAL TEXT	**1st**	**2nd**	**3rd**
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			
Range of Reading and Level of Text Complexity			
READING: FOUNDATIONAL SKILLS	**1st**	**2nd**	**3rd**
Phonics and Word Recognition			
Fluency			

WRITING	1st	2nd	3rd
Text Types and Purposes			
Production and Distribution of Writing			
Research to Build and Present Knowledge			
Range of Writing			
SPEAKING AND LISTENING	**1st**	**2nd**	**3rd**
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
LANGUAGE	**1st**	**2nd**	**3rd**
Conventions of Standard English			
Knowledge of Language			
Vocabulary Acquisition and Use			

FIFTH GRADE MATH STANDARDS

OPERATIONS AND ALGEBRAIC THINKING	1st	2nd	3rd
Write and interpret numerical expressions			
Analyze patterns and relationships			
NUMBER AND OPERATIONS IN BASE TEN	**1st**	**2nd**	**3rd**
Understand the place value system			
Perform operations with multi-digit whole numbers and with decimals to hundredths			
NUMBER AND OPERATIONS--FRACTIONS	**1st**	**2nd**	**3rd**
Use equivalent fractions as a strategy to add and subtract fractions			
Apply and extend previous understandings of multiplication and division to multiply and divide fractions			
MEASUREMENT AND DATA	**1st**	**2nd**	**3rd**
Convert like measurement units within a given measurement system			
Represent and interpret data			
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition			
GEOMETRY	**1st**	**2nd**	**3rd**
Graph points on the coordinate plane to solve real-world and mathematical problems			
Classify two-dimensional figures into categories based on their properties			
SCIENCE/HEALTH	**1st**	**2nd**	**3rd**
Demonstrates and applies knowledge of key concepts			
Uses the process of inquiry in investigations			

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Knowledge of Language			
Vocabulary Acquisition and Use			

Fix #7

FIFTH GRADE MATH STANDARDS

OPERATIONS AND ALGEBRAIC THINKING	1st	2nd	3rd
Write and interpret numerical expressions			
Analyze patterns and relationships			
NUMBER AND OPERATIONS IN BASE TEN	**1st**	**2nd**	**3rd**
Understand the place value system			
Perform operations with multi-digit whole numbers and with decimals to hundredths			
NUMBER AND OPERATIONS--FRACTIONS	**1st**	**2nd**	**3rd**
Use equivalent fractions as a strategy to add and subtract fractions			
Apply and extend previous understandings of multiplication and division to multiply and divide fractions			
MEASUREMENT AND DATA	**1st**	**2nd**	**3rd**
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Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition			
GEOMETRY	**1st**	**2nd**	**3rd**
Graph points on the coordinate plane to solve real-world and mathematical problems			
Classify two-dimensional figures into categories based on their properties			
SCIENCE/HEALTH	**1st**	**2nd**	**3rd**
Demonstrates and applies knowledge of key concepts			
Uses the process of inquiry in investigations			

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Fix #7

TRIMESTER 1

Class: Music 7 — Student: Sample Student

Teacher: Wanamaker — School Year: 2012-2013

Class Narrative

Grade seven students had a productive trimester of music making! They studied elements including rhythm, timbre, form, texture and melody. In addition they practiced at using and improving their vocal range through head and chest voice. The unit "Our World Our Concern" was integrated into music class as they studied their chosen countries music, giving oral presentations on the research. Incorporating all they had studied, they composed a folk piece using traditional instruments, Garageband loops, and live performances. They can be proud of their creations and all they have learned these past few months. Keep singing and making music!

Music Standards	BEGINNING		DEVELOPING		PROFICIENT	
Perform music independently and with others						●
Create music with purpose and imagination						●
Listen to Music with Understanding and Appreciation						●
Gain fluency in the unique Languages of Music					●	
				Expected Level of Achievement		

Learning Habits	BEGINNING		DEVELOPING		PROFICIENT	
Works Independently						
Self-Directed					●	
Well prepared					●	
Manages time well					●	
Works Cooperatively						
Collaborates and Contributes						●
Listens and Responds					●	

Teacher Narrative

has shown good basic music skills throughout the entire trimester. She developed her listening skills and has been successful in both hearing form and creating with well thought out form. She has frequently demonstrated her vocal ability and enthusiasm for singing. I have appreciated her contributions to the class and hope she will continue to find outlets for her musical growth and enjoyment!

SOUTH MEDFORD HIGH SCHOOL
1551 CUNNINGHAM AVE
MEDFORD OR 97501

Grade Report
Medford School District 549C
Medford, Oregon

Fix #7

TO THE PARENT / GAURDIAN OF:

APRIL MAY
123 MAIN STREET
MEDFORD OR 97501

The purpose of this report card is to communicate with parents and students about the achievement or progress toward established learning goals. Grades reflect how well students have met these goals in each class, indicating areas of strength and areas where additional time and effort are required.

Student Name	ID	Grade	Counselor	Term	Period End Date	School Year
April May	111111	10	Staci Fischer	4	June 7, 2013	2012-2013

Period / Term(s)		Course	Teacher	Term 1	2	3	4
1	1234	English 4	Davis				
		Overall Grades		B	B	B	B
Achievement Standards		Reading Informational Text		MAS	MAS	MAS	MAS
		Reading Literary Text		MTS	MTS	MTS	MTS
		Writing		MTS	MTS	MTS	ADV
		Language		MAS	MAS	MAS	MAS
		Speaking and Listening		MTS	MTS	MTS	MTS
CRL Standards		Independence & Initiative		M	M	M	M
		Work Completion & Work Habits		NI	M	NI	M
		Cooperation & Participation		M	M	M	M
		Absences		4/M	2/M	12/NI	1M
2	1234	Anatomy / Phys	Warren	1	2	3	4
		Overall Grades		C	C	B	C
Achievement Standards		Organization of Living Systems		BEG	BEG	ADV	ADV
		Matter and Energy		ADV	BEG	ADV	BEG
		Interdependence		BEG	BEG	BEG	ADV
		Scientific Writing		ADV	MTS	MTS	MTS
		Reading Scientific Texts		MTS	MTS	MTS	MTS
		Scientific Writing		APP	APP	ADV	APP
CRL Standards		Independence & Initiative		M	M	M	M
		Work Completion & Work Habits		NI	M	NI	M
		Cooperation & Participation		M	M	M	M
		Absences		4/M	2/M	12/NI	1M
3	1234	Women's Choir	Weller	1	2	3	4
		Overall Grades		A	B	A	B
Achievement Standards		Vocal Performance		MAS	MAS	MAS	MAS
		Music Reading		MTS	MTS	MTS	MTS
		Musical Concept Analysis		ADV	ADV	ADV	ADV
CRL Standards		Independence & Initiative		M	M	M	M
		Work Completion & Work Habits		NI	M	NI	M
		Cooperation & Participation		M	M	M	M
		Absences		4/M	2/M	12/NI	1M
4	1234	Spanish 2	Wallace	1	2	3	4
		Overall Grades		A	B	A	B
Achievement Standards		Communication		MAS	MAS	MAS	MAS
		Knowledge of Culture & Viewpoints		MTS	MTS	MTS	MTS
		Language (Vocab, Conjugation, etc.)		MTS	MTS	MTS	ADV
CRL Standards		Independence & Initiative		M	M	M	M
		Work Completion & Work Habits		NI	M	NI	M
		Cooperation & Participation		M	M	M	M
		Absences		4/M	2/M	12/NI	1M

Period / Term(s)		Course	Teacher	Term 1	2	3	4
5	1	Basic Compt 2	Mr. Richmond				
		Overall Grades		A	A		
Achievement Standards		Typing		MAS	MAS		
		Application Management		MTS	MTS		
		Basic Skills		MTS	MTS		
CRL Standards		Independence & Initiative		M	M		
		Work Completion & Work Habits		NI	M		
		Cooperation & Participation		M	M		
		Absences		4/M	2/M		
5	24	Algebra Intermed	Reed	1	2	3	4
		Overall Grades			A		A
Achievement Standards		Number and Quantity			MTS		MTS
		Interpreting and Building Functions			MAS		MAS
		The Real Number System			MTS		MTS
		Linear, Quadratic, & Exponential Models			MTS		MTS
		Statistics and Probability			ADV		ADV
CRL Standards		Independence & Initiative			M		M
		Work Completion & Work Habits			M		M
		Cooperation & Participation			M		M
		Absences			2/M		1M
5	4	Auto Service 1	Veverka	1	2	3	4
		Overall Grades		B			
Achievement Standards		Mechanics		MAS			
		Functional Skills		MTS			
CRL Standards		Independence & Initiative		M			
		Work Completion & Work Habits		NI			
		Cooperation & Participation		M			
		Absences		12/NI			
6	13	Algebra Intermed	Reed	1	2	3	4
		Overall Grades		C	C		C
Achievement Standards		Number and Quantity			MTS		MTS
		Interpreting and Building Functions			MAS		MAS
		The Real Number System			MTS		MTS
		Linear, Quadratic, & Exponential Models			MTS		MTS
		Statistics and Probability			ADV		ADV
CRL Standards		Independence & Initiative			M		M
		Work Completion & Work Habits			M		M
		Cooperation & Participation			M		M
		Absences			2/M		1M

MAS – Mastery
ADV – Advanced
MTS – Meets
APP – Approaching
BEG – Beginning
N/A – Not Assessed
*** Modified**

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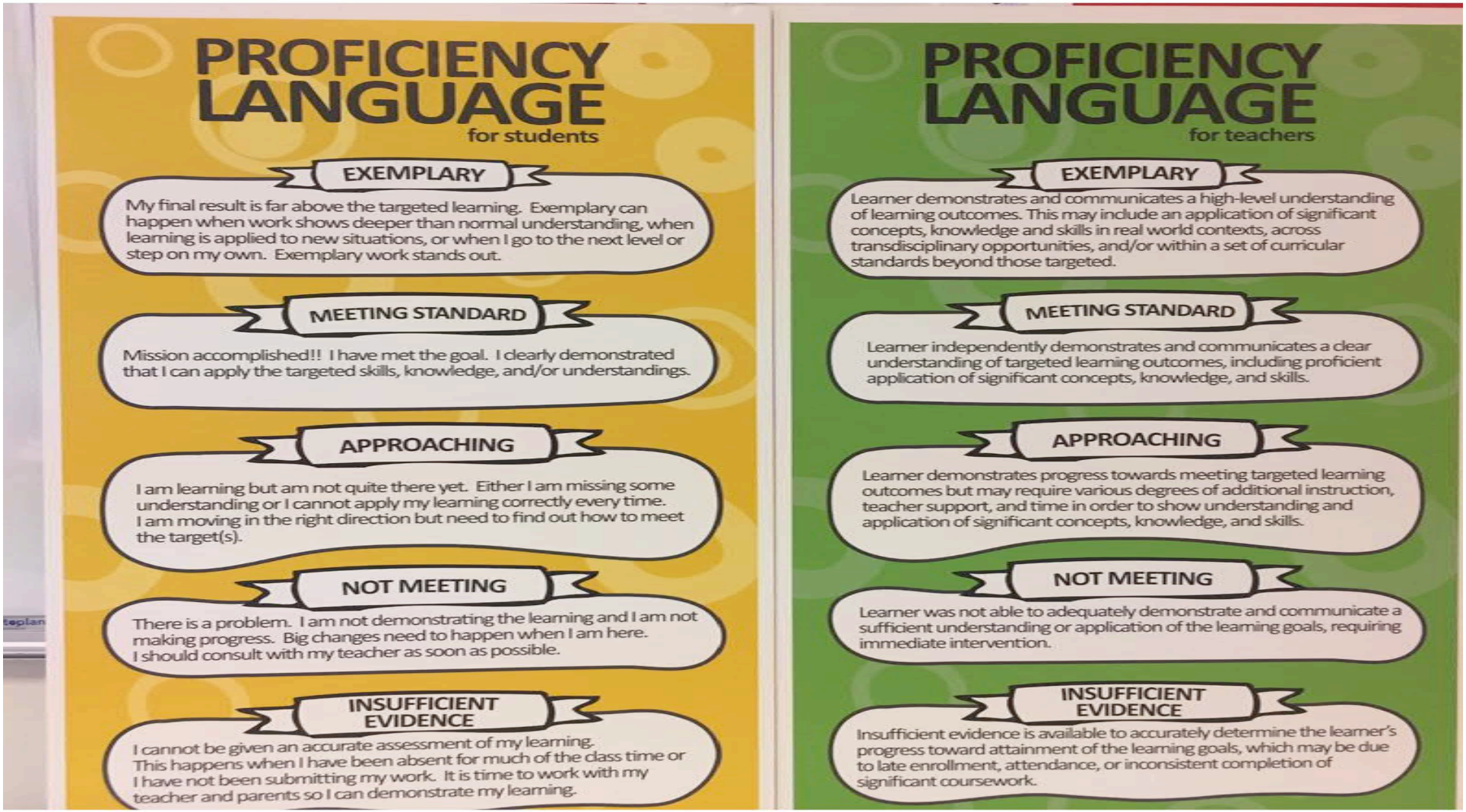
Fix #8

Anglo American School of Moscow Middle School Proficiency Language



PROFICIENCY LANGUAGE
for students

EXEMPLARY
My final result is far above the targeted learning. Exemplary can happen when work shows deeper than normal understanding, when learning is applied to new situations, or when I go to the next level or step on my own. Exemplary work stands out.

MEETING STANDARD
Mission accomplished!! I have met the goal. I clearly demonstrated that I can apply the targeted skills, knowledge, and/or understandings.

APPROACHING
I am learning but am not quite there yet. Either I am missing some understanding or I cannot apply my learning correctly every time. I am moving in the right direction but need to find out how to meet the target(s).

NOT MEETING
There is a problem. I am not demonstrating the learning and I am not making progress. Big changes need to happen when I am here. I should consult with my teacher as soon as possible.

INSUFFICIENT EVIDENCE
I cannot be given an accurate assessment of my learning. This happens when I have been absent for much of the class time or I have not been submitting my work. It is time to work with my teacher and parents so I can demonstrate my learning.

PROFICIENCY LANGUAGE
for teachers

EXEMPLARY
Learner demonstrates and communicates a high-level understanding of learning outcomes. This may include an application of significant concepts, knowledge and skills in real world contexts, across transdisciplinary opportunities, and/or within a set of curricular standards beyond those targeted.

MEETING STANDARD
Learner independently demonstrates and communicates a clear understanding of targeted learning outcomes, including proficient application of significant concepts, knowledge, and skills.

APPROACHING
Learner demonstrates progress towards meeting targeted learning outcomes but may require various degrees of additional instruction, teacher support, and time in order to show understanding and application of significant concepts, knowledge, and skills.

NOT MEETING
Learner was not able to adequately demonstrate and communicate a sufficient understanding or application of the learning goals, requiring immediate intervention.

INSUFFICIENT EVIDENCE
Insufficient evidence is available to accurately determine the learner's progress toward attainment of the learning goals, which may be due to late enrollment, attendance, or inconsistent completion of significant coursework.

O'Connor, K. *How to Grade for Learning*. Fourth Edition. 2018. 80

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IB Seven Level Descriptors

The grade descriptors appear on the back of the record of achievement.

Grade	Descriptor
Grade 1	**Minimal** achievement in terms of the objectives.
Grade 2	**Very limited** achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is **unable** to apply them fully in normal situations, **even with support**.
Grade 3	**Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is **only able to apply** them fully in normal situations **with support**.
Grade 4	A **good general understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a **variety** of situations. The student **generally** shows evidence of analysis, synthesis and evaluation where appropriate and **occasionally** demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations.**Consistent** evidence of analysis, synthesis and evaluation is shown where appropriate. The student **generally** demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them **almost faultlessly** in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student **consistently** demonstrates originality and insight and **always** produces work **of high quality**.

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Fix #8

III. **Academic Achievement**

- The Academic Achievement grade is an indicator of a student's mastery of

grade-level Power Standards. Students demonstrate what they know, understand

and can do as measured through multiple assessments and observations.

4 *Exemplary* (exceeds)	**3** *Proficient* (meets)	**2** *Partially Proficient* (approaching)	**1** *Non-Proficient* (below)

4 ***Exemplary:*** The student demonstrates mastery, with excellence, of the grade level standards with relative ease and consistency, and often exceeds the cognitive level of the standards. The student applies and extends the key concepts, processes and skills. The student is working **at** grade level yet at a higher level of Bloom's Taxonomy. There is no mark of 4+ or 4_.

3 ***Proficient:*** The student demonstrates mastery of the grade level standards at the cognitive level the standard is written. The student consistently grasps and applies key concepts, processes and skills with limited errors. There is no mark of 3+ or 3_.

2 ***Partially Proficient:*** The student demonstrates mastery of some grade level standards. The student inconsistently grasps and applies some of the key concepts, processes and skills with significant errors. There is no mark of 2+ or 2_.

1 ***Non-Proficient:*** The student has not demonstrated mastery of grade level standards and is not yet performing at grade level. There is no mark of 1+ or 1_.

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IV. **Progress Toward Proficiency**

These marks represent the measurement of a student's growth toward and attainment of mastery of each district Power Standard in Reading, Writing and Math. Progress is measured by a variety of evidence, which include quality standards-aligned assessments, portfolios and other multiple measures.

√ **Meets Standard**	^ **Adequate Progress**	_ **Insufficient Progress**	**X** **Standard Not Assessed**

√ **Meets or Exceeds Standard** –The student has mastered the entire standard. Unless reassessment indicates otherwise, the √ is repeated in subsequent trimesters.

^ **Adequate Progress** (Used 1st and 2nd Trimester only) – Based on what has been taught and assessed, the student is on track to master the standard by the end of the year. **This symbol is not used third trimester.**

_ **Insufficient Progress** – Based on what has been taught and assessed, the student has not demonstrated that s/he is on track to master the standard by the end of the year. **For third trimester, this symbol represents that the student has NOT demonstrated mastery of the standard in its entirety**.

X **Standard Not Assessed** – (Used 1st and 2nd Trimester only) Standard has not been taught and/or measured to date. **This symbol is not used third trimester.**

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Right Method -Target-Method Match

	SR	*WR*	*PA*	*PC*
Knowledge	*Good*	*Strong*	*Partial*	*Strong*
Reasoning	*Good*	*Strong*	*Partial*	*Strong*
Skills	*Partial*	*Poor*	*Strong*	*Partial*
Products	*Poor*	*Poor*	*Strong*	*Poor*

Adapted from Stiggins et al – *Classroom Assessment FOR Student Learning*, Assessment Training Institute, 2004, 124

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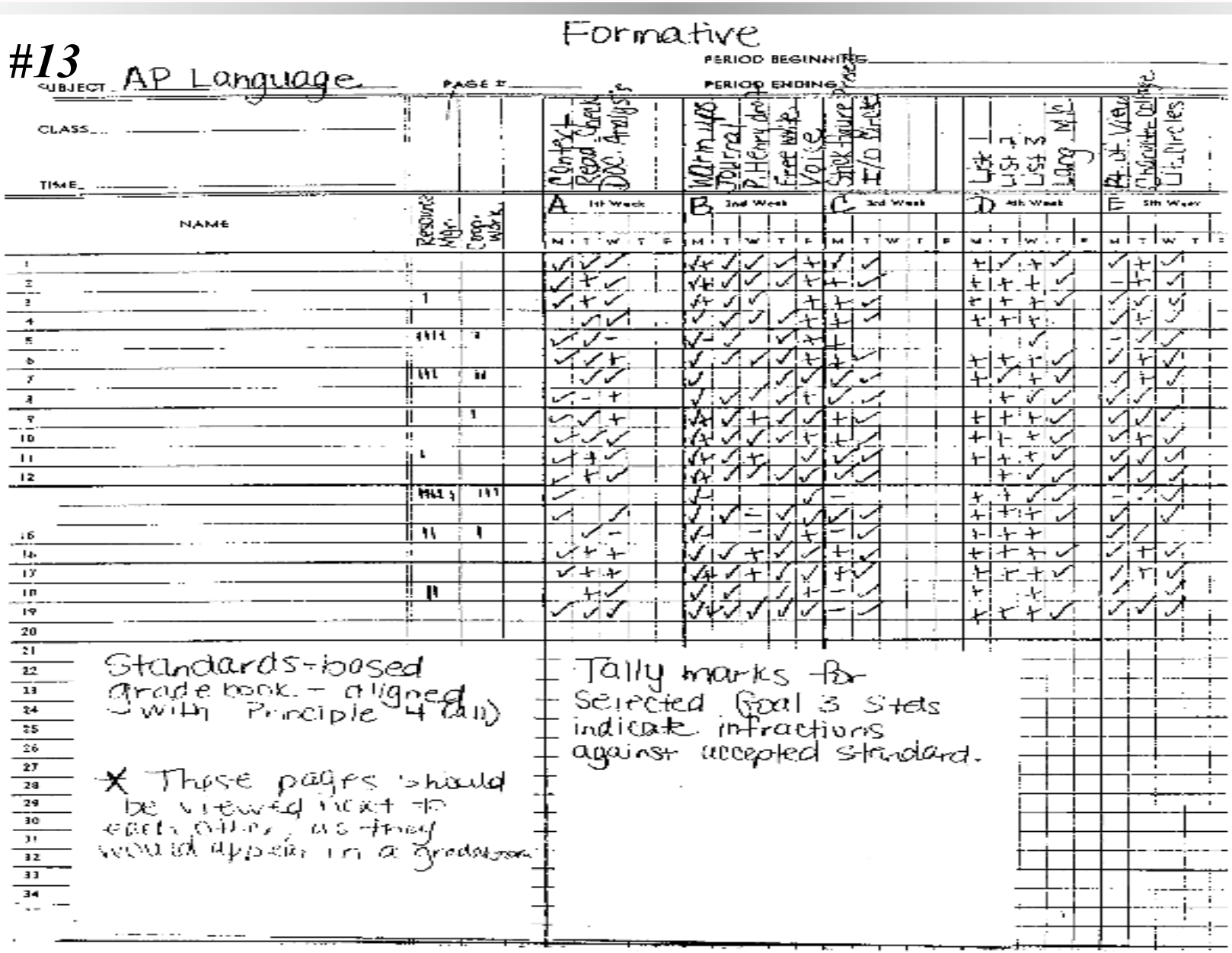
Fix #13



Developed by Kara Davis, Arnold High School

Impact Story – Rutherford High School

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

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 like it better when I didn't have to work so hard to learn the material.

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. ***(Confidence)***

3. We have more fun in class because there is no grade attached to the formative exercises. We are expected to mistakes that help us learn. ***(Relax and learn)***

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

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

6. It is obvious that the teacher wants us to learn. ***(Wow!)***

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 the practice work.

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

Source: Sandy Wilson, Rutherford High School, Bay District Schools, FL

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Fix #13

Sample Assessment Plan
Formative Assessment for "Unit 1"

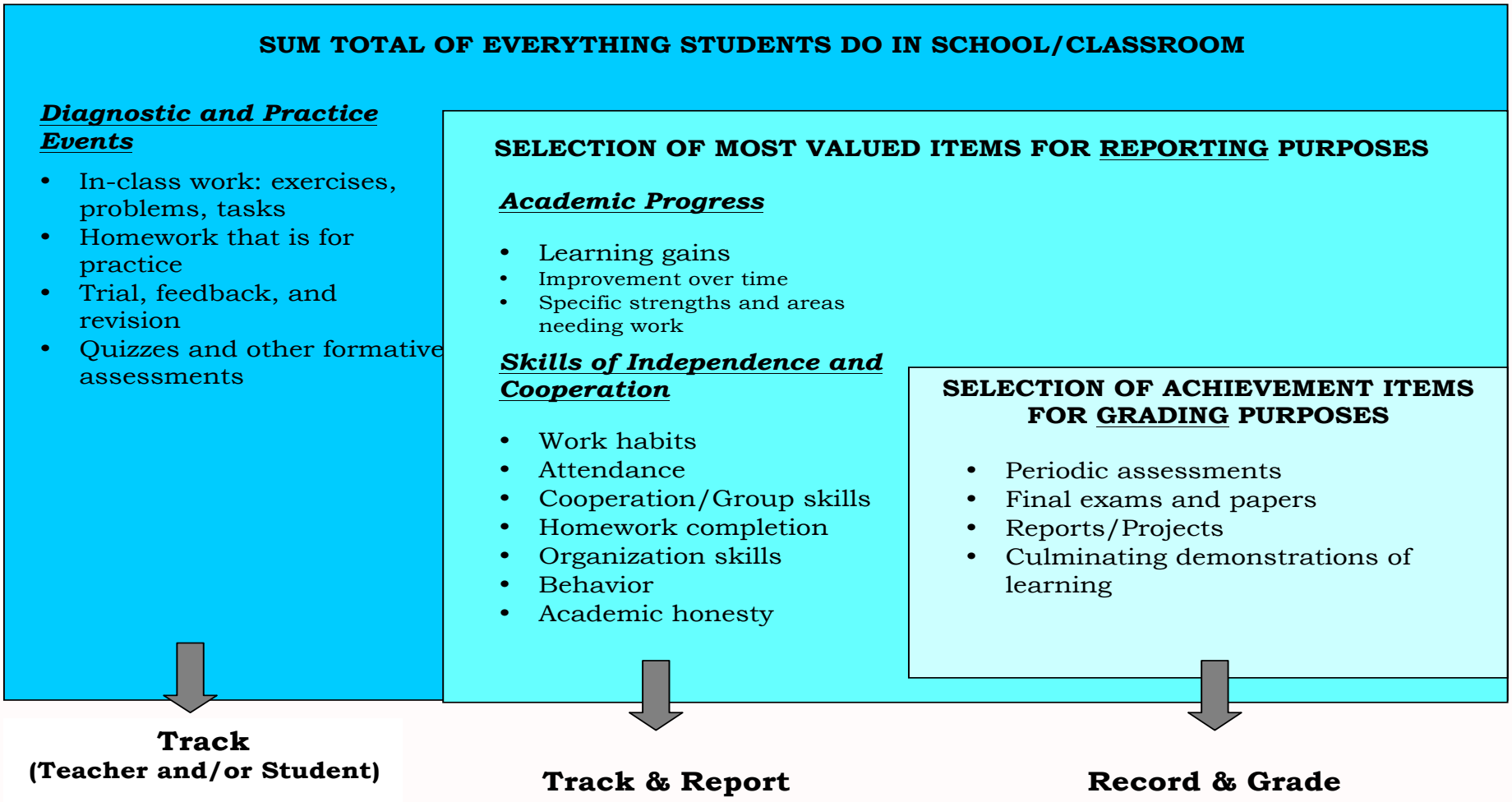
TASK	METHOD(S)	STRATEGY(IES)	SCORING TOOL	ASSESSOR
ROLE PLAY Practice(s)	Performance Ass't	Performance	Rubric	self/peer
QUIZ(ZES)	Paper and Pencil	Selected Response	Marking Scheme	Teacher
BROCHURE Draft	Performance Ass't	Product	Rubric	peer
BROCHURE Near Final	Performance Ass't	Product	Rubric	self/peer

Summative Assessment for "Unit 1"

TASK	METHOD(S)	STRATEGY(IES)	SCORING TOOL	ASSESSOR
ROLE PLAY	Performance Ass't	Performance assessment	Rubric	Teacher
TEST(S)	Paper and Pencil	Selected & Constructed Reponse	Marking Scheme	Teacher
BROCHURE	Performance Ass't	Product	Rubric	Teacher

O'Connor, K., *A Repair Kit for Grading,* Second Edition.
Pearson ATI, 2011. 113

Figure 9.2 Deciding What to Keep Track of, What to Report, and How to Report It



Chappuis, J. et al. *Classroom Assessment for Student Learning*. Second Edition. Pearson. 2012. 300

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Fix #13

Assessment Plan for _____

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

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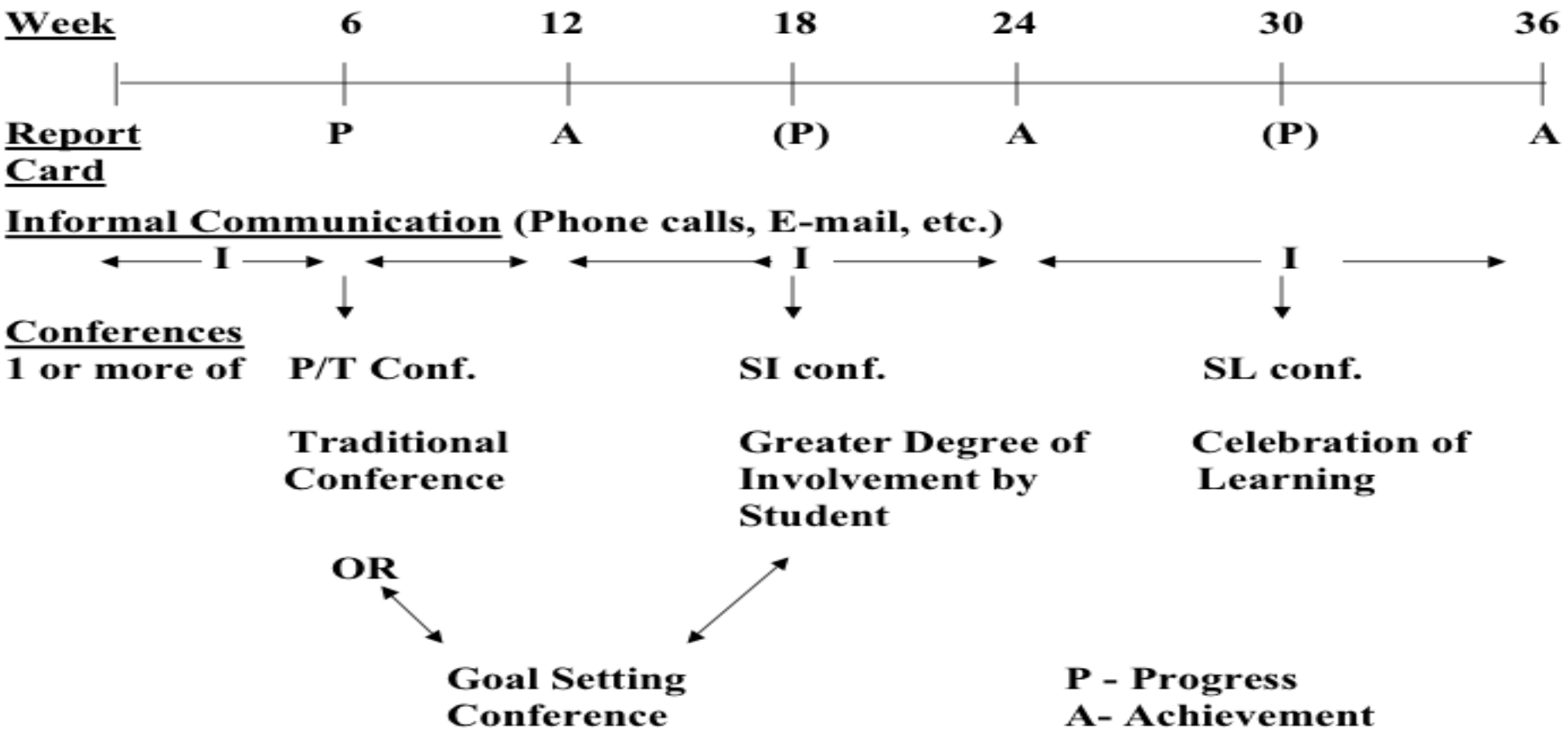
The "Perfect" Communication System



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UTS
UNIVERSITY OF TORONTO SCHOOLS

371 Bloor Street West. Toronto, ON M5S 2R7 (416) 978-3212 www.utschools.ca

April 2016
UTS Interim Report

First Name Last Name		09 (M3)
STUDENT NAME	**STUDENT ID**	**GRADE**
1234 Street Rd, Suite 00. City, PV Z1Z 1Z1		April 14, 2016
ADDRESS	**OEN**	**DATE OF ISSUE**
Rosemary Ciarn		
PRINCIPAL		

UTS Level	Ontario Level
Level 5	Ontario 4+
Level 4	Ontario 4- To 4
Level 3	Ontario 3+ To 4-
Level 2	Ontario 2+ To 3
Level 1	Ontario 1- To 2
R (Remediation Required)	
I (Insufficient Evidence)	

Dramatic Arts
ADA2OE-02 — **Ms. Kemeny**

Credit Value: 1.0 Total Classes: 60

ACHIEVEMENT

CURRENT GRADE: **Level 4**

LEARNING SKILLS & WORK HABITS

Responsibility	G	Organization	S
Independent Work	G	Collaboration	G
Self-Regulation	S	Initiative	G

STRENGTHS, AREAS FOR GROWTH & NEXT STEPS

Student contributed some insightful blocking and character ideas, and has begun to flesh out the character through preparation and research. S/HE continues need reminders at times not to distract her/his peers during warm-ups and class discussions. her/his commitment to the group rehearsal process and to her/his individual preparation as an actor is improving.

ATTENDANCE Total Absences: 5 Absences Due To School Activities: 1 Total Lates: 0

Music
AMU1OW-02 — **Dr. Dawe**

Credit Value: 1.0 Total Classes: 59

ACHIEVEMENT

CURRENT GRADE: **Level 5-**

LEARNING SKILLS & WORK HABITS

Responsibility	E	Organization	G
Independent Work	E	Collaboration	E
Self-Regulation	E	Initiative	E

STRENGTHS, AREAS FOR GROWTH & NEXT STEPS

Student continues to demonstrate a comprehensive knowledge of all areas of the M3 music curriculum. A highlight this term was her/his demonstration of excellent creative thinking through the pop song composition project. Next steps include regular practice in preparation for our concert in May.

ATTENDANCE Total Absences: 1 Absences Due To School Activities: 2 Total Lates: 0

Issues in Canadian Geography
CGC1DE-01 — **Ms. Niblet**

Credit Value: 1.0 Total Classes: 60

ACHIEVEMENT

CURRENT GRADE: **Level 4-**

LEARNING SKILLS & WORK HABITS

Responsibility	G	Organization	G
Independent Work	G	Collaboration	G
Self-Regulation	G	Initiative	G

STRENGTHS, AREAS FOR GROWTH & NEXT STEPS

Student has continued to show improvement with her/his thinking, communication and application skills while completing both the Dragon's Den presentation and her/his Policy Briefing Note on Canada's Oil Sector. Student has shown great improvement with her/his self-regulation during class discussions and independent work time. Student is reminded to refer to summative assignment rubrics in order to not miss any important assessment criteria.

ATTENDANCE Total Absences: 1 Absences Due To School Activities: 1 Total Lates: 12

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Grade_____ **School Year**_____

Principal_____

ɔement and behaviors that support learning. This report documents on regarding strengths and areas to improve. The intent of this report is ᶠacilitate growth.

Marking for Achievement, Behaviors That Support Learning, and ESLRs			
4	Exemplary	**C**	Consistently Evident
3	Proficient	**U**	Usually Evident
2	Partially Proficient	**S**	Sometimes Evident
1	Novice	**R**	Rarely Evident
N/A	Not Assessed	**yes**	Absences/tardiness
U/A	Unable to Assess	**no**	Absences/tardiness
*	Grade is carried over from previous trimester. This area of learning was not addressed at this time.		

Absences/Tardiness				
Approximately 60 school days per reporting period	**Trimester**			**TOTAL**
	I	**II**	**III**	
Days Absent				
Absences affected learning				
Days Tardy				
Tardiness affected learning				

Language Arts	Trimester		
	I	II	III

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Continuums for Grading

Fixes	Traditional Grading		Standards-Based Grading
1–6	Achievement/ behavior mixed	⟷	Achievement separated from behaviors
7	Recorded by assessment methods	⟷	Recorded by standards
8–9	Teachers' personal performance standard	⟷	Published criterion-referenced performance standards
10	Poor quality assessment	⟷	High quality assessment
11	Calculation (only mean)	⟷	Calculation (mean, median, mode, etc.) informs professional judgment
12	Zeros for missing assessment evidence	⟷	Incomplete, no zeros
13	Everything included	⟷	Summative only
14	All data cumulative, similar significance	⟷	More recent exmphasized
14	One opportunity only	⟷	Multiple opportunities
15	Teacher centered with clear targets	⟷	Student involvement and understanding

Source: Pearson ATI, 2013 – Used with permission

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Grading/Reporting Reflections

Reflect on what you have learned and consider the grading and reporting practices in place in your classroom, school and/or district.

Fix		In place	On the way	Not at all
1	Grades based only on achievement; behaviors reported separately			
2	Provide support not punishment for "late work"!			
3	Use evidence of higher achievement, not extra credit or bonus points			
4	Alternative consequences for academic dishonesty, not zeros			
5	Absences reported separately			
6	Use only individual achievement evidence			
7	Organize and report by standards/learning goals			
8	Provide clear descriptions of performance standard			
9	Use criterion referenced performance standards			
10	Use only quality assessments			
11	Use professional judgment informed by multiple measures			
12	When evidence is missing use incomplete, not zeros			
13	Use summative assessment evidence to determine goals			
14	Emphasize more recent evidence and provide multiple opportunities			
15	Involve students in the assessment and grading process			

Possible revisions in grading/reporting practices: _____

_____

_____

_____

Actions/next step (you, school, district): _____

_____

_____

Source: Pearson ATI, 2013 – Used with permission

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