Reviewing and Refining Practices Around Communicating Student Achievement

Reviewing and Refining Practices Around Communicating Student Learning

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Agenda

1. Introduction
2. School Profiles
3. Reviewing and Refining the Why?
4. Reviewing and Refining the What and How?
5. Reviewing and Refining Your Communication System
6. Summary and Reflections

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Outcomes/Objectives

The institute will provide opportunities to review the following:

- the principles that guide how you communicate student learning;
- the purpose(s) of grading and reporting;
- the policies and procedures that teachers are required to implement;
- practices and beliefs about motivation, fairness and professional judgment;
- the base for grading and reporting (subjects and/or learning goals;
- performance standards (points/%/levels)
- ingredients in grades and how you report behaviors;
- honoring the learning process (formative/summative and more recent);
- the determination of grades (calculation/logic rules/professional judgment);
- the quality of student assessment;
- student involvement in assessment, grading and communicating their learning; and
- how you handle hot button issues (late and missing "work," academic dishonesty, etc.)

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Part 1

Introduction

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

Marcel Proust

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"Terms (are) frequently used interchangeably, although they (should) have distinct meanings."

McTighe, J., and Ferrara, S., "Assessing Learning in the Classroom", *Journal of Quality Learning*, December 1995, 11

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Reviewing and Refining Practices Around Communicating Student Achievement

What Do These Terms Mean?

MARK(S)/SCORE(S) (marking/scoring)

the number (or letter) "score" given to any student test or performance

7/ 10	4
	3
	2
	1

GRADE(S) (grading)

the number (or letter) reported at the end of a period of time as a summary statement of student performance

A	91	4	E
B	78	3	G
C	64	2	S
D	57	1	N
F	42		

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ASSESSMENT

- **gathering and interpreting information about student achievement using a variety of tools and techniques. It is the act of *describing* student performance, primarily for the purpose of enhancing learning. As part of assessment, teachers provide students with feedback that guides their efforts toward improvement.**

EVALUATION

- **making *judgments* about the quality of student achievement over a period of time.**

O'Connor, K. *How to Grade for Learning*, Third Edition, Corwin, 2009, 245

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Standards
=
Expectations
=
Outcomes
=
Competencies
=
Learning Goals

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" . . . (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."

Guskey, Thomas R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996, 20

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"In a perfect world there would be *no grades* – at least, not as we know them now, (i.e., traditionally)."

Brookhart, S. *Grading.* Pearson Merrill, Upper Saddle River, NJ. 2009. 2

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"It takes courage to face the truth that the (traditional) A-F grading scheme is doing a disservice to our children and thwarting the efforts of educators to produce greater improvements in academic achievement."

Source: Sturgis, C. *Progress and Proficiency: Redesigning Grading for Competency Education*, iNACOL, 2014, 36

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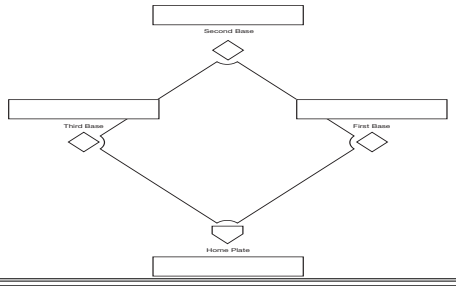
Baseball Partners for Review and Discussion

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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The Essential Question

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

- **accurate**
- **consistent**
- **meaningful, and**
- **supportive of learning?**

If grades do not meet these four conditions of quality they are "broken," i.e., ineffective.

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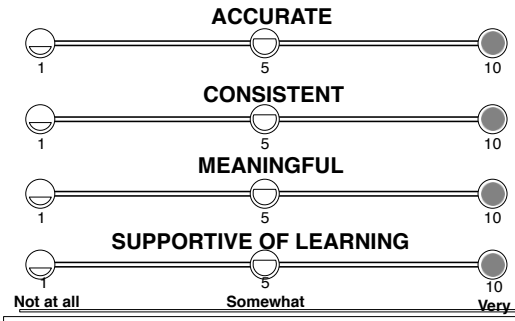
How confident are you that the grades students receive in your school/district are:



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"I have become fascinated with the power of storytelling as a form of personal and professional development. . . .

People tell stories about events that have left an impression on their lives.

. . .

By listening, one places value in the experience of another."

Roland S. Barth, *Lessons Learned,* Corwin, Thousand Oaks, CA, 2003, 2

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"War stories are *descriptions* of practice.

. . .

Craft knowledge is description of practice accompanied by *analysis* of practice.

. . .

By honoring storytelling in the workplace we can facilitate the revelation and exchange of craft knowledge."

Roland S. Barth, *Lessons Learned,* Corwin, Thousand Oaks, CA, 2003, 2

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Part 2

School Profiles

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Reviewing and Refining Practices Around Communicating Student Achievement

SCHOOL _____ GRADE LEVELS _____
STANDARDS BASED GRADING GRADE LEVELS
CONTENT STANDARDS
NUMBER OF STANDARDS PER SUBJECT
GRADES FOR STANDARDS ONLY
GRADES FOR SUBJECTS
PERFORMANCE STANDARDS
NUMBER OF LEVELS
LABELS – WORDS/NUMBERS
DESCRIPTORS
WHEN – YEAR END OR CURRENT
LEARNING SKILLS/APPROACHES TO LEARNING
SEPARATE FROM ACHIEVEMENT
HOW MANY?
PER SUBJECT
ONCE PER STUDENT
EXTRA CREDIT
BONUS QUESTIONS/POINTS
MARK PENALTIES – LATE SUBMISSION
- ACADEMIC DISHONESTY
INDIVIDUAL ACHIEVEMENT ONLY
ATTENDANCE REPORTED SEPARATELY
SUMMATIVE/FORMATIVE
FORMATIVE IN GRADES
SUMMATIVE ONLY
DETERMINING GRADES
GRADES FOR STANDARDS
- MEAN, MEDIAN, MODE, MORE RECENT
- LEVELS, LETTERS, %
GRADES FOR SUBJECTS
- MEAN, MEDIAN, MODE, LOGIC RULE
- LEVELS, LETTERS, %
CONTINUOUS OR BY QUARTERS/SEMESTERS
REQUIREMENT FOR SPECIFIC NUMBER OF SCORES
PROFESSIONAL JUDGMENT ACKNOWLEDGED
COMMUNICATION SYSTEM
STANDARDS-BASED REPORT CARDS
EXPANDED FORMAT REPORT CARDS
PARENT TEACHER CONFERENCES
STUDENT-INVOLVED CONFERENCING
STUDENT-LED CONFERENCING
EMAIL, TEXT ETC
POLICY/PROCEDURES
PUBLISHED
AVAILABLE
PRINCIPLES
MISSION/VISION STATEMENT
PURPOSE STATEMENT GRADES REPORT CARDS

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SCHOOL Ontario International School GRADE LEVELS K-12
STANDARDS BASED GRADING. GRADE LEVELS K No; 1-12 by policy, in reality ?
CONTENT STANDARDS
NUMBER OF STANDARDS PER SUBJECT 1-8 – 4 or 5 for most subjects; 9-12 4-6
GRADES FOR STANDARDS ONLY 1-8 Math, French and English only; 9-12 No
GRADES FOR SUBJECTS 1-8 subjects other than Math, French and English; 9-12 All subjects
PERFORMANCE STANDARDS
NUMBER OF LEVELS 1-12 5
LABELS – WORDS/NUMBERS 1-12Numbers
DESCRIPTORS 1-12 Yes
WHEN – YEAR END OR CURRENT Current
LEARNING SKILLS/APPROACHES TO LEARNING
SEPARATE FROM ACHIEVEMENT 1-12 Yes
HOW MANY? 1-12 6
PER SUBJECT 9-12
ONCE PER STUDENT 1-8
EXTRA CREDIT 1-12 No
BONUS QUESTIONS/POINTS No specific guidance
MARK PENALTIES – LATE SUBMISSION 1-12 - last option of 17 listed
- ACADEMIC DISHONESTY 1-12- No
INDIVIDUAL ACHIEVEMENT ONLY By policy, in reality ?
ATTENDANCE REPORTED SEPARATELY 1-12 Yes
SUMMATIVE/FORMATIVE
FORMATIVE IN GRADES 1-12 None by policy, in reality ?
SUMMATIVE ONLY 1-12 Yes by policy, in reality ?
DETERMINING GRADES
GRADES FOR STANDARDS
- MEAN, MEDIAN, MODE, MORE RECENT 1- 8, most consistent with emph. on more recent
- LEVELS, LETTERS, % 1- 8 letter grade;
GRADES FOR SUBJECTS
- MEAN, MEDIAN, MODE, LOGIC RULE 1-12 varies
- LEVELS, LETTERS, % 1-6 letter grades; 7-12%
CONTINUOUS OR BY QUARTERS/SEMESTERS 1-12 No
REQUIREMENT FOR SPECIFIC NUMBER OF SCORES 1-12 No
PROFESSIONAL JUDGMENT ACKNOWLEDGED 1-12 Yes
COMMUNICATION SYSTEM
STANDARDS-BASED REPORT CARDS 1- 8 for English, Math and French only:;
EXPANDED FORMAT REPORT CARDS 1-12 Yes
PARENT TEACHER CONFERENCES 1-12 yes
STUDENT-INVOLVED CONFERENCING 1-12 varies by school
STUDENT-LED CONFERENCING varies by school
EMAIL, TEXT ETC. 1-12 varies by teacher, school
POLICY/PROCEDURES
PUBLISHED 1-12 *Growing Success* revised 2010
AVAILABLE 1-12 Hard copy and online
PRINCIPLES
MISSION/VISION STATEMENT 1-12 Fundamental Principles, varies by school
PURPOSE STATEMENT GRADES No REPORT CARDS No

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Part 3
Reviewing and Refining the Why?

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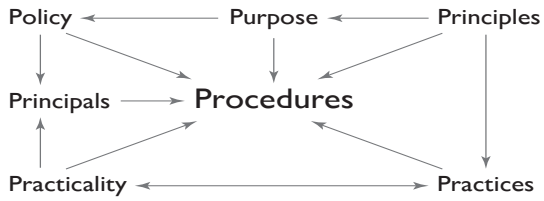
The 7 Ps of Grading



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What we believe
Principles and Purpose

lead/should lead to and be aligned with

What we do
Policy and Procedures
Practices

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Principles

- **the set of values that orient and rule the conduct of an individual or organization;**
- **often expressed in mission/vision statements.**

- **"The International School . . . is a community that is committed to excellence. We inspire students with a challenging, international education, based on an American curriculum, in a *nurturing learning environment* that promotes *responsibility and respect*. We aim to develop *socially engaged, self-motivated, creative, compassionate* individuals who will be a force for positive change in their communities and the world."**

Source: an international school in Asia.

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Principles **Lexington School District One, SC**

Where children and learning are One.

Therefore, we will provide:

- **An array of exceptional learning experiences in a high-performance culture of excellence that sets high expectations for every student.**
- **Opportunities to develop talents, interests, and skills through choices from a comprehensive system of 21st century learning experiences in the arts, academics, and athletics.**
- **Various innovative learning delivery and support systems to personalize learning and to ensure that our students are learning sophisticated 21st century skills, knowledge, and attitudes.**
- **Opportunities to practice leadership and citizenship in a global context.**
- **Access by the community to a range of learning and participatory community experiences throughout life.**
- ***A learning environment and professional culture of caring and support.***

Source: **Lexington School District One website. Accessed May 1, 2015**

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Personal Principles

#1 Students don't need grades to learn well and teachers don't need grades to teach well.

#2 Schools should have a learning culture, not a grading culture.

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What *principles* does your school have in place?

Are they published and easily available to all stakeholders?

How were they developed? When? When were they most recently reviewed/revised?

To what extent are your personal principles aligned with school principles?

Do you make your mission statement live?

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Purpose

- **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. (reward/punish)**
- **Evaluate the effectiveness of instructional programs.**

Guskey T. R. [Ed.], ***Communicating Student Learning: The 1996 ASCD Yearbook*****, 1996**

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Purpose

"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**

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"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)

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

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Purpose

"The primary purpose of … grades … (is) to *communicate student achievement* to students, parents, school administrators, post-secondary institutions, and employers."

Bailey, J & J. McTighe, "Reporting Achievement at the Secondary School Level: What and How?" in Guskey T. R. [Ed.] *Communicating Student Learning: ASCD Yearbook 1996*, 120

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Purpose

"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, J. & Ferrara, S. "Performance-Based Assessment in the Classroom," *Pennsylvania Educational Leadership.* 1994

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Does your school have a clearly stated *primary purpose* for grading and classroom assessment?

Are they published and easily available to all stakeholders?

How were they developed? When? When were they most recently reviewed/revised?

Are your primary purposes aligned or misaligned with your mission statement?

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Policy

- **Broad statements of general intent**
- **"Board policy shall set out the general direction for what the (Director) seeks to accomplish. The superintendent shall be responsible for the implementation of board policy through administrative policies and procedures."**

  —Des Moines Independent Community School District, IA
- **Policy has legal or quasi-legal status.**

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Assessment and Grading Policy Statements

1. **The primary purpose of assessment is to improve learning for all students.**
2. **Assessment is aligned to standards.**
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 standards.**
6. **Roles and responsibilities are clearly defined, communicated, and understood by all stakeholders.**

Source: A Florida school district

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Procedures

- **What schools/districts require teachers to do**
- **Should be public, published**
- **In the past often limited or non-existent**
- **Now often developed by committee or task force**
- **Should be derived from policy and make your mission statement "live"**

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***Procedures for Policy# 4 - Grading*:**

1. Teachers grade and report student progress and achievement based on Florida standards/benchmarks therefore the Sunshine State Standards are the grading variables.
2. Teachers inform students about grading criteria and methods used for determining grades.
3. Teachers measure student attainment of standards and assign grades based on predetermined, consistent grading procedures in the same courses and across grade levels.
4. Teachers are clear about the purpose of each assessment (diagnostic, formative, summative) used to collect information about student progress and achievement.
5. Teachers use evidence from summative assessments to determine all or a major part of the course achievement grade.
6. Teachers consider assessment evidence and standards when making professional judgments to determine and report student grades.
7. Teachers place more emphasis on the most recent information collected on cumulative knowledge and skills.
8. Teachers determine grades based on individual student achievement of standards.
9. Teachers separately communicate information on Florida Goal 3 Standards and related behaviors, such as effort, participation, attitude, attendance, and punctuality.
10. Teachers provide makeup opportunities for students who miss a summative assessment due to reasons approved by the district.
11. Schools and teachers ensure that procedures used in the determination of grades do not distort student achievement or motivation. Source: A Florida school district

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What *policies* are you required to follow?

How were they developed? When? When were they most recently reviewed/revised?

Are they aligned or misaligned with your mission statement?

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What *procedures* do you have in place in your school/?

Are they published and easily available to all stakeholders?

How were they developed? When? When were they most recently reviewed/revised?

Are they clearly aligned with policy?

Do they make your mission statement live?

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Practice #1: Motivation

Drive

by Daniel Pink (2009)

- **Motivation 1.0: the ancient drive to survive**
- **Motivation 2.0: rewarding good work with pay, benefits, and promotions**
  - **Centres on "Type X behaviour," where people are motivated mostly by external rewards**

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Practice #1: Motivation

Pink believes it is time for a "full scale upgrade" to Motivation 3.0: intrinsic rewards that play to the intrinsic satisfaction of the activity.

Motivation 3.0 is based on what Pink calls "Type I behavior," where the main motivators are the freedom to do what you want, the opportunity to take a challenge, and fulfillment by the purpose of the undertaking.

Eisenberg, review in *USA Today*, January 25, 2010

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Practice #1: Motivation

"All kids start out as curious self-directed Type I's. But many of them end up as disengaged, compliant Type X's. …

"If we want to equip young people for the new world of work—and more important, if we want them to lead satisfying lives—we need to break Motivation 2.0's grip on education and parenting. …

"Unfortunately, as with business, *there is a mismatch between what science knows and what schools do*. …

"We're bribing students into compliance instead of challenging them into engagement."

Pink, D. *Drive*, 2009. 174

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Practice #1: Motivation

According to Pink, the keys to Motivation 3.0 are:

Autonomy

Mastery

Purpose

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Practice #1: Motivation

"*Don't use grades punitively.* … Without exception, experts in the area of student grading recommend that grades not be used in a punitive sense.

When a teacher uses grades as punishment for student behaviors, the teacher establishes *an adversarial relationship* in which grades are no longer meaningful to students as indicators of their accomplishments.

. . . consequently the appeal to students of *subverting* such a system will be heightened."

Cizek, G. *Detecting and Preventing Cheating: Promoting Integrity in Assessment* (2003), in O'Connor, K. *A Repair Kit for Grading* (2003). 43

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Practice #1: Motivation

Maximize intrinsic motivation.

and

Minimize extrinsic motivation.

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Practice #1: Motivation

Responsibility—"the state or fact of being responsible, answerable, or accountable for something within one's power, management, or choice."

—Dictionary.com

Compliance—"a) the act or process of complying to a desire, demand, proposal, or regimen, or to coercion; b) conformity in fulfilling official requirements."

—Merriam-Webster Online Dictionary

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What are the prevailing beliefs/practices in your school with regard to MOTIVATION?

Teachers?
Students?
Parents?

Are there different views at different grade levels?

In the last three years has their been professional development or dialogue in your school about motivation?

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Practice #2: Fairness

"Fair does not mean equal; yet, when it comes to grading, we insist that it does."

Patterson, W. "Breaking Out of Our Boxes," *Phi Delta Kappan* (April 2003). 572

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Practice #2: Fairness

"The power of grades to impact students' future life creates a responsibility for giving grades in a fair and impartial way."

Johnson & Johnson, ***Meaningful Assessment: A Manageable and Cooperative Process*****. 2002. 249**

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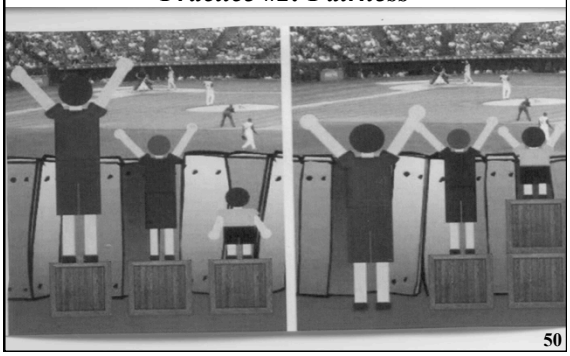
Practice #2: Fairness



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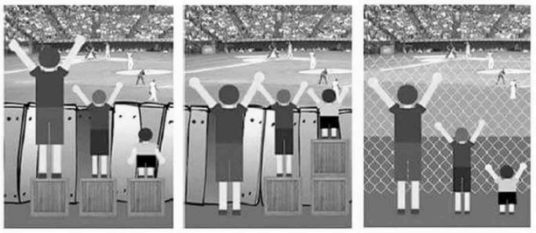
EQUALITY VERSUS EQUITY *Practice #2: Fairness*



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

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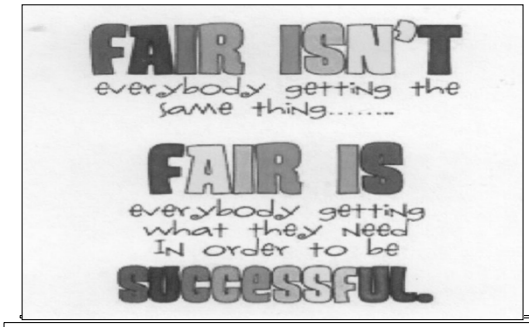
Practice #2: Fairness



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Practices #2: Fairness
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)

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What are the prevailing beliefs/practices in your school with regard to FAIRNESS?

Teachers?
Students?
Parents?

Are there different views at different grade levels?

In the last three years has their been professional development or dialogue in your school about fairness?

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Practice #3: Professional Judgment

Traditional view:

Objective good!

Subjective bad!

Strive to be objective!

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Practice #3: Professional Judgment

"Even a score on a math quiz isn't "objective": It reflects the teacher's choices about how many and what type of questions to include, how difficult they should be, how much each answer will count, and so on. Ditto for standardized tests, except the people making those choices are distant and invisible."

Kohn, A. 2012. "Schooling Beyond Measure." *Education Week Online*. Sept. 18th. Accessed at http://www.edweek.org/ew/articles/2012/09/19/04kohn_ep.h32.html?tkn=VPCFLnjobKJ4UtdEiQh42risPjiVp18wSAlu&cmp=clp-sb-teacher on Sept. 24, 2012

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Practice #3: Professional Judgment

"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, answering a question on chatserver.ascd.org (January 19, 2000)

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Practice #3: Professional Judgment

Successful implementation of this policy depends on the professional judgement of educators at all levels as well as on their ability to work together and to build trust and confidence among parents and students.
Canadian and World Studies. **Ontario Ministry of Education. 2013. 29**

"Professional judgement is judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction."
Growing Success. **Ontario Ministry of Education. 2010. 152**

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Practice #1: Professional Judgment

"I define *professional judgment* as 'decisions made by educators, in light of *experience*, and with reference to *shared public standards* and *established policies and guidelines*.'"

Cooper, D. *Redefining Fair*. Solution Tree. 2011. 13

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What are the prevailing beliefs/practices in your school with regard to PROFESSIONAL JUDGMENT?

Teachers?
Students?
Parents?

Are there different views at different grade levels?

In the last three years has their been professional development or dialogue in your school about professional judgment?

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Practicality

- **Procedures and principles have to actually work in the classroom.**
- **We have to follow the spirit of the agreed-upon principles and the published procedures, but sometimes have to adapt to make them "work" at different grade levels and in different subjects.**

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Principals/School Leaders

- **Principals can and do have a huge impact on how schools operate and on the quality of teaching and learning.**
- **Principals must provide informed leadership to promote and ensure effective communication of learning, primarily through grades and report cards.**
- **They must build shared understanding of purpose, procedures, policies, principles, professional judgment, motivation, and fairness.**

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The Essential Questions about Why

Are your policy, procedures and practices *(what you DO)* aligned with your purpose(s) and principles *(what you BELIEVE)*?

Identify the key words in your mission/vision statements.

What are the implications for assessment, grading, and reporting?

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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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Perspectives on Grading

1. **Grading is <u>not</u> essential.**
2. **Grading is complicated.**
3. **Grading is subjective – and no apologies are needed**
4. **Grading is inescapable**
5. **Grading has a limited but expanding research base on how to grade.**
6. **Grading has an emerging consensus about best practice**
7. **Grading that is faulty damages students – and teachers**

See slides 66 to 70

O'Connor, K., *How to Grade for Learning.* Fourth Edition. Corwin. 2018. 20

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Perspective #1 **Grading is <u>not</u> essential for learning.**

Checking *is* essential

Checking is Diagnostic-
Teacher as an *Advocate*

Grading is Evaluative -
Teacher as a *Judge*

Guskey, T.R. *Using Assessments to Improve Student Learning,* <u>Workshop Presentation</u>

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Perspective #3 **Grading is subjective/emotional.**

"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."

Wiggins, G., "Honesty and Fairness: Toward Better Grading and Reporting", in Guskey, T. R. (Ed.), *Communicating Student Learning: The ASCD Yearbook 1996*, ASCD, Alexandria, VA, 1996, 142

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Perspective #4 **Grading is inescapable.**

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

Wiggins, G., "Honesty and Fairness: Toward Better Grading and Reporting", in Guskey, T. R..(Ed.), *Communicating Student Learning: ASCD Yearbook 1996*, ASCD, Alexandria, VA, 1996. 142

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Perspective #4 **Grading is inescapable.**

"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."

Wiggins, G., "Honesty and Fairness: Toward Better Grading and Reporting", in Guskey, T. R..(Ed.), *Communicating Student Learning: ASCD Yearbook 1996*, ASCD, Alexandria, VA, 1996. 142

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Perspective #7 **Faulty grading damages students - and teachers.**

". . . 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."

Guskey, T. R. (Ed), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996. 18

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Do you agree with these perspectives?

Which are helpful as you think about reviewing and refining your grading practices?

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Part 4
Reviewing and Refining the What? & How?

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Grades are broken when they -

- include ingredients that distort achievement
- arise from low quality or poorly organized evidence
- are derived from inappropriate number crunching,

and when they

- do not support the learning process.

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Fixes for ingredients that distort achievement

1. Don't include student behaviors (effort, participation, adherence to class rules, etc.) in grades; include only achievement.
2. Don't reduce marks on 'work' submitted late; provide support for the learner.
3. Don't give points for extra credit or use bonus points;
4. seek only evidence that more work has resulted in a higher level of achievement.
4. Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.
5. Don't consider attendance in grade determination; report absences separately.
6. Don't include group scores in grades; use only individual achievement evidence.

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Fixes for low quality or poorly organized evidence

7. Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/ learning goals.
8. Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.
9. Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards.
10. Don't rely on evidence gathered from assessments that fail to meet standards of quality; rely only on quality assessments.

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Fixes for inappropriate number crunching

11. Don't rely on the mean; consider other measures of central tendency and use professional judgment.
12. Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient evidence.

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Fixes to support the learning process

13. Don't use information from formative assessments and practice to determine grades; use only summative evidence.
14. Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances emphasize more recent achievement.
15. Don't leave students out of the grading process. Involve students - they can - and should - play key roles in assessment and grading that promote achievement.

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For each Fix or set of Fixes

- Where are you/school now? *(Review)*
- Where do you want to go - you/school? *(Refine)*
- Do you have appropriate wording for this fix in school policy and procedures?
- If no, what wording would be appropriate?
- What could you do to assist with the implementation of this fix in your school?

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Fix #1

Don't include student behavior (effort, participation, adherence to class rules, etc.) in grades; include only achievement.

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Fix #1

"... 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."

Bailey, J. and McTighe, J., "Reporting Achievement at the Secondary School Level: What and How?", in T. R. Guskey, (Ed.) *Communicating Student Learning: ASCD Yearbook 1996*, ASCD, Alexandria, VA, 1996, 121

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Fix #1

"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

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Fix #1

"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;"

Manitoba Education and Training, *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators and Parents.* Winnipeg, 1997, 13

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Fix #1

"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, T.R. and Bailey, J. *Developing Grading and Reporting Systems for Student Learning*, Corwin, 2001, 82

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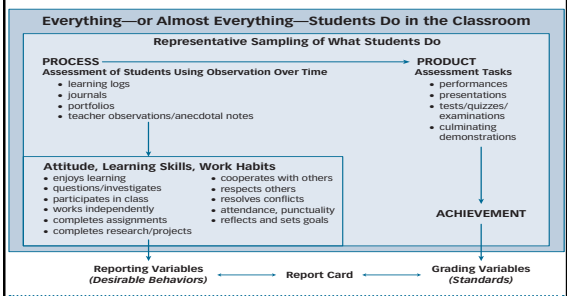
Fix #1

FIGURE 0.13 Sum Total of Everything Students Do in School/Classroom



SOURCE: Adapted with permission from the work of Ken O'Connor and Damian Cooper, President, Plan, Teach, Assess Consulting, Mississauga, Ontario.

O'Connor, K. *How to Grade for Learning.* Fourth Edition. Corwin. 2009, 40

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Reviewing and Refining Practices Around Communicating Student Achievement

Fix #1

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)			

FIFTH GRADE LANGUAGE ARTS

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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	3			
Citizenship	3			
Teamwork	3			
Interpersonal Skills	3			

ENGLISH 7 — Palermo, 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	4			
Citizenship	3			
Teamwork	4			
Interpersonal Skills	3			

MUSIC 7 — Dansone, 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	3			
Assignments	4			
Citizenship	3			
Teamwork	4			
Interpersonal Skills	4			

O'Connor, K. *A Repair Kit for Grading*. Second Edition. Pearson ATI, 2011. 19

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Fix #1

Ontario — Ministry of Education

Provincial Report Card, Grades 9–12

STUDENT: | OEN: | Grade: | Homeroom: | Principal: | Semester | Reporting Period | Date

Address: | School Council Chair:

SCHOOL: | Telephone: | Fax: | Address:

BOARD: | Email/Website: | Address:

Courses	Learning Skills and Work Habits: Responsibility	Works Independently	Initiative	Organization	Collaboration	Self-Regulation	Comments: Strengths/Next Steps for Improvement	Attendance: Number Absent	Total Late
Course Title: / Course Code: / Teacher: / ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	Final								
Course Title: / Course Code: / Teacher: / ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	Final								
Course Title: / Course Code: / Teacher: / ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	Final								
Course Title: / Course Code: / Teacher: / ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	Final								

RESPONSIBILITY
WORKS INDEPENDENTLY
INITIATIVE
ORGANIZATION
COLLABORATION
SELF-REGULATION

Teacher requests an interview ☐

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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Work Habits/Behavior

Issues/Concerns

- **Title/sub-titles (not 'effort' - please!)**
- **How many?**
- **What?**
- **Description/explanation**
- **Performance standards - quality, frequency**
- **Who reports - overall or by subject?**
-

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For Fix #1

- **Where are you/school now? *(Review)***
- **Where do you want to go - you/school? *(Refine)***
- **Do you have appropriate wording for this fix in school policy and procedures?**
- **If no, what wording would be appropriate?**
- **What could you do to assist with the implementation of this fix in your school?**

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Fix #2 A hot button issue

Don't reduce marks on "work" submitted late; provide support for the learner.

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Fix #2

Problems with penalties

Distortion of:-

- **Achievement**
- **Motivation**

and

- **most often Ineffective, i.e., they don't change behavior.**

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Fix #2

"*Warm demanders* first establish a caring relationship that convinces students that the teacher believes in them and has their best interests at heart. . . .
On the basis of this relationship, warm demanders relentlessly insist that all students perform required academic work and treat the teacher and their peers with respect."

Abstract of Bondy, E, and D. D. Ross. "The Teacher as Warm Demander," *Educational Leadership*, September 2008. Available on line at www.ascd.org/

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Fix #2

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, such as**

- **afterschool follow-up;**
- **makeup responsibility within a supervised setting;**
- **parent contact;**
- **notation in the mark book for each assignment that is late;**
- **"grades" on a learning skills/work habits section of the report card; and**
- **comments on the report card that reflect chronic lateness.**

6. **Provide the opportunity for students to extend timelines:**

- **Student must communicate with the teacher in advance of the due date.**
- **Students must choose situations carefully, as this extension may be limited to a fixed number of uses.**

SOURCE: Adapted from "Creating a Culture of Responsibility" with permission from the York Region School District Board, Ontario,

O'Connor, K. *How to Grade for Learning.* Fourth Edition. Corwin. 2018, 110

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Fix #2

Dealing with Late Work

1. Make expectations clear

but when they don't meet the timelines

2. Support not penalties

3. Behaviors/Learning Skills

4. Clarity/Communication

5. Consequences

O'Connor, K. *How to Grade for Learning.* Fourth Edition. Corwin. 2018, 108

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For Fix #2

- **Where are you/school now? *(Review)***
- **Where do you want to go - you/school? *(Refine)***
- **Do you have appropriate wording for this fix in school policy and procedures?**
- **If no, what wording would be appropriate?**
- **What could you do to assist with the implementation of this fix in your school?**

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Fix #3

Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.

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Fix #3

Extra credit
– points for things that have nothing to do with achievement of learning outcomes should not be allowed by school or district policy.

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Fix #3

Letter to the Editor
Harrisburg, PA, *Patriot News*. November 21, 2003

"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

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Fix #3 – Bonus Points

- **mathematical distortion, inappropriately inflates student achievement, e.g., 28 out of 25.**
- **bonus questions usually conceptual, higher order thinking questions.**
- **bonus points hide weaknesses**

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For Fix #3

- **Where are you/school now? *(Review)***
- **Where do you want to go - you/school? *(Refine)***
- **Do you have appropriate wording for this fix in school policy and procedures?**
- **If no, what wording would be appropriate?**
- **What could you do to assist with the implementation of this fix in your school?**

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Fix #4

Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.

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Fix #4

School Staff Responsibilities are to:

- Use the Academic Integrity Practices to set classroom expectations.
- Lead a discussion within the first week of each course identifying expectations with regard to academic honesty and include this information in the course syllabus.
- Continue to educate students and offer guidance regarding acceptable and unacceptable behavior in areas that shall include but are not limited to test taking, researching, writing, and using library and computer resources.
- Promote circumstances in the classroom that reinforce academic honor and promote self-expression.
- Enforce the Academic Integrity Practices in a fair and consistent manner.
- Use and continually revise forms of assessment that require active and creative thought and that promote learning opportunities for students.
- Evaluate the effectiveness of efforts and make necessary changes to promote academic integrity.

Source: New Berlin School District
http://www.nbexcellence.org/parents/academic-honesty.cfm
***O'Connor, K. How to Grade for Learning.* Fourth Edition. Corwin. 2018. 102**

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Fix #4

"Prevention is better than cure" is an old but true saying, and it certainly applies here. Tom Solyom, an assistant principal, and teacher-librarian Dawn Keer at Archbishop MacDonald High School in Edmonton, Alberta, have led the development of a policy aimed at decreasing cheating. *They believe that:*

*teachers must make their expectations clear and explicit and that

*teachers should talk about academic integrity with their students to help them understand why it is so important in a learning community. They also believe that

*we should not assume that students understand exactly what you mean you say plagiarism is cheating.

O'Connor, K., *How to Grade for Learning,* Third Edition, Corwin, 2009, 93-94

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Fix #4

"Words such as lying, dishonesty, misrepresenting, deception, and morality appear in the literature on cheating and may be applied to situations in which students do not realize that they are "wrong" in school terms. *The line between helping (an ethical behavior) and cheating (an unethical behavior) is culturally marked and variable.* Where the line is drawn is related to cultural differences in the purposes of schooling, notions of how knowledge is constructed, the nature and meaning of assessment, and the relationship between the individual and the group."

Rothstein-Finch, C. and Trumbull, E. 2008 *Managing Diverse Classrooms*, 158 in O'Connor, K., *How to Grade for Learning,* Third Edition, Corwin, 2009, 95

101

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Fix #4

"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."

Guskey, T. R. and Bailey, J., *Developing Grading and Reporting Systems for Student Learning*, Corwin Press, 2001, 34-35

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Fix #4

***Consequences of Academic Dishonesty* (New Berlin School District)**

1st Incident: The teacher will notify the student prior to contacting the parent.

- The teacher will notify the counselor and grade level administrator
- The counselor will arrange a meeting with the student and student's parent/guardian and notify administration.
- The administration will record the incident in the school data system.
- The administration and organization advisors will review the student's eligibility for honor societies and academic awards as well as their eligibility for student privileges.
- The student will complete the assignment/assessment/work OR an alternate assessment/ assignment as assigned by the classroom teacher at a time arranged by the staff member.
- The student will be administered at minimum an administrative detention yet allow for increases up to and including an in-school suspension dependent upon the severity of the situation (NOTE: a suspension would be reported to the Athletic/Activities Director as a violation of the SDNB Co-Curricular Code of Conduct).
- 2nd – 1st plus suspension, ineligible for school-based scholarships, not allowed to take AP exam, reported to Athletic Director
- 3rd – 2nd plus report violations to scholarship committees, excluded from graduation/end-of-year ceremonies
- 4th – all of third plus pre-expulsion conference

O'Connor, K. *How to Grade for Learning*, Fourth Edition. Corwin. 2018. 102-103

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Fix #4

Dealing with Academic Dishonesty

1. Educate/Communicate
2. Behavioral consequences
3. Do it again, honestly

O'Connor, K., *How to Grade for Learning.* Fourth Edition. Corwin. 2018. 179

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For Fix #4

- **Where are you/school now?** ***(Review)***
- **Where do you want to go - you/school?** ***(Refine)***
- **How does your approach vary from that of New Berlin?**
- **What wording would be appropriate in your school procedures?**
- **What could you do to assist with the implementation of this fix in your school?**

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Fix #5

Don't consider attendance in grade determination; report absences separately.

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Fix #5

"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."

Gathercoal, F., *Judicious Discipline,* Caddo Gap Press, San Francisco, 1997, 151

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Fix #5

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."**

Gathercoal, F., *Judicious Discipline,* Caddo Gap Press, San Francisco, 1997, 151

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Fix #6

Don't include group scores in grades; use only individual achievement evidence.

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Fix #6

"Group (grades) are so blatantly unfair that on this basis alone they should never be used."

Kagan, S. "Group Grades Miss the Mark," *Educational Leadership*, May, 1995. 69

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Fix #6

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.**

Kagan, S. "Group Grades Miss the Mark," *Educational Leadership*, May, 1995. 68-71

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Fix #6

"No student's grade should depend on the achievement (or behavior) of other students."

Source: William Glasser

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Fix #6

"It is essential to emphasize that cooperative learning is an *instructional strategy*, not an assessment strategy. If teachers want to evaluate students while working on a cooperative task, then the evaluation must be clearly outlined in the role expectations for each student. It must be very clear to students exactly on what they are going to be evaluated. The evaluation of each student should be based on what he/she accomplishes. There should not be a group mark. We cannot stress this enough."

Stephens, K. and Davis, S, "Traditional Group Work versus Cooperative Learning," *Crucible*, 33 (1), 2001, 25 in O'Connor, K., *How to Grade for Learning*, Third Edition, Corwin, 2009, 111

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For Fix #6

- **Where are you/school now? *(Review)***
- **Where do you want to go - you/school? *(Refine)***
- **Do you have appropriate wording for this fix in school policy and procedures?**
- **If no, what wording would be appropriate?**
- **What could you do to assist with the implementation of this fix in your school?**

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Fix #7

Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals.

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Fix #7

Traditional Guideline For Grading

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

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Fix #7

Pilot Certification Course

	Student A%	Student B %
Tests	**95**	**95**
PA	**85**	**85**
PC	**90**	**90**
Overall	**90**	**90**

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Reviewing and Refining Practices Around Communicating Student Achievement

Fix #7

Pilot Certification Course

	Student A%	Student B %
Takeoffs	95	100
In the air	85	100
Landings	90	60
Navigation	90	100

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Fix #7

Summary of Evidence for Pilot Certification

Student: _____

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

Final Grade

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Fix #7

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. 118

Fix #7

2017 Science Standards-based Gradebook

Student: _____

Standards	ACHIEVEMENT EVIDENCE: Assessments							Summary
	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	7 (14/20)		2
Explaining Reaction Rates (HS-PS1-5)		M		M	1			1
Properties and Periodicity (HS-PS1-1)	3 (8/10)				1			NA
Chemical Systems and Equilibrium (HS-PS1-6)		1	4 (20/24)			7 (19/20)		4
Mole Calculations (HS-PS1-7)		1	2	M	4	2 (20/20)		4
Scientific Inquiry (HS-PS1-3)	4 (8/10)	2	3	M	4	4 (5/5)		4

Comments: Overall Grade: 1

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

N.B.

Rao 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. 55 119

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Fix #7

Curriculum Standards	Grading & Reporting Standards
* Designed for planning instruction and assessments	* Designed for grading and reporting student learning
* Often many (10-50/subject) e.g. SK English 20: 3 goals, 10 outcomes, 83 indicators	* Usually small number (4 -10)^
* Specific	* Broad and more general
* Often detailed and complicated	* Clearer and understandable
* Often in complex educator language	* Usually expressed in more more parent/student friendly language

^ Guskey recommends 4-6 per subject; O'Connor up to about 10

Adapted from Guskey, T.R. and J. Bailey. *Developing Grading and Reporting Systems for Student Learning*. Corwin. 2001. 38 120

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Fix #7

Common Core Math

Student: _____

Strands	ACHIEVEMENT EVIDENCE: 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)								
Number and Operations in Base Ten (7)								
Number and Operations – Fractions (7)								
Measurement and Data (5)								
Geometry (4)								
Mathematical Practices								

Comments:

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Reviewing and Refining Practices Around Communicating Student Achievement

Fix #7

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 e, 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 I can 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 the effect.	*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: _____

Standards	ACHIEVEMENT EVIDENCE: 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								
Writing – Analysis								
Reading – Textual Evidence								
Reading – Line Event Analysis								
Reading – Point of View Analysis								
Language – Conventions								

Comments:

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Fix #7

Table 9.2 Elementary Gradebook Arranged by Learning Target

Number Sense

	Identifies place value to 10,000s	Reads, writes common fractions	Reads whole numbers through 4 digits	Writes whole numbers through 4 digits	Orders and compares whole numbers through 4 digits
Date					
Task					
F/S					
Students					
1.					
2.					
3.					

Computation

	Addition	Subtraction	Multiplication		Division		Uses calculator to + or − 4 or more digits	Estimation Skills
	+ with 3 or more digits	− with 3 or more digits	Facts to 10	Fact Families	Facts to 10	Fact families		
Date								
Task								
F/S								
Students								
1.								
2.								
3.								

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.

Stiggins, et al, *Classroom Assessment for Student Learning*, ETS, Portland, OR, 2004, 289

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Fix #7

Table 9.3 Standards-Based Gradebook for Mathematics

Standard	Math Process	Number Ops & Rels	Geometry	Measurement	Stats & Prob	Algebraic Rels
	G R A D E	G R A D E	G R A D E	G R A D E	G R A D E	G R A D E
Date						
Task						
F/S						
Students						
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.

Stiggins, et al, *Classroom Assessment for Student Learning*, ETS, Portland, OR, 2004, 289

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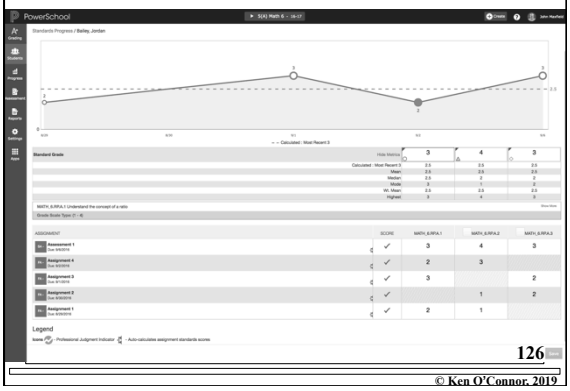
Fix #7



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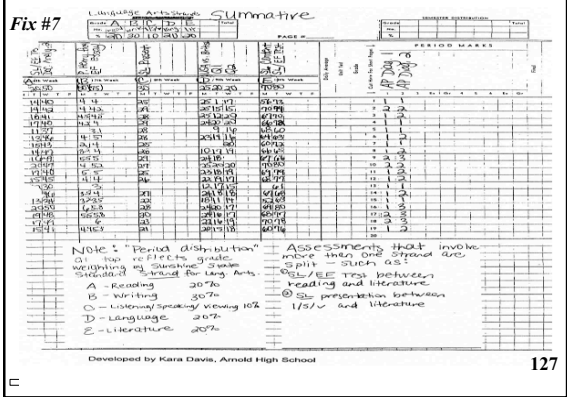
Fix #7



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Reviewing and Refining Practices Around Communicating Student Achievement

Fix #7

"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

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Fix #7

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

Glenda Lappan, *NCTM News Bulletin,* October, 1998

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Fix #7

"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, M and Borich, G. *Authentic Assessment in the Classroom,* Prentice Hall, 1999, 213

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

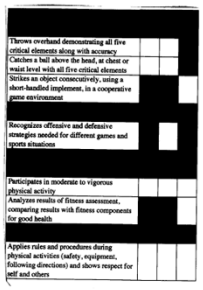
Physical Education

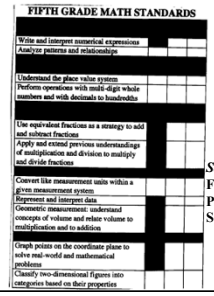
B

OR

Mathematics

C





Source: Fargo Public Schools

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Fix #7

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/uses 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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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
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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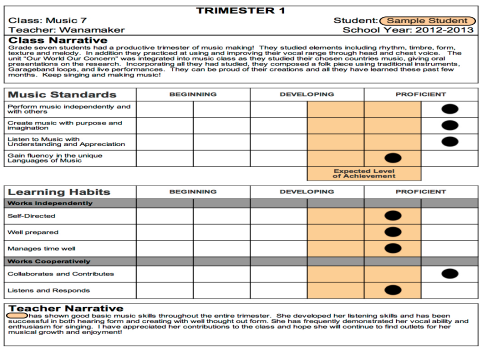
Reviewing and Refining Practices Around Communicating Student Achievement

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, and texture. Students learned how to read music and play the recorder. Their unit on "Our World Our Concerns" 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!

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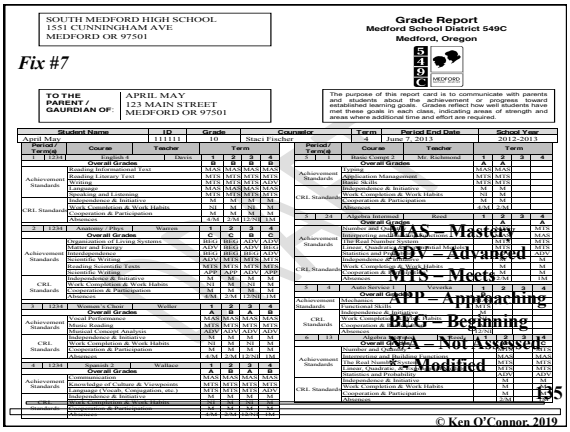
Fix #7



SOUTH MEDFORD HIGH SCHOOL
1551 CUNNINGHAM AVE
MEDFORD OR 97501

Grade Report
Medford School District 549C
Medford, Oregon

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

MAS – Mastery
ADV – Advanced
MTS – Meets
APP – Approaching
BEG – Beginning
NAS – Not Assessed
M – Modified

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Content Standards

Issues/Concerns

- **How many**
- **Level of specificity - strand or benchmark**
- **Grade level specific or several grades**
- **Parent friendly or educator language**
- **'Grades' for standards with or without subject grade**
-

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For Fix #7

- **Where are you/school now?** ***(Review)***
- **Where do you want to go - you/school?** ***(Refine)***
- **Do you have appropriate wording for this fix in school policy and procedures?**
- **If no, what wording would be appropriate?**
- **What could you do to assist with the implementation of this fix in your school?**

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Fix #8

Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.

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Fix #8

"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."

Kendall, J., and R. Marzano, ***Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education,*** **First Edition, McREL, 1997, 16-17**

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Reviewing and Refining Practices Around Communicating Student Achievement

Fix #8

Performance Standards

How good is good enough?

Traditional School approaches

A	90-100% - Outstanding	Excellent
B	80-89% - Above Average	Good
C	70-79% - Average	Satisfactory
D	60-69% - Below Average	Poor
F	<60% - Failing	Unacceptable

Standards-based approach

(Should be described by levels and linked to a symbol)

Advanced	Above standard/Excels
Proficient	*Meets standard*
Developing	Below but approaching standard
Beginning	Well below standard

O'Connor, K. *How to Grade for Learning*, Third Edition, Corwin, 2002, 712

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Fix #8

"The use of integer grading systems will result in grades that are more meaningful and reliable. With modest training and experience, different teachers considering a specific collection of evidence of student learning can generally reach consensus about the 0–4 integer grade that evidence represents. Integer grades do not necessarily make grading easier; they simply make the process more accurate and honest."

Guskey, T.R. 2013. "The Case Against Percentage Grades." *Educational Leadership*. September. 72

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Fix #8

For classroom assessment

Performance Standards

=

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

which form the base for

TASK/ SUBJECT/ GRADE LEVEL SPECIFIC **scoring tools (rubrics, etc.)**

+

work samples (exemplars)

+

commentaries on the work samples

O'Connor, K. *How to Grade for Learning*. Fourth Edition. 2018. 82

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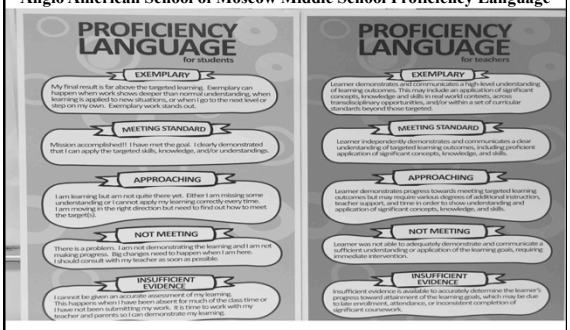
Fix #8

Anglo American School of Moscow Middle School Proficiency Language



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

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Grade_____ **School Year**_____

Principal_____

ement and behaviors that support learning. This report documents on regarding strengths and areas to improve. The intent of this report is acilitate 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			
	I	II	III	TOTAL
Days Absent				
Absences affected learning				
Days Tardy				
Tardiness affected learning				

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Language Arts	Trimester

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Fix #8

Descriptive Grading Criteria – adapted by Arthur Chiaravalli, HS English Teacher, Michigan

A Outstanding
- **Quiz and test scores indicate a high level of understanding of concepts/mastery of skills (A's)**
- **Exhibits novel, insightful, and/or creative ways to show learning**
- **All learning objectives are fully or consistently met and extended**
- **Shows frequent evidence of growth, turning weaknesses to strengths**

B Good
- **Quiz and test scores indicate a good grasp of concepts and skills (B's)**
- **Exhibits a combination of standard and novel/insightful/creative ways to show learning**
- **Most of the learning goals are fully or consistently met**
- **Shows some evidence of growth, with certain weaknesses remaining unaddressed**

C Satisfactory
- **Exhibits standard ways to show learning**
- **More than half of the learning goals are fully or consistently met**
- **Shows a few instances of growth, with several weaknesses remaining unaddressed**
- **Quiz and test scores indicate satisfactory acquisition of skills and concepts (C's)**

Incomplete
- **Quiz and test scores do not show satisfactory acquisition of skills and concepts (< C)**
- **Less than half of the learning goals are fully or consistently met**
- **Provides too little evidence of learning to make a determination**
- **Shows little or no growth**

O'Connor, K. *How to Grade for Learning*. Fourth Edition. 2018. 193

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Reviewing and Refining Practices Around Communicating Student Achievement

Fix #8

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

Wow!

Got it!

Nearly there!

Oh no! Oops!

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Fix #8

"Researchers suggest that an appropriate approach to setting cutoffs must combine teachers' judgments of the importance of the concepts addressed and consideration of the cognitive processing skills required by the assessment items or tasks. Sadly, this ideal is seldom realized."

Guskey, T.R. 2013. "The Case Against Percentage Grades." ***Educational Leadership*****. September. 71**

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Fix #8

Cut Scores out of 20

	Difficult skills, concepts, assessment	*Easy skills, concepts, assessment*
4	*14*	*18*
3	*11*	*16*
2	*8*	*14*
1	*Below 8*	*Below 14*

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Fix #8

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

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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_.

O'Connor, K., ***A Repair Kit for Grading*****, Second Edition, Pearson ATI, 2011, 77**

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Fix #8

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

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Fix #8

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

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Fix #8

IV. **Progress Toward Proficiency**
These marks represent the measurement of a s tudent'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.**

O'Connor, K., *A Repair Kit for Grading*, Second Edition, Pearson ATI, 2011, 77-78

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Fix #9

Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards.

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Fix #9

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?

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Fix #9

"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."

Guskey, Thomas R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook)*, ASCD, Alexandria, VA, 1996, 18-19

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Recommendations about Performance Standards

1. Use "Excels" not "Exceeds" for the top level.
2. Avoid comparative language, e.g., "average."
3. Don't include "With Support" or "Independently."
4. Use "Not Yet" instead of "Not."
5. Distinguish between quality and quantity.
6. Provide examples based on student work.
7. Be consistent across grade levels.
8. Avoid terms such as "Emerging" and "Pre-emergent."
9. a. Use levels not percentages. b. Use full levels, not .5's
10. Report on "Now" not End-of-year.
11. Criterion-referenced not norm-referenced.

Source: adapted from the wisdom of Tom Guskey

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Performance Standards

Issues/Concerns

- number of levels - 2 to 101, proficiency or numbers
- labels - words or symbols or both
- descriptors - clarity, richness
  - problem words - exceeds, all
  - 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 standards
-

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For Fixes #8 and #9

- Where are you/school now? *(Review)*
- Where do you want to go - you/school? *(Refine)*
- Do you have appropriate wording for this fix in school policy and procedures?
- If no, what wording would be appropriate?
- What could you do to assist with the implementation of this fix in your school?

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Fix #10

Don't rely on evidence from assessments that fail to meet standards of quality; rely only on quality assessments.

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Fix #10

Accurate Assessment

- appropriate and clear targets *(Fixes #7 & 8)*
- clear purpose *(Fix #13)*
- sound design - right method
  - well written
  - well sampled
  - bias avoided

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

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Fix #10

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 #10

Well Written

Five General Item-Writing Commandments

Thou shall NOT

- **provide opaque directions about how to respond**
- **employ ambiguous statements in your items**
- **unintentionally provide students with clues**
- **employ complex syntax in your items**
- **use vocabulary that is more advanced than required**

Popham, J. *Classroom Assessment: What Teachers Need to Know,* Allyn and Bacon, Needham Heights, MA, 1995, 98

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Fix #10

Well Sampled

"Ask: Have we gathered enough information of the right kind so we can draw confident conclusions about student achievement. If the answer is yes, proceed. . . .

Our challenge is to know how to adjust our sampling strategies . . . to produce results of maximum quality for minimum effort."

Stiggins, R, *Student-involved Classroom Assessment,* Third Edition, Merrill Prentice Hall, 2001, 510-511

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Fix #10

Well Sampled

"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."*

Davies, Anne, *Making Classroom Assessment Work,* Classroom Connections International, Merville, BC, 2000, 35

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Fix #10

Bias Avoided

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

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Fix #10

***"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."**

Howard Gardner, "Testing for Aptitude, Not for Speed," *New York Times,* July 18, 2002

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Fix #10

"For about one-third of students, the onset of time testing is the beginning of math anxiety." (38) Math facts are held in the working memory part of the brain, "But when students are stressed, such as when they are taking math questions under time pressure, the working memory becomes blocked, and students cannot access math facts they know." (38) Boaler believes that teachers should set classroom norms by telling students what they value and don't value; one of her norms is "I don't value students working quickly; I value (them) working in depth." (172)

Boaler, J. *Mathematical Mindsets.* Jossey-Bass, 2016.

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Fix #10

"One thing we need to change in mathematics classrooms around the world is the idea that in mathematics speed is more important than depth." Powerfully Boaler notes that "our world's top mathematicians – people such as Maryam Mirzakhani, Steven Strogarz, Keith Devlin and Laurent Schwartz, who have all won the highest honors for their work – all talk about working slowly and deeply and not being fast."

Boaler, J. *Mathematical Mindsets.* Jossey-Bass, 2016. 190

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For Fix #10

- **Where are you/school now? *(Review)***
- **Where do you want to go - you/school? *(Refine)***
- **Do you have appropriate wording for this fix in school policy and procedures?**
- **If no, what wording would be appropriate?**
- **What could you do to assist with the implementation of this fix in your school?**

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Fix # 11

Don't rely on the mean; consider other measures of central tendency and use professional judgment.

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Fix #11

"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*".

Guskey, T. R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996, 21

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Fix #11

"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

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Fix #11

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

Reeves, D., "Standards are Not Enough: Essential Transformations for School Success," NASSP *Bulletin*, Dec. 2000, 10

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Fix #11

"Most fifth-grade students learn the difference between mean, median, and mode, and thus gain the insight that the arithmetic mean or average, may not be the best representation of a set of data. Yet the teachers of those students remain stubbornly allegiant to the average."

Reeves, D., *Ahead of the Curve,* Solution Tree, 2007, 230

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Fix #11

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.

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Fix #11

89	
89	
89	Mean or Average = 75.2
20	
89	
89	Median = 89
89	
20	
89	
89	
Total 752	

175

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Fix #11

"Grading by the median provides more opportunities for success by diminishing the impact of a few stumbles and by rewarding hard work."

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

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Fix #11

Alberta Written Test for Drivers License

First attempt 17/20 85% required to pass

10/20 = 50%

Second attempt 10/20 + 17/20 = 27/40 = 13.5/20 = 67.5%

Third attempt 10/20 + 17/20 + 18/20 = 45/60 = 15/20 = 75%

Fourth attempt 10/20 + 17/20 + 18/20 + 19/20 = 64/80 = 16/20 = 80%

Fifth attempt 10/20 + 17/20 + 18/20 + 19/20 + 20/20 = 84/100 = 16.8/20 = 84%

Sixth attempt 10/20 + 17/20 + 18/20 + 19/20 + 20/20 + 20/20 = 104/120 = 17.3/20 = 86.5%

Source: Richard Brown, Alberta high school teacher

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Fix #11

First Test 30/100

Second Test 30/100 + 50/100 = 80/200 = 40%

Third Test 30/100 + 50/100 + 60/100 = 140/300 = 46.66%

Fourth Test 30/100 + 50/100 + 60/100 + 70/100 = 210/400 = 52.5%*

Fifth Test 30/100 + 50/100 + 60/100 + 70/100 + 80/100 = 290/500 = 58%

Sixth Test 30/100 + 50/100 + 60/100 + 70/100 + 80/100 + 90/100 = 380/600 = 63.66%**

Seventh Test 30/100 + 50/100 + 60/100 + 70/100 + 80/100 + 90/100 + 100/100 = 480/700 = 68.66%

Eighth Test 30/100 + 50/100 + 60/100 + 70/100 + 80/100 + 90/100 + 100/100 + 100/100 = 580/800 = 72.5%***

* Pass if pass/fail cut is 50% - 3 attempts at passing level
** Pass if pass/fail cut is 60% - 5 attempts at passing level
*** Pass if pass/fail cut is 70% - 7 attempts at passing level including 2 with perfect scores

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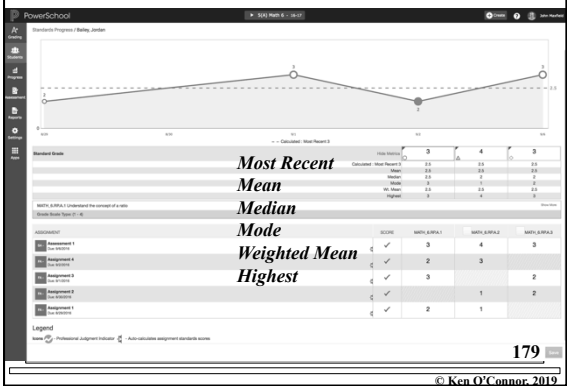
Fix #11



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Fix #11

"Data should be used to INFORM *not* determine decisions"

Management Consultant, The Hay Group, personal conversation, January 2002

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Fix #11

Determining Grades for Standards/Competencies

Grades (for standards) should be determined by the most consistent level of achievement with emphasis on more recent achievement.

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Fix #11

English

Student: _____

Standards	ACHIEVEMENT EVIDENCE: 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	3 (15/20)		4	3	3	3 (15/20)		3
Reading – Line Event Analysis	4 (19/20)	4	4	1		4 (15/20)		4
Reading – Point of View Analysis		4		4		4 (20/20)		4
Language – Conventions		1	2	3	4	4		4
Comments:							Overall Grade	4

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Fix #11

Determining Grades for Subjects from Grades for Standards

1. **Total the standards scores and calculate the average score; 36/40. Average is 3.6. Use a conversion scale. 3.6 = letter/%.**
2. **Total the standards scores and use a conversion scale to subject grades based on the number of standards**
3. **Use a logic rule.**

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Fix #11

Example of a Conversion Table from Standards Grades to Subject Grades

Standards Average	Letter Grade	%	CIS
3.9 – 4.0	A+	100	98-100
3.7 – 3.8	A	96	92-97
3.5 – 3.6	A-	92	90-91
3.3 – 3.5	B+	89	88-89
3.0 – 3.2	B	86	82-87
2.7 – 2.9	B-	82	80-81
2.4 – 2-6	C+	79	78-79
2.0 – 2.3	C	75	72-77
1.7 – 1.9	C-	70	70-71
1.4 – 1.6	D+	67	68-69
1.2 – 1.3	D	63	62-67
1.0 – 1.1	D-	60	60-61
0.0 – 0.9	F	55	59 & below
Incomplete	I	50	I

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Fix #11

Conversion Table from a European International School

Standards-Based Levels to Single Letter Grade Conversion Table

# of Reporting Standards	Max	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
3 RS	12	12-11	11	10	10	9	9	8	8	7	6	6	5	4 & below
4 RS	16	16-15	15	14	13	12	12	11	10	10	9	8	7	6 & below
5 RS	20	20-19	18	17	16	15	14	13	12	11	10	9	8	7 & below
6 RS	24	24-22	21	20-19	18	17	16	15	14	13	12	11	10	10 & below
7 RS	28	28-26	25-24	23	22	21-19	18	17	16	15	14	13	12	11 & below
8 RS	32	32-30	29-27	26	25	24-22	21-20	19	18	17	16 - 15	14-13	12	11 & below
9 RS	36	36-33	32-30	29	28-27	26-24	23	22	21-20	19-18	17-16	15	14	13 & below

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Fix #11

FIGURE 6.8 Arts and Technology High School, Beaverton, Oregon, Logic Rule

ATHS LETTER GRADE CONVERSION	
A	• An **A** in a course is determined by the student presenting sufficient examples of work and assessments demonstrating level 3 and 4 for each long-term learning target, with a majority of 4s. • The student may not have any level 0, 1, or 2 for a long-term learning target.
B	• A **B** in a course is determined by student presenting sufficient examples of work and assessments demonstrating a mix of level 3 and 4 for each long-term learning target, with a majority of 3s. • The student may not have any level 0, 1, or 2 for a long-term learning target.
C	• A **C** in a course is determined student by student presenting sufficient examples of work and assessments demonstrating level 3 and 2 for each long-term learning target, with a majority of 3s. • The student may not have any level 0 or 1 for a long-term learning target.
NP	Not Proficient • If a student has not earned a C or higher in the class at the endpoint of the term, an **NP** will be reported on the progress report and online. When the student demonstrates proficiency for all targets at level 2 or 3 at a later date, the **NP** will change to the appropriate letter grade, and credit will be awarded as appropriate. The **NP** will remain on the student's transcript until proficiency is demonstrated. **NPs** that remain on a student's transcript at graduation or at the time of transfer to another school will be automatically converted to an **F**.
F	• An **F** is only reported on the transcript when a student abandons the opportunity to show proficiency.

SOURCE: West Linn-Wilsonville School District (2017).

O'Connor, K., *How to Grade for Learning*, Fourth Edition, Corwin, 2018, 192

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Fix #12

Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real level of achievement or use "I" for Incomplete or Insufficient evidence.

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Fix #12

Problems with zeros

- Philosophical
- Mathematics
- Motivation.

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Fix #12

"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."

Reeves, D.B., "The Case Against the Zero," *Kappan*, December 2004, 324-325

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Fix #12

"To recover from a single zero in a percentage grade system, a student must achieve a perfect score on a minimum of nine other assignments. Attaining that level of performance would challenge the most talented students and may be impossible for struggling learners. A single zero can doom a student to failure, regardless of what dedicated effort or level of performance might follow."

Guskey, T.R. 2013. "The Case Against Percentage Grades." *Educational Leadership*. September. 71

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Fix #12

The Effect of Zeros

5 pt scale		*101 point scale*			
4	(A)	90-100	11	95	95
3	(B)	80-89	10	85	85
2	(C)	70-79	10	75	75
1	(D)	60-69	10	65	65
0	(F)	<60	60	0	50
2	(C)			64 (D)	74 (C)

O'Connor, K., *A Repair Kit for Grading*, Second Edition. Pearson ATI, 2011. 98

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Fix #12

"although some have suggested that minimum-grade policies promote grade inflation and social promotion in schools, well-designed, longitudinal studies show this is not the case. Rather, school districts implement minimum-grade policies simply to eliminate the confounding effects of a zero in a percentage grading system."

Guskey, T.R. 2013. "The Case Against Percentage Grades." *Educational Leadership.* September. 71

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Fix #12

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

Guskey, T. R. and Bailey, J. *Developing Grading and Reporting Systems for Student Learning*, Corwin Press, 2001, 144

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Fix #12

The Last Word on Zeros

"A zero has an undeserved and devastating influence, so much so that no matter what the student does, the grade distorts the final grade as a true indicator of mastery. Mathematically and ethically this is unacceptable."

Rick Wormeli quoted in O'Connor, K., *A Repair Kit for Grading*, Second Edition. Pearson/ATI, Portland, 2011. 101

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For Fixes #11 and 12

- Where are you/school now? *(Review)*
- Where do you want to go - you/school? *(Refine)*
- Do you have appropriate wording for this fix in school policy and procedures?
- If no, what wording would be appropriate?
- What could you do to assist with the implementation of this fix in your school?

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Fix #13

Don't use information from formative assessments and practice to determine grades; use only summative evidence.

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Fix #13

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.**

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Fix #13

Formative Assessment

Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.

Popham, J. *The ABC's of Educational Testing.* Corwin. 2017. 95 in O'Connor, K. *How to Grade for Learning.* Fourth Edition. Corwin. 2018. 123

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Fix #13

"The ongoing interplay between assessment and instruction, so common in the arts and athletics, is also evident in classrooms using practices such as non-graded 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."

McTighe, J., "What Happens Between Assessments," *Educational Leadership*, Dec. '96-Jan. '97, 11

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Fix #13

"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."

Manitoba Education and Training, *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators and Parents.* Winnipeg, 1997, 9

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Fix #13

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.

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Fix #13

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 Wiliam, D. "Inside the Black Box," *Kappan,* October 1998, 139

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Fix #13

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
   Review of Educational Research: Winter 1988, vol.58. no 4, pp.438-481
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

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Fix #13

"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"**

Source: Black, P. and Wiliam, D. "Inside the Black Box," *Kappan*, October 1998

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Fix #13

"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."

Atkin, J. M., P. Black, and J. Coffey (Eds.) *Classroom Assessment and the National Science Education Standards,* National Research Council, Washington, D.C., 2001, 39 citing work by Butler, R., "Task-involving and ego-involving properties of evaluation: Effects of different feedback conditions on motivational perceptions, interest, and performance", *Journal of Educational Psychology,* 1987, 79(4), 474-482, and others.

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Fix #13

Dylan Wiliam on Twitter (December 2018 on whether formative assessments should be "no score, comment only."

"I think the crucial point is that it's very hard to get students to pay attention to the comments if there's a score. So my advice is either tell students how to get better, or tell them how good they are, but don't try to do both at the same time."

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Fix #13

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

Feedback	Gain
marks	none
comments	30%
both	none

Butler, R. *Br. J. Educ. Psychol.* 1988, 58 1-14

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Fix #13

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*

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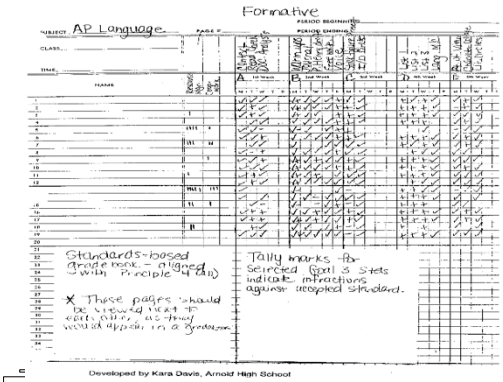
Reviewing and Refining Practices Around Communicating Student Achievement

Fix #13



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Fix #13

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
Formal 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

210

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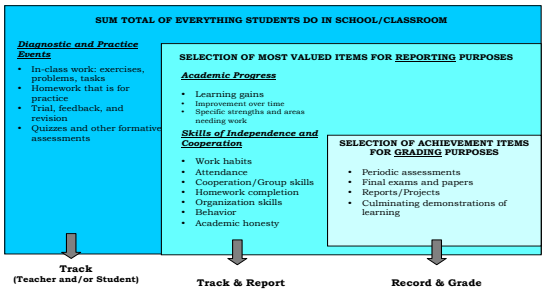
Fix(es) #13 (& 3 & 8)

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

211

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Fix #13

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)

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Fix #13

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.**

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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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Fix #13

"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

215

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Fix #13

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** 216

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For Fix #13

- **Where are you/school now? *(Review)***
- **Where do you want to go - you/school? *(Refine)***
- **Do you have appropriate wording for this fix in school policy and procedures?**
- **If no, what wording would be appropriate?**
- **What could you do to assist with the implementation of this fix in your school?**

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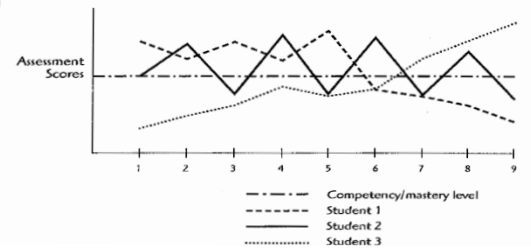
Parachute Packing Test Scores



O'Connor, K., *How to Grade for Learning,* Fourth Edition. Corwin, 2018. 34. From Anne Davies, 2000. Originally developed by Michael Burger 217

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Fix #14

Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances emphasize more recent achievement.

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Reviewing and Refining Practices Around Communicating Student Achievement

Fix #14

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.

Guskey, T. R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996, 21

219

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Fix #14

"We know that students will rarely perform at high levels on challenging learning tasks at their first attempt. Deep understanding or high levels of proficiency are achieved only as a result of trial, practice, adjustments based on feedback and more practice."

McTighe, J., "What Happens Between Assessments." *Educational Leadership*, Dec. 1996 - Jan. 1997. 11

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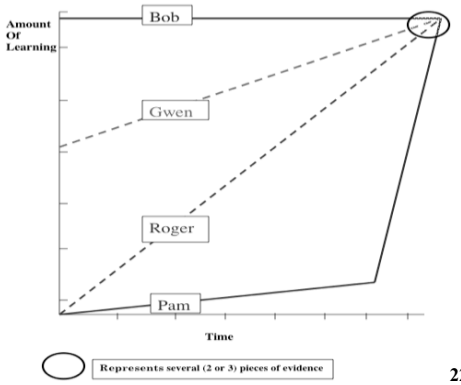
Fix #14



O'Connor, K., *A Repair Kit for Grading*, Pearson ATI, 2011, 123

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Fix #14

" . . . 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)

O'Connor, K., *How to Grade for Learning.* Second Edition, Corwin, Thousand Oaks, CA, 2002, 135

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Fix #14

Formal Reassessment

Avoid by **- informal assessment and feedback**
- spiraling assessments

IF STILL NECESSARY

Always **- evidence of 'correctives'**
- full credit
- available to all

Optional **- opportunity cost**

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For Fix #14

- **Where are you/school now? *(Review)***
- **Where do you want to go - you/school? *(Refine)***
- **Do you have appropriate wording for this fix in school policy and procedures?**
- **If no, what wording would be appropriate?**
- **What could you do to assist with the implementation of this fix in your school?**

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Fix #15

Don't leave students out of the grading process. Involve students; they can - and should - play key roles in assessment and grading that promote achievement.

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Fix #15

Questions students must be able to answer

1. Where am I going?
2. Where am I now?
3. How can I close the gap (or get better if I'm already there)?

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Fix #15 ***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**

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Fix #15

The best resource for student involvement ideas is:

Seven Strategies of Assessment for Learning: **Jan Chappuis, Second Edition. Pearson ATI. 2014**

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Fix #15

Strategies that teachers can use to involve students

1. **Engage students in reviewing weak and strong samples in order to determine the attributes of a good performance or product . . .**

2. **Students practice using criteria to evaluate anonymous strong and weak work.**

3. **Students work in pairs to revise an anonymous weak sample they have just evaluated.**

Stiggins, R., and J. Chappuis, "Using student-involved classroom assessment to close achievement gaps," ***Theory into Practice*****,44(1), 2005, 15**

228

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Fix #15

What Students Want from Teachers to Help Them Learn

From a list developed by Kathleen Cushman and Allison Zmuda

1. Let us see what we are aiming for
2. Break down what we need to learn
3. Give us lots of ways to understand
4. Teach us to critique and revise everything we do
5. Assess us all the time, not just in high-stakes ways
6. Chart our small successes
7. Ask us to work as an expert team
8. Help us to extend our knowledge through using it
9. Use performances to assess our academic understanding

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For Fix #15

- **Where are you/school now? *(Review)***
- **Where do you want to go - you/school? *(Refine)***
- **Do you have appropriate wording for this fix in school policy and procedures?**
- **If no, what wording would be appropriate?**
- **What could you do to assist with the implementation of this fix in your school?**

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#	*PHILOSOPHICALLY*	*ORGANIZATIONALLY*
1	*Difficult*	*Easy*
2	*Difficult*	*Easy*
3	*Easy*	*Easy*
4	*Difficult*	*Easy*
5	*Easy*	*Easy*
6	*Difficult*	*Easy*
7	*Easy*	*Difficult*
8	*Difficult*	*Difficult*
9	*Easy*	*Easy*
10	*Easy*	*Difficult*
11	*Difficult*	*Easy*
12	*Difficult*	*Easy*
13	*Difficult*	*Difficult*
14	*Difficult*	*Easy*
15	*Easy*	*Difficult*

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Easy Easy	*3 5 9*
Difficult Easy	*1 2 4 6 11 12 14*
Easy Difficult	*7 10 15*
Difficult Difficult	*8 13*

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Proposed K-12 Grading Procedures Based on the Fifteen Fixes

Procedures

1 a. Individual achievement of stated learning goals shall be the only basis for grades.
b. Behaviors/learning skills shall not be included in grades unless they are a stated part of a learning goal.
c. The *3-6 (?)* most valued behaviors/learning skills shall be reported separately.

2. Late submission of assessment evidence shall be handled as follows:
a. Teachers may set due dates and deadlines for all marked assessment evidence that will be part of a student grade.
b. There shall be no penalties for late submission of assessment evidence.
c. Late submission of assessment evidence may lead to parent contact and will be noted for inclusion in comments and/or learning skills section of the report card.
d. Late submission of assessment evidence shall lead to an invitation or the requirement to attend a support session during the school day, before school, at lunchtime, or after school hours.
e. Students may request and receive extensions of timelines.

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3. Extra credit and bonus points/questions will not be used.

4. Academic dishonesty will be dealt with
a. As set out in the Code of Conduct not with mark reductions.
b. Students will be required to resubmit any assessment identified as academically dishonest, certifying that it was completed honestly.

5. Absences shall be handled as follows:
a. Students shall not be penalized only for absence.
b. Absent students shall be given makeup opportunities for all missed summative assessments (marked assessment evidence that will be part of student grades) without penalty.

6. a. No group scores will be included in grades unless collaboration is required by the standard being addressed.
b. Parents and students shall be notified in advance of why and how group scores will be used.

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7. a. Grading procedures shall be related directly to standards/stated learning goals.
b. Grades will be determined for standards K-12.
c. Subject letter grades will be determined for grades *x to y*.

8. Performance standards will be identified and described using a limited number of levels of proficiency.

10. Criterion-referenced standards shall be used to distribute grades and marks.
a. Teachers shall use quality assessment instruments.
Each assessment must meet 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
b. Teachers shall properly record evidence of student achievement on an ongoing basis.

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11 a. Grading is an exercise in professional judgment wherein the educator seeks to ensure that the grade each student receives (for standards or subjects) is an accurate representation of his or her achievement as represented by a body of evidence.
b. Grades will be determined primarily by the most consistent level of achievement with emphasis on more recent evidence.
c. Consideration shall be given to the use of statistical measures other than the mean for grade determination, for example, median and mode.
12 a. Teachers will record missing (M) or not submitted (NS) in their grade books for assessments that have not been received by the due date or the agreed upon extended date.
b. If a student has produced insufficient evidence to determine a grade for a standard or subject, the student's grade will be an "I" for Incomplete, until such time as sufficient evidence is provided.
c. If teachers are using percentages zeros may not be used.

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13 a. Teachers shall provide descriptive feedback orally or in writing on formative assessment.
b. Formal assessments used in the formative assessment process shall not be included directly in grades.
c. Marks/scores from summative assessments shall be used primarily to determine grades.
14 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 mark, not an average mark, for any such multiple opportunities.

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15 a. Teachers shall provide students with a written overview of assessment in clear, easily understandable language, indicating how each summative assessment throughout the year/course will be evaluated before each such assessment is administered
b. 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.
c. 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.
d. Teachers will provide students with opportunities for self-assessment, reflection and goal setting, and will transition from parent teacher conferences to student-led conferences.

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For all 15 Fixes

- **Where are you/school now?** ***(Review)***
- **Where do you want to go - you/school?** ***(Refine)***
- **Do you have appropriate wording for the fixes in your school policy and procedures?**
- **If no, what wording would be appropriate?**

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Part 5

Reviewing and Refining Your Communication System

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Six standards for quality according to Grant Wiggins

Fair Reporting

Honors idiosyncrasies and appropriate extenuating circumstances

Fair reports allow for a wide range of individual differences

Developed from original ideas presented by Grant Wiggins

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Six standards for quality according to Grant Wiggins

Honest Reporting

Describes absolute levels of performance

Honest reports state the level of performance against public, published standards.

Honest reports provide balanced information including strengths, areas for improvement and next steps.

Developed from original ideas presented by Grant Wiggins

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Six standards for quality according to Grant Wiggins

Useful Reporting

Refers to the reader's ability to use the information

Useful reports reflect clarity about purpose and audience.

Useful to receiver(s) – primarily.

Useful reports provide rich, and accurate information.

Developed from original ideas presented by Grant Wiggins

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Six standards for quality according to Grant Wiggins

Credible Reporting

Provides trustworthy and believable information for ALL constituencies

Credible reports rely on consistent scoring and grading.

Credible reports reflect occasional external validation in terms of tasks, criteria, and standards.

Credible reports arise from quality assessment/evidence.

Developed from original ideas presented by Grant Wiggins

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Six standards for quality according to Grant Wiggins

Feasible Reporting

Provides a manageable system for teachers

Feasible reports are "Do-Able."

Feasible reports honor demands on teacher time.

Developed from original ideas presented by Grant Wiggins

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Six standards for quality according to Grant Wiggins

User-Friendly Reporting

Refers to intelligibility and ease of access of information

User-friendly reports are free from educational jargon and opaque descriptors.

User-friendly reports balance customary practices with expanded information.

Developed from original ideas presented by Grant Wiggins

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Think about Wiggins' six standards.
(Fair, Honest, Useful, Credible, Feasible, User Friendly)

How does your reporting meet (or not meet) these standards?

Are you better on some than others?

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Requirement #1

Report Cards and Grades should be seen as part of *an overall communication system* that includes formal and informal opportunities to communicate student achievement, progress and behaviors (e-mails, postcards, phone calls, conferences, etc).

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Tools for a Comprehensive Reporting System

1. Report Cards
2. Notes Attached to Report Cards
3. Standardized Assessment Reports
4. Phone Calls to Parents
5. Weekly/Monthly Progress Reports
6. School Open Houses
7. Newsletters to Parents
8. Personal Letters to Parents
9. Evaluated projects or Assignments
10. Portfolios or Exhibits of Student Work
11. Homework Assignments
12. Homework Hotlines
13. School Web Pages
14. Parent-Teacher Conferences
15. Student-Teacher Conferences
16. Student-Involved Conferences
17. Student-Led Conferences

Based on Guskey and Bailey, *Developing Grading and Reporting Systems for Student Learning*, Corwin, 2001, pp. 175-191

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The list on slide # 234 was in a book published in 2001.

For 2018 and beyond which tools would you remove from the list and which tools would you add?

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The "Perfect" Communication System

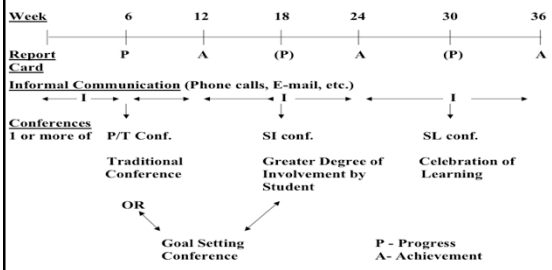

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FIGURE 10.1 The Communication System

	Limited ←							→ Comprehensive
Report cards Conferencing	Grades	Report cards (limited information, usually grades and brief comments)	Informal communications (infrequent, usually criticism/ warning)	Parent/ teacher interviews (no student present)	Report cards (expanded format)	Informal communication (frequent and ongoing, usually positive)	Student-involved conferencing	Student-led conferencing
Other communication strategies		Standardized assessment reports, weekly/monthly progress reports	Phone calls, notes, letters, e-mails, texts	School open houses	School webpages, parent portals	E-mails, texts, phone calls, notes, letters, projects, assignments, homework, and homework hotlines	Portfolios—hard copy and digital Exhibitions	Portfolios—hard copy and digital Exhibitions

O'Connor, K., *How to Grade for Learning*, Fourth Edition, Corwin, 2018, 256

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Communication System

Issues/Concerns

- **Components**
- **Coherent/Aligned**
- **Informative**
- **Feasible**
-
-

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Do you have a communication "system?"

If you have a parent portal where does it fit into your communication "system?"

What could/should you do to make your communication system (more) coherent, informative and feasible?

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Requirement #2

Focus on a public, published primary purpose.

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Two examples of Purpose Statements

"The purpose of this report is to communicate to parents and students specific and useful information about students' level of proficiency in meeting learning goals, development of learning habits and identified areas of strength as well as areas for growth."

"The primary purpose for reporting is to communicate student achievement and behaviors that support learning. This report documents student performance within a period of time and provides information regarding strengths and areas to improve. The intent of this report is to provide a common understanding of your child's progress and to facilitate growth."

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Purpose

Issues/Concerns

- **Length**
- **Clarity**
- **Ideas/word choice/tone**
- **Parent friendly**
- **Link to Mission/Vision**
- **Where/Placement**
-
-

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How would you word a purpose statement for your report card?

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Requirement #3

Provide opportunities for parents and students to be involved:

- **comments focused on strengths and areas for improvement;**
- **student self assessment/reflection;**
- **parental action and response;**
- **next steps for parents, teachers, and students.**

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Reviewing and Refining Practices Around Communicating Student Achievement

Logistical requirements-
- **format and design that enhances comprehension**
- **frequent enough to provide timely information but not so frequent that reporting overwhelms parents and overburdens teachers (quality SB EF not more than 3 times per year)**

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Things to Do

- **Communicate**
- **Survey current practices**
- **Communicate**
- **Discuss survey results, identify strengths, weaknesses**
- **Decide priorities**
- **Communicate**
- **Commit to grades on achievement only - behaviors separate, no penalties, summative only, no homework**
- **Identify (power) standards**
- **Communicate**
- **Decide on performance standards**
- **Communicate**
- **Design communication system including report cards**
- **Communicate**

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Moving to more effective communiation practices

1. **Communicate, communicate, communicate with every method you have available.**
2. **Ensure that there is clarity and consensus about the purpose, which should be to create a culture of learning.**
3. **Determine the appropriate balance of pressure (policies/ procedures and timelines) and support (studying, reading, talking, and professional development).**
4. **Plan with the end in mind, but be willing to adjust.**
5. **Utilize diverse committees/taskforces/teams, but be transparent about which decisions will be made by administrators and which decisions will be reached by consensus.**
6. **Be clear about what will change and what will not change.**
7. **Be courageous and persistent. Non illegitimi carborundum.**

O'Connor, K., *How to Grade for Learning.* Fourth Edition. Corwin. 2018. 303

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Part 5 Summary And Reflection

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More Necessary Changes

GPA
- 11/12 only, on average of best 6 subjects each year
Class rank
- eliminated
Athletic eligibility
- based on attendance and "behavior"
Valedictorian
- Determine criteria for multiple honorees
Parent portals
- Summarizing function turned off except for a few days each grading period

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For grades that are:

Consistent	**Fix**	**8**
Meaningful	**Fix**	**7**
Supportive of learning	**Fixes**	**13 14 15**
Accurate	**Fixes**	**1 2 3 4 5 6 9 10 11 12 14**

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Reviewing and Refining Practices Around Communicating Student Achievement

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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"... 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, J. and Ferrara, S. "Performance-Based Assessment in the Classroom," Pennsylvania ASCD

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<u>Why Standards-Based Grading and Reporting?</u>

1. Mandate

2. Supports learning

3. Improves communication

4. Consistency/Fairness

5. Traditional grades are broken.

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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.

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Grades

should come from

a body of evidence + performance standards + fixes

i.e., professional judgment NOT just number crunching

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To evaluate or judge is to reach

"a sensible conclusion that is consistent with both *evidence* and common sense"

Robert Linn, CRESST

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Social Media Professional Networking

Facebook
Standards Based Learning and Grading Group

Twitter Chats
#sblchat alternate Wednesdays 9 PM ET
#ATAssess alternate Tuesdays 9 PM ET
#colchat Mondays 9 PM ET
#TG2chat Sundays 9 PM ET

Use TweetDeck or Hootsuite

271

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Grading "Top Sixteen" Reference List

Boaler, J. *Mathematical Mindsets*. Jossey-Bass, 2016

Brookhart, S. *How to Use Grading for Learning.* ASCD. 2017

Cameron, C. and K. Gregory. *Rethinking Letter Grades*. Second Edition. Portage and Main Press. 2014

Cornue, J. *Changing the Grade.* ASCD. 2018

Cooper, D. *Redefining Fair*. Solution Tree, 2011

Dueck, M. *Grading Smarter Not Harder*. ASCD, 2014

Guskey, T. R. *On the Mark*. Solution Tree. 2015

Guskey, T.R. "The Case Against Percentage Grades" *Educational Leadership*. September 2013. pp. 68-72

272

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Grading "Top Sixteen" Reference List (cont.)

Hierck, T and Larson, G. *Grading for Impact.* Solution Tree. 2018

Hill, D and Hillman, G. *The Grade Cleanse.* PowerofICU, 2018

Jung, L. A. *From Goals to Growth.* ASCD. 2018

Kagan, S. "Group Grades Miss the Mark" *Educational Leadership*. May 1995, 68-71

Reeves, D. *Elements of Grading*. Second Edition. Solution Tree. 2016

Rinkema, E and Williams, S. *The Standards-Based Classroom.* Corwin, *September 2018.*

Schimmer, T., *Grading from the Inside Out.* Solution Tree, 2016

Wormeli, R. *Fair Isn't Always Equal*. Stenhouse, 2nd Edition 2018

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(Implementing the fifteen fixes) "requires significant changes in many schools, especially high schools. DuFour, Eaker, and DuFour (2005) note that this will require "more than changes in structure—the policies, programs and procedures of a school. Substantive and lasting change will ultimately require a transformation of culture—the beliefs, assumptions, expectations and habits that constitute the norm for people throughout the organization" (p. 11). This means that teachers and administrators have to become reflective practitioners, especially as it relates to the practice of grading." And answer this question *Does what you DO align with what* you BELIEVE?

O'Connor, K., *How to Grade for Learning.* Fourth Edition. Corwin. 2018. 313

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