Standards Based Grading and Reporting

Board Presentation
October 22nd, 2018

VISION STATEMENT: Grades should accurately reflect student achievement and areas for growth

Grading Practices

All Teachers Pilot Teachers PD Provided

- Student behaviors (effort, participation, adherence to class rules, etc...) are not included in student grades
- Students will not receive a lower grade for assignments turned in late
- Students are not provided extra credit or bonus points to increase a grade. Seek only evidence that more work has resulted in a higher level of achievement.
- Academic Dishonesty does not result in a grade reduction.
- A student is graded on his or her academic performance and not as a group.
- Timed Assessments & Pop Quizzes should not be included in a student's grade.
- Every activity or assignment that is assigned to students are not graded and recorded in the gradebook.
- Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.
- Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards.
- Don't rely on the mean; consider other measures of central tendency and use professional judgment.
- 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.
- Don't use information from formative assessments and practice to determine grades; use only summative evidence.
- 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.
- 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.
- Homework is for practice of skills and are not factored into a student's grade

Looking Ahead to 2018-2019

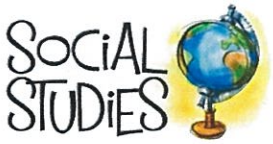
August | September | October | November | December | January | February | March | April | May

- Summer minis for SBG - Pilot Teachers
- Cross-District Articulation Meetings
  - School Improvement/Early Dismissal/Institute Days
    - September 19th, October 5th, October 17th
      - Complete Proficiency Scales & Assessments prior to instruction.
    - November 14th, December 19th, January 16th
      - Complete Proficiency Scales & Assessments prior to instruction.
    - February 20th, March 20th, May 15th
      - Complete Proficiency Scales & Assessments prior to instruction.
    - Piloting Teacher will be leading the early release cross-district articulation meetings
  - Additional Meetings/Work Time allotted for pilot teachers
    - Half day release time once a month

Looking Ahead to 2018-2019

August | September | October | November | December | January | February | March | April | May

- Pilot Teacher Timeline
  - 1st Trimester
    - Math, Science, SEL
  - 2nd Trimester
    - Math, Science, SEL, & Social Studies
  - 3rd Trimester
    - Math, Science, SEL, & Social Studies
      ELA & writing implemented in '2019-'2020



Proficiency Scales

- growth based rubrics
- clear criteria for how to reach mastery

Fourth Grade

Common Core Domain

Report Card Statement: Analyze different forms of energy.

Standards:

4-PS3-1: The student is expected to use evidence to construct an explanation relating the speed of an object to the energy of that object.
4-PS3-2: The student is expected to make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
4-PS3-3: The student is expected to ask questions and predict outcomes about the transfer of energy when objects collide.
4-PS3-4: The student is expected to apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

		The Student Will:
Mastered	4-PS3-1	• Construct an explanation relating the speed of an object to the energy of the same object.
	4-PS3-2	• Make observations to provide evidence that energy is transferred from place to place by sound, light, heat, and electric currents.
	4-PS3-3	• Ask questions about the transfer of energy when objects collide. • Predict outcomes about the transfer of energy when objects collide.
	4-PS3-4	• Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
Approaching		Student demonstrates partial understanding of the standards but has not mastered all related skills
Below		With help, the student may demonstrate partial success.

Second Grade

Common Core Domain: Measurement and Data

Report Card Statement: Measure and estimate lengths in standard units

Standards:

2.MD.A.1-Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.A.2-Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.A.3-Estimate lengths using units of inches, feet, centimeters, and meters.

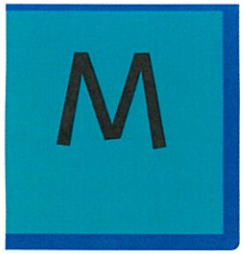
2.MD.A.4-Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

		The Student Will:
Mastered	2.MD.A.1	• Select and use the appropriate tool to measure the length of an object. (rulers, yardsticks, meter sticks, and measuring tapes)
	2.MD.A.2	• Measure the length of an object twice using different units. (ex. inches and centimeters) • Explain the relationship between the size of a unit and the number of units needed. • Demonstrate understanding that the smaller the unit, the more units it will take to measure the object.
	2.MD.A.3	• Estimate lengths using inches, feet, centimeters and meters prior to measuring.
	2.MD.A.4	• Measure two objects and then determine the difference in length. • Use comparative statements to describe how much longer or shorter the object is.
Approaching		Student demonstrates partial understanding of the standards but has not mastered all related skills.
Below		With help, the student may demonstrate partial success.

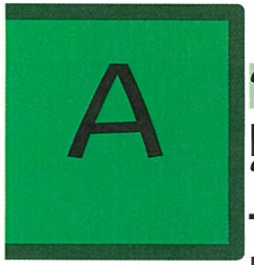
OPPORTUNITIES TO ASSESS THIS CLUSTER

Unit and Lesson Number	Activity
Topic 15	Topic 15 Test
2.MD.4	Measurement Word Problems Assessment
2.MD.6	Number Lines

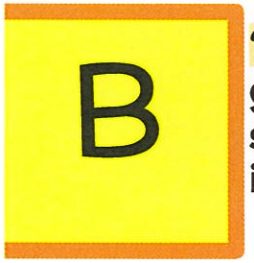
BELOW → APPROACHING → MASTERED



"Mastered" indicates the student has proficient understanding and meets grade level expectations. We want all of our students to reach mastery. A student performing at mastery is right on track with our high academic expectations.



"Approaching" indicates the student has basic understanding and is partially proficient at meeting grade level expectations. A student receiving "Approaching" understands the basic concept or skill, but has not yet reached the Mastered level. "Approaching" should indicate that the student's performance varies in consistency with regards to accuracy, quality, and level of support.



"Below" indicates the student has minimal understanding and does not meet grade-level expectations. Performance is inconsistent even with guidance and support. Students receiving "Below" will need additional support and/or interventions to learn the materials and progress toward meeting standard.

Common Assessments

Rethink multiple choice

We will be grading on a 3 tiered scale (mastered, approaching, below). It is difficult to assess multiple choice on this type of scale.

How Do We Make Assessments?

Use EnVision and ReadyGen tests

- pull out questions that match standard (3-5 questions per assessment)
  - Math: paper and pencil
  - Reading, SS: Any format
  - Science: STEMscopes CER

Creating Assessments

Assessments will be created with district grade level teams. We WILL have time to create these this year and next year!

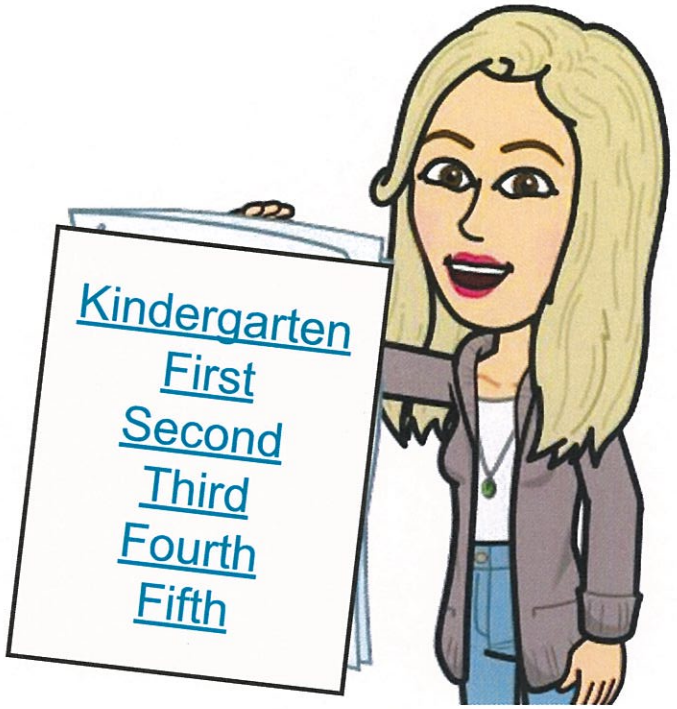
- Pilot teacher: Required to use new assessments in '18-'19
- Non Pilot: Required to use new assessments '19-'20

How Do These Relate to Standards?

Each assessment will be based on ONE report card statement that matches with ONE proficiency scale.

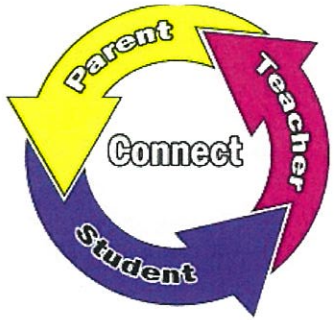
Reporting

Pilot teachers will explore and determine the best option for a record book.



Do not rely on the mean; consider other measures of central Tendency, such as mode. Use your professional judgement.

Parent Communication



- Video to begin communication
  - QR will be passed out at information day to all parents
- Pilot teachers will have a parent session focused on standards based grading
  - Time: TBD
  - Information will be created by the committee so the message is uniformed
- After first trimester report cards are sent home there may be a question and answer session for parents to ask questions they have about the report card format

Benefits of Standards Based Grading

Clearly communicates students' current level of performance and progress toward set learning targets.

Teachers can use feedback to tailor instruction to meet the needs of all students.

Doesn't penalize students for mistakes made during the learning process.

Students are offered multiple opportunities and ways to demonstrate proficiency