FREMONT COUNTY
School District 1

Achieve Every Summit

PLCs and Standards-based Grading
(Board presentation 16 August 2022)

History

Accreditation

<u>10. District Assessment System - Grading and Reporting</u>
- Grades are based on <u>level of performance</u> on the content.
- The grading system provides accurate evidence of the <u>level of mastery</u> or performance for each <u>standards-aligned</u> learning goal and is uniformly implemented across the district. (Full Implementation)

<u>Peer review </u>Improvement Priority (2015) -

Define and consistently implement <u>grading</u> and reporting policies based on clearly defined <u>standards-based learning</u> criteria across all grade levels and all courses.

History

PLCs!

Collaboration

Culture of Learning - It's okay to be where you're at; it's not okay to stay there

Results Oriented

The Visits

1. Required each principal to take a team to a PLC Institute.
2. Required teams to attend curriculum work.
3. Visits and Visitors

The Visits

Anthony Muhammad - PLC basics
Jason Hillman - PLC principal
Kevin Mitchell - PLC Supt.
Jan Hoegh - SBG
Data Teams training
Adlai Stevenson HS - PLC School
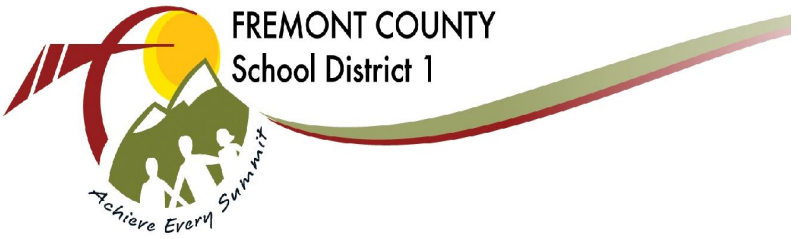White River School District - PLC

Expectations

1. Everyone in Teams
2. Answering the 4 Questions
   a. What do we want students to learn?
   b. How will we know?
   c. What to do if they don't get it?
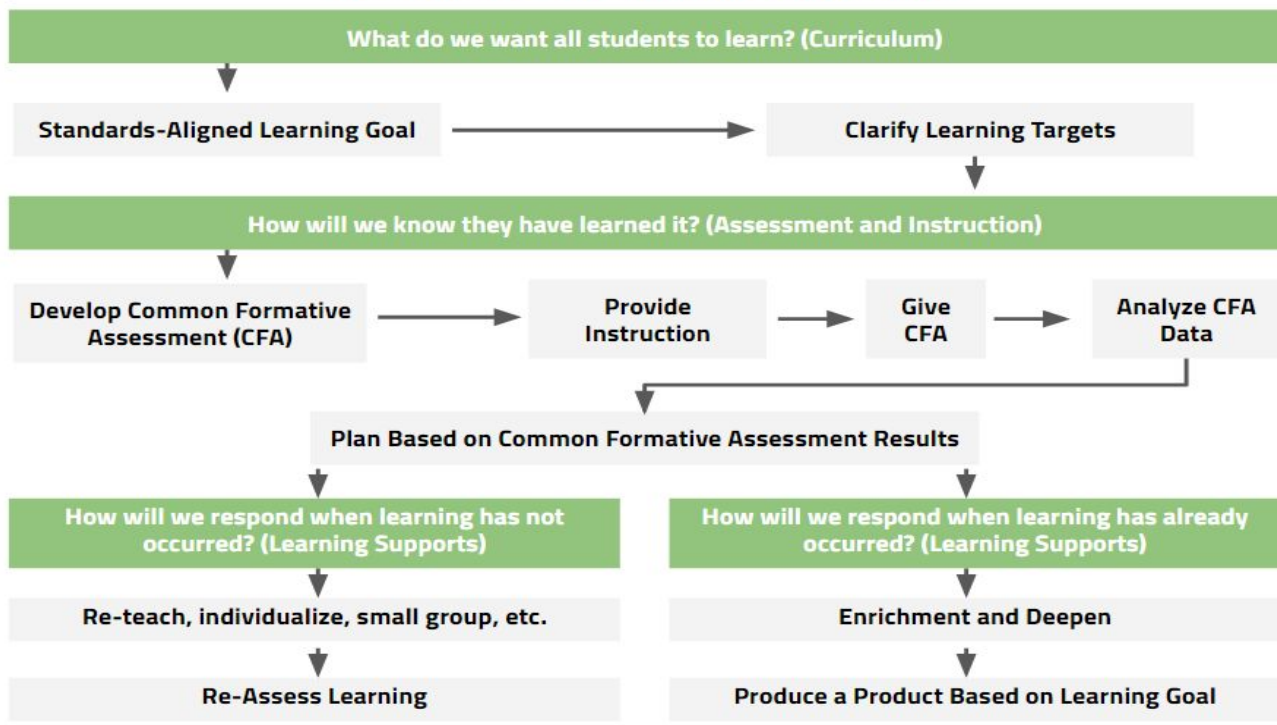   d. What to do if they get it?
3. Time

Building Shared Knowledge and Common Understanding

District Instructional Framework

What do we want all students to learn? (Curriculum)

Standards-Aligned Learning Goal → **Clarify Learning Targets**

How will we know they have learned it? (Assessment and Instruction)

Develop Common Formative Assessment (CFA) → **Provide Instruction** → **Give CFA** → **Analyze CFA Data**

Plan Based on Common Formative Assessment Results

How will we respond when learning has not occurred? (Learning Supports)	How will we respond when learning has already occurred? (Learning Supports)
Re-teach, individualize, small group, etc.	Enrichment and Deepen
Re-Assess Learning	Produce a Product Based on Learning Goal

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Alignment

- Prioritizing and unpacking standards
- Developing proficiency scales
- Developing CFAs
- Data review protocols
- Grading

Why … Grade?

The purpose of grades is to communicate **student achievement**

- To parents (and others)
- To students (self-evaluation)
- To select, identify, or group students (for certain programs)
- Evaluate programs

Why … Grade?

A Grading Program Should

- Be Fair

- Be Consistent

- Support Learning

- Promote Communication between teachers/students/parents

Why ... Grade?

Relate grading procedures to learning goals

- Identify critical concepts/skills

- Assess individual concepts/skills

- Mastery is the standard

- Summative vs. Formative activities

- Multiple Opportunities to Demonstrate Learning

Standards Based Grading

Building common K-12 practices

Standards Based Grading

- A focus on **mastering content** "standards" instead of accumulating points

- A report of what students **know and are able to do**

- **Evidence** - A balance of formative and summative assessments

- A record keeping system that **informs** instruction

- A system that encourages student reflection and responsibility for learning

Standards Based Grading

What should NOT be included in a grade:

- Anything that doesn't relate to a standard
- Effort
- Behavior
- Attendance
- Group Work
- Participation
- Homework
- Citizenship
- Attitude
- Bonuses

Last	First	calculus 1 C1	areas A1	vol, disk A2	vol, cyl A3	vol, strategy A4	average value A5	u-sub I1	int by parts I2	trig identities I3	trig triangles I4	partial frac I5	improper integrals I6	sequences S1	geo series S2	int test S3
Student1	Name1	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4
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Image: The Integrity of the Grade, courtesy of Dr. Justin Tarte, @justintarte

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Traditional Grading

- Letter grades-A, B, C, D, F
- Academic achievement tainted by non-academic factors
- Grade everything and average it together
- Chronological listing of all the assignments
- Report a single grade for a class

Inhibiting Learning

- Including behaviors in academic grade
- Assessments not linked to learning targets
- Grading first effort (formative assessment)
- Assigning Zeros as grades (The Power of Zero)
- Always using the average to determine a grade
- Old and recent scores are given the same weight

Averaging

- "If I get an A on the final exam, I pass the course."

- Driver's exam

- Jiu Jitsu
  - White belt; Blue; Purple; Brown; Black

Averaging Problems

Student A	0, 20, 80, 100, 100, 100
Student B	70, 60, 70, 80, 90, 80
Student C	80, 90, 100, 100, 100, 0
Student A	Avg. = 67
Student B	Avg. = 75
Student C	Avg. = 77 (94 w/o the 0)

Traditional Grading

- Mastery - Has a student who receives a "C" based upon 100% homework completion and 50% test average really mastered the standards?

- Early failure motivation

- Fairness?

Traditional Grading

Traditional/typical grading scale

| F | D | C | B | A |

Percentage Grading scale

0   10   20   30   40   50   60   70   80   90   100
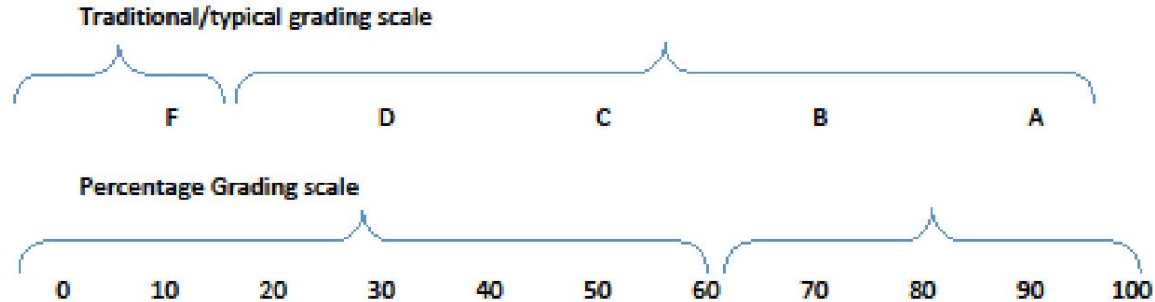
Typical scale ⇒ Failing grade makes up ⅕ of scale

% scale ⇒ Failing grade makes up >60% of scale

Responsibility

Time vs. Learning

Academic vs. Behavior

Student self-evaluation - Hattie - identify from scale why they're not getting it

Is giving a zero teaching responsibility?

Evidence collection - collections; timelines

Responsibility

- Accountability + full credit for learning (evidence and self-reflection) = environment where students' incentive to learn increases

	Infrequent Issue	Chronic Issue
Students who Struggle	These students occasionally need additional instruction and support from the teacher.	These students need regular, predictable, and more targeted instruction and support (executive function skills,etc.) from the teacher and support team.
Students who Settle	These students occasionally need leaning to be mandatory instead of invitational (school-wide system).	These students require more targeted behavioral interventions (executive function skills, etc) from the teacher and administration to prevent the problem from persisting.

Schimmer, T. (2016). *Grading From the Inside Out*. Bloomington, IN: Solution Tree Press.

Responsibility Grading Scale

Description
- Comes to class prepared to learn   - Completes assessments/assignments in a timely manner   - Attends school and is on time to class   - Takes responsibility for actions and consequences   - Engaged in the learning   - Follows class norms/expectations
Score
4: Consistently Demonstrates
3: Usually Demonstrates
2: Sometimes Demonstrates
1: Rarely Demonstrates

Students will earn a score for demonstrating responsibility in each class. This score will be reported in Infinite Campus and on report cards for each course. The score is not reported on the transcript nor is it calculated in the GPA.

Academic Behaviors Score/Conference Form

Name:	Date:	Class:

	4=Consistently	3=Usually	2=Sometimes	1=Rarely, if ever

Expectation	1	2	3	4	Overall Score I Have Earned:
Be in class and on time					1 2 3
Follow directions and classroom rules					4
Complete assignments on time					Explanation:
Clean up after yourself					
Engage in classroom activities					
Seek assistance when needed					
Follow absence procedures and finish make-up work in a timely manner					
Communicate appropriately and effectively (in person, email, etc.)					

Specific things I can improve to show stronger academic habits:

Questions/feedback I have for my teacher/this class:

Responsible Proficiency Scale
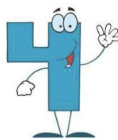
Exceeds 4:
I listen and participate in all activities (on task).
My work shows the best I can do.
My body is where it is supposed to be (in seat) all of the time.

Meets 3:
I actively listen and participate most of the time.
I give my best effort most of the time.
My body is where it is supposed to be most of the time.

Approaches 2:
I actively listen and participate some of the time.
I give my best effort some of the time.
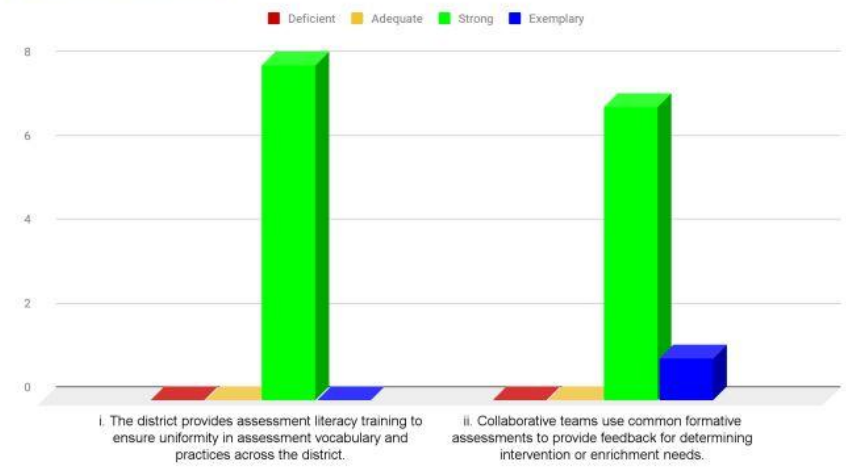My body is where it is supposed to be some of the time.

Falls Below 1;
I have a hard time listening and participating most days.
I don't give my best effort each day.
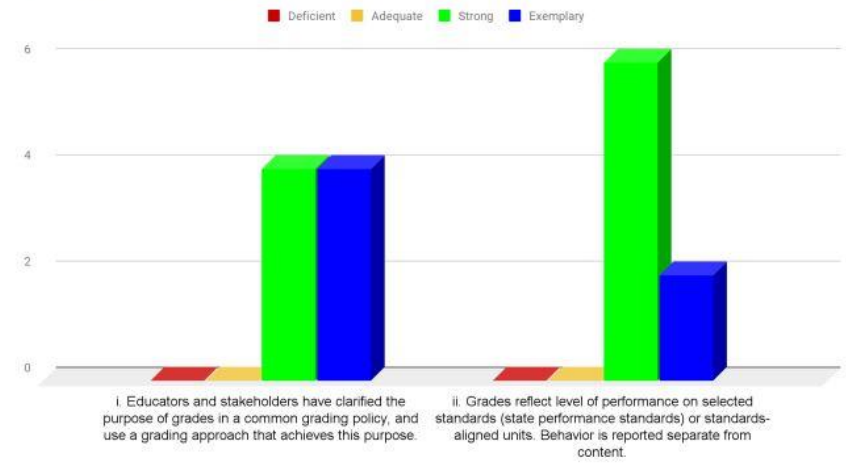I have a hard time keeping my body where it was supposed to be.

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a. Assessment Process

Legend: Deficient, Adequate, Strong, Exemplary

i. The district provides assessment literacy training to ensure uniformity in assessment vocabulary and practices across the district.

ii. Collaborative teams use common formative assessments to provide feedback for determining intervention or enrichment needs.

b. Grading and Reporting

Legend: Deficient, Adequate, Strong, Exemplary

i. Educators and stakeholders have clarified the purpose of grades in a common grading policy, and use a grading approach that achieves this purpose.

ii. Grades reflect level of performance on selected standards (state performance standards) or standards-aligned units. Behavior is reported separate from content.

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Results

Accreditation

<u>Peer review</u>

Grading practices are aligned K-12. Standards based grading is evident and shows a high level of student understanding of their own performance before the teacher provides feedback… **This is a high standard of grading practice** across the district and one that should **serve as an exemplary example** for the rest of Wyoming.

It is clear the District has worked hard to **separate non-academic and (standards based) academic grading**. The District reports behavior to parents and students in a responsibility grade that is aligned to the core values of the district. This is a **best practice** and shows a clear throughline from the work of the Board to the individual student level. **Grading practices are similar** across teachers due to the common grading approach.