

Don't be Mr. D...



Grading for Learning

...

Reimagining the Elementary Report Card to Align
with Next Generation Learning Standards

Presentation Goals: Participants will...

- Know that standards-based report card show what students *learn* (versus earn)
- Understand the process Syosset followed in moving from a traditional grading system to an achievement-based reporting system in our elementary schools
- Be able to shift their own district's grading and reporting system to align more closely with NYS Next Gen Learning Standards

Goals: What we needed to accomplish

- Align reporting system with teaching in the classroom
- Build shared understanding of NYS Next Gen Learning Standards
- Build shared understanding of shifts from traditional grading system to learning-based reporting system
- Design standards-based report card to report what students *learn* (versus earn)

Purpose-Driven Work: Why?

At Syosset, we utilize the report card to *communicate* student achievement to students and families, *measure* learning against a standard of performance, and *refine* our instructional practice.



Committee Charge

A Report Card is a tool to communicate student progress to parents and students and in addition, serves as an academic transcript....

The work of the committee - to determine relevant indicators in each subject area and design a report card that communicates student progress in clear and understandable terms.

Preamble (WHY) ,Outline of Work, Operating Norms,
Identification of timeframe

*What is
provided must
not overwhelm
parents.*

It's a matter of
balance



*What is expected
must not
overwhelm
teachers.*



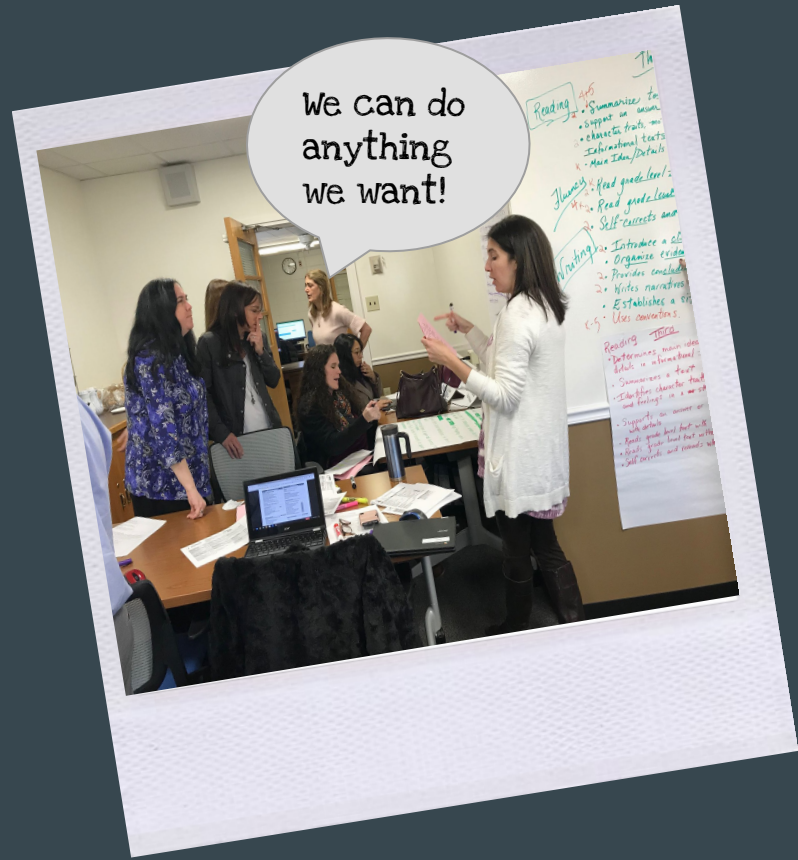
***Align grading to
learning goals
connected to
standards***



***Cognitive
Dissonance***

Work in Action:

We can do anything we want!



Built Capacity Around Grading

Packaged (personalized) the Standards

ID'd Standards

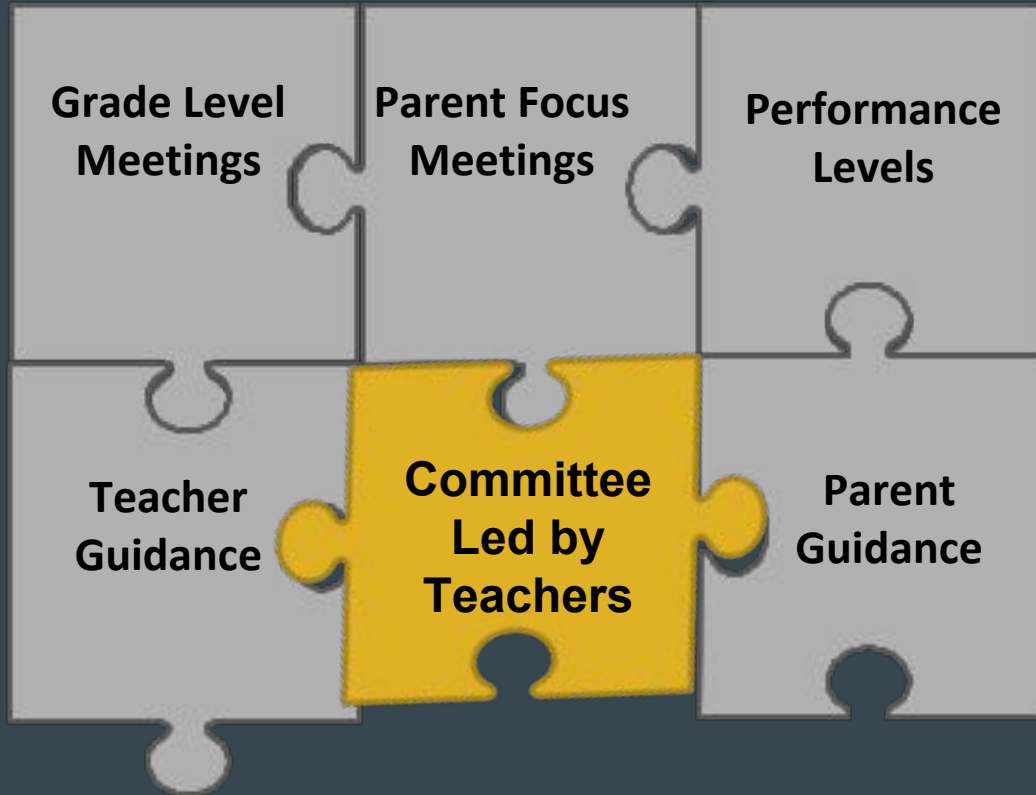
Prioritized

Vertical

Finalized

Feedback

Next level of process



From THIS to THAT

Quarters	Trimesters
Banded grades (K-2, 3-5)	Report cards for each grade level
Uneven understanding of performance criteria	Shared understanding of performance criteria
Spotty assessments	A call for common, multiple measures across schools and classrooms
Narrative comments	Action-based feedback

Project commenced January 26, draft submitted August 2018

4: LITERACY - WRITING

	Term		
	T1	T2	T3
Produces a variety of text types (narrative, informational, opinion) that are logically organized and clearly convey ideas			
Writes responses to literary and informational texts			
Uses strategies to plan, revise, and strengthen writing			
Applies conventions of standard English			

English Language Arts

Consistently	Progressing	Not Yet Evident
Student independently uses a variety of strategies to plan, generate and revise writing	With support the student uses a variety of strategies to plan, generate and revise writing	Even with prompting and support, student has difficulty generating and revising written work

Writes responses to literary and informational texts.

Uses strategies to plan, revise, and strengthen writing.

Applies conventions of standard English.

- Parents can model the importance of writing in many ways;
 - Shopping lists
 - Planning vacations
 - Researching
 - Calendaring activities

4: MATH - OPERATIONS & ALGEBRAIC THINKING

	Term		
	T1	T2	T3
Uses models or words to explain reasoning			
Uses operations with whole numbers to solve problems			
Understands relationships with factors and multiples			
Generates, recognizes and/or analyzes patterns			

Mathematics

Understands relationships among factors and multiples

Consistently	Progressing	Not Yet Evident
Student can independently find factor pairs, understand a number is a multiple of each of its factors, find if a whole number is a multiple of a one digit number and understand prime and composite numbers.	With support student can independently find factor pairs, understand a number is a multiple of each of its factors, find if a whole number is a multiple of a one digit number and understand prime and composite numbers.	Even with support student has difficulty finding factor pairs, understanding a number is a multiple of each of its factors, finding if a whole number is a multiple of a one digit number and understanding prime and composite numbers.



whole numbers to solve problems
 Understands relationships with factors and multiples
 Generates, recognizes and/or analyzes patterns

- o Can you draw a picture of what is happening?
- o Does this remind you of a problem you have seen before?
- practice multi-step word problems by having your child explain IN WORDS step by step how they solved the problem. For example first....second...
- review practice tests with your child

Lessons Learned: Difficult Conversations



Resources we found helpful

Grading for Learning - Ken O'Connor

Transforming Classroom Grading - Marzano

The Power of Protocols - McDonald, et al.

Fall 2017 LIASCD presentation, Standards Based Grading by Andy Greene

Learner Centered Initiatives checklist, Standards-based report card checklist

Next Generation Learning Standards

Presenters

Adele Bovard, Deputy Superintendent, abovard@syosetschools.org

Amanda Barney, Coordinator of English, K-12, abarney@syosetschools.org

John Genova, Coordinator of Mathematics, K-12, jgenova@syosetschools.org

Chad Snyder, Principal, csnyder@syosetschools.org

Questions and Answers

Panel:

Dr. Rogers - Superintendent

Diane Rorick - Teacher

Mary Kolkhorst - Principal

Dolly Kranz - Assistant to the Superintendent for Testing, Planning, and
Administrative Support