

Standards Based Grading

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Session Objectives

- To clarify the purpose and practices embedded in current grading systems.
- To acquire information related to the process used in Standard Based Grading with a review of the pros and cons of such a system.
- To examine some specific SBG protocols.
- To discuss and consider some steps that districts, schools, and departments can take related to standards-based grading.

Essential Questions We Will Explore

- What are the problems with the current grading system?
- What is the purpose for reporting grades?
- Who is the audience for student grades?
- What is the difference between norm-referenced and criterion referenced grades and which is better for improvement of student learning?
- Should teachers who teach the same course and grade level have common grading practices?
- How should/can non-achievement factors be assessed and reported out to students and parents [e.g., effort, behavior, attendance]?

Survey

- Activity: Please take the survey [HO]
- After the survey, compare the results at your table with those cited by Marzano [HO]
- Insights gained?
- Questions posed?
- EQ: How informative is the feedback that parents and students currently receive from course grades? How can they “act” on the information to improve?

Problems with the Current System

- Teachers consider many factors other than academic achievement when they assign grades.
- Teachers weight assessments differently.
- Teachers weight questions differently.
- Teachers misinterpret single scores on classroom assessment.
- Other issues?

Personal Experience

Have YOU ever received a grade that was not an accurate reflection of your level of achievement?

- What was the grade?
- Why did this happen?
- How did you feel?

Purpose of Grades

•Rank these six purposes in terms of their importance

1. To communicate information about students' achievement to parents and others
2. To provide information to students for self-evaluation
3. To select, identify, or group students for certain educational paths or programs
4. To provide incentives for students to learn
5. To evaluate the effectiveness of instructional programs
6. To provide evidence of students' lack of effort or inappropriate responsibility

What are Grades For?

- Administrative purposes.
- To give students feedback about their progress and achievement.
- Provide guidance to students about future coursework.
- Provide guidance to teachers for instructional planning.
- To motivate students.
 - ***Of all of these points, the most important purpose for grades is to provide feedback to students and parents.*
 - ***The best referencing system for grading is content specific learning goals: a criterion-referenced approach.*
- **Grades need to meet four overarching criteria: they must be consistent, accurate, meaningful, and must support learning.**

Statement of Purpose

- Ex1-The purpose of this report card is to describe students' learning progress to their parents and others, based on our schools learning expectations for each grade level. It is intended to inform parents and guardians about learning successes and to guide improvements when needed.
- Ex2-The purpose of this report card is to communicate with parents and students about the achievement of specific learning goals. It identifies students level of progress with regards to those goals, areas of strength, and areas where additional time and effort are needed.
- Ex3-The purpose of this report card is to inform students of teachers judgments of their academic performance in each of their classes. Grades reflect how well students have met the established learning goals in each class, areas of outstanding performance, and areas where additional effort is required.

Guiding Premises in Developing SB Report Cards [Guskey]

1. Developing a standards-based report card is primarily a challenge and effective communication
2. Accurate interpretation is the key element in effective communication
3. Consistency is essential to accurate interpretation
4. Developing a successful report card involves a series of trade-offs
5. Report cards should be descriptive, not restrictive
6. No report card is perfect
7. Developing a standards-based report card requires teamwork, broad involvement, and initial training or study

Critical Questions in Developing SB Report Cards

1. What is the purpose of the report card?
2. How often will report cards be completed and sent home?
3. Will a specific report card be developed for each grade level, or will a more general report card be used across several grade levels?
4. How many reporting standards will be included for each subject area or course?
5. What specific reporting standards will be included at each grade level or any course?
6. Will standards be set for the grade level or for each marking period?
7. What specific process and progress standards will be reported?

Report Cards-Critical Information

- The explicit standards or learning goals students are expected to meet
- Each student's level of progress or proficiency in meeting those standards
- The adequacy of that level of progress or proficiency at the time of reporting

In other words, a standards-based report card should clearly communicate what we want students to learn be able to do, how well they are doing those things, and whether or not that level of performance is in line with our expectations at this time in the school year.

Two Part Marking System

1. The first mark indicates a student's level of proficiency with regard to the standard. In this case, that mark might be a 1, 2, 3, or 4, indicating beginning, progressing, proficient, or exceptional.
2. The second mark relates to the level of proficiency to established expectations for students' performance *at this time in the school year*. For example, a ++ might indicate "Advanced for grade level expectations," a + might indicate "On target" or "Meeting grade level expectations," and a - might indicate "Below grade level expectations" or "In need of improvement."

Teacher Comments in a SB Report Card System

- Focus on the goals, not the learner
- Provide detailed comments
- Offer small, manageable suggestions for improvement
- Relate comments to specific learning goals or standards
- Avoid comparison with other students

SB Reporting for Students with Special Needs

1. Establish clear standards for student learning that distinguish product, process, and progress goals
2. For each standard, determine if it needs to be adapted for the student
3. If adaptation is needed to determine if that adaptation requires accommodation or modification
4. If modification is required, develop an appropriate modified standard
5. Assign a grade or mark based on the modified standard and note on the report card which standards have been modified

SB Reporting for Students with Special Needs

- If an adaptation is required, determine if the adaptation requires an accommodation or modification
- If a modification is required, develop an appropriate modified standard
- Assign a grade or mark based on the modified standard and note on the report card which standards have been modified [To base grades or marks modified standards without communicating what was truly assessed is no more meaningful or fair than giving failing grades based on grade level standards]
- By law, however, the notation on the transcript must not in any way identify the student as receiving special education services or as receiving accommodations.

Essential Question

Does teacher autonomy mean that teachers can count assessments at different weights, offer differing amounts of assessments, test different knowledge and skills, and decide on differing levels of complexity?

Point: Teachers who teach the same course and grade level should be in the same "ballpark" with the percent, type, number of questions and number of assessments given. Ethics demand this!

Trend??

- To address the complexities in grading, 100 private schools including Andover, Blake, Masters, Chapin and others have created the Mastery Transcript Consortium, a major effort to change the way high schools evaluate students. Instead of boiling everything down to a single number or letter each term, the MTC proposes that students "demonstrate a mastery of skills, knowledge and habits of mind by presenting evidence that is then assessed against an institutionally specific standard of mastery."

Trend??

- The group calls for a portfolio style evaluation "organized around performance areas – rather than academic departments – mastery standards and micro credits – rather than grades." Each microcredit applied to a transcript signifies complete mastery of a specific skill, knowledge block or habit of mind as defined by the accrediting high school.

Turn and Talk

- What are the primary differences between Standards Based Grading and the way grades are currently done?
- Which grading system – current or standards-based – is more aligned with the grading system that state assessments use?
- What are the current roadblocks from establishing a Standards Based Grading policy?
- What are the next steps you can take in your situation?

Activities

- In your Global History class, report cards are based on quizzes, tests, and an out of class project which counted as 25% of the grade. Terry obtained an A average on his quizzes and tests, but has not turned in his project despite frequent reminders. In this situation you would...
- You teach an 11th grade American History course to students with varying levels of ability. During this grading period, the students' grades are based on quizzes, tests, and homework assignments that involve answering chapter and subchapter questions. Kelly has not turned in any homework assignments. Her grades on the quizzes have ranged from 65% to 75% and she received a D on each of the tests. In this situation you would...
- You teach an AP level World History class and one of your students Michael, is very upset when you told him to expect an 89 on his upcoming report card. He was missing one homework and routinely broke 90 on tests he wants an explanation as to why he is not getting a 90. What would you tell him?
- Discuss at your Table...

Marzano: Report Card

FIGURE 7.4
A Report Card with Overall Grades and Standards

Name:		Course Titles:		Grade	
Address: 1111 E. McSquare Dr.		Algebra II and Trigonometry		C	
City: Relativity, CO 80002		Advanced Placement Physics		A	
Grade Level: 11		U.S. History		B	
		American Literature		C	
		Physical Education		B	
		Chorus		B	
		Geography		B	
		Current GPA:		2.95	
		Cumulative GPA:		3.23	

		Standards Rating			
		(1)	(2)	(3)	(4)
Algebra II and Trigonometry					
Mathematics Standard 1:	Numeric Problem Solving	_____1.75			
Mathematics Standard 2:	Computation				
Mathematics Standard 3:	Measurement	_____2.5			
Mathematics Standard 4:	Geometry	_____2.75			
Mathematics Standard 5:	Probability	_____2.5			
Mathematics Standard 6:	Functions	1.0			
Mathematics Standard 7:	Data Analysis	_____2.25			
Reasoning Standard:	Decision Making	_____2.5			
Communication Standard:	Written	__1.25			
Communication Standard:	Oral	__1.5			
Nonachievement Factor:	Effort	__1.5			
Mathematics Achievement: 2.13	Overall: 1.95				
Advanced Placement Physics					
Science Standard 1:	Structure/Properties of Matter	_____4.0			
Science Standard 2:	Energy Types	_____3.75			
Science Standard 3:	Motion	_____4.0			
Science Standard 4:	Forces	_____4.0			
Reasoning Standard:	Experimental Inquiry	_____4.0			
Reasoning Standard:	Problem Solving	_____4.0			
Communication Standard:	Audience	1.0			
Nonachievement Factor:	Behavior	_____3.25			
Science Achievement: 3.94	Overall: 3.73				
U.S. History					
History Standard 1:	Civilization and Society	_____2.0			
History Standard 2:	Exploration & Colonization	_____3.25			
History Standard 3:	Revolution and Conflict	_____4.0			
History Standard 4:	Industry and Commerce	_____2.75			
History Standard 5:	Forms of Government	_____2.5			
Reasoning Standard:	Comparing and Contrasting	_____3.5			
Reasoning Standard:	Making Deductions	_____4.0			
Communication Standard:	Written	__1.5			
Nonachievement Factor:	Behavior	_____3.25			
History Achievement: 2.9	Overall: 3.0				

Marzano: Report Card

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Do you want to restart to install these updates now or try tonight

American Literature		(1)	(2)	(3)	(4)
Language Arts Standard 1:	The Writing Process	_____	_____2.5		
Language Arts Standard 2:	Usage, Style, and Rhetoric	_____	_____	_____3.25	
Language Arts Standard 2:	Research: Process & Product	_____	_____	_____	_____3.75
Language Arts Standard 4:	The Reading Process	_____	_____		
Language Arts Standard 5:	Reading Comprehension	_____	_____		
Language Arts Standard 6:	Literary/Text Analysis	_____	_____2.5		
Language Arts Standard 7:	Listening and Speaking	_____	_____2.25		
Language Arts Standard 8:	The Nature of Language	_____	_____		
Language Arts Standard 9:	Literature	_____1.25	_____		
Reasoning Standard:	Analyzing Relationships	_____	_____	_____	_____3.75
Nonachievement Factor:	Attendance	_____	_____	_____2.5	
Nonachievement Factor:	Behavior	_____	_____	_____	_____2.5
Lang. Arts Achievement: 2.58	Overall: 2.65				
Physical Education		(1)	(2)	(3)	(4)
Physical Education Standard 1:	Move's Forms: Theory & Pract.	_____	_____2.25		
Physical Education Standard 2:	Motor Skill Development	_____	_____	_____	_____3.75
Physical Education Standard 3:	Physical Fitness: Appreciation	_____	_____	_____3.0	
Physical Education Standard 4:	Physical Fitness: Application	_____	_____2.5		
Reasoning Standard:	Problem Solving	_____	_____	_____	_____3.25
Nonachievement Factor:	Attendance	_____	_____	_____2.75	
Nonachievement Factor:	Behavior	_____	_____	_____	_____2.5
Nonachievement Factor:	Effort	_____	_____1.5		
Phys. Ed. Achievement: 2.88	Overall: 2.75				
Chorus		(1)	(2)	(3)	(4)
Music Standard 1:	Vocal Music	_____	_____	_____	_____3.75
Music Standard 2:	Instrumental Music	_____	_____	_____	_____3.75
Music Standard 3:	Music Composition	_____	_____	_____	_____3.25
Music Standard 4:	Music Theory	_____	_____	_____2.25	
Music Standard 5:	Music Appreciation	_____	_____	_____	_____4.0
Reasoning Standard:	Classifying	_____	_____	_____	_____2.75
Communication Factor:	Written	_____	_____	_____	_____3.25
Music Achievement: 3.4	Overall: 3.33				
Geography		(1)	(2)	(3)	(4)
Geography Standard 1:	Places and Regions	_____	_____2.25		
Geography Standard 2:	Human Systems	_____	_____	_____	_____3.5
Geography Standard 3:	Physical Systems	_____	_____	_____	_____3.75
Geography Standard 4:	Uses of Geography	_____	_____	_____2.75	
Geography Standard 5:	Environment and Society	_____	_____	_____	_____3.75
Geography Standard 6:	The World in Spatial Terms	_____	_____	_____2.25	
Reasoning Standard:	Making Deductions	_____	_____	_____	_____3.5
Nonachievement Factor:	Effort	_____	_____	_____	_____2.75
Geography Achievement: 3.04	Overall: 3.06				

Critical Aspect

Standards-Referenced Reporting

- Report status and growth on the report card using proficiency scales

Name: John Mark			Grade Level: 4			Homeroom: Ms. Smith		
Language Arts	2.46	C	Social Studies	3.10	A	Work Completion	2.90	B
Mathematics	2.50	B	Art	3.00	A	Behavior	3.40	A
Science	2.20	C	Participation	3.40	A	Working in Groups	2.70	B
				0.5	1.0	1.5	2.0	2.5
				3.0	3.5	4.0		
Language Arts								
<i>Reading:</i>								
Word Recognition and Vocabulary	2.5							
Reading for Main Idea	1.5							
Literary Analysis	2.0							
<i>Writing:</i>								
Language Conventions	3.5							
Organization and Focus	2.5							
Research and Technology	1.0							
Evaluation and Revision	2.5							
Writing Applications	3.0							
<i>Listening and Speaking:</i>								
Comprehension	3.0							
Organization and Delivery	3.0							
Analysis and Evaluation of Oral Media	2.5							
Speaking Applications	2.5							
<i>Life Skills:</i>								
Participation	4.0							
Work Completion	3.5							
Behavior	3.5							
Working in Groups	3.0							
Average for Language Arts	2.46							
				0.5	1.0	1.5	2.0	2.5
				3.0	3.5	4.0		
Mathematics								
Number Systems	3.5							
Estimation	3.0							
Addition/Subtraction	2.5							
Multiplication/Division	2.5							
Ratio/Proportion/Percent	1.0							
<i>Life Skills:</i>								
Participation	4.0							
Work Completion	2.0							
Behavior	3.5							
Working in Groups	2.0							
Average for Mathematics	2.50							