STANDARDS-BASED GRADING
LAYING THE FOUNDATION FOR
PROFICIENCY-BASED LEARNING SYSTEMS

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School District of Waukesha

ISN National Conference on Educational Innovation
Wisconsin Dells 2016
http://isnresources.weebly.com/
Workshop Resources

http://isnresources.weebly.com/

- Grading vs Reporting Activity
- SBG Continuum
- SBG Action Steps Sequence
- Principles to Practice
- Checklist for High Quality Rubrics
Learning Targets

1. I can determine my next action step(s) towards standards-based grading.

2. I can explore a logical sequence of moving from legacy grading practices towards standards-based learning and grading systems.

3. I can determine how standards-based grading practices provide a solid foundation for proficiency and / or competency-based grading systems.
<table>
<thead>
<tr>
<th>Gradebook 1 “Five by Five”</th>
<th>LEARNING TARGET 1</th>
<th>LEARNING TARGET 2</th>
<th>LEARNING TARGET 3</th>
<th>LEARNING TARGET 4</th>
<th>LEARNING TARGET 5</th>
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<tbody>
<tr>
<td>ASSESSMENT 1</td>
<td>1</td>
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<td>4</td>
<td>2.5</td>
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<td>4</td>
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<td>4</td>
<td>1</td>
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<td>ASSESSMENT 5</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2.5</td>
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</tbody>
</table>

**Final Grade**

"The Line"

| Individual Learning Target Scores | 2.2 | 2.8 | 2.1 | 2.8 | 2.3 | 2.44 |

"Above and Below the Line"
<table>
<thead>
<tr>
<th>Gradebook 1 “Five by Five”</th>
<th>LEARNING TARGET 1</th>
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<th>LEARNING TARGET 3</th>
<th>LEARNING TARGET 4</th>
<th>LEARNING TARGET 5</th>
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<td>1</td>
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<td>4</td>
<td>4</td>
<td>2</td>
<td>2.5</td>
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</table>

**FINAL GRADE**

<table>
<thead>
<tr>
<th>“The Line”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Learning Target Scores</td>
</tr>
<tr>
<td>![Colors](2 4 4 2 3)</td>
</tr>
</tbody>
</table>
“As long as the construct of a ‘grade’ exists, grading and specifically REPORTING will be messy, invalid and a source of disagreement for most stakeholders. The simplest way to improve grading and reporting practices is to ELIMINATE the construct of a grade altogether and live exclusively in the world of feedback and next steps towards student’s instructional goals.”
Place yourself on the continuum and support your placement with evidence. Have a brief conversation about your entry point.
SBG Action Steps Sequence

Review the columns on the LEFT and determine which best represents your current situation. Consider your next action step which is outlined in the column on the RIGHT. Have a brief conversation about where you are and your initial reaction to the suggested Action Steps.

Please use this Action Step Sequence during the remainder of the presentation, to help focus your next action steps and determine what questions you need answered today.
"Standards Based Grading allows us to tell the truth about what we want students to know and be able to do AND if they know and are able to do it. Sometimes the truth hurts, but we must tell it regardless. In addition, assuming that the construct of a grade exists, SBG provides the best opportunity for developmental feedback and reporting of grades that are valid, accurate, reliable and reflective of student learning.

Moral Imperative for SBG
Innovation at Scale - Scale your Innovation

SBG might be the most innovative practice in your system.

Don’t wait for your school or district - start in your own classroom!
Standards-Based & Criterion-Referenced Grading

- Standards (Learning Targets) and Criteria (Rubrics)
- Reporting on LEARNING OUTCOMES (standards) not tasks
- Professional Judgement using common rubrics
- Balanced and High Quality Assessments
- Multiple Opportunities to demonstrate learning
- Reasonable Time
- Feedback and Formative Assessments
- No Zeros
- Risk-Free Practice
Audit current grading and reporting practices

- Alignment - To what?
- Assessments - Tests, Summatives, Formatives?
- Grading - Rubrics, points?
Write your purpose statement for grading AND reporting

“Grades are way to communicate what students know and are able to do relative to their course or grade-level learning targets”

- How will you communicate this purpose?
- Who are the stakeholders?
Understanding by Design - “Backwards Design” Concept

Standards and Targets

Criteria and Rubrics

Lessons & Feedback

Identify Desired Results → Determine Acceptable Evidence → Plan Learning Experiences and Instruction
Determine your “Desired Results” (Wiggins and McTighe, 2002)

Desired Results = LEARNING OUTCOMES

- SKILL BASED Standards or Learning Targets
- Substandards (Benchmarks, “I can statements”, indicators)
- Enduring Understandings
- Essential Questions
Create COMMON RUBRICS that align precisely with your standards and substandards

- Common across grade levels or course alikes
- No editing unless by team on a yearly basis
- Create a ‘checklist’ of high quality rubrics
- PD on how to use rubrics and calibrating results
Developing Common Rubrics (Criteria)

High-Quality criteria provide the most revealing and important aspects of the work, not just those parts of the work that are easy to see or score.

Criteria can be “skill-focused” and increase in complexity:
- identify a data point -> compare 2 data points -> extrapolate data

Criteria can be “thinking-focused” and increase in complexity:
- Identify -> Describe -> Analyze -> Synthesize

Criteria cannot be a checklist of things to do:
- 3 paragraphs, 5 colors, 4 references
Webb’s Depth of Knowledge Chart (DOK)

Begin with the “inner circle” concept, as you can get really lost in the “outer circle” (and feel like you are just guessing...)

Instructional Link to DOK
Please take a moment to discuss the idea of Common Rubrics and how this could improve or enhance your grading practices?

What questions do you have?
SBG - Principles to Practice Step 5

Analyze Reporting Practices & Gradebook

- Proficiency Scales - even intervals
- Determine what goes into a grade and gradebook
- Define your calculating or declaring of grades processes
- Define what “counts” and how much things are “weighted”
- Determine how you will handle **HOMEWORK** (counting / purpose)
QUICK WIN - A simple way to merge RUBRIC GRADING in a conventional PERCENTAGE GRADING system.

Score student evidence with the “scale score” and convert it to a % score when entering into your electronic gradebook

Important: Communicate this process to all stakeholders, as well as the “why”

<table>
<thead>
<tr>
<th>Scale Score</th>
<th>% Score</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>100</td>
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<tr>
<td>3.5</td>
<td>95</td>
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<tr>
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<td>2.5</td>
<td>80</td>
</tr>
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<td>2</td>
<td>70</td>
</tr>
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<td>1.5</td>
<td>65</td>
</tr>
<tr>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>Below 1</td>
<td>50</td>
</tr>
</tbody>
</table>
The purpose of assessment is to:

- Determine my next instructional decisions
- Report student learning to external stakeholders

- Assessments must be aligned to Rubrics and Learning Outcomes
- Create a checklist of high quality assessments
- Build a warehouse of high quality assessments available to staff
SBG - Principles to Practice Step 7

“Determine Acceptable Evidence”

- Create a warehouse of “acceptable evidence”
- Create a balanced assessment system (Summative/ Formative/ External) as well as authentic and paper / pencil tasks
- Evidence and Assessment must be directly aligned to rubrics and learning targets (desired results)
Step 8 - Plan Learning Experiences
Aligned directly to LEARNING OUTCOMES

Step 9 - Plan Formative Assessments & Analyze Data
Aligned directly to LEARNING OUTCOMES and used to make the next instructional decisions. ASW Process in PLC’s.
**Step 10** - Build excellent **FEEDBACK** systems.
Provide students reasonable time to respond to this feedback in class - not on their time.

**Step 11** - **DECLARE** grades by avoiding averaging and calculating.
Teachers need multiple sources of evidence to make fair and accurate judgments about what each student knows and is able to do. This results in grades that are fair, valid, accurate and reliable.
Please take a moment to consider, discuss and reflect on the 11 “Principles to Practice”

What questions do you have?
Standards-Based is The Foundation for Proficiency-Based Learning Systems

Proficiency-Based Progress & Rapid Cycle Feedback

Standards Guided Learning
Moving Beyond Standards-Based Grading

Proficiency-Based Systems...

- Change reporting - “proficiency” vs “grades”
- Learning Continuums
- Time isn’t a factor - Self-Paced?
- Learner Profiles and Student Portfolios
- Collection of Evidence Aligned directly to Learning Outcomes
- Different Reporting Tools?
- Student-Led Conferences

All are possible in a Standards-Based System!
Use *Blackboard* gradebook

“Mastery Approach”

- Students must earn a score of “approaching” on every summative assessment (feedback, resubmission, feedback) to earn course credit

- 3-5 Learning Targets per course

  - LT summaries (Wk 4, 8, 12)

- Use of a “matrix” to declare grades

- No letter grades assigned until end of term (Sem 1 & 2)
<table>
<thead>
<tr>
<th>4 Target Scores In Any Order (determined through trend grading*)</th>
<th>Semester Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adv</td>
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</table>

* content targets are determined through averaging
In addition to the “proficiency-based criteria”:
- Change reporting - “competency” and “grades”
- Reporting “competent” or “not yet competent” based on course ‘competencies’
- Competencies could be the “enduring understandings” in a UbD Planning Template
- Changing the construct of seat time and school calendars

All are possible in a Standards-Based System!
Alignment Audit at scale - are you assessing what you teach and want students to learn?

Analyzing Student Work in your PLC - be responsive instructionally.

Plan for at least 5 formative assessments in your next class period - checks for understanding - and what you will do based on the results.

Change one lesson design to provide timely and developmental FEEDBACK to students during the lesson.

Build one good rubric aligned to a course outcome and then build one authentic / performance assessment linked to the outcome; then provide students feedback aligned to the learning outcome and not just a grade on the assessment.

Grade the next assignment or assessment by giving feedback only - no grades.

Provide multiple opportunities for students to demonstrate what they know and are able to do, with no penalty and within a reasonable time frame.

Read a book about SBG or follow a key thought leader through social media.

Have a conversation with a colleague about your moral imperative for grading and remove “to prepare students for college” from the discussion...

Quick Wins - What you can do tomorrow...
Books!

- Understanding by Design
- How to Grade for Learning
- Making Standards Work
- Off the Clock
- School Leader’s Guide to Standards-Based Grading
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Thank You!
Works Cited

