So You Want to Use Schoology Gradebook for Learning Targets.

Now What?

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Got Learning Targets? This session will help you get started using Schoology’s grade book to incorporate targets in the feedback process. By the end of this session, you will have practiced creating alternative grading scales, rubrics, and shared learning objectives, and explored the use of mastery reports to inform grades. Bring your laptop. Prerequisite: familiarity with evidence-based grading concepts.
In this session, you will

- practice creating alternative grading scales, rubrics, and shared learning objectives,
- explore the use of mastery reports to inform grades, and
- explore ways to incorporate Learning Targets in the feedback process.

If you didn’t bring a computer or don’t have a class of your own, I strongly recommend finding a partner.
https://drive.google.com/drive/u/2/folders/0B5brg6aZqb3mRjVaWTlZNEpVGs
https://youtu.be/rk6KjgNO45Q

So to begin today I would like to show you a brief overview of some of the schoology grading options we will explore. You might not want to do all of this, but I’m hoping you will start thinking about what you might like to explore in the future. And along the way, I’m hoping that you pick up some new tricks, and teach me some too.
Grade Setup
Gradebook Setup
First step: alternative grading scales. We can’t get rid of the 100-point scale with ABCDF, but we don’t have to use it. Two scales that many teachers find helpful are the complete-incomplete and the 3-point learning target scale.

You can do a 4-point scale but my reason for choosing the 3-point scale is that it signals to students and their parents that 3 is the goal. 3 is meeting the target.

The star means this is your default scale.
I recommend using “meets target” as your top score.

- Clear to students and parents what the goal is.
- Avoids confusion in Mastery display.
- You can give extra point if you feel you need to.
Decision: categories

Categories merely descriptive

Ken Mattingly (http://kenmattingly.weebly.com/kens-blog) has one score per LT in his gradebook, then averages across all the LTs.

I've seen really good use of categories to provide information on formative assessments/practice/homework, without counting it for a grade.

I'm less sold however on weighting groups (units?) of learning targets. This question is closely tied to the next, which is… is the computer or the teacher calculating the grade?
Teacher grades according to rules (known to student), with professional judgement (Hidden)

Computer calculates grade (average), teacher can adjust (Visible?)
Decision: automatic?

Formative assessments don’t “count.”

Summative assessments
● within 1 target: most OR last (NOT average)
● Targets within units: algorithm
● Across equally weighted units OR targets: OK to average BUT check for ones

We get into trouble if we put all the assignments pertaining to an LT (pre-assessments, formative assessments, and summative assessments) in one category, then average it.
The sync with IC is here. You can put letter grades in the column and export at report card time.

The Visibility Settings are very important. You will always want hide overall grades checked since we do semester, not year-long grades. Even if you want the computer to do the calculations, you will want to have the box checked to hide grading period grades until you finish your first unit of a semester.
Adding Targets

aka Objectives
Adding Targets

Good for

- Tracking improvement over time (Mastery)

I'm going to skip ahead a little for the purposes of this presentation. You can set any kind of targets. You can create unique rubrics on the fly, when you set up an assignment. But I'd like to start with big learning objectives today because if you have objectives already set up, you can use them in your rubrics. And the combination can be very powerful.
Learning Objectives

Good for:

- broad (reasoning, performance) LTs
- sharing with groups (department, school)

You might be thinking, nah, that’s just for writing. No it’s not! Really cool when we realize how much all our subject areas have in common -- a way of presenting evidence, making arguments, some conventions, etc.

But! you’re right that for large numbers of fact-based learning targets, this is not the right tool. It gets overwhelming. This is good for the overarching practices and enduring understandings, or for a select number of content-embedded targets (see KM).

In a little while we are going to be looking at the Mastery Tool, which really rocks with the big hairy audacious objectives. Those may or may not work for you, but think about it.

Knowledge, Reasoning, Performance, or Product targets
This is an example of what happens if we use targets/objectives as the focus, instead of assignments. Notice here you have multiple assignments for the same target (Conventions, Organization). It’s pretty powerful to see how this student has improved over time.

Notice also that one assignment can be used to address multiple targets/objectives.

Note: “Grade” is highest or average. Should be highest (or last, but that’s not an option). Can’t hide it. This student’s highest score in evidence is 4, on a 3-point scale.
This is the teacher’s view of the same information. It’s like a traditional gradebook, but looking at objectives instead of assignments.

There is no “overall grade” column. If you go entirely to this mode, you’d have to eyeball each student to set a grade.

In the slides you can see how to set this up.
Again, I recommend Meets = Exceeds. That’s a philosophical choice. You can play with other options. Just don’t average!

Note: if you use a 4-point scale:

1) Parents get really confused thinking they should be higher, and
2) The teacher’s mastery view numbers get all messed up!
Note: you can choose to create these in your own resource folder, or in a shared group if there is an agreed-upon target. Department, school!
Students see...

**Persuasive Essay**

Due Friday, March 3, 2017 at 11:59 pm

Please submit your essay here on Schoology. Pay special attention to evidence, commentary, and conventions.

If you have any questions, ask!

Post Time: 10:16 pm

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Evidence</td>
<td></td>
</tr>
<tr>
<td>1. Writer uses some specific evidence (e.g., quotations, details, facts, and/or examples) to support the position/thesis/claim. Effective lead-ins. Correct MLA citation.</td>
<td>3 Meets Target</td>
</tr>
<tr>
<td>Development of Ideas (Commentary)</td>
<td></td>
</tr>
<tr>
<td>2. To support the position/thesis/claim and evidence, writer provides adequate analysis and commentary.</td>
<td>3 Meets Target</td>
</tr>
<tr>
<td>Conventions</td>
<td></td>
</tr>
<tr>
<td>3. Writer generally uses correct spelling, capitalization, and grammar, and uses punctuation to deliberately signal relationships among ideas; errors are “first draft” in nature and do not interfere with meaning.</td>
<td>3 Meets Target</td>
</tr>
</tbody>
</table>

Total pts: 9

Shows up in assignment. That's pretty powerful!
Make a Rubric

Good for

- Sharing expectations with students
- Clear, concise feedback

I’m going to skip ahead a little for the purposes of this presentation. You can create rubrics on the fly, when you set up an assignment. If you have objectives already set up, you can use them in your rubrics.

You can type extra text in the scaled boxes if you want. They are specific to this rubric.
Make an assignment

- Use the rubric!
- Consider online submissions
- (Don’t publish)

If you use a rubric with learning objectives attached, they show up automatically.

Note: by default online submissions is on. If you’re not going to use them, please turn them off! Otherwise they are “overdue” in the reports home. Or else, lock with an end date for submission.
Adding Comments
**Objective-level comments**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Evidence</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Writer uses specific evidence (e.g., quotations, data, facts, and/or examples) to support the argument/thesis/claim. Effective lead-ins, connecting statements.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Writer develops his/her argument in a logical order. Introduction orientates the reader to the claim; body paragraphs use topic sentences and transitions to move between ideas; conclusion restates and attempts to tie up loose ends.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Language is clear; sentences are varied; word choice is mostly formal and academic.</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Total pts:**

- 9 / 9

**Examples:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/9/18</td>
<td>11:59pm</td>
<td>8 / 9</td>
</tr>
<tr>
<td>3/23/18</td>
<td>11:59pm</td>
<td>7 / 9</td>
</tr>
<tr>
<td>5/25/18</td>
<td>11:59pm</td>
<td>9 / 9</td>
</tr>
</tbody>
</table>

**This is a rubric-level comment.**

**Excellent work! You did everything in the assignment, and added more. Very effective use of charts and graphs to support your argument. This is a rubric-level comment.**
# Assignment-level comments

<table>
<thead>
<tr>
<th>Writing Assignment</th>
<th>Persuasive ...</th>
<th>Vocabulary</th>
<th>The Outsiders</th>
<th>Persuasive ...</th>
<th>Vocabulary</th>
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<td>7</td>
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<td>9 / 9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Comment:**
Your effort is really paying off!
Questions?

If no questions, feel free to keep exploring.
Reflection & Next steps

How might these tools help you
● Provide feedback?
● Inform grades?

What’s one thing you can try next week or next year?

Think, pair, share