Meeting the Needs of Students with Disabilities Using Standards-Based Grading

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Introduction

- Bingo Activity

- Take the next five minutes to find out more about other attendees

- See if you can be the first to get “bingo”
Group Brainstorm

Each group will be given an index card

In one minute, the groups will describe everything that they know about Standards-Based Grading.
- The scribe in each group will record the group responses on the index card.

The group reporter will share with the larger group
What is standards-based grading?

Standards-based grading is a method of grading that measures a student’s performance against a standard (grade level) using levels of proficiency as indicators to communicate progress.
What is the rationale for standards-based grading?

The purpose of standards-based grading is to clearly communicate students' progress toward mastery of learning targets (learning goals, learning intentions) as a component of improved student achievement.
## Levels of Proficiency

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Advanced Proficient</td>
<td>Consistently and independently demonstrates proficiency; grasps, applies, and extend key concepts, processes, and skills at grade level.</td>
</tr>
<tr>
<td>P Proficient</td>
<td>Consistently grasps key concepts, processes, and skills at grade level with minimal level of support</td>
</tr>
<tr>
<td>DP Developing Proficiency</td>
<td>Beginning to grasp key concepts, processes, and skills at grade level with increased level of support</td>
</tr>
<tr>
<td>N Novice</td>
<td>Not making progress toward grade level proficiency</td>
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</tbody>
</table>
Example
## Traditional Grading and Standards-Based Grading

<table>
<thead>
<tr>
<th>GOLF</th>
<th>B</th>
<th>GOLF</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Grip</td>
<td></td>
<td>Grip</td>
<td>AP</td>
</tr>
<tr>
<td>Access</td>
<td></td>
<td>Access</td>
<td>AP</td>
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<tr>
<td>Backswing</td>
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<td>P</td>
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<tr>
<td>Downswing</td>
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<td>Downswing</td>
<td>DP</td>
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<tr>
<td>Impact</td>
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<td>Impact</td>
<td>N</td>
</tr>
<tr>
<td>Follow-through</td>
<td></td>
<td>Follow-through</td>
<td>P</td>
</tr>
</tbody>
</table>

What does this tell you?
What does this tell the student?
From here, what are the next steps the instructor should take?
What does this tell you?

What does this tell the student?

How does this guide the parent/guardian?
What does this tell you?

What does this tell the student?

How does this guide the parent/guardian?
### Standard (Parent Standard) on Report Card

| Demonstrates knowledge and understanding of American democratic principles | P |

### OBJECTIVES (CHILD STANDARD) IN GRADE BOOK

| Describe the purpose and responsibilities of governments within the United States. | P |
| Explain how democratic principles unite the diverse people of the United States. | P |
| Explain how the actions of individuals have illustrated the basic principles of democracy. | P |
Benefits of Standards-Based Grading

◦ Instruction is student-centered.
◦ Parents and teachers are better informed.
◦ Clearer alignment between instructional planning and assessment.
◦ Better understanding of where students need to be in regards to grade-level proficiency.
Student-Centered Instruction
Student-Centered Instruction
Southeastern Cooperative Educational Programs (SECEP)

SECEP provides a formal structure through which the participating school divisions can plan and operate programs for children with special needs.

SECEP presently comprises five programs:
- The Re-ED Program
- Autism Spectrum Program (ASP)
- Educational and Behavioral Interventions for Challenging Students (EBICS)
- Tidewater Regional Alternative Education Program (TRAEP)
- Raising Expectations and Abilities for Children with Complex Health needs (REACH)
Southeastern Cooperative Educational Programs (SECEP)

Serving a diverse student population, SECEP is committed to fostering an instructional environment dedicated to individualized student outcomes.

It is our belief that all students with disabilities be provided with instruction that involves the rigor necessary to achieve student growth.
Help Along the Way

- Provides a clear framework for developing standards-based report cards

- Shows how to communicate with parents, students, and other stakeholders about changes

- Illustrates how to achieve grading consistency without increasing teachers’ workloads or violating their professional autonomy

- Includes examples of standards-based report cards that can be adapted to a school’s needs
Help Along the Way

Best Practice Institute Conference

The Institutes on Academic Diversity are committed to providing educators with high quality, research-based support in differentiating instruction.
Help Along the Way

Readers learn how differentiation can:

--Capture student interest and increase motivation

--Clarify teachers' understanding about what is most important to teach

--Enhance students' and teachers' belief in student learning capacity; and

--Help teachers understand their students' individual similarities and differences so they can reach more students, more effectively
Our Journey to SBG
March 2014

Meeting convened to discuss roll out of SBG in Virginia Beach for 2014-2015

Dialogue with division leaders and stakeholders

It was the consensus of the group that SBG be implemented thoughtfully and with adequate planning and training

Spring conference on Differentiation held in March; several members from SBG committee attended

Creation of group of pilot teachers
April 2014

Discussed the need to have a good training mechanism in place prior to implementing SBG

Encouraged book study to facilitate “growth mindset”

Provided resources (books and conferences) for review and consideration

Supported waiting a year (2015-2016) to fully implement SBG

Emphasized training in formative assessment and forward feedback

Provided opportunity for input of all stakeholders, particularly teachers
May 2014

Postponed full implementation of SBG to the 2015-16 school year based on feedback from internal stakeholders

Incorporated the work of Guskey and Bailey to guide our planning based on the recommendation of division colleagues

Began training on formative assessment and set projected dates for further formative assessment training

Projected timelines for implementation of pilot groups

Distributed Guskey and Bailey’s book to guide future meetings
July 2014

Division representative provided training for committee (topics in July 30 meeting notes) and suggested moving forward while using Bailey and Guskey’s work as a guide

Set goals for follow-up meeting (purpose; training needs; timeline for training and implementation)
Group members participated in a collaborative activity to draft a statement of purpose for a Standards-Based Grading Report Card.

Members agreed that SECEP mission statement and purpose be documented on template that we use.

Purpose was drafted as follows: “The purpose of this report card is to communicate with parents and students about the achievement of specific learning standards for each grade level. It identifies students’ level of progress with regard to those standards, areas of strength, and areas where additional time and effort are needed.”
September 2014

Committee set training priorities (KUDS; formative assessment; feedback)

Collaboration with ODU faculty members implemented with emphasis on formative assessment and goal setting

Further Pilot classrooms were identified

Discussion was held around when other stakeholders would be brought in with a timeline of March being set as a goal
Follow up training was discussed (KUD and formative assessment training to be finished by October)

Committee reviewed standards developed by another division and tentatively adopted these to be the standards we used moving forward

Committee members were tasked with providing pilot teachers with these standards and bringing back to next meeting any samples of forward feedback that they could get from division colleagues
September 2014 – June 2015

Ongoing training and reflection with pilot groups were developed and carried out throughout the school year.

A rubric was introduced to the pilot group and finalized based on the feedback provided.
August 2015 – September 2015

Informational sessions were held for parents to provide literature and oversight on the value of the new grading format.

Standards-Based Grading was implemented in one of the divisions that SECEP services.
Resources for Teachers

- Pre and formative assessments available
- Central location for accessing materials (Share Point site)
- Stars and Stairs for every objective
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How to Grade Using SBG

With the student samples provided, you will have the opportunity to grade actual student work samples using traditional grading and Standards-Based Grading format.
Closing Remarks

Reflection

Looking forward
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