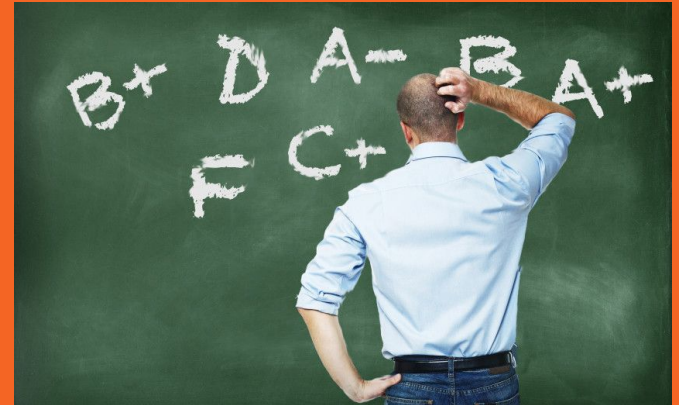

Standards Based Grading:

Proposed Changes to Grading &
Reporting at OOJH

Parent Forum
February 5th and 6th, 2018





Together
Everyone
Achieves
More

Grading Learning Team

Team Members

- Administrators: Robyn Huemmer, Greg Hanson, Lisa Schwartz
- Teachers: Nick Joe, Stephanie Saint Martin, Kelly Thompson, Matt Tomenillie, Sara Tsioles, Dave Wiviott
- Parents/Board Members: Meghan Espinoza, Kari Susens, Diana Valencia

Process

- Began meeting April 2016
 - Read research, attended professional development, met with others who have implemented grading changes
-

We Believe

- **All students** can learn at a **high level** and it is our responsibility to utilize best practices to that end
 - The primary purpose of assessment and evaluation is to **improve student learning**
 - The most accurate reporting systems are those that **separate academic achievement from behavior** reporting
 - Students deserve **multiple opportunities** to demonstrate what they know and can do after learning
 - Learning is a **process** and where you finish is more important than where you start or how long it takes you to get there
-

The Need for **Change**

“Changing grading practices doesn’t mean the practices of the past were wrong, necessarily; rather they are wrong in today’s context.

What we used to do was right for how we used to teach, but we don’t teach like that anymore.”

- Tom Schimmer

Why We Grade: Our Goals

- To provide constructive and timely **feedback** for students
 - To **identify** the academic **strengths** and **needs** of each student to support student learning
 - To promote student **self-reflection** and engagement in the learning process.
 - To strengthen **communication** between home and school with a focus on student learning
 - To communicate the student's **progress towards** the **achievement** of the Illinois Learning Standards
-

Let's give this a shot!



Key Points

- Letter grades are not clearly defined.
 - Percentages are not clearly defined.
 - Specific feedback improves student learning.
-

What is Standards-Based Grading?

Standards-Based Grading (SBG) is a set of teaching and reporting practices that communicate how a student is **performing against a predetermined set of standards.**

SBG also **separates out learner qualities** such as communicates respectfully, follows expectations, participates in learning, completes work, and comes prepared in an attempt to give the clearest picture of student learning possible.

Traditional Grading	Standards Based Grading
<p>101 Performance Levels due to percentage system (ex. 88%, 89%, 90%, 91%, 92%)</p>	<p>3 Performance Levels (ex. Meeting, Approaching, Not Meeting)</p>
<p>Criteria for success is unclear.</p>	<p>Publicly published criteria for success.</p>
<p>Incomplete assignments (zeros) have a disproportionate effect.</p>	<p>Zeros are not given.</p>
<p>1 grade given for entire subject area (ex. Reading/Language Arts).</p>	<p>Performance levels are given for each strand separately within a subject area (ex. Literature, Informational Text, Writing, Speaking & Listening, Language).</p>
<p>All assignments and assessments are averaged together.</p>	<p>Assignments which are part of the learning process (formative) are used for feedback and planning.</p> <p>Assignments that come at the end of learning (summative) are included in determining the performance level.</p>
<p>Limited opportunities to demonstrate learning. Once the grade is given, it is final.</p>	<p>Multiple opportunities to demonstrate learning.</p>
<p>Work compliance and completion, which are behaviors, are included in grade.</p>	<p>Behaviors are not included in determining the performance level.</p>

Valuable feedback



Jimmy went to the store with \$15 and bought a comic book on sale. When he left the store he had \$3. How much did he spend? **Student answer: $15 + 3 = 18$**

Traditional Feedback

0/5

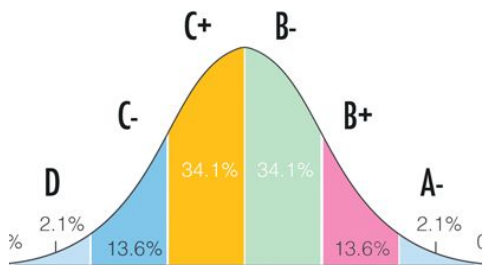
Standards Based Grading Feedback

I like how you read the problem and set up an expression. Why did you choose to use addition? Take another look and see if that operation is the best choice.

Uniform Grading Practices



- No zeros
- No group grades
- No extra credit
- Retakes allowed
- Homework not part of grade
- Behavior and effort not part of grade
- No grading curves



Batting Practice



- Batting practice occurs everyday when not playing against an opponent
 - The batting coach watches each swing and offers detailed **feedback** on things like stance, elbow position, footwork, hip rotation, head position and many more aspects designed to make you a better batter before the game.
 - The batter **get to makes adjustments in real-time and try again under the watchful eye** of the coach in a low stakes environment.
 - As a batter **demonstrates** the qualities of a better swing they put it into action during the next game.
 - A degree of success is determined during the game
 - The next batting practice allows the player to review their game performance and then to receive guided feedback during practice, starting the cycle of coaching over again.
-

Traditional Academic Learning (Grading Practices)

PRACTICE

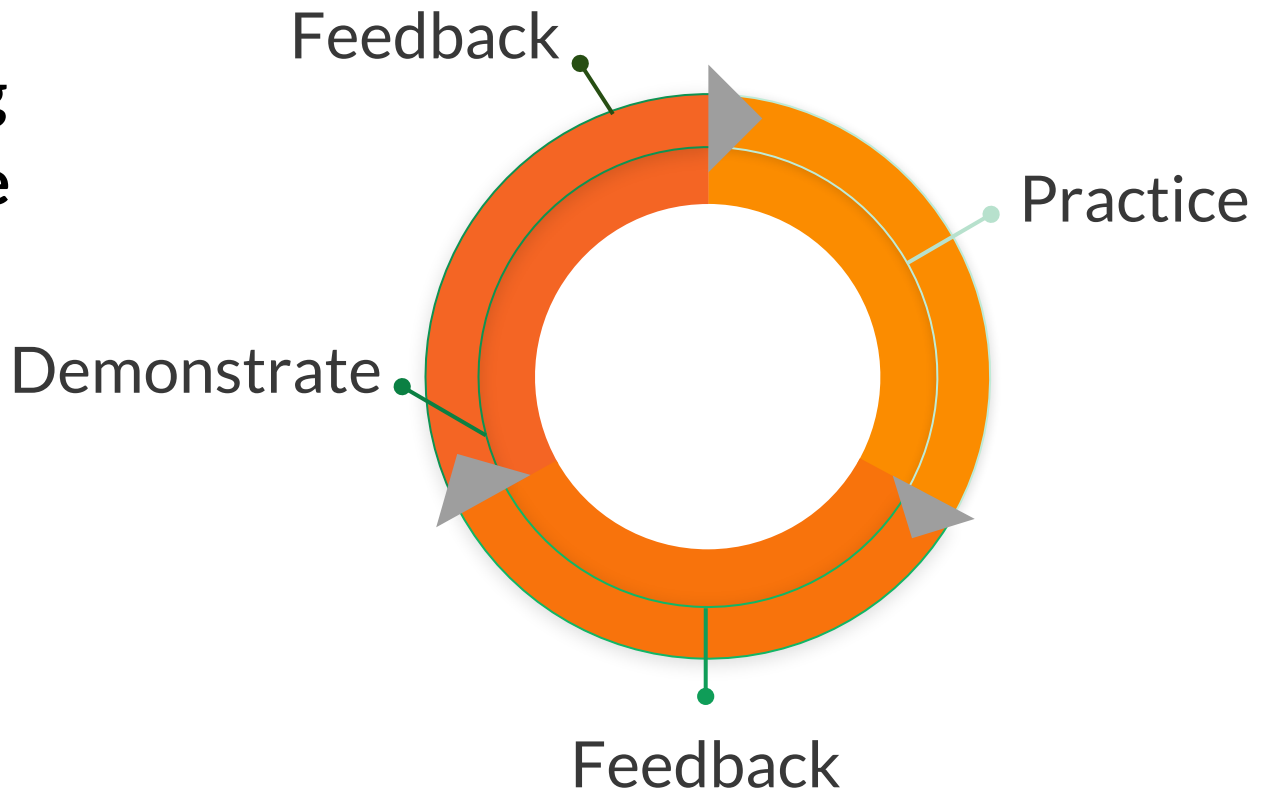


DEMONSTRATE



GRADE

Standards Based Grading Learning Cycle



GPS Analogy

- Reaching your destination is your goal.
- There are many routes you can take to get to your destination.
- Each possible route takes a different amount of time, but whichever route you choose, you still get to your destination.
- If you get off course, your GPS will provide you with feedback to correct your route.
- You might encounter a blocked road or detour but the GPS is designed to look at the info in real-time and change routes to get you to your destination.



Changing the Dialogue Between Parents and their Children

- Can you show me what skills you are **practicing** in class?
 - What **feedback** did your teacher give you about your present performance?
 - Are you taking advantage of the multiple opportunities to **demonstrate** your learning?
-

Draft Performance Levels

Not Meeting	Approaching	Meeting
<p>Student demonstrates significant gaps in understanding the standard and needs support from teachers to progress.</p>	<p>Student demonstrates some gaps in understanding the standard.</p>	<p>Student is able to demonstrate understanding and/or application of the skills and concepts of the standard.</p>



Performance Levels will be used in place of letter grades.

Current Report Card

Key:

A = Excellent
B = Above Average
C = Average
D = Below Average
MP = Making Progress

P = Pass
I = Incomplete
NG = No Grade
F = Unsatisfactory
IP = Insufficient Progress

1 = Does Not Meet Expectations
2 = Inconsistently Meets Expectations
3 = Consistently Meets Expectations
4 = Consistently Exceeds Expectations

Class	Teacher	T1	B1	E1	T2	B2	E2	T3	B3	E3	Comments
READING/LA 7	Mrs. Brown	A	4	4	A	4	4	A	4	4	90% John is an extremely hard worker. She goes above and beyond the call. Sometimes forgets to turn in assignments, though. Thanks for being such a fantastic participant in class.
PRE ALGEBRA 7	Mr. Johnson	B	4	4	B	4	3	B	3	3	Assessment average is 78%. Assignment average is 101%. Classwork average is 94%. John is a conscientious student and a pleasure to have in class.

Standards Based Report Card Example

Teacher: Mrs. Brown

Phone Ext: 7530

Email: mbrown@skokie68.org

READING/LANGUAGE ARTS

Academics	T1	T2	T3	Learner Qualities	T1	T2	T3	Comments
Literature				Communicates respectfully	3			The key skills we learned; writing a claim and citing text evidence that supports the claim. John's strength is his ability to identify the claim. He struggles to select evidence that most strongly supports the claim. He struggles with adding his own ideas to the class discussion.
Informational Text				Follows expectations	3			
Writing				Participates in learning	2			
Speaking & Listening				Completes work	2			
Language				Comes prepared	2			

Teacher: Mr. Johnson

Phone Ext: 7527

Email: mjohnson@skokie68.org

CORE MATH

Academics	T1	T2	T3	Learner Qualities	T1	T2	T3	Comments
Ratios and Proportions	X			Communicates respectfully	3			The key skills we learned were how to graph lines on a coordinate plan and solve equations. John understands the process of solving equations. He needs to work on simplifying positive and negative numbers.
Number System				Follows expectations	3			
Simplifying Expressions				Participates in learning	3			
Solving Equations				Completes work	3			
Geometry	X			Comes prepared	3			
Statistics	X							

KEY

Academics

Meeting	
Approaching	
Not Meeting	
Insufficient Evidence	IE
Not Assessed	X

Learner Qualities

Consistently	3
Inconsistently	2
Does Not Meet	1



Quote from NNHS Principal

Dear Robyn,

January 22, 2018



Old Orchard Junior High School's proposed standards based grading and reporting model will not pose any issues with regard to student course placement upon entering Niles North High School. Students are placed into their 9th grade courses primarily on standardized test scores and teacher recommendations. This proposed model actually allows Niles North counselors and especially freshman teachers to better understand which academic and behavioral skills and learning targets our students have acquired and or need interventions in. We wholeheartedly support Old Orchard Junior High School's decision to implement standards based grading.

Mr. James Edwards
Principal
Niles North High School

Phone: 847-626-2011
Fax: 824-626-3424
jamedw@d219.org

Best,

A handwritten signature in black ink, appearing to read 'James Edwards', written over a horizontal line.

James Edwards
Principal

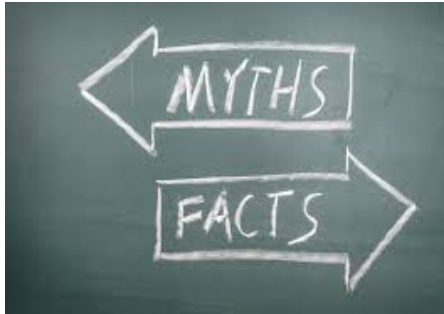
Common Standards Based Grading Myths

Myth #1: It Will Be Easier For Students

- Rather than focusing on accumulating points for a passing grade, students must now demonstrate proficiency on subject-specific standards.

Myth #2: Students Are Not Accountable

- The focus is going to shift from task completion to learning.



Common Standards Based Grading Myths

Myth #3: Students Will Be Unprepared for the Real World

- The real world is standards-based
 - Credentials for employment are often grounded in the same principles as standards-based grading; one either meets the standard or doesn't.
- What about high school?
 - The nature of standards-based grading will result in students being *more* prepared, as they will have a clearer picture of their own strengths and weaknesses in their learning and behavior.



Local Middle Schools Using Standards Based Grading

School	Location
McCracken Middle School	Skokie, IL
Gemini Junior High	Niles, IL
Woodlawn Middle School	Buffalo Grove, IL
Twin Groves Middle School	Buffalo Grove, IL
Caruso Middle School	Deerfield, IL
Shepard Middle School	Deerfield, IL
Wood Dale Junior High	Wood Dale, IL
Blackhawk Middle School	Bensenville, IL
S. E. Gross Middle School	Brookfield, IL

Articles for further review

- “Changing the Metaphor of Grading: from Compensation to Communication” by CVU Learns Blog (2014)
 - “Report Student Learning” by Ken O’Connor and Rick Wormeli (2011)
-

Questions?

We value your feedback!

For more information, please contact:

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