

# **Rethinking Scoring and Grading**

**Provo City School District  
June 1<sup>st</sup>, 2017**

**Presented by  
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**Provo Grading Survey** 224 responses from 750 teachers, not differentiated elem/sec (30%)

**13 Questions** Agree + Somewhat agree/Somewhat disagree + disagree

4 50/50 (2/2) 2 Negative majority 7 positive majority (62-79%)

- *I include one or more of the following in grading: effort, participation, tardiness, attendance, and/or adherence to class rules.* **49/51**
- I reduce points/marks on work submitted late. **31/69**
- I give bonus points for extra credit. **21/79**
- *I reduce marks/grades for cheating.* **54/46**
- I organize information in my record/marketing/gradebook by source: homework, quizzes, tests, labs, etc. **77/23**
- I include in grades zeros for missing work. **62/39**
- I communicate feedback on assessments by providing a single letter grade. **24/76**
- *I provide detailed comments to students about strengths and weaknesses in their work* **55/46**
- *I include performance on homework into final grades.* **45/55**
- I keep separate track of information from formative and summative assessments. **62/38**
- I allow students to redo assessments without penalty if they have not done well. (NBPTS study) **69/31**
- I allow new evidence to replace not simply be added to old evidence. **77/33**
- My students understand how grades will be calculated and what evidence will count. **77/24**

## Provo Grading Survey (continued)

**6 Questions** Agree + Somewhat agree/Somewhat disagree + disagree

2 50/50 0 Negative majority 4 positive majority (66-98%)

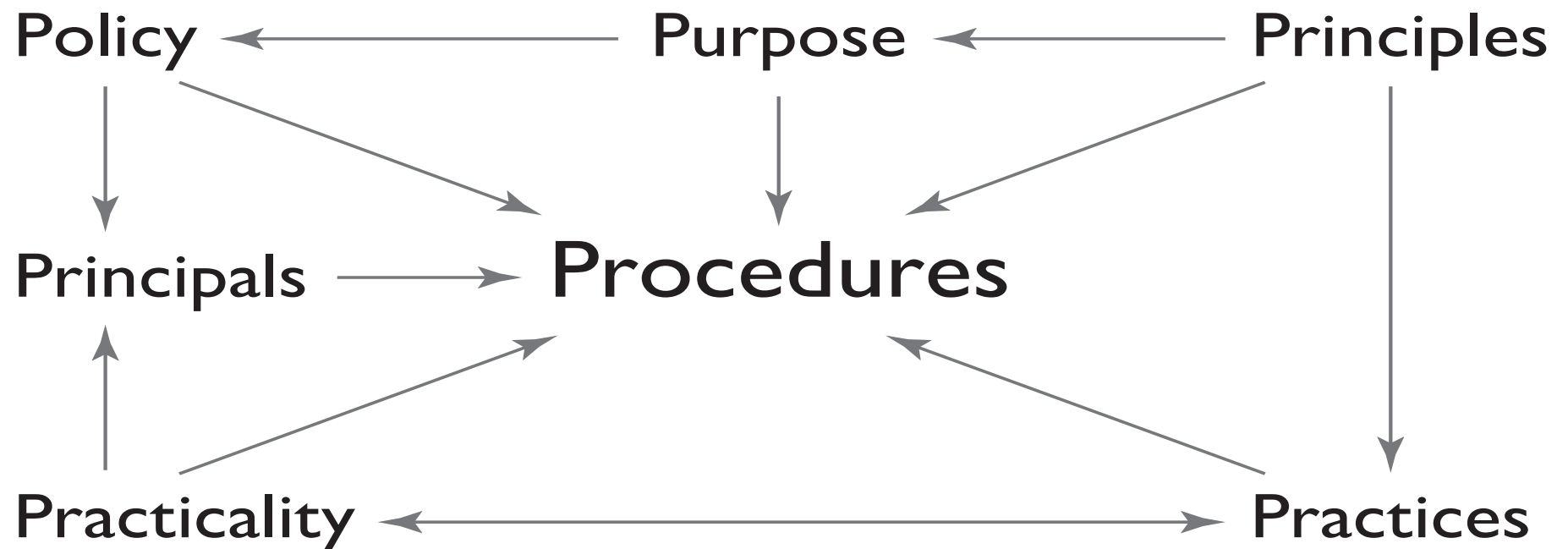
- The ONLY purpose for grades/marks should be to communicate student learning as of a point in time. **66/34**
- *One Should NEVER include group scores in grades for individual students.* **45/55**
- There should be a limit to the number of students who receive marks/grades of A. **2/98**
- Assessments and marks/grades should demonstrate how well students are doing relative to one another. **14/86**
- It is most accurate to base grades on the mean (average) score rather than the median (most frequent) score. **33/67**
- *Peer and self-assessment should be limited to formative assessment because only teachers should assign grades/marks.* **53/48**

**3 Questions** Very confident Confident A little confident

All very positive

- I can design or find assessments that provide an accurate picture of student learning on particular learning targets/objectives. **62 35 3**
- I can prepare assessment plans for units that show when formative and summative assessments will occur and how they interact. **47 45 8**
- I can assign grades that support learning. **58 37 5**

# The 7 Ps of Grading



# Rethinking Scoring and Grading

Start with **purposes**:

- the purpose of school is learning, and
- the purpose of classroom assessment is to gather information to improve learning and teaching, *and*
- the purpose of grades is to communicate that learning in summary format.

Then consider **principles**:

- grades must be accurate, consistent and meaningful and supportive of learning, *and*
- each school/district's grading procedures must align with their mission and vision statements.

Next make sure your **practices** are appropriate:

- curriculum, instruction and assessment should be standards-based,
- extrinsic motivation should be minimized and intrinsic motivation should be maximized,
- fairness should mean equity of opportunity not uniformity, *and*
- teachers' professional judgment must be honored.

Consideration must then be given to the **policies** you are required to follow from state/province and/or district.

After all that, it is time to consider the **procedures** teachers will be required to use.

## **15 Fixes for Broken Grades**

*A Repair Kit for Grading: 15 Fixes for Broken Grades* by Ken O'Connor (Pearson, 2011)

### ***Fixes for Practices that Distort Achievement***

- Fix 1: Don't include student behaviors (effort, participation, adherence to class rules, etc) in grades; include only achievement.**
- Fix 2: Don't reduce marks on "work" submitted late; provide support for the learner**
- Fix 3: Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement**
- Fix 4: Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement**
- Fix 5: Don't consider attendance in grade determination; report absences separately**
- Fix 6: Don't include group scores in grades; use only individual achievement evidence.**

### ***Fixes for Low-Quality or Poorly Organized Evidence***

- Fix 7: Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/ learning goals**
- Fix 8: Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations**
- Fix 9: Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards**
- Fix 10: Don't rely on evidence gathered using assessments that fail to meet standards of quality; rely only on quality assessments**

## **15 Fixes for Broken Grades (continued)**

### ***Fixes for Inappropriate Grade Calculation***

**Fix 11: Don't rely only on the mean; consider other measures of central tendency and use professional judgment.**

**Fix 12: Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient Evidence.**

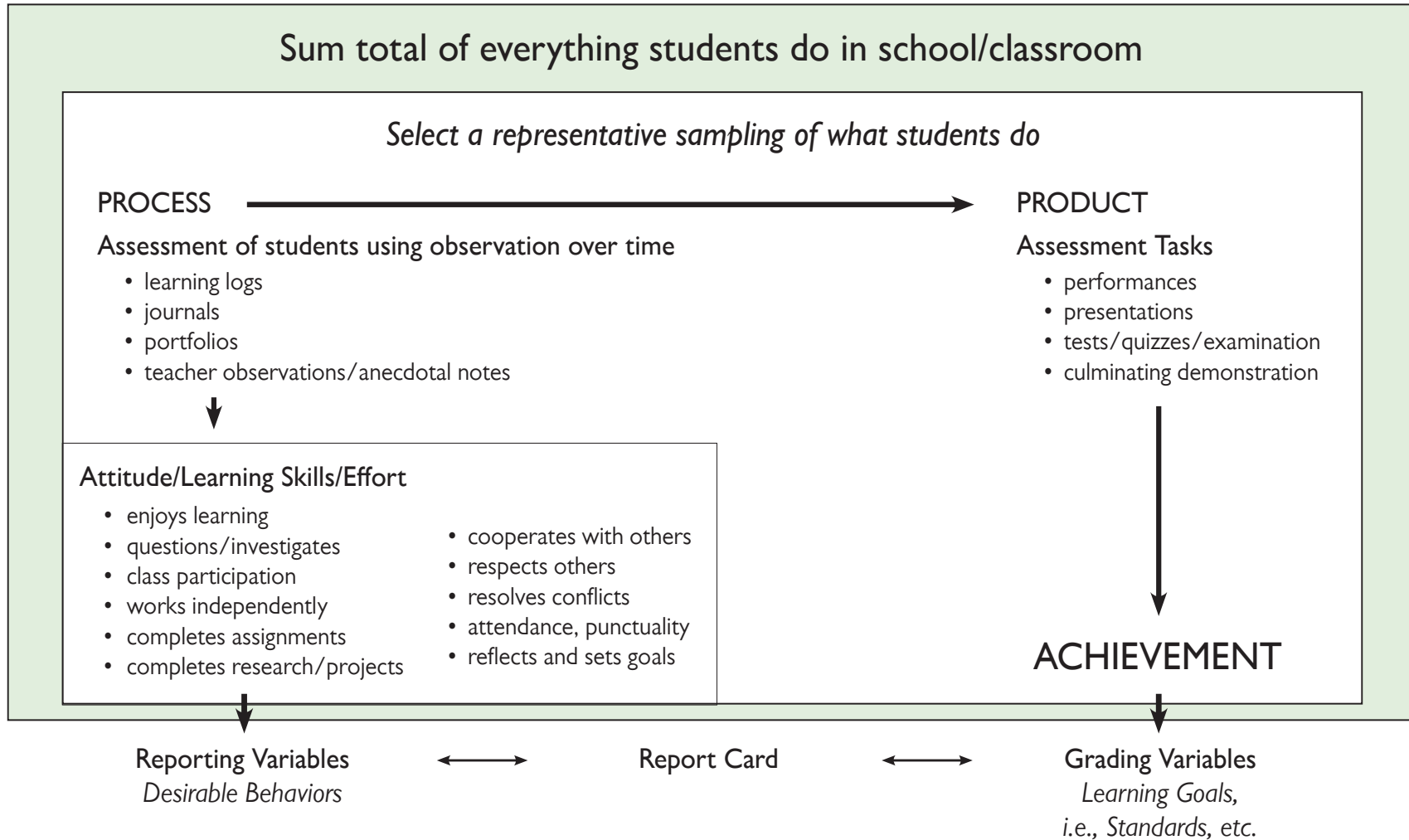
### ***Fixes to Support Learning***

**Fix 13: Don't use information from formative assessments and practice to determine grades; use only summative evidence.**

**Fix 14: Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement.**

**Fix 15: Don't leave students out of the grading process. Involve students; they can and should play key roles in assessment and grading and promote achievement.**

# Fix #1





*Fix #1*

# Fargo Public Schools - Behaviors

## FIFTH GRADE APPROACH TO LEARNING

<b>APPROACH TO LEARNING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Follows class and school rules			
Follows directions			
Respects self, others, and property			
Accepts responsibility for actions			
Participates in classroom activities			
Works cooperatively in groups			
Works independently to complete classwork			
Uses time appropriately			
Completes homework on time			
Produces and maintains quality work/writes legibly			
Keeps material organized			

Your child's absences/tardies negatively affect your child's progress. (Yes/No)

**33E**

# Fix #1



## The Winnipeg School Division Student Effort & Behaviour Report Grade 7 - 8

Home Room Teacher:

Student Name:

Grade: 07

Key to Terms	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
Organizational Skills	Consistently sets goals. Collects and organizes information and uses time effectively.	Usually sets goals, collects and organizes information and uses time effectively.	Frequently needs assistance in setting goals, organizing information and using time effectively.	Rarely sets goals, information disorganized and frequently wastes time.
Homework	Consistently completes homework.	Usually completes homework.	Frequently does not complete homework.	Rarely completes homework.
Assignments	Consistently brings materials and completes assignments.	Usually brings materials and completes assignments.	Frequently needs to be reminded to complete assignments.	Rarely brings materials and completes assignments.
Citizenship	Consistently respects the rights of others.	Usually respects the rights of others.	Frequently needs teacher guidance in appropriate behaviour.	Rarely demonstrates respectful behaviour.
Teamwork	Consistently participates well in class/group activities.	Usually participates well in class/group activities.	Sometimes participates well in class/group activities.	Rarely participates in class/group activities.
Interpersonal Skills	Consistently resolves conflict in constructive manner.	Usually resolves conflict in constructive manner.	Frequently needs reminder on how to resolve conflict.	Rarely resolves conflict appropriately.

ART 7 Nixon, C		Term	1	2	3	4
Organizational Skills	3					
Homework	4					
Assignments	4					
Citizenship	3					
Teamwork	3					
Interpersonal Skills	3					

ENGLISH 7 Pulcrum, U		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	3					
Teamwork	3					
Interpersonal Skills	3					

MATH 7 Nixon, C		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	4					
Teamwork	4					
Interpersonal Skills	3					

MUSIC 7 Danstone, G		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	3					
Teamwork	3					
Interpersonal Skills	3					

PHYS ED 7 Pauls, T		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	3					
Teamwork	4					
Interpersonal Skills	3					

PRACT ARTS 7 Practical Arts Churchill		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	3					
Teamwork	3					
Interpersonal Skills	3					

SCIENCE 7 Nixon, C		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	3					
Teamwork	3					
Interpersonal Skills	3					

SOCIAL STUDY 7 Pauls, T		Term	1	2	3	4
Organizational Skills	4					
Homework	4					
Assignments	4					
Citizenship	3					
Teamwork	4					
Interpersonal Skills	4					

# Fix #1



Ministry of Education

## Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
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STUDENT: \_\_\_\_\_ OEN: \_\_\_\_\_ Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Principal: \_\_\_\_\_

Address: \_\_\_\_\_ School Council Chair: \_\_\_\_\_

SCHOOL: _____ Telephone: _____	BOARD: _____ Email/Website: _____
Address: _____ Fax: _____	Address: _____

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance		
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed	Total Classes	Times Late
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final									<b>RESPONSIBILITY</b> <b>WORKS INDEPENDENTLY</b> <b>INITIATIVE</b> Teacher requests an interview <input type="checkbox"/>				
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final									<b>ORGANIZATION</b> <b>COLLABORATION</b> <b>SELF-REGULATION</b> Teacher requests an interview <input type="checkbox"/>				
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final									<b>RESPONSIBILITY</b> <b>WORKS INDEPENDENTLY</b> <b>INITIATIVE</b> Teacher requests an interview <input type="checkbox"/>				
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final									<b>ORGANIZATION</b> <b>COLLABORATION</b> <b>SELF-REGULATION</b> Teacher requests an interview <input type="checkbox"/>				

Principal's Signature ➔ \_\_\_\_\_

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves. To view provincial curriculum documents, visit the Ministry of Education's website: [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

**33S**

# Fix #7

## Provo Math Grade 5

Student: \_\_\_\_\_

ACHIEVEMENT EVIDENCE								
Strands	Assessments						Strengths, Areas for Improvement/ Observations	Summary
	10/1 Test	10/15 PA	11/7 PA	11/18 PA	12/8 PA	12/17 Test		
Operations and Algebraic Thinking (3)	3 (17/20)	3		3	3	3 (17/20)		3
Number and Operations in Base Ten (7)					1			NA
Number and Operations – Fractions (7)	2 (15/20)		4	2	2	2 (15/20)		2
Measurement and Data (5)	4 (19/20)	4	4	1		4 (19/20)		4
Geometry (4)		1	2	3	4	4 (20/20)		4
Mathematical Practices	3	2	3	2	3	3		3

Comments:

52E

# Fix #7

## Science Standards-based Gradebook

Student: \_\_\_\_\_

ACHIEVEMENT EVIDENCE								
Standards	Assessments						Strengths, Areas for Improvement/ Observations	Summary
	9/15 Test	9/22 Lab	9/30 Lab	10/02 Test	10/8 Lab	10/12 Test		
Word Problems		1	2		2	2 (14/20)		2
Proportional Reasoning		4		M	1			I
Analyze Information (Representation)	3 (8/10)				1			NA
Interpreting Data		1	4 (20/24)			4 (19/20)		4
Constructing Scientific Explanations		1	2	M	4	4 (20/20)		4
Arguing Scientific Claims	4 (8/10)	2	3	M	4	4 (5/5)		4

Comments:

*M = Missing; IE = Insufficient Evidence; NA = Not Assessed; I = Incomplete*

Overall Grade: **I**

**52S**

**Fix #7**

**Table 9.2 Elementary Gradebook Arranged by Learning Target**

Number Sense													
	Identifies place value to 10,000s			Reads, writes common fractions			Reads whole numbers through 4 digits			Writes whole numbers through 4 digits		Orders and compares whole numbers through 4 digits	
Date													
Task													
F/S													
Students													
1.													
2.													
3.													

Computation										
	Addition		Subtraction		Multiplication		Division		Uses calculator to + or - 4 or more digits	Estimation Skills
	+ with 3 or more digits	- with 3 or more digits	- with 3 or more digits	Facts to 10	Fact Families	Facts to 10	Fact families			
Date										
Task										
F/S										
Students										
1.										
2.										
3.										

**Task:** SR = Selected Response; PA = Performance Assessment; O = Oral; HA = Homework Assignment; Q = Quiz  
**F/S:** F = Formative; S = Summative

Source: Adapted from the work of Ken O'Connor, Scarborough, Ontario. Personal communication, June 1, 2004. Adapted by permission.

**Stiggins, et al,  
 Classroom  
 Assessment  
 for Student  
 Learning, ETS,  
 Portland, OR,  
 2004, 289**

**Fix #7**

**Table 9.3 Standards-Based Gradebook for Mathematics**

Standard	Math Process	Number Ops & Rels			Geometry			Measurement			Stats & Prob			Algebraic Rels		
		G	R	A	G	R	A	G	R	A	G	R	A	G	R	A
Date		R			R			R			R			R		
Task		A			A			A			A			A		
F/S		D			D			D			D			D		
Students		E			E			E			E			E		
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																
21.																
22.																
23.																

**Task:** SR = Selected Response; PA = Performance Assessment; O = Oral; HA = Homework Assignment; Q = Quiz  
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**Stiggins, et al,  
 Classroom  
 Assessment  
 for Student  
 Learning, ETS,  
 Portland, OR,  
 2004, 289**

# Fix #7

PowerTeacher Gradebook: Mark Adams - Apple Grove High School 2

Reporting Term: S2 Mode: Assignments Final Grades Student View

**Anderson, Cody**

Asmts Terms Cmnts S2

Assignments (20)	Scores	MATH Danny's Numeri... NUM	Explains rea... Numeric Scale NUM	Collects, org... Danny's Num... NUM	Explores mu... Danny's Num... NUM	Recognizes ... Danny's Num... NUM	SCIENCE Elementary Rati... LTR	Understands... Elementary R... LTR	Masters Voc... Elementary R... LTR	Behaviors That ... Null LTR	Listens and f... Elementary R... LTR	Works Indep... Elementary R... LTR
Classwork #1	Ta...	4	Explains reasoning when problem solving ID: W1.2.3 Grade Scale: Numeric Scale					S			E	
Letter Recognition: A-G	F	4						S			E	
Letter Recognition: H-N	C-	4					Ex				N	
Project 1	A-	4				S					E	
Unit 1 - Quiz	B-	4		3	3	2		E	S			
Classwork #2	✓	4	2	3	3			E	S			
Learning Project	A	3	2	3		1		E	S			
Review	Ex	3	2	3	3	1		S	E			
Special Project		INC	2									
Unit 1 - Quiz 2	F	3	3	4	3	1		E	E			
Test 10	INC	4	2	4								
Unit Test 11	A	4	2	4								
Unit Test	INC	4	2	4	3	1		E	E			
<b>Final Score - most recent - 3</b>	<b>B-</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>S</b>	<b>E</b>	<b>E</b>		<b>E</b>	<b>S</b>
mean	C ..	3.7	2.3	2.8	2.8	1.2	S	E	E		S	S
weighted mean	C ..	3.7	2.4	2.9	2.7	1.2	S	E	E		S	S
median	B-	4	2	3	3	1	S	E	E		E	E
mode	B-	4	2	3	3	1	S	E	E		E	E
highest	A ..	4	4	4	4	2	S	E	E		E	E
most recent - 3	C ..	4	2	4	3	1	S	E	E		S	S
times assessed	8	15	15	13	11	9	1	8	6		5	4

Summary

points earned:82.5/100 percentage:82.500% grade:B-

Revert Save



# Fix #7

PowerSchool 5(A) Math 6 - 16-17 John Maxfield

Standards Progress / Bailey, Jordan

Standard Grade	8/29	9/1	9/2	9/6
Standard Grade	2	3	2	3

-- Calculated : Most Recent 3

	3	4	3
Calculated : Most Recent 3	2.5	2.5	2.5
Mean	2.5	2.5	2.5
Median	2.5	2	2
Mode	3	1	2
Wt. Mean	2.5	2.5	2.5
Highest	3	4	3

MATH\_6.RPA.1 Understand the concept of a ratio

Grade Scale Type: (1 - 4)

ASSIGNMENT	SCORE	MATH_6.RPA.1	MATH_6.RPA.2	MATH_6.RPA.3
SA - Assessment 1 Due: 9/6/2016	✓	3	4	3
FA - Assignment 4 Due: 9/2/2016	✓	2	3	
FA - Assignment 3 Due: 9/1/2016	✓	3		2
FA - Assignment 2 Due: 8/30/2016	✓		1	2
FA - Assignment 1 Due: 8/29/2016	✓	2	1	

Legend

Icons - Professional Judgment Indicator - Auto-calculates assignment standards scores

# Fix #7

## Elementary Standards Report

Last Name, First Name

Wasatch Q1

ID: #####

Grade Level: 3

Teacher

Attendance				
QTR	1	2	3	4
ABS	0	1	4	0
TDY	3	2	2	0

Score Guide
4 - Exceeding Standard
3 - Meeting Standard
2 - Below Standard
1 - Far Below Standard

Date: 03/02/17

Language Arts Standards				
	1	2	3	4
<b>LA16.3.1 Reading Literature</b>	3			
(Q1) Generate questions and answer questions with text evidence.	3			
<b>LA16.3.2 Reading Informational Text</b>	3			
(Q1) Generate questions and answer questions with text evidence.	3			
<b>LA16.3.3 Foundational Skills</b>	3			
(Q1) Read with accuracy, speed, & expression (70+ wcpm).	2			
<b>LA16.3.4 Writing</b>	2			
(Q1) Write narrative text.	3			
<b>LA16.3.5 Speaking and Listening</b>	2			
<b>LA16.3.6 Language</b>	2			
(Q1) Use correct capitalization, punctuation, and spelling.	2			
Math Standards				
	1	2	3	4
<b>M16.3.1 (MP) Mathematical Practices</b>				
<b>M16.3.2 (OA) Operations and Algebraic Thinking</b>	3			
<b>M16.3.3 (NBT) Number and operations in Base Ten</b>	3			
(Q1) Fluent addition and subtraction within 1000.	3			
<b>M16.3.4 (NF) Number and Operations-Fractions</b>				
<b>M16.3.5 (MD) Measurement and Data</b>				
<b>M16.3.6 (G) Geometry</b>				
Math/Language Arts Progress				
	1	2	3	4
<b>OT12.3.1 Language Arts On Track</b> Did the student master/maintain Standards and Essentials from previous terms? See comments.	Y			
<b>OT12.3.2 Language Arts Interventions</b> Has this student received Reading-Language Arts interventions? See comments.	Y			
<b>OT12.3.3 Language Arts Extensions</b> Has this student received Reading-Language Arts enrichment/extensions? See comments.				
<b>OT12.3.4 Math On Track</b> Did the student master/maintain Standards and Essentials from previous terms? See comments.	Y			
<b>OT12.3.5 Math Interventions</b> Has this student received Math interventions? See comments.	Y			
<b>OT12.3.6 Math Extensions</b> Has this student received Math enrichment/extensions? See comments.	Y			

SOUTH MEDFORD HIGH SCHOOL  
1551 CUNNINGHAM AVE  
MEDFORD OR 97501

**Grade Report**  
Medford School District 549C  
Medford, Oregon



*Fix #7*

**TO THE PARENT / GAURDIAN OF:** APRIL MAY  
123 MAIN STREET  
MEDFORD OR 97501

The purpose of this report card is to communicate with parents and students about the achievement or progress toward established learning goals. Grades reflect how well students have met these goals in each class, indicating areas of strength and areas where additional time and effort are required.

Student Name		ID	Grade	Counselor		Term	Period End Date	School Year
April May		111111	10	Staci Fischer		4	June 7, 2013	2012-2013

Period / Term(s)	Course	Teacher	Term			
1   1234	English 4	Davis	1	2	3	4
<b>Overall Grades</b>			<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>
Achievement Standards	Reading Informational Text		MAS	MAS	MAS	MAS
	Reading Literary Text		MTS	MTS	MTS	MTS
	Writing		MTS	MTS	MTS	ADV
	Language		MAS	MAS	MAS	MAS
CRL Standards	Speaking and Listening		MTS	MTS	MTS	MTS
	Independence & Initiative		M	M	M	M
	Work Completion & Work Habits		NI	M	NI	M
	Cooperation & Participation		M	M	M	M
Absences		4/M	2/M	12/NI	1M	

Period / Term(s)	Course	Teacher	Term			
2   1234	Anatomy / Phys	Warren	1	2	3	4
<b>Overall Grades</b>			<b>C</b>	<b>C</b>	<b>B</b>	<b>C</b>
Achievement Standards	Organization of Living Systems		BEG	BEG	ADV	ADV
	Matter and Energy		ADV	BEG	ADV	BEG
	Interdependence		BEG	BEG	BEG	ADV
	Scientific Writing		ADV	MTS	MTS	MTS
	Reading Scientific Texts		MTS	MTS	MTS	MTS
	Scientific Writing		APP	APP	ADV	APP
CRL Standards	Independence & Initiative		M	M	M	M
	Work Completion & Work Habits		NI	M	NI	M
	Cooperation & Participation		M	M	M	M
Absences		4/M	2/M	12/NI	1M	

Period / Term(s)	Course	Teacher	Term			
3   1234	Women's Choir	Weller	1	2	3	4
<b>Overall Grades</b>			<b>A</b>	<b>B</b>	<b>A</b>	<b>B</b>
Achievement Standards	Vocal Performance		MAS	MAS	MAS	MAS
	Music Reading		MTS	MTS	MTS	MTS
	Musical Concept Analysis		ADV	ADV	ADV	ADV
CRL Standards	Independence & Initiative		M	M	M	M
	Work Completion & Work Habits		NI	M	NI	M
	Cooperation & Participation		M	M	M	M
Absences		4/M	2/M	12/NI	1M	

Period / Term(s)	Course	Teacher	Term			
4   1234	Spanish 2	Wallace	1	2	3	4
<b>Overall Grades</b>			<b>A</b>	<b>B</b>	<b>A</b>	<b>B</b>
Achievement Standards	Communication		MAS	MAS	MAS	MAS
	Knowledge of Culture & Viewpoints		MTS	MTS	MTS	MTS
	Language (Vocab, Conjugation, etc.)		MTS	MTS	MTS	ADV
	Independence & Initiative		M	M	M	M
CRL Standards	Work Completion & Work Habits		NI	M	NI	M
	Cooperation & Participation		M	M	M	M
	Absences		4/M	2/M	12/NI	1M

Period / Term(s)	Course	Teacher	Term			
5   1	Basic Compt 2	Mr. Richmond	1	2	3	4
<b>Overall Grades</b>			<b>A</b>	<b>A</b>		
Achievement Standards	Typing		MAS	MAS		
	Application Management		MTS	MTS		
	Basic Skills		MTS	MTS		
CRL Standards	Independence & Initiative		M	M		
	Work Completion & Work Habits		NI	M		
	Cooperation & Participation		M	M		
	Absences		4/M	2/M		

Period / Term(s)	Course	Teacher	Term			
5   24	Algebra Intermed	Reed	1	2	3	4
<b>Overall Grades</b>				<b>A</b>		<b>A</b>
Achievement Standards	Number and Quantity			MTS		MTS
	Interpreting and Building Functions			MAS		MAS
	The Real Number System			MTS		MTS
	Linear, Quadratic, & Exponential Models			MTS		MTS
CRL Standards	Statistics and Probability			ADV		ADV
	Independence & Initiative			M		M
	Work Completion & Work Habits			M		M
	Cooperation & Participation			M		M
Absences			4/M		1M	

Period / Term(s)	Course	Teacher	Term			
5   4	Auto Service 1	Veverka	1	2	3	4
<b>Overall Grades</b>			<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Achievement Standards	Mechanics		MTS	MTS		
	Functional Skills		MTS	MTS		
CRL Standards	Independence & Initiative		M	M		
	Work Completion & Work Habits		APP	APP		
	Cooperation & Participation		M	M		
	Absences		12/NI			

Period / Term(s)	Course	Teacher	Term			
6   13	Algebra Intermed	Reed	1	2	3	4
<b>Overall Grades</b>			<b>B</b>	<b>B</b>	<b>B</b>	<b>C</b>
Achievement Standards	Number and Quantity			MTS		MTS
	Interpreting and Building Functions			MAS		MAS
	The Real Number System			MTS		MTS
	Linear, Quadratic, & Exponential Models			MTS		MTS
CRL Standards	Statistics and Probability			ADV		ADV
	Independence & Initiative			M		M
	Work Completion & Work Habits			M		M
	Cooperation & Participation			M		M
Absences			2/M		1M	

**MAS** – Mastery  
**ADV** – Advanced  
**MTS** – Meets  
**APP** – Approaching  
**BEG** – Beginning  
**NI** – Not Assessed  
**M** – Modified

# Fix #8

## III. Academic Achievement

- A. The Academic Achievement grade is an indicator of a student's mastery of grade-level Power Standards. Students demonstrate what they know, understand and can do as measured through multiple assessments and observations.

<b>4</b> <i>Exemplary</i> (exceeds)	<b>3</b> <i>Proficient</i> (meets)	<b>2</b> <i>Partially Proficient</i> (approaching)	<b>1</b> <i>Non-Proficient</i> (below)
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**4 Exemplary:** The student demonstrates mastery, with excellence, of the grade level standards *with relative ease* and consistency, and often exceeds the cognitive level of the standards. The student applies and extends the key concepts, processes and skills. The student is working **at** grade level yet at a higher level of Bloom's Taxonomy. There is no mark of 4+ or 4-.

**3 Proficient:** The student demonstrates mastery of the grade level standards at the cognitive level the standard is written. The student consistently grasps and applies key concepts, processes and skills with limited errors. There is no mark of 3+ or 3-.

**2 Partially Proficient:** The student demonstrates mastery of some grade level standards. The student inconsistently grasps and applies some of the key concepts, processes and skills with significant errors. There is no mark of 2+ or 2-.

**1 Non-Proficient:** The student has not demonstrated mastery of grade level standards and is not yet performing at grade level. There is no mark of 1+ or 1-.

## Fix #8

### IV. Progress Toward Proficiency

These marks represent the measurement of a student's growth toward and attainment of mastery of each district Power Standard in Reading, Writing and Math. Progress is measured by a variety of evidence, which include quality standards-aligned assessments, portfolios and other multiple measures.

✓ <b>Meets Standard</b>	^ <b>Adequate Progress</b>	— <b>Insufficient Progress</b>	X <b>Standard Not Assessed</b>
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✓ **Meets or Exceeds Standard** –The student has mastered the entire standard. Unless reassessment indicates otherwise, the ✓ is repeated in subsequent trimesters.

^ **Adequate Progress** (Used 1<sup>st</sup> and 2<sup>nd</sup> Trimester only) – Based on what has been taught and assessed, the student is on track to master the standard by the end of the year. **This symbol is not used third trimester.**

— **Insufficient Progress** – Based on what has been taught and assessed, the student has not demonstrated that s/he is on track to master the standard by the end of the year. **For third trimester, this symbol represents that the student has NOT demonstrated mastery of the standard in its entirety.**

X **Standard Not Assessed** – (Used 1<sup>st</sup> and 2<sup>nd</sup> Trimester only) Standard has not been taught and/or measured to date. **This symbol is not used third trimester.**

O' Connor, K., *A Repair Kit for Grading*, Second Edition, Pearson ATI, 2011, 77-78

*Fix #10*

# Right Method -Target-Method Match

	<i>SR</i>	<i>WR</i>	<i>PA</i>	<i>PC</i>
<i>Knowledge</i>	<i>Good</i>	<i>Strong</i>	<i>Partial</i>	<i>Strong</i>
<i>Reasoning</i>	<i>Good</i>	<i>Strong</i>	<i>Partial</i>	<i>Strong</i>
<i>Skills</i>	<i>Partial</i>	<i>Poor</i>	<i>Strong</i>	<i>Partial</i>
<i>Products</i>	<i>Poor</i>	<i>Poor</i>	<i>Strong</i>	<i>Poor</i>

Chappuis, J. et al. 2012. *Classroom Assessment for Student Learning*.  
Second Edition. Pearson, Upper Saddle River, NJ. 94

**Fix #13**

**Sample Assessment Plan**

**Formative Assessment for Unit 1**

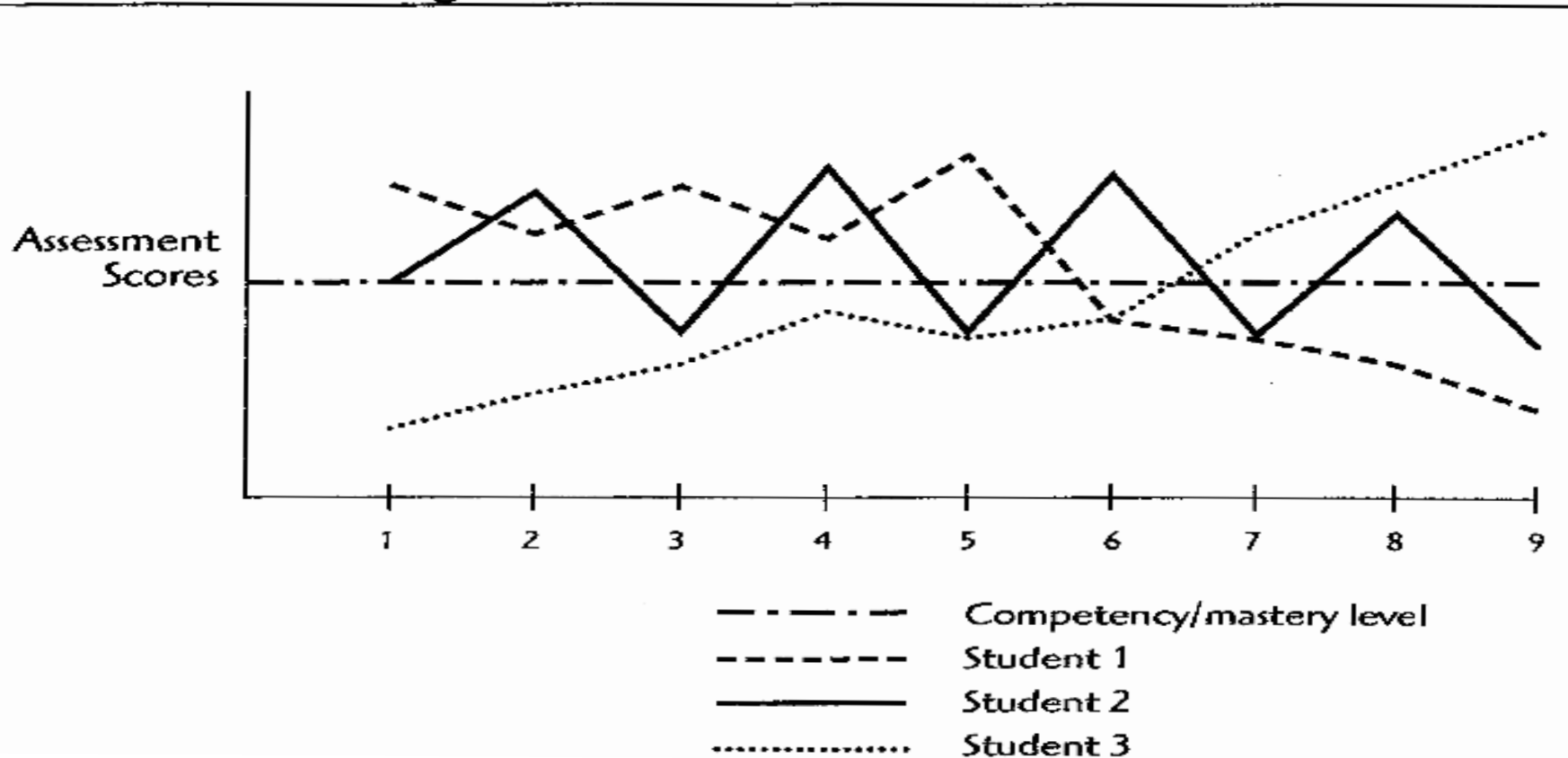
<b>TASK</b>	<b>METHOD(S)</b>	<b>STRATEGY(IES)</b>	<b>SCORING TOOL</b>	<b>ASSESSOR</b>
ROLE PLAY Practice(s)	Performance Ass't	Performance	Rubric	self/peer
QUIZ(ZES)	Paper and Pencil	Selected Response	Marking Scheme	Teacher
BROCHURE Draft	Performance Ass't	Product	Rubric	peer
BROCHURE Near Final	Performance Ass't	Product	Rubric	self/peer

**Summative Assessment for Unit 1**

<b>TASK</b>	<b>METHOD(S)</b>	<b>STRATEGY(IES)</b>	<b>SCORING TOOL</b>	<b>ASSESSOR</b>
ROLE PLAY	Performance Ass't	Performance assessment	Rubric	Teacher
TEST(S)	Paper and Pencil	Selected & Constructed Reponse	Marking Scheme	Teacher
BROCHURE	Performance Ass't	Product	Rubric	Teacher

## Fix #14

### Parachute Packing Test Scores



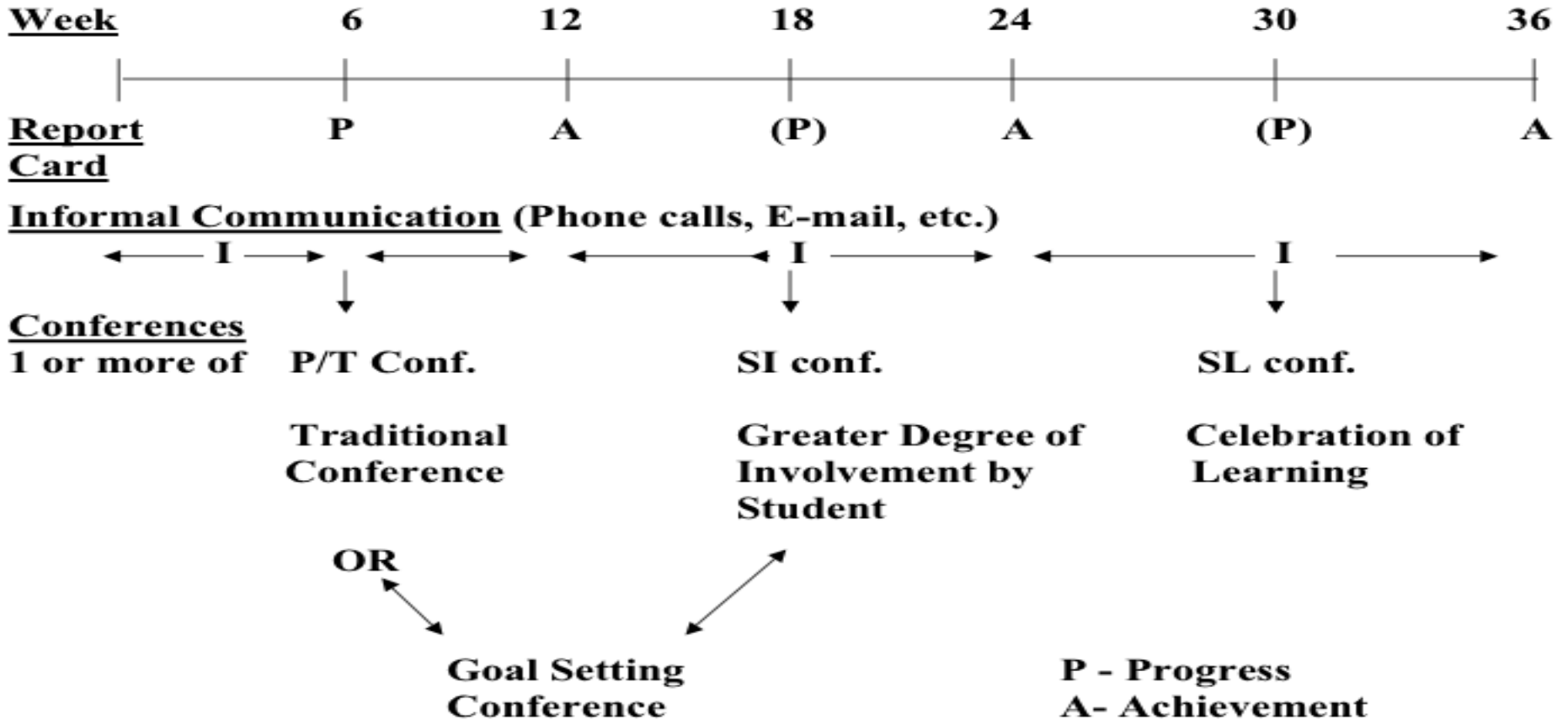
O'Connor, K., *How to Grade for Learning*, Third Edition. Corwin, 2009, 31.

From Anne Davies, 2000. Originally developed by Michael Burger



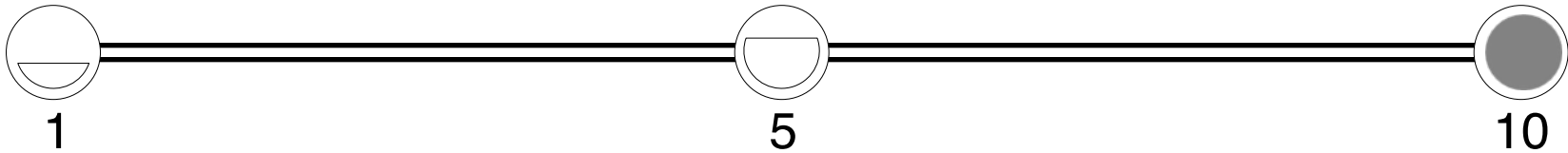
# Fix #15

## The "Perfect" Communication System

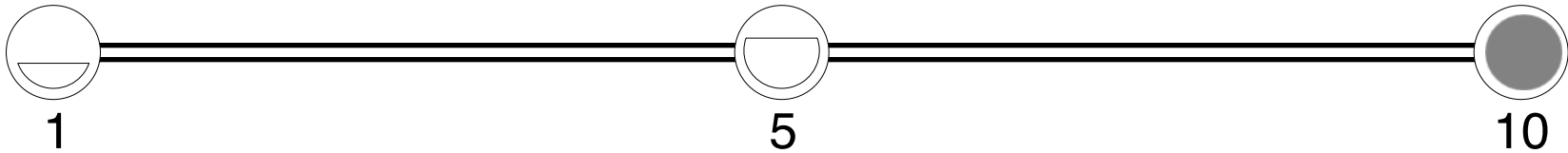


*How confident are you that the grades students receive in your school/district are:*

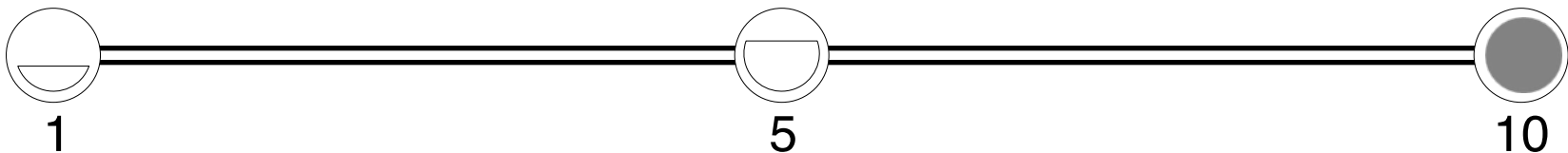
**ACCURATE**



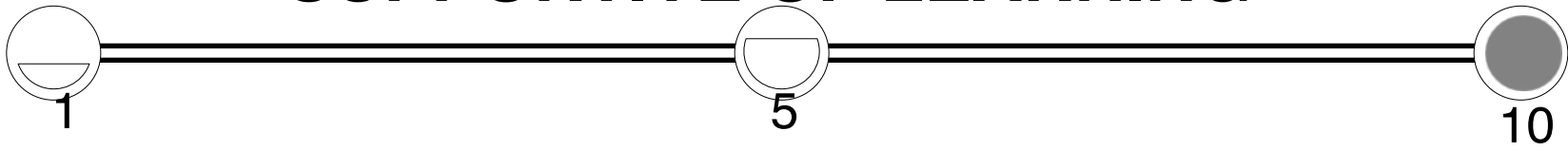
**CONSISTENT**



**MEANINGFUL**



**SUPPORTIVE OF LEARNING**



**Not at all**

**Somewhat**

**10  
Very**

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# Continuums for Grading

Fixes	Traditional Grading	Standards-Based Grading
1-6	Achievement/ behavior mixed	Achievement separated from behaviors
7	Recorded by assessment methods	Recorded by standards
8-9	Teachers' personal performance standard	Published criterion-referenced performance standards
10	Poor quality assessment	High quality assessment
11	Calculation (only mean)	Calculation (mean, median, mode, etc.) informs professional judgment
12	Zeros for missing assessment evidence	Incomplete, no zeros
13	Everything included	Summative only
14	All data cumulative, similar significance	More recent emphasized
14	One opportunity only	Multiple opportunities
15	Teacher centered with clear targets	Student involvement and understanding

**Source: Pearson ATI, 2013 – Used with permission**

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# Grading/Reporting Reflections

**Reflect on what you have learned and consider the grading and reporting practices in place in your classroom, school and/or district.**

Fix		In place	On the way	Not at all
1	Grades based only on achievement; behaviors reported separately			
2	Provide support not punishment for "late work"!			
3	Use evidence of higher achievement, not extra credit or bonus points			
4	Alternative consequences for academic dishonesty, not zeros			
5	Absences reported separately			
6	Use only individual achievement evidence			
7	Organize and report by standards/learning goals			
8	Provide clear descriptions of performance standard			
9	Use criterion referenced performance standards			
10	Use only quality assessments			
11	Use professional judgment informed by multiple measures			
12	When evidence is missing use incomplete, not zeros			
13	Use summative assessment evidence to determine goals			
14	Emphasize more recent evidence and provide multiple opportunities			
15	Involve students in the assessment and grading process			

Possible revisions in grading/reporting practices: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Actions/next step (you, school, district): \_\_\_\_\_

\_\_\_\_\_

**Source: Pearson ATL, 2013 – Used with permission**

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