

NCTM Annual Meeting & Exposition

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“Communicating Performance for Common Core State Standards”

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CORE ELEMENTS OF STANDARDS BASED GRADING

1. Include Academic Content Only
2. Identify Specific Learning Targets
3. Assess Each Learning Target Separately
4. Provide Multiple Opportunities to Meet Standard

STUDENT GRADES & STATE ASSESSMENT SCORES

ALGEBRA 1 State End Of Course State Assessment

Students with all A & B grades:	92% passed
Students with one C grade	67% passed
Students with two or more C/D/F grades:	17% passed

8TH GRADE State Math Assessment

Students with all A's & B's	88% passed
Students with one C/D/F	54% passed
Students with two C/D/F	26% passed

7TH GRADE State Math Assessment

Students with all A's & B's	97% passed
Students with one C/D/F	82% passed
Students with two C/D/F	36% passed

IMPLEMENTATION STEPS

STEP # 1 Identify Learning Targets

- a. What should students KNOW?
- b. What should students be able to DO?
- c. What should students UNDERSTAND?
- d. Each teacher creates list of Learning Targets
- e. Teachers compare lists and create consolidated list of Learning Targets (between 20 and 40 total targets). THESE BECOME THE GRADE BOOK ENTRIES.

STEP # 2 Align Scope/Sequence with Learning Targets

- a. Teachers identify where in the curriculum each Learning Target is addressed.
- b. Teachers determine sequence of instruction that best delivers the course content (standards).
- c. Teachers determine when assessments should be given.

STEP # 3 Create Assessments

- a. Teachers identify assessment items FROM CURRENT/PAST ASSESSMENTS that align with specific Learning Targets. This includes projects, reports, etc.
- b. Teachers edit/refine assessment items to better align with Learning Targets.
- c. Teachers construct assessments which provide evidence of how well students performed on specific Learning Targets.

STEP # 4 Create Assessment Process

- a. How will assessments be scored? (rubrics, percentages, etc)
- b. How/when will re-tests/re-writes be scheduled?
- c. What will be required of student who needs to re-test/re-write?

STEP # 5 Educate Parents & Students

- a. Website
- b. Newsletters
- c. Conferences

PRE-ALGEBRA TEST

NAME _____ DATE _____ CLASS _____

Concept	Mastered	Improving	Need Help
8.EE.7 Solve Linear Equations (# 1-3)			
8.F.4 Graph Linear Equations (# 4-5)			
8.SP.1 Scatter Plots— Bivariate Data (# 6-8)			
8.EE.1 Apply Laws of Exponents (# 9-10)			

SAMPLE GRADE BOOK

NAME	Solve Equations 8.EE.7	Graph Linear Equations 8.F.4	Scatter Plots for Bivariate Data 8.SP.1	Apply Laws of Exponents 8.EE.1	FINAL GRADE
Godzilla	80	80	80	80	80 (B-)
King Kong	40	50	90	100	70 (C-)
Mothra	90	90	100	20	75 (C)

NORTH THURSTON PUBLIC SCHOOLS

School Name
Principal
Phone

Student: AMIR ALMEMAR
5th Grade
Advisor:

Attendance	Total
Excused	0
Unexcused	0
Tardy	0

Grade Mark Legend	
4	Above Standard
3	Meets Standard
2	Near Standard
1	Below Standard
IEP	See IEP Report

Reading	
	T1
Fluency - Reads with appropriate phrasing, expression, pacing and rate	*
Vocabulary - Understands meaning of important words	*
Comprehension - Understands meaning of what is read	*

Writing	
	T1
Content - Focuses on topic; writes with relevant detail	*
Organization - Writes clearly, with a logical structure	*
Style - Uses words, phrases, and sentences effectively	*
Conventions - Writes with grade-appropriate grammar, capitalization, punctuation, and spelling	*

Math	
	T1
Number Sense - Determines greatest common factors and least common multiples	*
Computation - Divides whole numbers; adds and subtracts decimals and fractions	*
Geometric Sense - Identifies attributes of triangles and quadrilaterals	*
Measurement - Determines area and perimeter of triangles and quadrilaterals	*
Algebraic Sense - Writes simple algebraic expressions	*
Statistics - Constructs and interprets line graphs	*
Problem Solving - Communicates strategies and solutions	*

Science	
	T1
Physical	*
Life	*

Science	
	T1
Earth	*

Social Studies	
	T1
United States	*

Characteristics of Successful Learners	
	T1
Respects others	*
Works cooperatively	*
Follows directions	*
Applies effort	*
Completes class work	*
Completes homework	*
Demonstrates organizational skills	*

Art - Specialist	
	T1
Applies effort toward academic goals	*

Music - Specialist	
	T1
Applies effort toward academic goals	*

P. E. - Specialist	
	T1
Applies effort toward academic goals	*

Comments Page

Class : **SBGB 5th Grade**
Teacher: **RACHEL NICHOLS**

Class Comments - T1 (09/09/09-10/31/09)
Comments would print on the back of the report card

Class : **SBGB ART**
Teacher: **RACHEL NICHOLS**

Class Comments - T1 (09/09/09-10/31/09)
For each teacher/class

Elementary Standards-Based Report Card Guidelines

Guideline #1: Base grades on student achievement only

- Use summative rather than formative evidence
- Only include work that can be verified as the students own work. Avoid including homework or group work as part of grades.
- Do not assign zeros for missing work, late work, incomplete assignments, or dishonesty.

Note these behaviors in the Characteristics of Successful Learners section of the report card.

- Only include extra credit or bonus points if these provide good evidence that a standard has been met or exceeded.

Guideline #2: Base grades on high quality, well-organized evidence

- Each semester grade should reflect at least 3 pieces of valid, summative evidence.
- Use clear performance standards and/or scoring guides to assign grades.
- Organize your grade book around standards.

Guideline #3: Base grades on informed teacher judgment

- Use a grading method that gives the best measure of student achievement.
- Emphasize more recent grades that show where a student is at the end of the grading period.

ELEMENTARY PARENT LETTER

Dear Parents and Guardians,

Our school district will be using a common report card in all classrooms this year. This report card is different from the traditional report cards in that your students will be assessed against grade level standards and expectations after instruction and practice has been given.

Here is what each number means:

4 = Exceeds grade level standards

- **Consistently** meets requirements for **exceptional** work
- Demonstrates **high** level of knowledge and understanding

3 = Meets grade level standards

- **Consistently** meets requirements for **proficient** work
- Demonstrates **acceptable** level of knowledge and understanding

2 = Approaching grade level standards

- Meets some requirements for proficient work
- Demonstrates some knowledge and understanding

1 = Significantly below standards

- Meets few requirements for proficient work
- Demonstrates little knowledge and understanding

Please note that even if the student gets all the answers correct he/she still may receive a 3 in a specific area. Until that student shows **exceptional** work and understanding **consistently**, we will not be able to give out 4's.

If your student received a 2 or a 1 in any category, please review this area at home. It is essential that the student practices what they are learning at home in order for the student to truly internalize and retain the information.

Please let us know if you have any other questions. Our goal is to give you a more accurate and informative understanding of how your student is doing in school.

Thank you for all the home support!

Sincerely,

MIDDLE SCHOOL PARENT LETTER

Dear Parent/Guardian,

This grading policy is designed to accurately communicate the student's mastery of math content, separate from effort, participation or numbers of papers turned in. We believe this provides an accurate picture of the student's academic progress and potential for moving on to Algebra.

1. Math grades will be based upon demonstrated mastery of state math standards (Performance Expectations). **100%** of the grade is based upon assessment scores. Grades will **NOT** include points for effort, HOMEWORK, participation or extra credit.
2. Homework completion will be tracked, but will **NOT** count towards the grade.
3. Tests will be organized by standard and each standard will receive a separate score.
4. Students need test scores of **80% or higher** on a standard to demonstrate mastery.
5. Students scoring below 80% on any standard(s) will take an in-class retest on those standard(s) only. Students scoring above 80% can choose to take an optional retest.
6. Students still scoring below 80% after the in-class retest are allowed additional retests before or after school at the teacher's discretion. Students **MUST** complete test corrections or at least 75% of their homework or retest practice work in order to retest.
7. At the end of each grading period (quarter), there will be a Final Exam which addresses all standards taught during that quarter. Final Exams will be organized and scored by standard and will count as a retest. These scores will replace any lower grade book entries **FINAL EXAM SCORES CAN ONLY RAISE PREVIOUS GRADE BOOK ENTRIES. NO ENTRIES ALREADY IN THE GRADE BOOK WILL BE LOWERED.**
8. End of course letter grades will be determined by averaging the scores in the grade book. However, when the average is skewed by outlier scores, the median may be used to determine the final letter grade.

Please discuss these procedures with your student and make sure they understand that they are expected to master EACH individual concept at 80%, and that they will have the opportunity for review and extra help prior to retesting. Attached is an FAQ handout that addresses many common questions regarding this grading process. If you have any additional questions, please contact me at fclark@nthurston.k12.wa.us or 412-4770.

Sincerely,

Forrest Clark
8th Grade Math

NISQUALLY MIDDLE SCHOOL--MATH GRADING FAQ's

80% Standard for Mastery

Q: Why do you require 80% for mastery?

A: We believe that students should not settle for mediocre (“good enough”) but should strive for excellence. We believe that students can achieve 80% proficiency when given extra help and additional opportunities (retests) to demonstrate what they’ve learned.

Homework

Q: Is homework graded?

A: Homework is NOT graded, and is NOT included in the course grade.

Q: Is homework checked?

A: Teachers do keep track of whether students are doing the homework.

Q: Why should the student bother doing the homework?

A: Students need to understand that practice is a part of learning anything new. It is this practice that helps students perform better on the assessments (tests). In education, as in sports and music, people who practice normally improve more than those who don’t.

Tests

Q: How much of the grade is based on tests?

A: Assessments (tests, quizzes) make up 100% of the total grade.

Q: Why does each test produce more than one score?

A: Most tests address more than one math standard. Each standard is receives a separate score, which is entered into the grade book. This provides more information about strengths and weaknesses than would a single score on “Chapter 3” or “Quiz # 2”.

Re-tests

Q: When can students retest?

A: Teachers will schedule IN-CLASS retests 7-10 days after the initial test (allowing time to get additional practice and extra help). If a student still doesn’t meet standard, an additional retest may be taken before or after school (at a time agreed upon between teacher and student).

Q: How many retests can be taken?

A: Students may take ONE in-class retest and ONE after school retest (these are in addition to the initial test). Additional retests may be offered at the teacher’s discretion.

NORTH THURSTON PUBLIC SCHOOLS---ELEMENTARY SCHOOLS GRADING FAQ's

What is the purpose of the standards-based report card?

The purpose of this report card is to give a clear picture of the child's achievement on key academic targets. These targets, reflecting the learning standards of the State of Washington, have been identified as particularly important for students' success as they continue through school.

How is this report card different from previous report cards?

In the past, letter grades included evidence from class work, homework, class participation, and sometimes effort. Grades on the standards-based report card are based on key assignments, tests, observations, and individual conferences, all of which are completed after instruction. Most assignments and much of the work done by students in the process of learning new material are not reflected in report card grades. Instead, this "practice" work will be used to help students and teachers know what to focus on in the learning.

Does the report card give information about behavior, effort, and study skills?

Yes. Information on behavior, effort, and study skills is reported separately from the academic information in a section called "Characteristics of Successful Learners." There is also a place for teacher comments.

What is the advantage of the standards-based report card for a parent?

You learn more about how your child is actually achieving in school. Clearer reporting allows better communication among teachers, parents and students. This helps teachers, students and parents focus on skill development and standards of proficiency rather than grades. You will experience more consistency in the marking processes in the district.

My child usually gets excellent marks (A's or the equivalent of A's). Does this mean my child will get all 4's on the new report card?

No. A "4" on the new card does not equal an "A." The scores (4, 3, 2, or 1) are based on whether a child's performances on key assignments typically exceed standards, meet standards, fall somewhat below standards, or fall significantly below standards. In prior reporting an "A" may have meant that a child met all the standards for the test or assignment; in the new report card, this would be represented by a "3." A "4" on the new report card means that a student is regularly able to demonstrate a level of skill and understanding beyond the proficiency standard for their grade level.