

Effective Grading For Common Core State Standards

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NORTH THURSTON PUBLIC SCHOOLS

- Located near Olympia, Washington
- 14,000 Students
- 4 High Schools (9-12)
- 4 Middle Schools (7-8)
- 13 Elementary Schools (K-6)

NISQUALLY MIDDLE SCHOOL

- 600 Students
- 7th & 8th Grade
- 55% Free & Reduced Lunch
- 49% Minority



LYDIA HAWK ELEMENTARY



- 450 Students
- Grades K - 6
- 75% Free & Reduced Lunch
- 55% Minority

How useful are your grades?

Do your student grades clearly
communicate student achievement?

Do your student grades accurately
correlate with, or predict, student
performance on external assessments?

Would you like them to?

Grades vs. Assessment Performance

- **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**

Grades vs. Assessment Performance

- **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

- **ALGEBRA 1 STATE ASSESSMENT**

- Students with all A's & B's (92%) passed
- Students with one C grade (67%) passed
- Students with two C or below (17%) passed

PREMISE #1:

- Traditional grading practices FAIL to clearly communicate student achievement, and are of limited usefulness in predicting student performance on external assessments.

Why Drop Traditional Grading?

“Why...would anyone want to change current grading practices?”

The answer is quite simple: grades are so imprecise that they are almost meaningless.”

--Robert Marzano

PREMISE #2:

“The purpose of grades is to communicate achievement”

- Based on state and district standards
- Based on academic performance only
- Behaviors reported separately

“Everyone who has a need to know about a student’s performance in school certainly can be told that she or he is “a nice student who tries hard,” but they also have a right to know the specific level of her or his knowledge in a particular subject at a given point in time.”

-----Ken O’Connor

What should NOT be included in a grade?

- Group work
- Effort
- Participation
- Attitude
- Behavior
- Homework

THE 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

PREMISE #3:

“Much of the work has **already**
been done.....

....or **will be** done as part of
implementing the Common
Core State Standards”

NECESSARY STEPS

- # 1 Identify Learning Targets
- # 2 Align Scope/Sequence with Learning Targets
- # 3 Create Assessments
- # 4 Create Assessment Process
- # 5 Educate Parents & Students

1: Identify Learning Targets

What should students KNOW?

What should students be able to DO?

What should students UNDERSTAND?

How many targets?

“I recommend no more than 20, and preferably 15, measurement topics per subject per grade level.”

-- Robert Marzano

Standards or Clusters?

- How many entries do you want?
- Will “Major” clusters/standards be weighted more heavily than “Supporting/Additional”?
- How will you “unpack” or “repack” standards?
- Will you write “power standards”?
- How will you assess and grade Mathematical Practices?

Middle School Options

- **Option A** List each Standard for both Major and Supporting/Additional clusters
- **Option B** List each Cluster with equal weight
- **Option C** List each Standard for the Major clusters
List Cluster only for the Supporting/ Additional clusters

By Cluster (SBAC Targets)

By Standard

Quarter 1

Target E 8.F.A (Major)

Target F 8.F.B (Supporting)

Target C 8.EE.B (Major)

Target D 8.EE.C (Major)

8.F.A.1- (Major)

8.F.A.2- (Major)

8.F.A.3- (Major)

8.F.B.5- (Supporting)

8.F.B.4- (Supporting)

8.EE.B.5- (Major)

8.EE.B.6- (Major)

8.EE.C.7- (Major)

8.EE.C.8- (Major)

Quarter 2

Target J 8.SP.A (Supporting)

Target A 8.NS.A (Supporting)

Target B 8.EE.A (one part)

8.SP.A.1- (Supporting)

8.SP.A.2- (Supporting)

8.SP.A.3- (Supporting)

8.SP.A.4- (Supporting)

8.NS.A.1- (Supporting)

8.NS.A.2- (Supporting)

8.EE.A.2- (Major)

Grade Book is based on learning targets

- Grade books will list each learning target
- Grade books will **NOT** list individual homework/classwork assignments
- Grade books will **NOT** include entries for effort, behavior, attendance or attitude

SAMPLE GRADE BOOK ENTRIES

NAME	Solve Equations	Graph Linear Equations	Bivariate Data (Scatter Plots)	Apply Laws of Exponents
	8.EE.7	8.F.4	8.SP.1	8.EE.1
	Target D	Target C	Target J	Target B
Godzilla	80	80	80	80
King Kong	40	50	90	100
Mothra	90	90	100	20

SAMPLE GRADE BOOK ENTRIES

5th Grade Math

NAME	Add/sub. Fractions 5.NF.1	Plot (x,y) points 5.G.1	Round Decimals 5.NBT.4	Journal check	Convert Units 5.MD.1
Arielle	2+	3	3	3-	3
Belle	2	2	3	2-	3+
Cinderella	2		2	2-	2
Dora	3		2		2

SAMPLE GRADE BOOK ENTRIES

3rd Grade Math

NAME	Equivalent Fractions #1	Equivalent Fractions #2	Equivalent Fractions #3	Equivalent Fractions #4	Equivalent Fractions Final Grade
Arielle	2	3	3-	3	3
Belle	1	2	2+	3	3
Cinderella	2	3	3+	4	4
Dora	3	2+	2	2	2

2: Determine Scope/Sequence

- When do you teach each standard?

3: Create Assessments

- Construct assessments which show how well students performed on **EACH** Learning Target
- Identify items from existing assessments that align well with each Learning Target
- Edit existing items to better align with Learning Targets.
- Create new assessment items as needed.

Assessment Design

- Identify which learning target is assessed by each item or task
- Enter separate score for each learning target

(SCORES FOR EACH LEARNING TARGET WILL BE ENTERED INTO GRADE BOOK, NOT A SINGLE OVERALL ASSESSMENT SCORE)

Assessment Heading

(8TH Grade)

LEARNING <u>TARGET</u>	EXCEEDS <u>STANDARD</u>	APPROACHES <u>STANDARD</u>	<u>BELOW</u> <u>STANDARD</u>
Solve Equations # 1-3			
Graph Equations # 4-5			
Bivariate Data # 6-7			

Assessment Heading

(5TH Grade)

<u>CONTENT STANDARD</u>	<u>LEARNING TARGET</u>	<u>QUESTION NUMBER</u>
5.OA.2	Write simple expressions	3) 5)
5.NBT.3	Read, write and compare decimals to thousandths	1) 6) 7)
5.NF.1	Add and subtract fractions with unlike denominators	2) 4) 8)

4: Create Assessment Process

- How will assessments be scored?
(rubrics, percentages, etc.)?
- How & when will re-tests be given?
- What will be required of student
who needs to re-test?
- When will re-teaching and extra
help be provided?

FINAL PRODUCT

- **Once you have all the pieces in place, what might your grading policy look like?**

Nisqually Middle School Math Department Assessment Procedure

- Mandatory in-class retest if score below 80%
- Optional retest for score of 80% or above
- Only retest learning targets not mastered
- Re-teaching and Extra Help provided
- Retest score replaces earlier score
- 2nd retest if needed (before or after school)

North Thurston Secondary Math Grading Policy

- For every course, **ALL** teachers will use the **SAME** learning targets
- **District common assessments** will be used for each math learning target
- Assessment scores will be **at least 80%** of the total grade
- Students will have **multiple opportunities** to demonstrate mastery

North Thurston Elementary School

Grading Policy

- Standards Based Report Cards for K-6
- No letter grades for K-6 students
- Multiple evidences for each standard
- Behavior/effort reported separately

5: Educate Parents & Students

- Publish written grading policy for each team.
- Include grading policy in syllabi
- Include in school newsletters
- Explain during parent nights
- Explain during conferences

Tell parents...

- Student behavior, attendance, effort, **homework** and participation are still important.....

.....but we can communicate those factors in other ways.....

.....and use the grade book to clearly report **ACADEMIC** performance

Tell parents...

- Each academic subject has unique requirements.....

.....so there may be some differences in each teacher's grade book.....

.....but they all are designed to clearly report the student's **ACADEMIC** performance

Tell parents...

- An online grade book is just one of the tools that can be used to communicate student progress....
-and the “grade” is just one means of reporting student achievement.....
-and neither is as effective as regular communication with the teacher.

Explain to students...

- Grades will be determined by assessments only.....

.....but effort, homework and behavior are still important.....

.....and will still be reported to parents by other means

Explain to students...

- Each specific learning target will be assessed and scored separately.....

.....and every score that is below standard must be retested or re-submitted.....

.....and the most recent score will replace the earlier score.

Inform administrators...

- About each team's or department's grading procedures....
-so they can explain them to all community stakeholders.....
-and support teachers' implementation efforts.

Remind teachers....

- We are already teaching the Learning Targets.... now they become the grade book entries.
- We already have assessment items that address most Learning Targets....now we simply record separate scores for each Learning Target.

Remind teachers....

- We already encourage persistence and effort....now we provide a tangible incentive for students to “keep on trying.”
- We already encourage “continued improvement & growth over time”now we simply emphasize the end result over the earlier attempts.

Who Benefits From **Standards Based Grading?**

- Students who master material quickly and think that homework is a waste of time
- Students whose home life makes it difficult to complete homework
- Students who learn at a slower pace but continue to work hard
- Students who miss large amounts of school but will make the effort to get caught up

How are you doing?

- Do your grades accurately reflect student achievement of standards?
- Are your grades fair to ALL students, not just those who learn more quickly?
- Are your grades fair to ALL students, including those with difficult home environments?
- Can your grades reliably predict student performance on external assessments?

RESOURCES--Grading

- O'Connor, “A Repair Kit for Grading: 15 Fixes for Broken Grades, 2nd Ed.”
(www.pearsonhighered.com)

“How to Grade for Learning, 3rd Ed.”
(www.corwinpress.com)
- Marzano, “Assessment and Grading that Work”
(www.amazon.com or www.ascd.org)
- Guskey, “Practical Solutions for Serious Problems in Standards-Based Grading”
(www.corwinpress.com)

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