



# District Grading Guidelines



# Professional Learning Community

- “A school that is committed to helping all students acquire the most essential skills and concepts must consider the achievement of each student, skill by skill.”

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DuFour, Robert Eaker &  
Thomas Many

# Four Critical Questions of PLC

- 1. What do we want students to know and be able to do?
- 2. How will we know when they have learned it?
- 3. How will we respond when they don't learn?
- 4. How will we respond when they already know it?

# Background Information

- Started the PLC process in 2007-2008
- Conducted district-wide book study of Fifteen Fixes for Grades by Ken O'Connor. 2010-2011
- Participated in district-wide webinar with Ken O'Connor 2010-2011
- Implemented district-wide grading guidelines in 2011-2012
  - No extra credit unless related to subject
  - Homework cannot count more than 50% of grade
  - No non-academic factors counted in grade.

- Began marking ELOs in math at the middle school in 2009-2010 and added C. Arts in 2010-2011
- Started marking ELOs in all elementary grades in 2012-2013.
- Started marking ELOs in all high school classes in 2014-2015

# Benefits of Standards Based Grading

- Better informs parents of what their child knows and can do
- Focused on the student's mastery of each ELO to prepare them for the next level of learning
- Opportunities for students to be reassessed after further instruction
- Provides enrichment for students who have mastered the content

# Traditional vs. Standards Based

## Traditional Grading System Versus Standards-Based Grading System

Traditional	Standards-Based
<p>Based on assessment methods. One grade per subject.</p> <p>Based on % system; often norm-referenced, criteria not clear.</p> <p>Use an uncertain mix of achievement, attitude, effort and behavior. Use penalties and extra credit.</p> <p>Include group scores.</p> <p>Score – and include – everything - regardless of purpose.</p> <p>Include every score regardless of when it was collected.</p> <p>Grades calculated using the mean.</p> <p>Assessments vary in quality. Some evidence comes only from teacher recollection.</p> <p>The teacher makes decisions about grading and announces these decisions to students.</p>	<p>Based on learning goals with a grade for each.</p> <p>Criterion-referenced and proficiency-based using a limited number of levels with criteria and targets known to all.</p> <p>Measure only achievement; behaviors reported separately. No penalties or bonuses given.</p> <p>Includes individual evidence only.</p> <p>Use only summative assessments for grading.</p> <p>Emphasize the more recent evidence of learning</p> <p>Use median, mode and professional judgment to <i>determine</i> grades.</p> <p>Use only quality assessment and carefully record data.</p> <p>Discusses all aspects with students.</p>
	<p>© O'Connor 2008. <a href="http://www.solution-tree.com">www.solution-tree.com</a> Reproducible.</p>

# Grading Practice # 1

- **Only include scores that relate to the achievement of the standards**
- Do not include non-academic factors (effort, participation, attendance, attitude, adherence to class rules, etc..)
- Make sure questions are tied to essential standards to verify that assessments measure what is intended.



# Grading Practice #2

- **Use a variety of assessment methods to collect high quality, organized evidence of achievement.**
  - Performance assessments
  - Lab assignments
  - Oral presentations
  - Essay assessments
  - Products or Projects

# Grading Practice #2

- Compare student's performance to preset standards not based on student's achievement compared to other students
- Provide students with multiple opportunities to demonstrate they have acquired the knowledge or skill.
- Teachers develop a plan for reassessment of students.

# Process for Instruction

## *The Role of Formative and Summative Assessment*

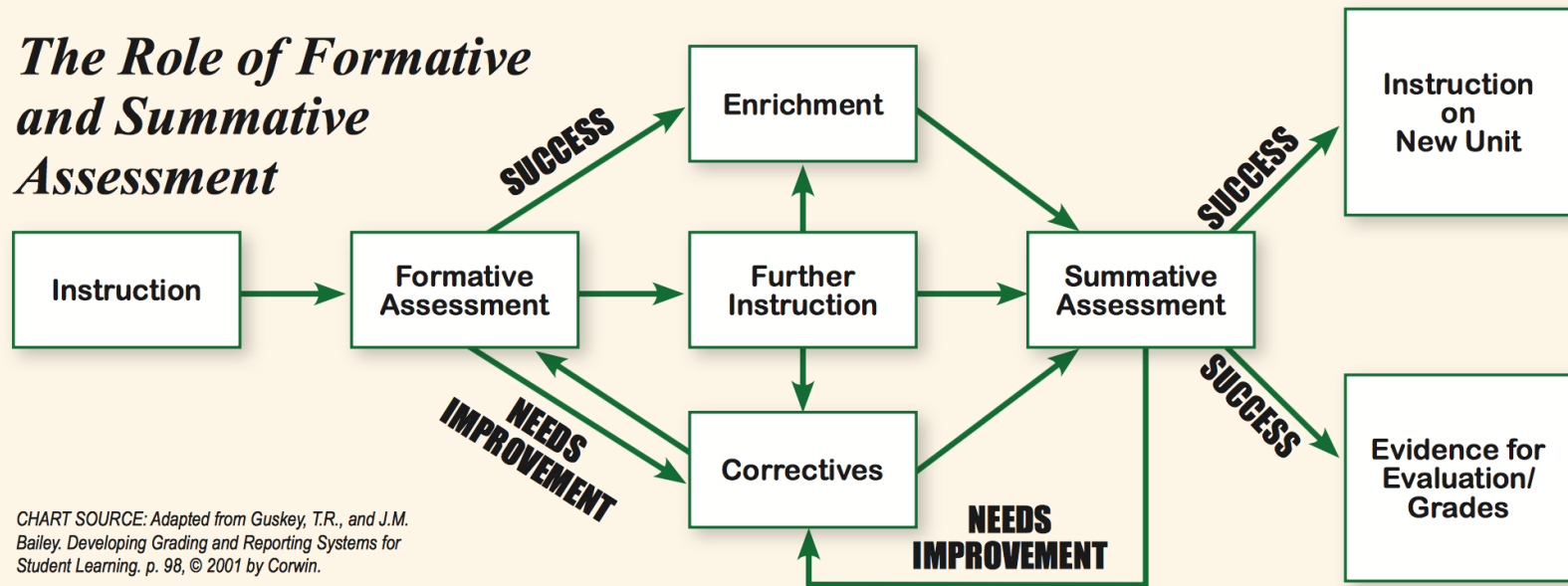


CHART SOURCE: Adapted from Guskey, T.R., and J.M. Bailey. *Developing Grading and Reporting Systems for Student Learning*. p. 98, © 2001 by Corwin.

# Grading Practice #3

- **Use appropriate grade calculation**
  - 4 point scale (using 3 point scale in ES & HS this year)
    - Advanced
    - Proficient/Mastery
    - Basic/Partial Mastery
    - Below Basic/Not Mastered

# Grading Practice #3

- Eliminate zeroes in grade calculation
- Summative data is the only data used in final grade calculation
- Conversion scale at MS for eligibility purposes- will use this scale 2016-2017 at the HS

# Grading Practice #4

- **Use grading and assessment procedures that support learning**
  - Use most current depiction of student's learning
  - Include students in tracking their progress
  - Homework is not included in grade. Homework is practice of a skill.
  - Use formative assessments to develop interventions and re-teaching opportunities.

# Traditional Grading System

	Student 1	Student 2	Student 3
Homework	100%	50%	75%
Tests & Labs	50%	100%	75%
Overall Grade	75%	75%	75%

# Assessment Sample: Project Rubric

Rubric for Personal Narrative Writing – Grade 8					Name: _____	Hour: _____
Writing Traits	4	3	2	1		
<b>Ideas</b>	The writer relates a single unforgettable personal experience using many rich details and includes insightful reflection.	The writer tells about an interesting personal experience. Specific details and meaningful reflection are included.	The writer tells about an interesting personal experience. More details are needed. There are some reflective comments.	The writer needs to focus on one personal experience. Some details do not relate to the story. There is little or no clear reflection.		<b>Ideas:</b>
<b>Organization</b>	The beginning hooks the reader with a sophisticated introduction technique. The middle supports the story. The story contains a unifying conclusion. Effective paragraph breaks are utilized throughout.	The narrative is well-organized with a clear introduction technique, supportive middle, and a conclusion that wraps up the story. Effective paragraph breaks are used through most of the story.	The narrative is well-organized, with a beginning, middle, and ending. Effective paragraph breaks are used through some of the story.	The order of events needs to be made clearer. The events need more support to improve the story. Part of the narrative is weak. The story is arranged with too few paragraph breaks.		<b>Organization:</b>
<b>Voice</b>	The voice in the narrative perfectly captures the special experience. The purpose and message of the story are revealed through the voice.	The writer's voice sounds natural and creates an interest in the story. The purpose and message of the story are revealed through the voice.	The writer's voice could be stronger. The voice does not help the purpose and meaning of the story.	Voice can sometimes be heard. The writer needs to show more feelings in his/her writing.		<b>Voice:</b>
<b>Word Choice</b>	Strong nouns, verbs, and modifiers create clear, vivid pictures and make the writing come alive. Attempts to incorporate challenging vocabulary. Reactions of the participants are described vividly.	Specific nouns, verbs, and modifiers help create clear pictures and express feelings. There are some interesting, unique vocabulary words. Reactions of the participants are described clearly.	Stronger nouns, verbs, and modifiers would create clearer pictures. Vocabulary is predictable. Reactions of the participants are described.	Many more specific nouns, verbs, and modifiers are needed to create clear pictures. Only vague reactions are included in the story.		<b>Word Choice</b>
<b>Sentence Fluency</b>	All sentences are complete and flow smoothly. Variety is seen in both the types of sentences and their beginnings. A variety of transition words and phrases are used effectively.	All sentences are complete and flow smoothly. Some variety is seen in both the types of sentences and their beginnings. A variety of transitions words and phrases are used.	Most of the sentences read smoothly, but some are short and choppy. All sentences are complete. Some transitions are used.	Some sentences are either short and choppy or long and cumbersome and need to be rewritten to make the essay read smoothly. Transitions are awkward, or some transitions are overused.		<b>Sentence Fluency:</b>
<b>Conventions</b>	Punctuation, grammar/usage, and spelling are all correct.	The essay has few errors in punctuation, spelling, or grammar/usage.	The essay has several errors in punctuation, spelling, or grammar/usage.	Some errors in punctuation, spelling, or grammar/usage confuse the reader.		<b>Conventions:</b>
<b>Presentation</b>	Paper is typed in proper MLA essay format.	Paper is typed in proper MLA essay format.	Paper has at least one aspect of proper formatting that was not followed throughout the paper.	Paper has several formatting errors.		<b>Presentation:</b>



# Assessment Sample: Written Test

## Chapter 1 Mid-Chapter Test

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

Skill	Score
1	
2	
12	
14	

**Test Directions:** Show all work for every problem. Be sure to fully demonstrate your understanding of the topic and include labels to receive full credit. Include four vocabulary words in your answers in the test to earn points for skill #14.

**Skill #1: Solve integer problems involving operations and concepts.**

### LEVEL ONE

1.) What is the greatest integer that is less than 0?

2.) Is the following statement true or false?

*The absolute value of every integer is positive.*

3.) Kendra deposited \$78 into her savings account. Two weeks later, she deposited a check for \$50 into her account and withdrew \$27. Which of the following expressions represents the amount of money left in her account?

- (A)  $\$78 + (-\$50) + (-\$27)$
- (B)  $\$78 + (-\$50) + \$27$
- (C)  $\$78 + \$50 + (-\$27)$
- (D)  $\$78 + \$50 + \$27$

### LEVEL TWO

4.) At 8 am, the temperature was  $3^{\circ}F$  below zero. By 1 pm, the temperature rose  $14^{\circ}F$  and by 10 pm dropped  $12^{\circ}F$ . What was the temperature at 10 pm?

5.) Josephine is saving money for a new bike and has already saved \$17. Write her new balance after each of the transactions.

Deposit	Withdrawal	Balance
		\$17
	\$13	_____
\$10		_____
	\$4	_____

# Assessment Sample: Written Test

+ \_\_\_\_\_

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

14

Mastery Level: \_\_\_\_\_

## Scientific Method Summative Assessment



**Data Analysis/Short Answer:** Read the following information about an experiment with bats. Analyze the information by answering the following questions on the lines provided, using only the information given.

### Background Information:

Bats are very helpful to people because they rid our yards and gardens of pests, especially night fliers such as mosquitoes. The experimenter was given five identical bat houses and was instructed to design an experiment to discover what locations bats are most attracted to. The experimenter predicted that he would find the most bats in the trees. The bats were counted at each location at 4pm every day. The results of the experiment have been gathered and recorded in the table you see below. Using only the information available to you on this page, answer the following questions.

Location of Bat House	Number of Bats per day							Average
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
On a fence	1	0	1	0	1	0	0	
In a tree	1	1	0	0	1	0	1	
In a barn	17	15	19	16	17	20	18	
On a house	11	10	9	10	11	11	11	
In a garage	11	12	12	12	13	13	14	

\*Each house was placed 4 meters above the ground.

1. What is the problem/question the experimenter is trying to solve? (1 point)

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2. Write a reasonable hypothesis for this experiment. (1 point)

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3. What is the independent variable in this experiment? (1 point)

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4. What is the dependent variable in this experiment? (1 point)

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5. List 3 things that should be held constant during this experiment. (1 point each)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Assessment Sample: Written Test

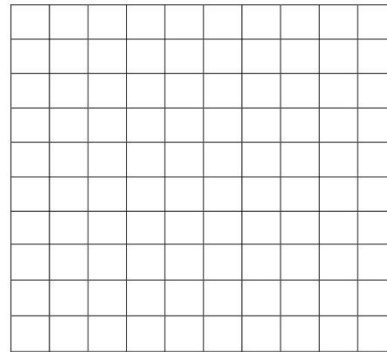
6. Why should these things be held constant? (1 point)

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7. Use the data from the table to construct a bar graph on the grid below. Graph only the average number of bats in each location for the entire week. (4 points)



- Be sure to provide:
- An appropriate title
  - A label for each axis with appropriate units
  - An appropriate number scale and category labels
  - Correctly plotted data

8. Use the data from the table and graph to write a conclusion for the experiment on bat house locations. (2 points)

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# Districts Using Standards Based Grading

<b>Liberty</b>	<b>Nixa</b>	<b>Fort Osage</b>
Excelsior Springs	Bolivar	West Plains
Willard	Grain Valley	Park Hill
Liberty	Nixa	Fort Osage
St. Charles	Harrisonville	Mexico
Platte County	N. Kansas City	Raymore-Peculiar
Hazelwood	Reeds Springs	Jackson
Rockwood	Parkway	Jefferson City
Hollister	Joplin	Aurora