

IC Imagine Assessment for Student Learning

—

Factors that have prompted Change

- ❑ Recognition of inconsistencies in the grading policies and practices of elementary , middle and high school educators shows a need for change.
- ❑ Reporting practices, if done well, should be a reasonable predictor of performance on nationally normed evaluations including but not limited to End of Grade Assessments.
- ❑ Growing awareness of the gap between our knowledge of better grading and reporting methods and current practice, necessitates change.
- ❑ Factors of influence on student achievement are directly related to student ownership of learning and self-reported grades.

From the student's perspective, grades need to be accurate and meaningful. Students and families want an accurate picture of what has been learned and what still needs to be learned. Grading and reporting around specific standards, while using the accompanying strategy of formative assessment with feedback related to progress toward standards, has been shown to significantly boost achievement and motivation for students. Consider the research by Black and Wiliam (1998) and Hattie (2009), high quality formative assessment and feedback have a powerful impact on student learning, showing an effect size on standardized tests of between 0.4 and 0.7, which is larger than most known educational interventions. When a student makes progress they feel motivated and more successful because enhancing perceived competence is motivating in and of itself. Students begin to think about grades and other assessments, which teachers use to provide informational feedback helpful to their success.

Toxic Grading Practices-Douglas Reeves *click the screenshot to view video*



Grading Changes

- ❑ A proficiency grade will focus entirely on what a student needs to know and be able to do.
- ❑ Students will know what their learning targets are and what they need to do to reach proficiency.
- ❑ Non-academic factors such as behaviors, work ethic, and attitude are important but will be reported separately.
- ❑ Grades will be based on clearly defined state and national standards that are directly tied to student graduation.
- ❑ Detailed information about students' progress towards proficiency will be reported in addition to a traditional letter grade.
- ❑ Progress Reports and Report Cards will reflect a traditional letter grade

**HOW WILL ALL OF THIS IMPACT
YOUR STUDENT'S GRADES?**

K-3 Proficiency Continuum

Performance Level	Description	Gradebook Entry
Advanced Proficiency	Consistently demonstrates proficiency; grasps, applies and extends key concepts, process and skills as applies to the learning target.	4
Met Proficiency	Regularly grasps and applies key concepts, processes and skills with limited errors as applies to the learning target.	3
Developing Proficiency	Beginning to grasp and apply key concepts, processes, and/or skills as applies to the learning target.	2
Novice	Not making expected progress toward proficiency as articulated by the learning target.	1

4th-5th Grade Proficiency Continuum

Performance Level	Description	Gradebook Entry	Traditional Grade
Advanced Proficiency	Consistently demonstrates proficiency; grasps, applies and extends key concepts, process and skills as applies to the learning target.	AP	A
Met Proficiency	Regularly grasps and applies key concepts, processes and skills with limited errors as applies to the learning target.	MP	B
Developing Proficiency	Beginning to grasp and apply key concepts, processes, and/or skills as applies to the learning target.	DP	C
Novice	Not making expected progress toward proficiency as articulated by the learning target.	N	D
Not Evident	The student has provided no evidence of understanding of the basic skills and concepts as articulated by the learning target.	NE	F

Middle School Proficiency Continuum

Performance Level	Description	Gradebook Entry	Traditional Grade
Advanced Proficiency	Consistently demonstrates proficiency; grasps, applies and extends key concepts, process and skills as applies to the learning target.	AP	A
Met Proficiency	Regularly grasps and applies key concepts, processes and skills with limited errors as applies to the learning target.	MP	B
Developing Proficiency	Beginning to grasp and apply key concepts, processes, and/or skills as applies to the learning target.	DP	C
Novice	Not making expected progress toward proficiency as articulated by the learning target.	N	D
Not Evident	The student has provided no evidence of understanding of the basic skills and concepts as articulated by the learning target.	NE	F

Next Steps...

Timeline

2016-2017

- ❑ Building shared knowledge of proficiency teaching and learning practice
- ❑ Pilot proficiency grading in Lower and Middle school
- ❑ Continued research and development of new report card and progress reports
- ❑ Parent and student focus groups for feedback on report card
- ❑ (Align report card with state and newly adopted Common Core State Standards)

2017-2018

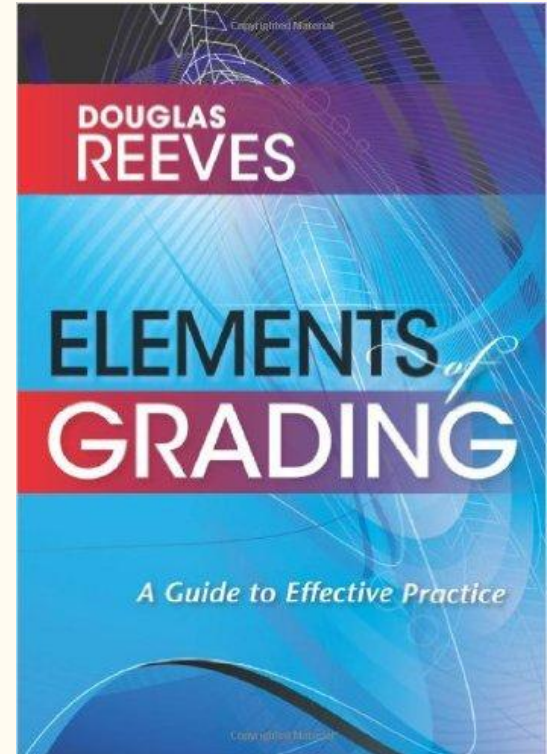
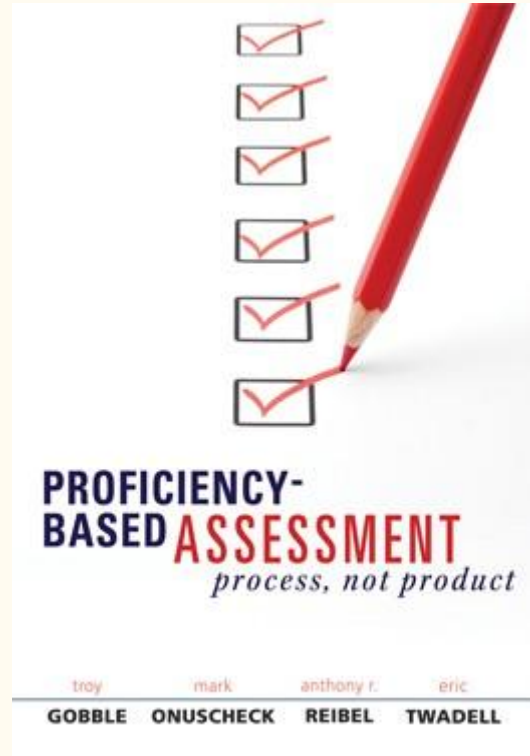
- ❑ Full implementation of proficiency-based teaching and learning in Lower and Middle School
- ❑ Continued development of new report card and progress report
- ❑ Continued parent and student focus groups

Professional Development for Faculty

As presented during the March 2016 ICC Board Meeting

School-wide Initiative focused on Standards Based Assessment in 2015-2016

- ★ 4 hour introduction
- ★ Staff organized into 10 intentional cohorts
- ★ All staff working through book study of *Elements of Grading* and *Proficiency-Based Assessment Process, not Product*
- ★ Goal: develop in the spring of 2016 and implement in the fall of 2016 a vertical, consistent, meaningful process for assessment that is learner-driven and gives an accurate measure of student learning



Where do I find Information?

- ❑ IC Imagine Web site: [Grading and Reporting Link](#) (Under development)
- ❑ What you will find here: • Frequently asked questions • List of standards for each grade level and course • Other pertinent information Once up and running, information will be continually updated so be sure to check often!

Additional Resources

- ❑ [All Things PLC](#)
- ❑ [Marzano Research](#)
- ❑ [Seven Reasons for Standards Based Grading](#)
- ❑ [Influence and Effect Size Related to Student Achievement](#)

Questions?

Please don't hesitate to email, call, or
come in person to ask questions.

Thank you for your support and trust!

Standards Based Grading and The Game of School-Craig Messerman

click the screenshot to view video

