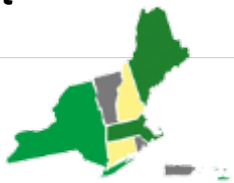
Welcome to the Bridge Event

Standards-Based Grading and Assessing Student Mastery of Content

Thursday, May 30, 2012
12:30–2:00 p.m. ET

Hosted by:
The Regional Educational Laboratory Northeast and Islands
Northeast College and Career Readiness Research Alliance

This webinar Part 1 of the "Developing Savvy Students for College and Career Readiness Bridge Event Series"
Co-Hosted by REL Northeast and Islands and REL Northwest

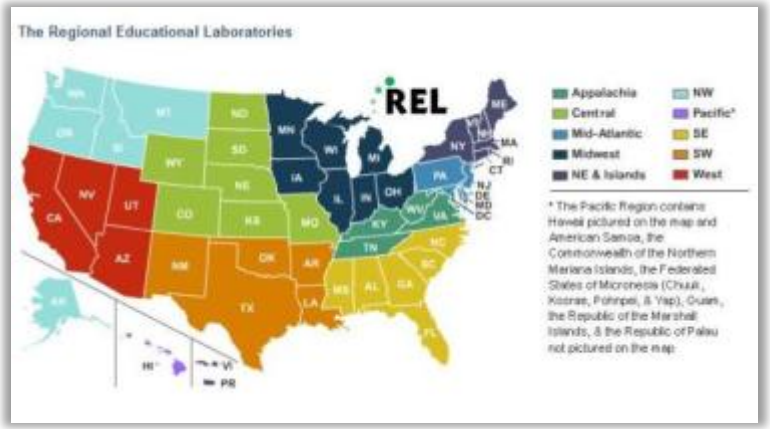


Agenda

Welcome and Introduction	**Dr. Leslie Hergert, Northeast College and Career Readiness Research Alliance Facilitator at REL Northeast and Islands**
Featured Presentation: "Toward More Effective Grading Policies and Practices"	Dr. Thomas Guskey, University of Kentucky
Additional Comments: "Learning Progressions and Proficiency Scales"	Dr. Robert Marzano, Director, REL Central
Discussion and Q&A	Dr. Thomas Guskey Dr. Robert Marzano Dr. Leslie Hergert
Wrap-Up and Stakeholder Feedback Survey	Dr. Leslie Hergert

What Is a Regional Educational Laboratory?

- Network of 10 RELs across the country supporting research alliances
- Increased use of evaluation, data to identify problems, choose programs and strategies, and learn from initiatives
- Funded by USED Institute of Education Sciences



ies.ed.gov/ncee/edlabs/

June 6 Bridge Event Hosted by REL Northwest

Part 2 of the "Developing Savvy Students: College and Career Readiness Bridge Event Series"
Co-Hosted by REL Northeast and Islands and REL Northwest

Bridge Event: Staying on Track for College Readiness

Thursday, June 6, 2013
1:00–2:30 p.m. ET / 10:00–11:30 a.m. PT

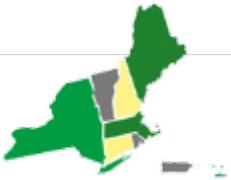
Topic: Making effective use of college readiness indicators

Featured Presenter: Jenny Nagaoka, Deputy Director, Consortium on Chicago School Research

Register: http://educationnorthwest.org/event/3528

REL-NEI's Eight Research Alliances

- **Northeast College and Career Readiness Research Alliance**
- Early Childhood Education Research Alliance
- Urban School Improvement Alliance
- Northeast Educator Effectiveness Research Alliance
- Northeast Rural Districts Research Alliance
- Puerto Rico Research Alliance for Dropout Prevention
- English Language Learners Alliance
- US Virgin Islands College and Career Readiness Research Alliance



Northeast College and Career Readiness Research Alliance (NCCRA)

The **Northeast College and Career Readiness Research Alliance** provides research to support the work of seven Northeastern states as they assess and enhance secondary-school initiatives designed to increase graduation rates and ensure students' readiness for college-level work and the workforce.

Bridge Event Goals

- Explore the research on standards-based and proficiency-based grading
- Examine how standards-based and proficiency-based grading has been used in practice

Poll

In which state or jurisdiction do you primarily work?

Poll

Do you primarily work with elementary, secondary, or postsecondary schools?

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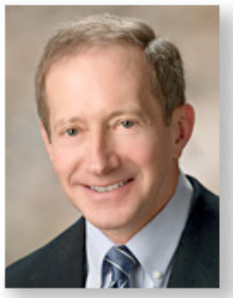
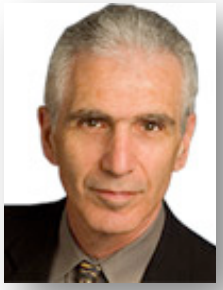
Today's Speakers



Featured Presenter

Thomas Guskey, PhD

Professor of Educational Psychology, University of Kentucky

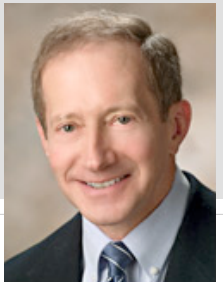


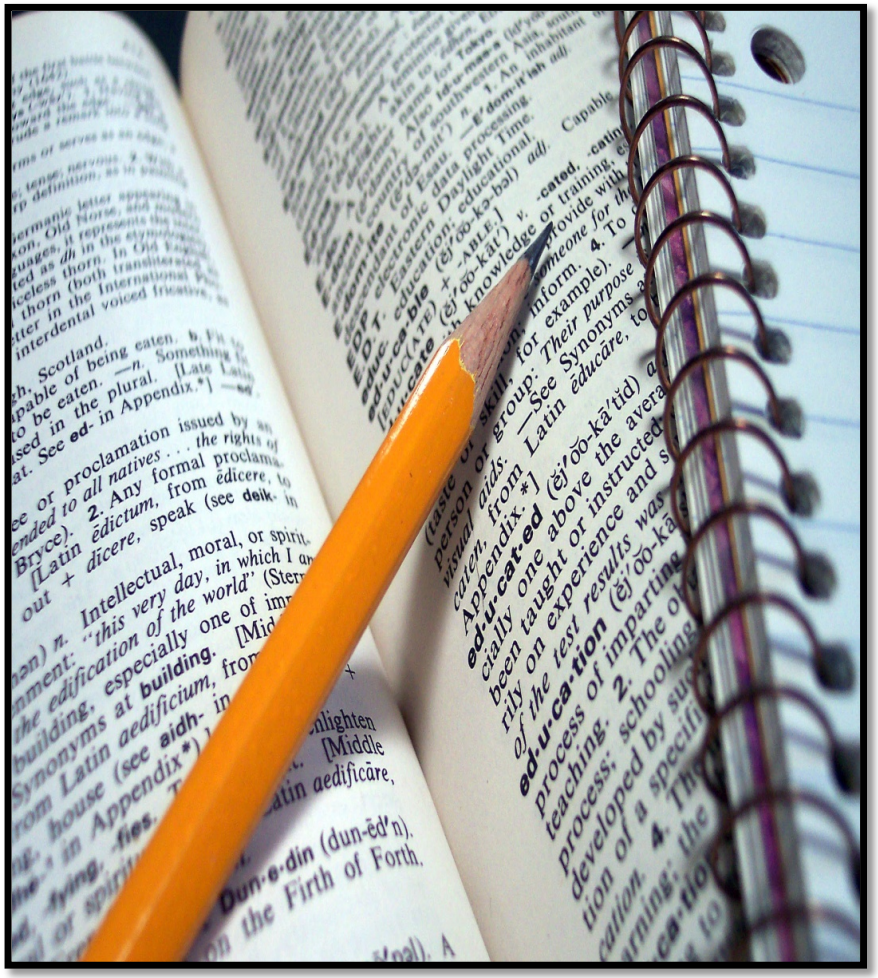
Discussant

Robert Marzano, PhD

Director, REL Central; CEO, Marzano Research Laboratory

Featured Presentation

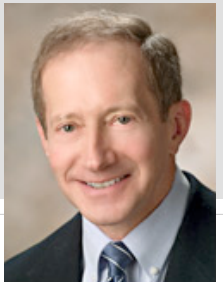


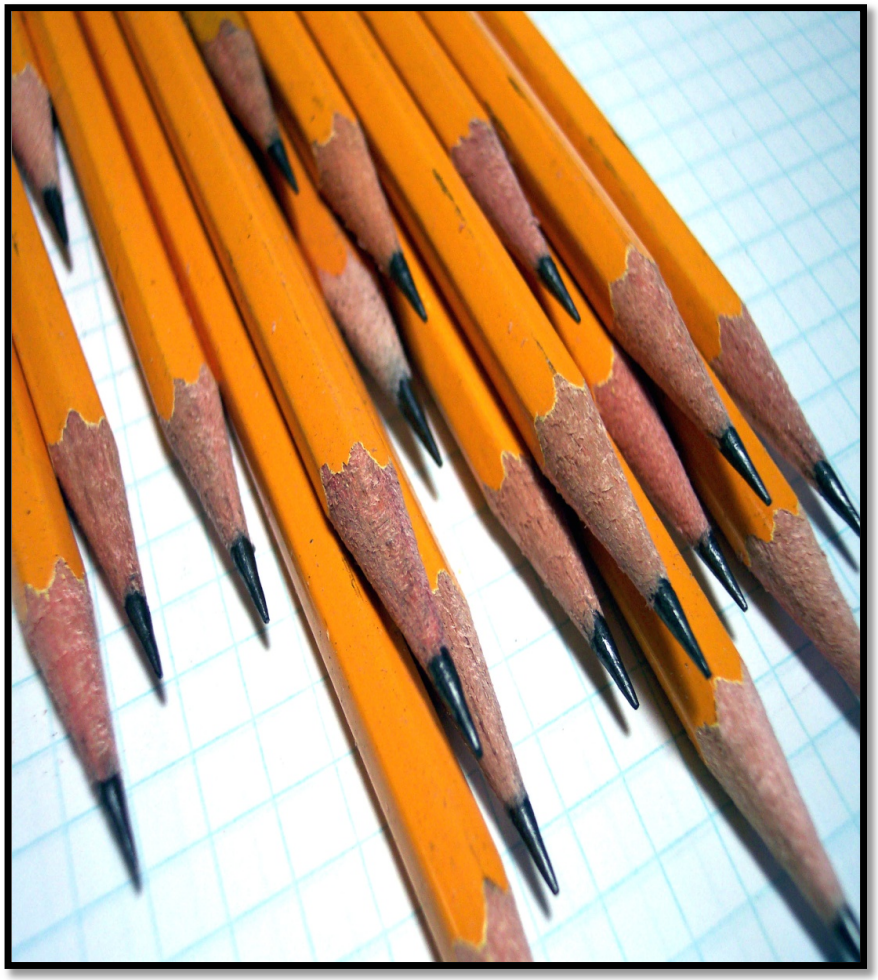


Toward More Effective Grading Policies and Practices

Thomas R. Guskey

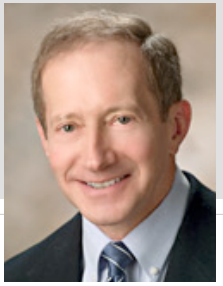
Guiding Questions





Grading and Reporting

Guiding Questions



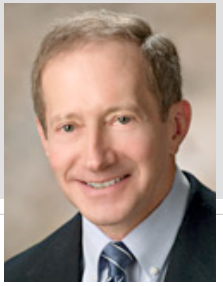
1. What are the major reasons we use report cards and assign grades to students' work?

2. Ideally, what purposes should report cards or grades serve?

3. What elements should teachers use in determining students' grades?

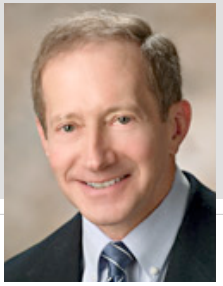
(For example, major assessments, compositions, homework, attendance, class participation, etc.)

Purposes of Grading

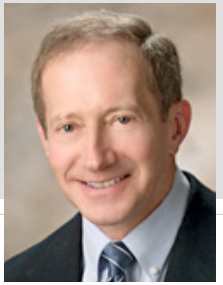


1. Communicate the achievement status of students to their parents and others
2. Provide information for student self-evaluation
3. Select, identify, or group students for certain educational programs
4. Provide incentives for students to learn
5. Document students' performance to evaluate the effectiveness of instructional programs
6. Provide evidence of students' lack of effort or inappropriate responsibility

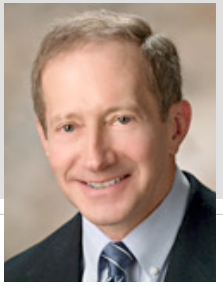
Grading Elements

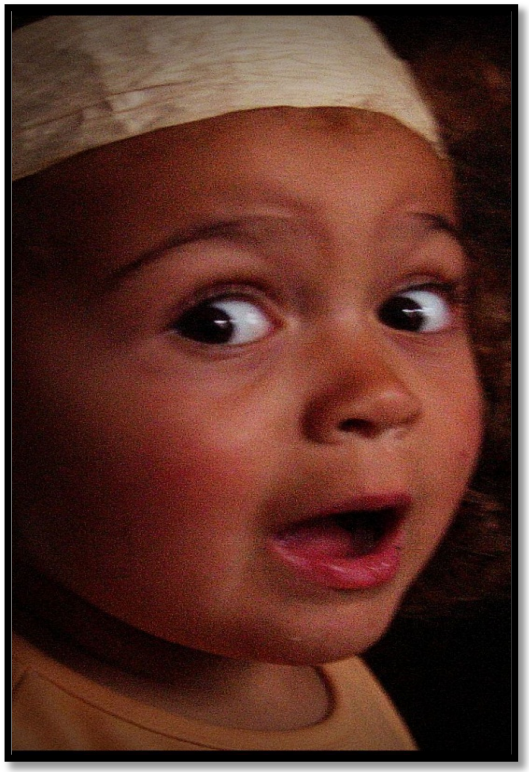


- ✓ Major exams or compositions
- ✓ Classroom assessments
- ✓ Reports or projects
- ✓ Student portfolios
- ✓ Exhibits of students' work
- ✓ Laboratory projects
- ✓ Students' notebooks or journals
- ✓ Classroom observations
- ✓ Oral presentations
- ✓ Homework completion
- ✓ Homework quality
- ✓ Class participation
- ✓ Work habits and neatness
- ✓ Effort put forth
- ✓ Class attendance
- ✓ Punctuality of assignments
- ✓ Class behavior or attitude
- ✓ Progress made



Two Major Conclusions from the Research on Grading

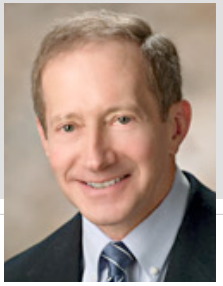




#1 Grading is *NOT* essential to the instructional process

- ✓ Teachers can teach without grades.
- ✓ Students can and do learn without grades.

Checking *Is* Essential!



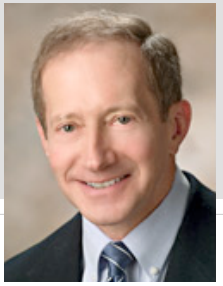
➡ Checking is **Diagnostic**

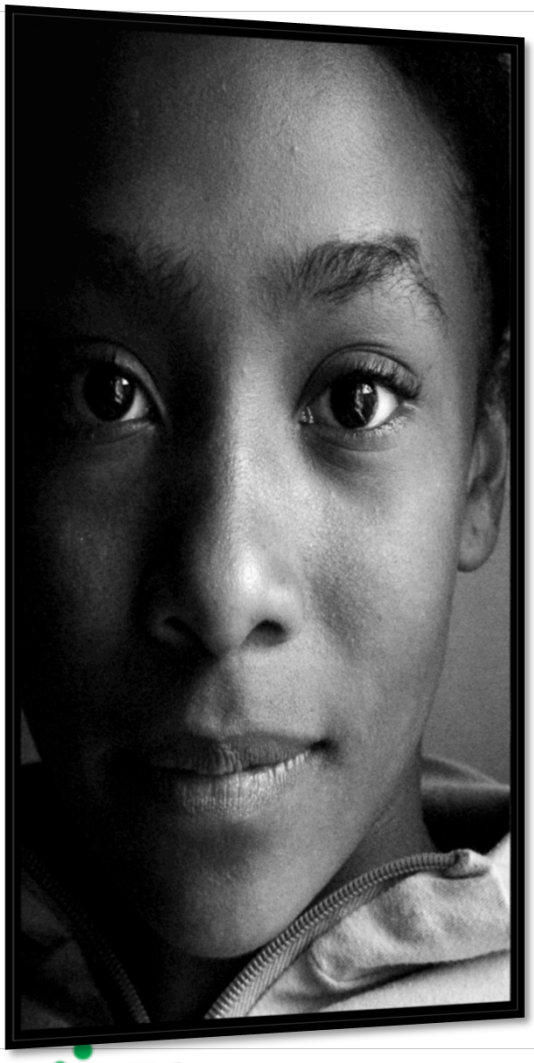
- Teacher is an ***Advocate***

➡ Grading is **Evaluative**

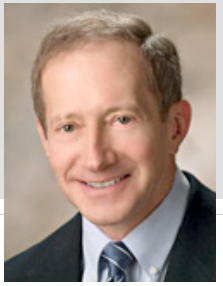
- Teacher is a ***Judge***

Implications



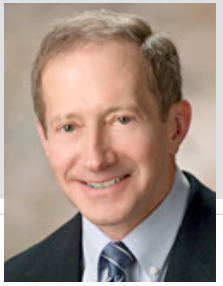


1. Always begin with a clear statement of purpose.
2. Multiple purposes require a multi-faceted reporting system.
3. Method follows purpose!



#2 Grading and reporting should always be done in reference to learning criteria, never "on the curve"

Grading Criteria



1. **Product** Criteria
2. **Process** Criteria
3. **Progress** Criteria

Ms. Angelou – Language Arts

Achievement	Participation	Homework	Punctuality	Effort
A	4	2	3	3

This quarter we focused on poetry and different poetic forms. Students read both well-known and lesser-known poets and constructed their own poems. Chris actively participated in class discussions and wrote several excellent poems, but needs to be more conscientious about completing homework assignments on time.

Mr. Mori – Algebra II

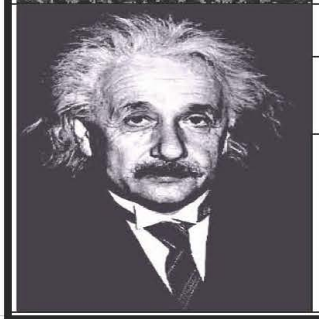
Achievement	Participation	Homework	Punctuality	Effort
B	3	1	3	3

Our class worked on solving complex problems using higher order equations. We also explored problem applications in physic. Chris did fairly well on class quizzes and assessments, and I am sure would do better if homework exercises were completed.

Ms. Roosevelt – Western Civilization

Achievement	Participation	Homework	Punctuality	Effort
A	4	3	4	4

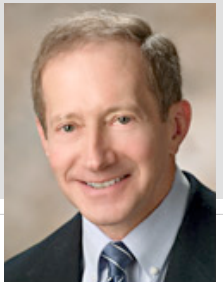
We explored the influence of the Roman Empire on modern society, especially in language and government. Students also worked in teams to develop cooperative projects related to various aspects of Roman society. Chris was an active participant in all class activities, demonstrated a deep understanding of all issues, and was a valued contributor on the project



Mr. Einstein -- Physics

Achievement	Participation	Homework	Punctuality	Effort
B	2	2	3	3

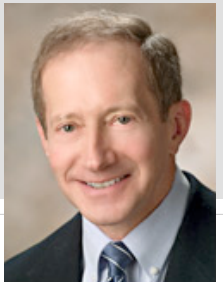
This quarter we concentrated on the physics of atomic and subatomic particles. Students solved problems related to relativity. Chris did well on most classroom quizzes and large assessments, but needs to become a more active participant in class discussions.



Guidelines for *Better* Practice

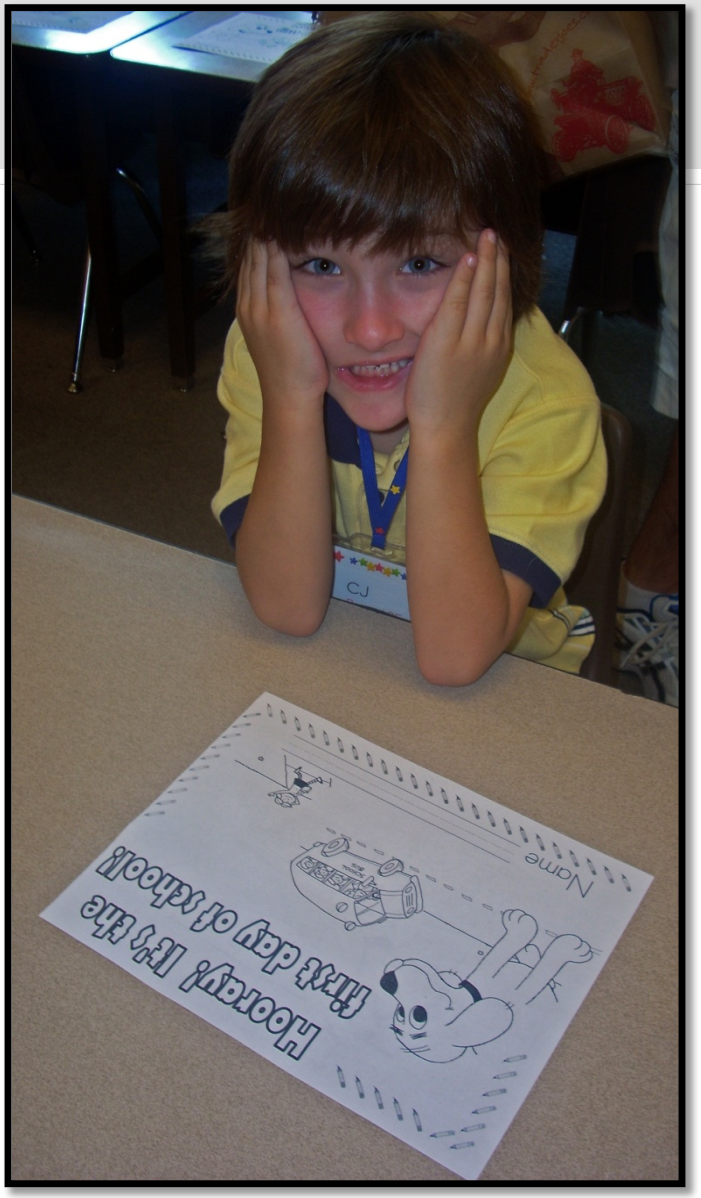
Learning transforms lives.

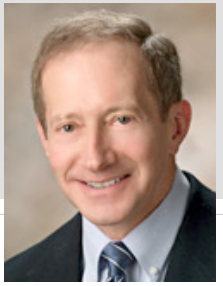
Major Partners: AIR WestEd



#1 Begin with a clear statement of purpose

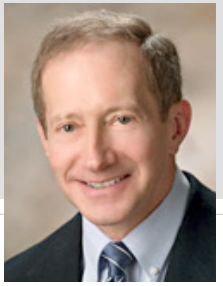
- ✓ Why use grading and reporting?
- ✓ For whom is the information intended?
- ✓ What are the desired results?



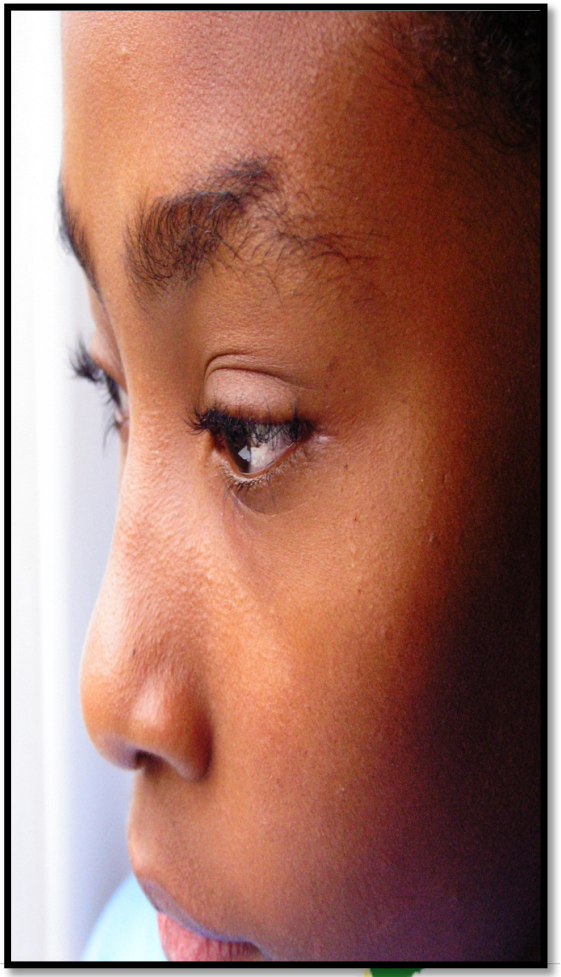


#2 Provide **accurate** and **understandable** descriptions of student learning

- ✓ ***More*** **a challenge in effective communication**
- ✓ ***Less*** **an exercise in quantifying achievement**

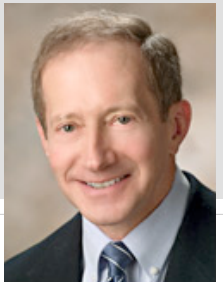


#3 Use grading and reporting to **enhance** teaching and learning



- ✓ Facilitate communication
- ✓ Improve efforts to help students

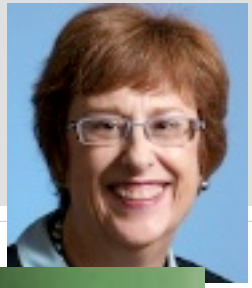
Contact Information



Thomas R. Guskey
College of Education
University of Kentucky
Lexington, KY 40506

Phone: 859-257-5748
E-mail: Guskey@uky.edu

Q&A



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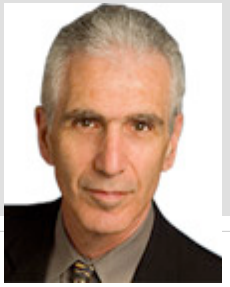
Learning Progressions and Proficiency Scales

- *Learning progressions* describe how students should develop increasingly sophisticated levels of understanding and expertise in an area of learning over time (Daro, Mosher, & Corcoran, 2011; Heritage, 2008; Nichols, 2010).
- *Proficiency scales* organize the Common Core State Standards into manageable and assessable learning progressions.



A proficiency scale presents knowledge or skills as a continuum of simpler, target, and complex goals that students work toward sequentially.

Generic Proficiency Scale

4.0	**Complex learning goal**
3.5	*In addition to 3.0 performance, partial success at score 4.0 content*
3.0	**Target learning goal**
2.5	*No major errors or omissions regarding 2.0 content, and partial success at 3.0 content*
2.0	**Simpler learning goal**
1.5	*Partial success at 2.0 content, and major errors or omissions regarding 3.0 content*
1.0	**With help, partial success at 2.0 and 3.0 content**
0.5	*With help, partial success at 2.0 content but not at 3.0 content*
0.0	**Even with help, no success**

Proficiency Scale for English Language Arts: Example

READING		
Questioning, Inference, and Interpretation		
Grade 6		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*
Score 3.0	**The student will:** • Cite textual evidence to support analysis of what a grade-appropriate text says explicitly, as well as to support inferences drawn from the text (RL.6.1; RI.6.1)	
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • *Analysis, cite, explicit, inference, logical, support, text, textual evidence* **The student will perform basic processes, such as:** • Describe what a grade-appropriate text says explicitly and draw logical inferences	
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*
Score 0.0	**Even with help, no success**	

Proficiency Scale for Math: Example

NUMBER AND QUANTITY		
Place Value		
Grade 4		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*
Score 3.0	**The student will:** • Compare two multidigit numbers based on meanings of the digits in each place using <, >, and = (4.NBT.A.2) • Use place value understanding to round multidigit whole numbers to any place (4.NBT.A.3)	
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • *Base-ten numeral, compare, digit, expanded form, multidigit number, number name, place, place value, round, whole number* **The student will perform basic processes, such as:** • Recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right (4.NBT.A.1) • Read and write multidigit whole numbers using base-ten numerals, number names, and expanded form (4.NBT.A.2)	
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*
Score 0.0	**Even with help, no success**	

Measurement Topics

Categories of related proficiency scales that usually extend across several grade levels.

Designing Assessments for Common Core Proficiency Scales

1. Identify the measurement topic to be assessed.
2. Determine how many items there will be for each level of the scale (2.0, 3.0, and 4.0).
3. Write the assessment items.

Three Types of Assessment Items

- **Level 2 items**: Simpler details and processes that have been explicitly taught
- **Level 3 items**: Complex ideas and processes that have been explicitly taught
- **Level 4 items**: Inferences and applications that go beyond what was taught

Each Item Is Scored As:

- Completely correct (C)
- Completely incorrect (I)
- Partially correct (P)
- Some secondary teachers like low partial (LP) and high partial (HP)

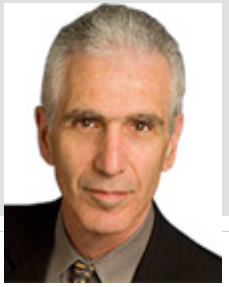
Response Patterns

- Student answers **level 2** items correctly, but not level 3 and level 4 items.
- Student answers **level 2** and **level 3** items correctly, but not level 4 items.
- Student misses all items, but with help can answer some correctly.
- Student misses all items even when helped.

Response Patterns

- Student answers **level 2** items correctly, but not level 3 and level 4 items. (2.0)
- Student answers **level 2** and **level 3** items correctly, but not level 4 items. (3.0)
- Student misses all items, but with help can answer some correctly. (1.0)
- Student misses all items even when helped. (0.0)

Assessment Blueprint



Item Number	Score Level	Student Response
1	2.0	C
2	2.0	C
3	2.0	C
4	2.0	P
5	2.0	C
6	3.0	C
7	3.0	I
8	3.0	C
9	3.0	P
10	4.0	I

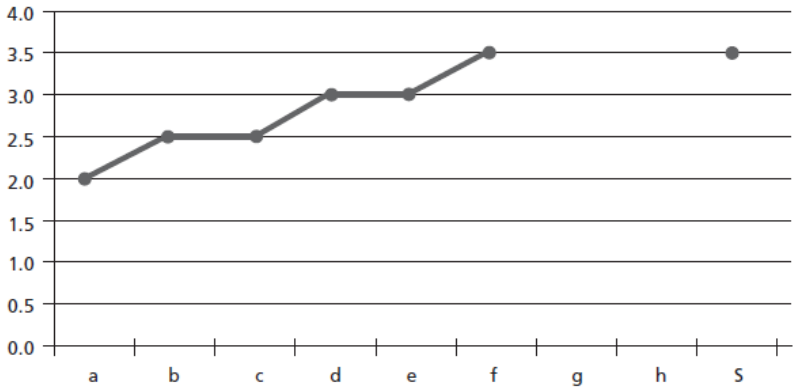
Tracking Students' Progress on the Common Core

Name: Allie Measurement Topic: Expressions and Equations

My score at the beginning: 2.0 My goal is to be at 3.5 by March 30

Specific things I am going to do to improve: Work 15 min. three times a week

Measurement Topic: Expressions and Equations



a. Feb. 2
b. Feb. 11
c. Feb. 15
d. Feb. 24
e. Mar. 3

f. Mar. 11
g. _____
h. _____
i. _____

Summative Score: 3.5

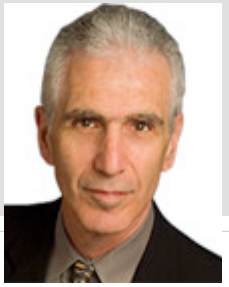
Source: Marzano et al., 2013, p. 76.

Reporting Students' Progress on the Common Core

Name: Allie Fairchild			Grade Level: 4		
Address: 123 Hawthorne Street, Someplace, NY 12345			Teacher: Ms. Maple		
	Summative Score	Letter Grade		Summative Score	Letter Grade
Language Arts	2.50	B-	Science	2.67	B
Mathematics	3.25	A-	Social Studies	2.25	C
Identifying Basic Relationships Between Ideas	2.88	B+	Generating and Manipulating Mental Images	2.38	C+

	Summative Score	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
English Language Arts										
Reading										
Questioning, Inference, and Interpretation	3.0									
Themes and Central Ideas	2.0									
Argument and Reasoning	2.5									
Writing										
Argumentative	2.0									
Task, Purpose, and Audience	2.5									
Research	3.5									
Speaking and Listening										
Speech Writing	2.5									
Presentation and Delivery	2.0									
Language										
Grammar	3.0									
Language Conventions	2.0									
Cognitive Skills in Reading										
Identifying Basic Relationships Between Ideas	3.0									
Generating and Manipulating Mental Images	1.5									

Source: Marzano et al., 2013, p. 77.



3.00 – 4.00 = A

2.50 – 2.99 = B

2.00 – 2.49 = C

1.50 – 1.99 = D

Below 1.50 = F

Conversion to Percentages

4.0	=	100%
3.5	=	95%
3.0	=	90%
2.5	=	80%
2.0	=	70%
1.5	=	65%
1.0	=	60%
Below 1.0	=	50%

Reporting Students' Progress on the Common Core

Name: Allie Fairchild			Grade Level: 4		
Address: 123 Hawthorne Street, Someplace, NY 12345			Teacher: Ms. Maple		
	Summative Score	Letter Grade		Summative Score	Letter Grade
Language Arts	2.50	B-	Science	2.67	B
Mathematics	3.25	A-	Social Studies	2.25	C
Identifying Basic Relationships Between Ideas	2.88	B+	Generating and Manipulating Mental Images	2.38	C+

	Summative Score	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
English Language Arts										
Reading										
Questioning, Inference, and Interpretation	3.0									
Themes and Central Ideas	2.0									
Argument and Reasoning	2.5									
Writing										
Argumentative	2.0									
Task, Purpose, and Audience	2.5									
Research	3.5									
Speaking and Listening										
Speech Writing	2.5									
Presentation and Delivery	2.0									
Language										
Grammar	3.0									
Language Conventions	2.0									
Cognitive Skills in Reading										
Identifying Basic Relationships Between Ideas	3.0									
Generating and Manipulating Mental Images	1.5									

Source: Marzano et al., 2013, p. 77.

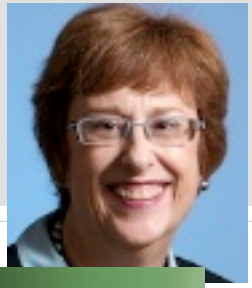
Contact Information

Robert Marzano

REL Central

http://www.relcentral.org/

Q&A and Discussion



Take the Feedback Survey!

The US Department of Education and REL Northeast and Islands want your feedback about today's Bridge Event.

https://www.surveymonkey.com/s/NCCRA05302013

Thank you!

- For further information about REL-NEI and our work in the Northeast College and Career Readiness Research Alliance, please feel free to contact our team:
  - Leslie F. Hergert, lhergert@edc.org, (617) 618-2131
  - Aubrey Scheopner Torres, atorres@edc.org, (617) 618-2330
- Or visit the REL-NEI website: http://www.relnei.org/research-alliances/college-and-career-readiness.html