

# Formative Assessment & Standards- Based Grading: The Journey for Dansville Schools



**HOW FORMATIVE ASSESSMENT AND  
STANDARDS-BASED GRADING ARE  
MOTIVATING OUR STUDENTS AND  
INCREASING ACHIEVEMENT**

# Purpose and Outcomes



- **Our Purpose:**

- Participants will learn how our high school has progressed from traditional grading and assessment to a student-centered philosophy that is motivating our students to succeed.
- Participants will understand the process the staff embarked upon and how this philosophy shift has improved student achievement.
- Participants will see practical examples and templates to further understanding in all content areas.

**Outcomes:**

- That you will examine your current grading and assessment practices and decide whether the proposed changes make sense for your practice.

# Dansville Schools



- **Demographics:**
  - Rural school, central to community
  - Approximately 900 K-12 students
  - Currently 53 teachers
  - 33% free and reduced lunch (and rising)
  - 1 secondary principal, 1 secondary assistant principal, 1 ES principal, 1 HS counselor

# How It All Started...



- The journey began for our staff during the 2007-08 year-long Carol Commodore Leadership Series during which she talked about reaching unmotivated learners. A **high school** team attended this workshop.
- Carol Commodore also ran a year-long, 3-part series called “Building Classroom Assessment Literacy” in 2007-08. A small team from **each school** in our district attended.
- The main question that got us thinking about changing our grading and assessment philosophy:

**What does/should a grade mean?”**

**What does it communicate to students? To staff? To parents? To colleges?**

# Assessment Dilemma



**Consider the following example:**

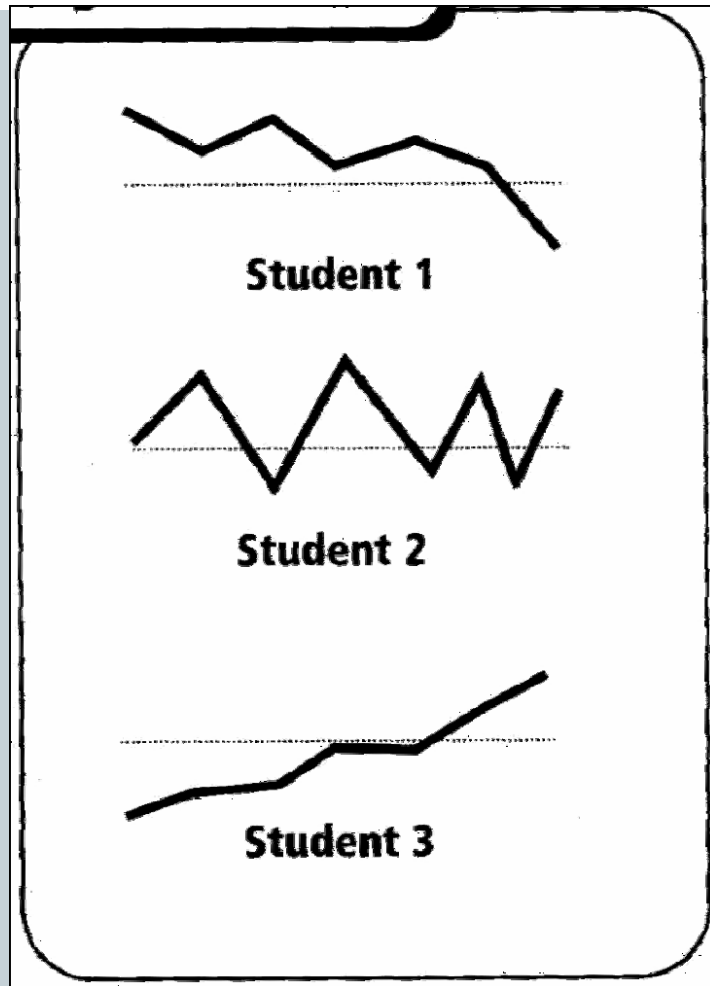
# Who Do You Want Packing Your Parachute?

- 3 students are taking a course in how to pack a parachute.

- A. Davies, *Making Classroom Assessment Work*, 2000

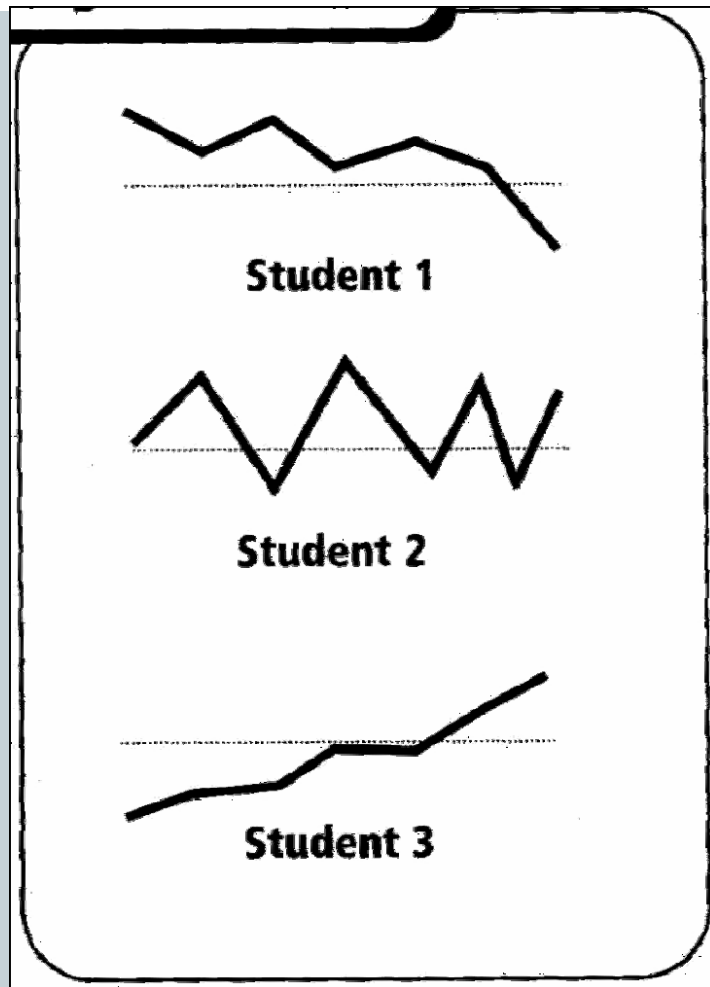


# Packing a Parachute continued...



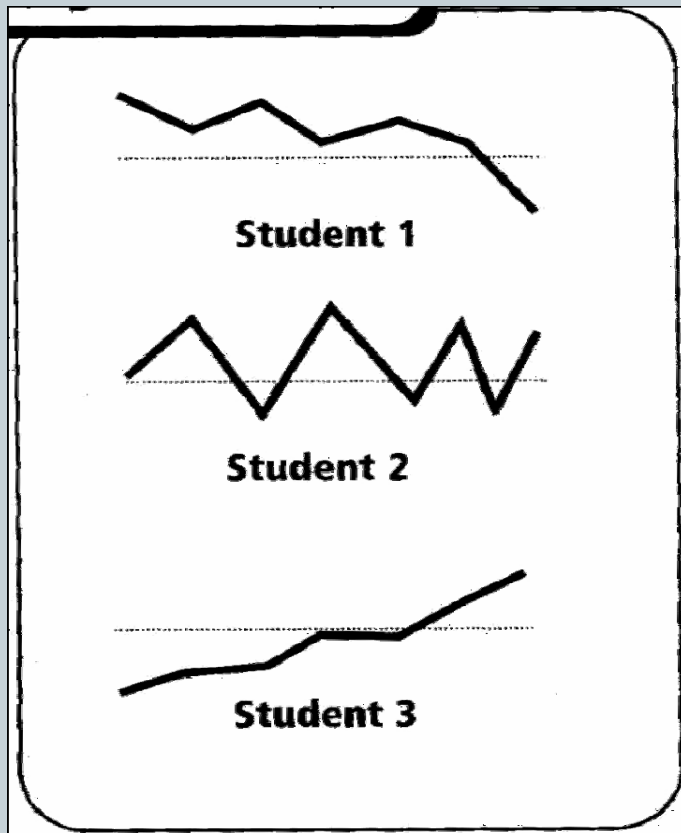
- Imagine that the class average is represented by a dotted line.
- Student Number 1 initially scored very high, but his scores have dropped as the end of the course approaches.

# Packing a Parachute continued...



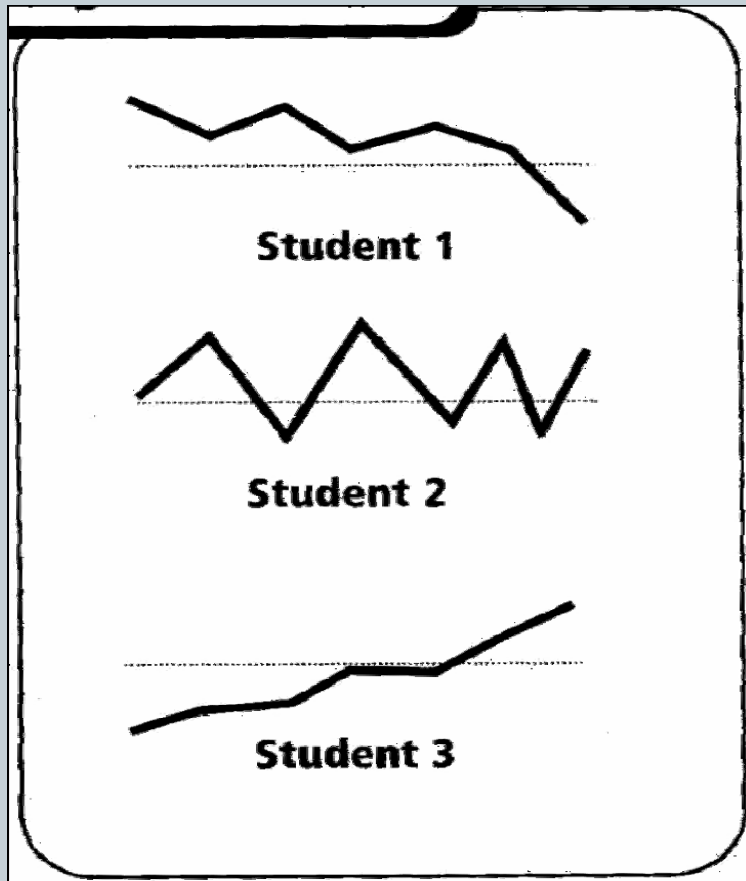
- Imagine that the class average is represented by a dotted line.
- Student Number 2's evaluations are erratic; sometimes he does very well and sometimes he doesn't. The teacher has a hard time predicting from day to day how #2 will do.

# Packing a Parachute continued...



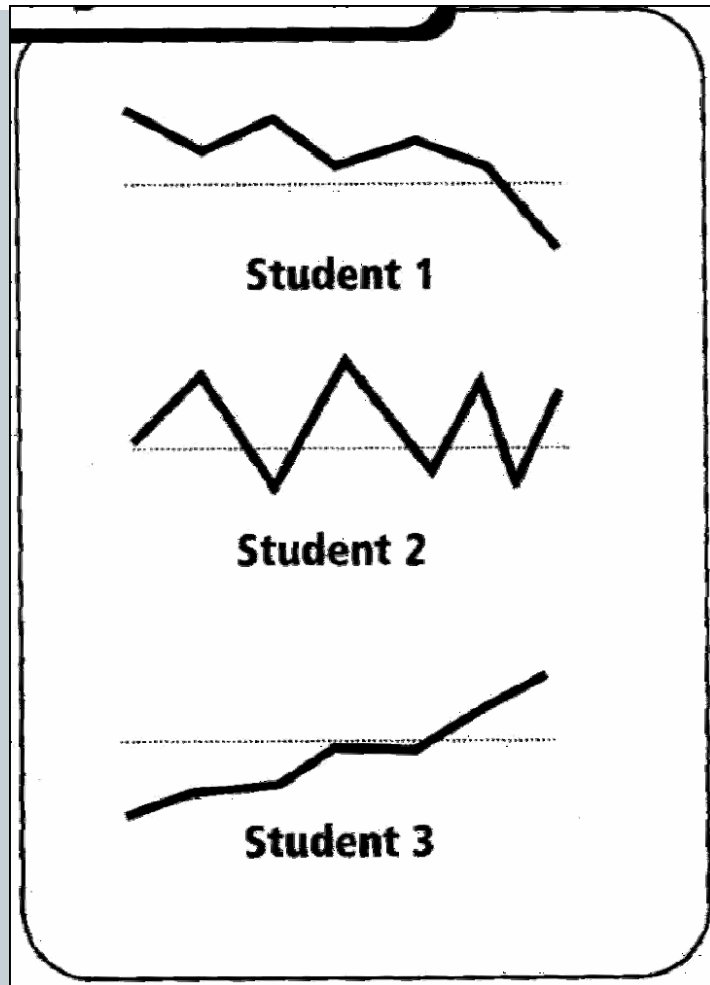
- When marks were determined in the traditional fashion, Students 1 and 2 passed the course, and Student 3 failed.
  - But.....

# Packing a Parachute continued...



- Only Student 3 demonstrated consistent and reliable success in packing his parachute by the end of the course.

# Packing a Parachute continued...



- Again....  
**Who Do You Want Packing Your Parachute?**

“What we know  
today doesn't make  
yesterday wrong; it  
only makes  
tomorrow better.”

# PROCESS



## **\*STEP ONE:**

### **○ ESTABLISH CLEAR LEARNING TARGETS.**

- ✦ Teachers spent time studying the content expectations in the Michigan Merit Curriculum.
- ✦ The K-12 teachers developed Power Standards for each content area.
- ✦ Teachers condensed the HSCEs into student-friendly learning targets.

# Establishing Clear Learning Targets



- **Clear learning targets/standards (statements of what we want students to learn):**
  - Must be written in student-friendly language (“I can” statements).
  - Must be attainable.
  - Must be clear what it looks like when you have reached a standard (what does it look like to say “I’ve got it!” or “I still need to work on this”).
  - Must include high quality assessments to accurately determine proficiency levels.

# Impact of Clear Learning Targets School Wide



- A school-wide focus on establishing clear learning targets ensures:
  - ✦ Students and teachers are focused on the most enduring standards.
  - ✦ There are no secrets, as students know **EXACTLY** what they are expected to learn.
  - ✦ There is increased transparency and improved communication with parents to focus their support.

# PROCESS



## \*STEP TWO:

- DEVELOP COMMON ASSESSMENTS BASED ON LEARNING TARGETS.

- ✦ Teachers who teach the same classes must work together to develop **QUALITY** common assessments.

## \*STEP THREE:

- INCORPORATE STUDENT SELF-ASSESSMENT WITH FORMATIVE ASSESSMENT SYSTEM.

# Self-Assessment



- **Self-assessment is linked to clear targets and formative assessments.**
- **Self-assessment gives the students an avenue to reassess where they are in relationship to the targets and helps them form goals in how to improve.**
- **Common forms of self-assessment:**
  - Scoring charts that the students use to review the targets and give themselves a personal score of where they feel their understanding lies in that particular target.
  - Writing assignments where the students can set goals based on some formative assessment information.

# Research to Support Self-Tracking



- In a Dec/Jan 2010 Educational Leadership article titled, “When Students Track Their Progress”, Robert Marzano indicated that having students record their scores on a chart after taking each interim assessment and following their progress over time brings about **32 percentile-point gains in achievement**.
- When the assessment involves a rubric score, this gives students and teachers two kinds of information: a specific description of what is expected and a graphic representation of how each student is doing.
- “The combination of these two types of information,” says Marzano, “produces a powerful effect.”

# Commonly Used Formative Assessments



- **Whiteboard work/Clickers** – gives immediate feedback on how well the students understand the material (works well with math/science)
- **Learning logs** – short written expressions of the student's understandings about certain topics (works well for all subjects)
- **Journals** – longer descriptions of the student's understanding of concepts (works well for all subjects)
- **Quizzes/Worksheets** – go over with entire class right after doing/taking in class to give immediate feedback (works well with all subjects)
- **Quick visual checks** – fist to 5 on chest, thumbs up/down/sideways, green/red cards
- **Anything can be used as a formative assessment** – it is how the assessment is used that makes it formative. The information gathered from formative assessment needs to help the students know their gaps in knowledge and needs to help the teacher adjust teaching when needed.

# PROCESS



## **\*STEP FOUR: EVALUATE ASSESSMENT SYSTEM**

- ✦ Do teachers have a balanced assessment system with both formative and summative assessments?
- ✦ The entire staff had a training session during PD that was led by ISD staff to teach us about the difference between the types of assessments.

# PROCESS



- **STEP FIVE:**

- **EVALUATE THE GRADING SYSTEM**

- ✦ Powerful thoughts that impacted our staff from the work of Rick Stiggins & Carol Commodore:
  - If we use grades to threaten to fail students, it doesn't lead to success but to hopelessness.
  - It takes 30-50 encounters of positive engagement with learning to turn around a student with a negative attitude toward learning.

# HIGH SCHOOL



**PRACTICAL EXAMPLES  
IN MATH AND ELA**

# Teacher's Practical Example



- **Clear targets come in three parts in many of our classes:**
  - 1) At start of a new unit, students get the “Assignment and Assessment Plan.”
    - This plan lists all of the guaranteed assignments that we are going to use in class to help us learn the material. Each assignment is connected to some of the standards that are listed on the back.
    - **NOTE:** Students visit the standards at least 4-5 times during the unit to self-assess their own understanding on a 0-4 scale. At the beginning of the semester (and when needed throughout the semester) we cover what a 0, 1, 2, 3 and 4 score looks like. This helps students revisit what they need to know before the test and keeps reminding them of the learning targets.

# Teacher's Practical Example Continued...



- 2) For every formative assessment that the students take, they go over it in class to cover any questions (students usually “grade” these in green pens). The teacher then takes them and gives them a score on the same 0-4 scale so they know precisely where their demonstration of understanding in each of the targets lie.
- 3) The students take these formative assessments and track them on their “tracking sheet” and keep a record of all their formative assessment scores.
  - ✦ **Students should see an improvement in their formative assessment scores the more they are assessed on the individual standards.**
  - ✦ **If they don't, then they know exactly what standards they need to study before they get to the summative assessment where they need to demonstrate their understanding.**

# Assignment and Assessment Plan



## Algebra II Assignment and Assessment Plan

The following table contains the list of assignments and assessments in the general order of how they will be given in class. Keep this sheet in your binder and check off the assignments as you do them or turn them in. I reserve the right to amend this plan when needed in order to obtain needed evidence of learning.

**KEY:** TC – Teacher Created; HW – Homework; SA – Summative Assessment; FA – Formative Assessment; GA – Group Assignment

Chapter/Unit: Chapter Eight

✓	Name	Type	Assessor	Standards
	Problems over 8.1 and 8.2	HW	Self/Peer	E1, E2, E4
	Problems over 8.1/8.2	HW	Self/Peer	E1, E2, E4
	RLA over Exponential Function	FA	Self/Teacher	E1, E2, E4
	RLA over Compound Interest	FA	Self/Teacher	E4
	Finding e worksheet	HW	Self/Peer	E3
	Problems over 8.3	HW	Self/Peer	E1, E2, E3
	Quiz over 8.1-8.3	FA	Self/Teacher	E1, E2, E3, E4
	Problems over 8.4	HW	Self/Peer	F1, L2
	RLA over Logarithmic Graphs	FA	Self/Teacher	F1, L2
	Problems over 8.5	HW	Self/Peer	L1, L2, L3
	RLA over Logarithmic Functions	FA	Self/Teacher	L1, L2, L3
	Light in the Ocean Worksheet	FA	Self/Teacher	E1, E2, L2, L3, F1
	Quiz over 8.3-8.5	FA	Self/Teacher	F1, L1, L2, L3
	Problems over 8.6	HW	Self/Peer	F2
	Solving Equations RLA	FA	Self/Teacher	F2
	Quiz over 8.5-8.6	FA	Self/Teacher	L1, L2, L3, F2
	Ongoing Review Project	SA	Teacher	All Standards
	Test over Chapter Eight	SA	Teacher	All Standards

Scattered throughout the unit will be short writing assignments and whiteboard work given as short formative assessments. These will be applied when necessary. There are also many practice-type assignments and activities we do to help solidify learning (in class, not homework).

In your folder you need to keep the following: all homework assignments and scored formative assessments plus any extra worksheets or activities we might do in class to help in understanding.

## Standards Covered in this Chapter

### Exponential Functions

- E1: Students will recognize exponential growth and decay functions by their equations and by their graphs. They will graph exponential functions by hand and identify their domain and range.
- E2: Students will be able to model real life situations using appropriate growth and decay models. They will be able to solve for needed values.
- E3: Students will be able explain the origin of the number e. They will be able to recognize and use the natural base in appropriate real life situations.
- E4: Students will be able to compute compound interest and continuously compounded interest. Students will be able to explain how compound interest works and why it is good for their financial situation.

### Logarithmic Functions

- L1: Students will be able to use properties of logarithms to rewrite logarithmic expressions.
- L2: Students will be able to graph logarithmic functions by hand and identify domain and range.
- L3: Students will be able to use the change of base formula to evaluate logarithmic expressions that do not have a common base or a natural base.

### Inverse Functions

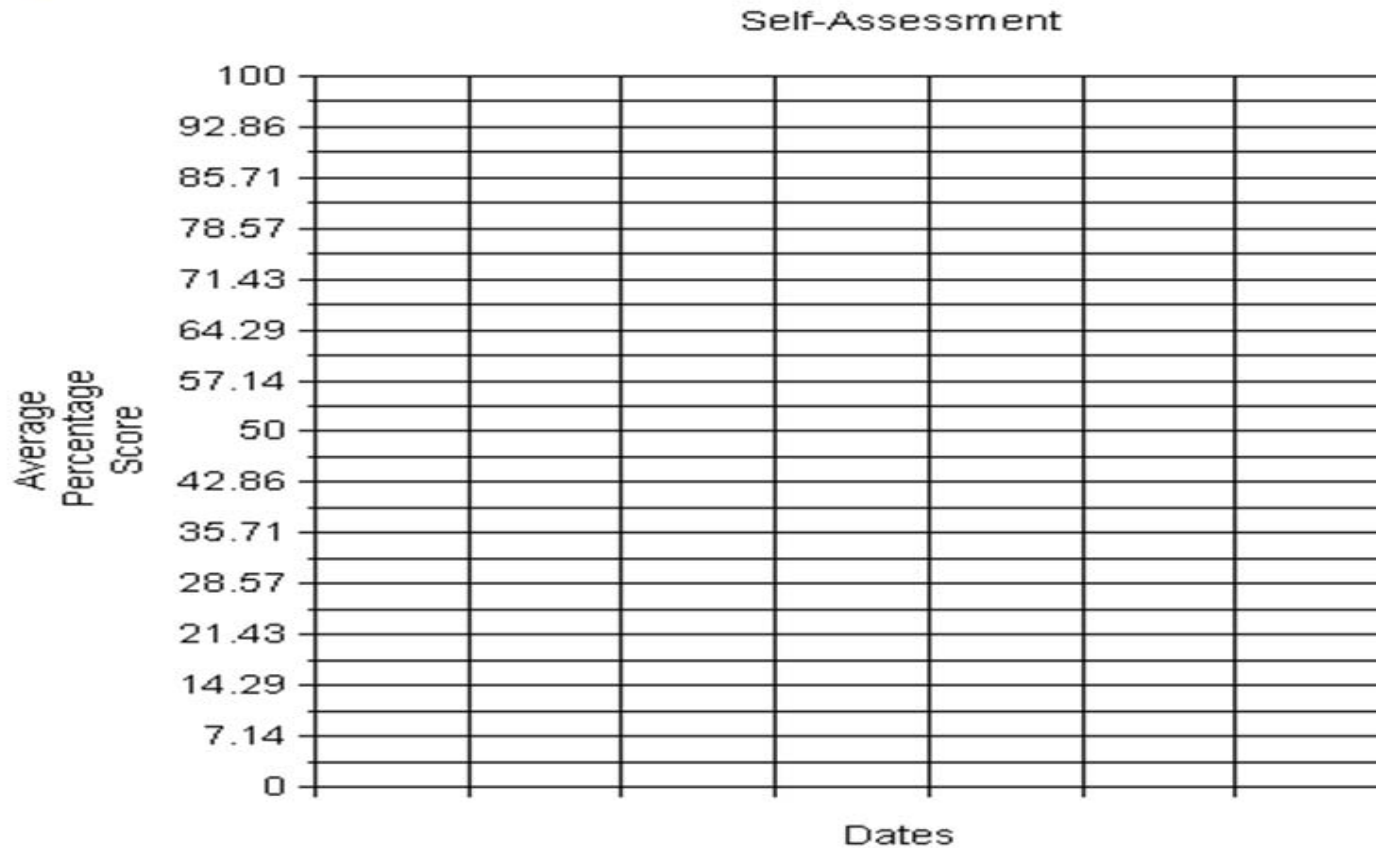
- F1: Students will be able to explain the inverse (opposite) relationship between exponential and logarithmic equations and graphs.
- F2: Students will be able to solve logarithmic and exponential functions using their inverse relationship.



# Self-Assessment Sheet Continued...



To graph your data below, add up the scores you gave yourself and divide by 40. Then plot that representative point on the graph below. Make sure to write in the date on the appropriate tick mark!



# Sample Formative Assessment Connection



FA Quiz Algebra II Section 8.6

## Algebra II Quiz ~ Section 8.6

Name \_\_\_\_\_

1. F2 Solve the following equation:

$$10^{-2x} + 6 = 100$$

2. F2 Solve the following equation:

$$3^{x+7} = 27^{2x}$$

3. F2 Solve the following equation

$$15 + 2\log_2(2x + 1) = 31$$

4. F2 Solve the following equation:

$$\log_3(2x - 4) = \log_3 10$$

For Mrs. Van: F2 \_\_\_\_\_

# Scoring Rubric for Math



## Rubric for Scoring Summative and Formative Assessments

Summative Assessments include, but are not limited to the following: paper/pencil tests, writing prompts, real life application projects, etc. These assessments are the only ones figured into your final grade.

Formative Assessments include, but are not limited to the following: quizzes, writing prompts, worksheets, whiteboard practice during class, center work and conversation, etc. These assessments are not figured into your final grade as they are designed for practice and to help you, as the learner, know what you still need to work on.

I Can Teach Others 4	I've Got It! 3	Not There Yet 2	Just Starting 1
Student demonstrates deep understanding of the concepts and procedures by mastery of almost all of the standards outlined in the summative assessment. All algebraic work is neat, complete and almost all correct and all steps are shown. All explanations are coherent and well organized. The correct mathematical language is used.	Student demonstrates understanding of the concepts and procedures by mastery of most of the standards outlined in the summative assessment. All algebraic work is neat, complete and mostly correct with all steps shown. All explanations are coherent and organized with the correct mathematical language.	Student demonstrates partial understanding of the concepts and procedures by mastery of some of the standards outlined in the summative assessment. Algebraic work is neat, somewhat complete and correct with most steps shown. Explanations contain some key elements and may not use some mathematical language correctly.	Student demonstrates little or no understanding of the concepts and procedures by mastery of little to none of the standards outlined in the summative assessment. Algebraic work is neat, but contains many errors in computation and shown steps. Explanations appear unrelated to the problems and have little to no key elements. Mathematical language is used inappropriately.

### Assigning a Final Grade

**Summative Assessments – 90%**

**Behavior and Participation – 5%**

**Work Completion – 5%**

On each summative assessment, you will receive a report on the standards that you mastered and the ones you need to improve upon. It will then be scored according to the above rubric. There will also be descriptive feedback on specific problems designed to help you improve your understanding, and if you decide to retake, help you improve your score. Each standard is assessed separately.

If you choose to retake, you only have to retake the standards you missed. I will use the most recent demonstration of learning to give a final grade.



# ELA Practical Example: Curriculum

- Step 1: Analyzed Common Core Standards and combined where possible to reduce learning targets.
- Step 2: Categorized and labeled for ease of classroom use.
- Step 3: Utilized new targets as structure for unit goals and planning.

## ELA Measurement Topics and Learning Targets for Grades 11-12 Based on the ELA Common Core Standards for Grades 11-12

### Reading Strategies

#### Students will be able to:

- RS1: Construct word meaning using common clues, dictionaries, root words, glossaries, thesauruses and other appropriate resources (monographs and including figurative and connotative meanings) (RL.4, RF.4, L.4 L.4a, L.4c, L.4d L.5, L.4g)
- RS2: Use a variety of reading strategies (predicting, questioning, connecting, visualizing, etc.) to make meaning of a text
- RS3: Demonstrate understanding of a text by summarizing the meaning/information (RL.2, RST.1)
- RS4: Combine and analyze multiple sources of information presented in print and multimedia formats (prefaces, illustrations, charts, etc.) to make meaning of a text (RST.7)

### Literary Analysis

#### Students will be able to:

- LA1: Identify two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce complex meaning (RL.1, RST.2)
- LA2: Give strong and thorough textual evidence to support analysis of the text (surface meaning, deep meaning, and uncertainty) (RL.1, RST.1)
- LA3: Analyze the impact of the author's choices regarding how to develop and relate fictional story elements (setting, characters, plot (exposition, conflict, rising action, etc.) mood, point of view, etc.) (RL.2, RL.5)
- LA4: Analyze the impact of the author's choices regarding how to develop and relate non-fictional ideas (key terms, organizational pattern, claim, evidence, point of view, etc.) (RST.1, RST.4, RST.4, RST.6)
- LA5: Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings (RL.6)
- LA6: Analyze the use of double meaning in a text (satire, sarcasm, irony, understatement, etc.) (RL.6)
- LA7: Analyze multiple interpretations of a story, evaluating how each version interprets the source text (RL.7)
- LA8: Analyze eighteenth-, nineteenth-, and twentieth-century foundational works of American literature—both fiction and non-fiction—for theme, purpose, rhetorical strategy, and reasoning on topics of constitutional principles and public advocacy (RL.9, RST.8, RST.9)

### Writing

#### Students will be able to:

- W1: Use the writing process—brainstorm, outline, draft, revise, edit, publish—to develop and strengthen pieces (W.5)
- W2: Use technology to produce, publish, and update individual and shared writing products (W.6)
- W3: Document and use appropriate style—formal or informal—and tone for a given task and audience (W.4, W.2a, W.6)
- W4: Use figurative language—metaphor, simile, analogy, etc.—for a variety of writing purposes (W.2d)
- W5: Use transition words, phrases, and clauses to link and show differences in ideas and events for a variety of writing purposes (W.1c, W.2c)
- W6: Write a persuasive piece supporting a valid claim (W.1)
- W6a: Introduce the significance of the claim (W.1a)
- W6b: Give a precise (to-the-point) claim (W.1)
- W6c: Develop and explain valid evidence and details anticipating audience knowledge level (W.1b)
- W6d: Develop and crush counterclaims that an audience might make (W.1b)
- W6e: Organize claim, evidence, and counterclaim logically (W.1a)
- W6f: Conclude the claim with a "so what"—further implications of the topic (W.1c)
- W7: Write an explanatory piece to examine and convey complex ideas (W.2)



# ELA Practical Example: End of Unit

- Assignment descriptions aligned to learning targets.
- Format similar to formative assignments throughout unit.
- Test questions marked with learning targets.

## American Literature Power and Conformity in *The Crucible*—an Essay

Power—who holds it and how—and conformity—who does and why—played critical roles in the development of our nation. In *The Crucible*, the maintenance of and challenge to established powers greatly influenced the outcome of the Salem witch trials, as did the conformity to established beliefs shown by many characters. Your task is to analyze the role of power and/or conformity in the play.

### Requirements:

- W6a, b Introduction with hook, background information, and thesis statement
- W6c 3 supporting paragraphs with quotes from the play
- W6d 1 opposing paragraph (counterargument) with a quote from the play
- W6f Conclusion with reworded thesis statement, summary of points, and “so what?”
- W6e Logical organization of evidence and details
- L3 Grammar Focus: 5+ prepositions with extra information and 5+ appositives

This is a formal essay, meaning I will be looking for certain essay features; you should:

- ✓ List evidence, give details, and explain the warrant for each supporting paragraph
- ✓ Use quotes correctly
- ✓ Maintain third person point of view (no I or you)
- ✓ Use proper spelling and grammar
- ✓ REVISE from a rough draft

Outline DUE \_\_\_\_\_

Rough Draft DUE \_\_\_\_\_

Final Draft DUE \_\_\_\_\_

# ELA Practical Example: End of Unit, cont.

American Literature  
*Crucible* Essay

Name: \_\_\_\_\_  
 Score: \_\_\_\_\_

Content	4—Advanced Applications	3—Detailed Applications	2—Basic	1—Less Than Basic	Comments
Introduction W6a W6b	3= connection to ALL humanity	2= well-developed and engaging	Has hook, background, thesis but is not well-developed and/or engaging	Missing elements	
Body Paragraph 1 W6c	3= close reading in explanations (using key words from quotes in explanation)	2= explains connection of each detail to evidence	Has evidence, 3 details, and explanation of 1 detail	Missing elements	
Body Paragraph 2 W6c	3= close reading in explanations (using key words from quotes in explanation)	2= explains connection of each detail to evidence	Has evidence, 3 details, and explanation of 1 detail	Missing elements	
Body Paragraph 3 W6c	3= close reading in explanations (using key words from quotes in explanation)	2= explains connection of each detail to evidence	Has evidence, 3 details, and explanation of 1 detail	Missing elements	
Conclusion W6f	3= connection to ALL humanity	2= well-developed and engaging	Has rounded thesis, summary, and so what but is not well-developed and/or engaging	Missing elements	
Organization W6e	3= advanced transitions	2= transitions within paragraph	Evidence builds in strength, transitions used between paragraphs	Missing elements	
Sentence Structure L3	3= smoothly placed	2= correctly punctuated	3= prepositions sentences and 5+ appositive sentences included but may be inconsistently punctuated	Missing elements	
General Grammar L1	No errors	1-4 errors	5-10 errors	10+ errors	
Writing Process W1	3= sought out extra aid	2= actually used feedback	Completed all steps of process (outline, rough draft, revision, final draft)	Missing steps	

# ELA Practical Example: New for 2011-2012



## Dansville English Language Arts

### Common Core Curriculum Scope & Sequence

#### Reading Standards for Literature 6-12

#### RL1: Making and Supporting a Point

##### Grade 6

4 I can make a theme-related inferential (how/why) point using quotes and examples.

3 I can make an inferential point using quotes and examples.

2 I can make an explicit (who/what/when/where) point using quotes and examples.

1 With help, I can make a point, explicit or inferential, using quotes and examples.

##### Grade 7

4 I can make a theme-related inferential (how/why) point using 3+ quotes and examples.

3 I can make an inferential point using 3+ quotes and examples.

2 I can make an explicit (who/what/when/where) point using 3+ quotes and examples.

1 With help, I can make a point, explicit or inferential, using 3+ quotes and examples.

##### Grade 8

4 I can make a theme-related inferential (how/why) point using the strongest quotes and examples.

3 I can make an inferential point using the strongest quotes and examples.

2 I can make an explicit (who/what/when/where) point using the strongest quotes and examples.

1 With help, I can make a point, explicit or inferential, using the strongest quotes and examples.

##### Grades 9-10

4 I can make a theme-related inferential (how/why) point using the strongest quotes and examples from multiple parts of the text.

3 I can make an inferential point using the strongest quotes and examples from multiple parts of the text.

2 I can make an explicit (who/what/when/where) point using the strongest quotes and examples from multiple parts of the text.

1 With help, I can make a point, explicit or inferential, using the strongest quotes and examples from multiple parts of the text.

##### Grades 11-12

4 I can make a theme-related inferential (how/why) point using the strongest quotes and examples from multiple parts of the text, including determining where the text leaves matters uncertain.

3 I can make an inferential point using the strongest quotes and examples from multiple parts of the text, including determining where the text leaves matters uncertain.

2 I can make an explicit (who/what/when/where) point using the strongest quotes and examples from multiple parts of the text, including determining where the text leaves matters uncertain.

1 With help, I can make a point, explicit or inferential, using the strongest quotes and examples from multiple parts of the text, including determining where the text leaves matters uncertain.

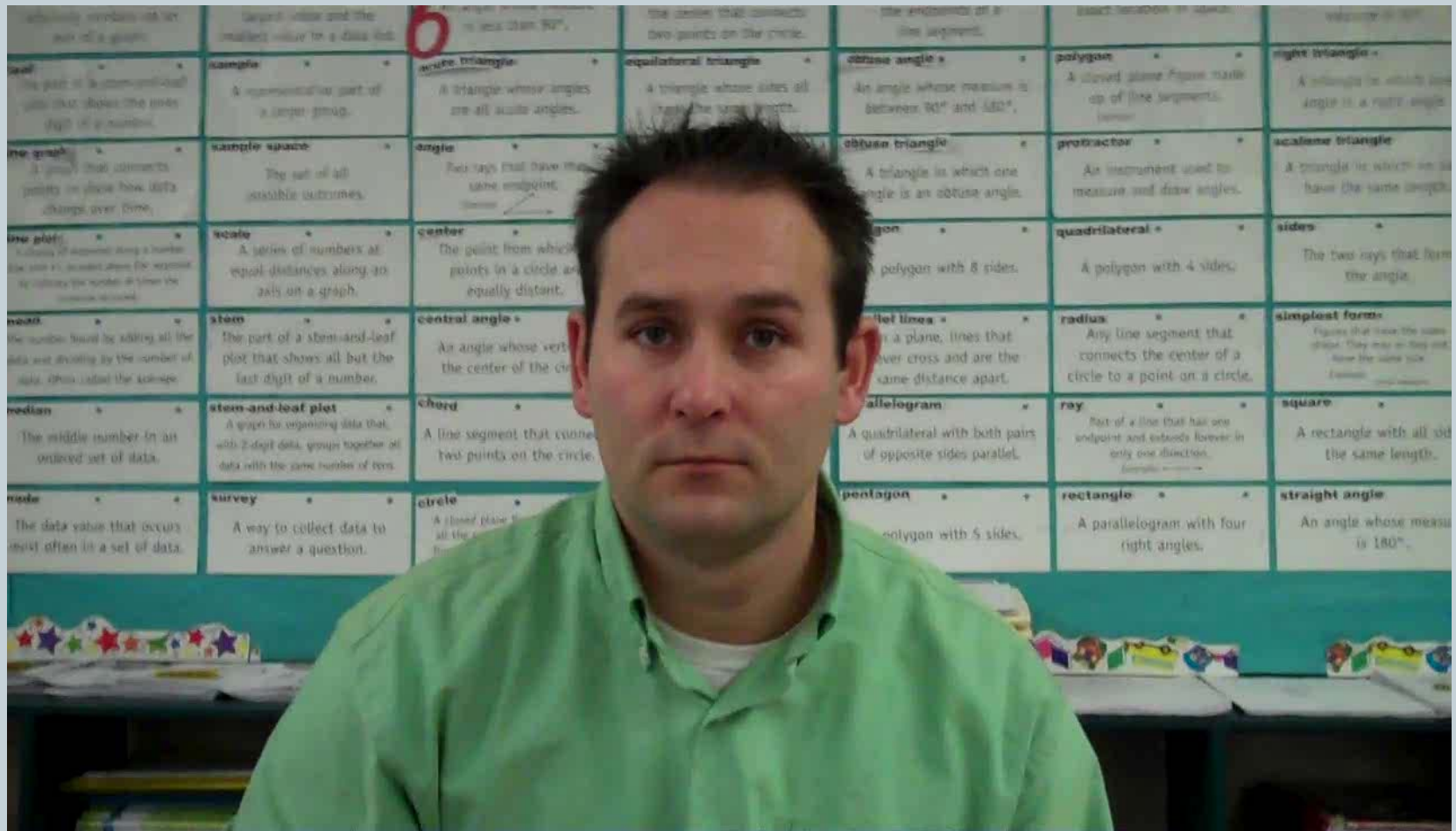
# Student's Perspective



- Lana is a hard working student who has also made great gains in this new assessment and grading system.



# Fifth Grade Teacher Completely Rethinks Instruction



# How This Became a School Wide Initiative



- This was always viewed as a journey that would take time. We are currently beginning our fifth year.
- **YEAR ONE:**
  - We started in 07-08 with early adopters experimenting with different grading policies during the second semester.
  - The early adopters reported about their action research at every staff meeting for the rest of the year.
  - The books the early adopters were reading were offered to the rest of the staff to read over the summer.

# How This Became a School Wide Initiative



- **YEAR TWO:**

- As a result of reading the assessment book over the summer, more staff chose to change their grading system to start the 08-09 school year.
- Throughout the year, all who were implementing the new system shared out at staff meetings.
- What works wins... more staff were compelled by the anecdotal data and student reaction to the change.
- Teachers who had implemented the system were getting positive feedback from students and parents.
- A small group of representatives from each subject area formed an assessment team with an ISD coach.

# How This Became A School Wide Initiative



- **YEAR THREE:**

- Before school started, all staff met in their departments to decide if they wanted to adopt common grading systems for the new school year.
- All departments adopted a common, new grading system for the new year with a majority of the final grade being comprised of summative assessments.
- The entire staff agreed on policies regarding: retakes, extra credit, late work and cheating.

*Note: Changing grading systems was never mandated.*

# New Grading Practices School Wide



## **YEAR ONE GRADING PRACTICES**

<i>Categories</i>	<i>Summative</i>	<i>Formative</i>	<i>Behavior</i>	<i>Work Completion</i>	<i>Participation</i>
Science	90%		3%	5%	2%
Math	90%		5%	5%	
English	60%	30%	5%	5%	
Social Studies	75%	20%			5%
World Languages	70%	15%			15%

# New Grading Practices School Wide



- **Zeros** – across the board we do not give zeros for late work, cheating, missing work. Instead, it is seen as incomplete or not enough information.
- **Late work** – not penalized by a reduction in score. It is viewed as incomplete until it is turned in.
- **Cheating** – affects their behavior and participation but not achievement in curriculum. Can result in other office consequences.
- **Extra Credit** – teachers that give “extra credit” really use it as extra learning opportunities and count them as extra assignments. Essentially, there is not extra credit given in classes.
- **Grades** are based primarily on summative assessments.

# New Grading Practices School Wide



- **Retake Options:**

- Retakes are available on any summative assessment that a student takes except for final exams (currently).
- Students retake only the learning targets that they missed the first time around.
- Some teachers use interviews for retakes.
- Before doing the retake, students have to demonstrate that they have prepared themselves by either doing tutoring, doing extra practice problems, studying at home, etc.
- Students must make an appointment with the teacher within one week of getting the summative assessment back in order to retake.
- The student's new score replaces the old one.

# How This Became a School Wide Initiative



- **YEAR FOUR:**

- We agreed upon our grading policy school-wide. All but the ELA core content area teachers will count summative assessments as 90% of the final grade and work habits as 10% of the final grade. (ELA = 80/20)
- All students self-assess regularly in all classes using a common work habits rubric developed by the entire staff. The results of this rubric will be clearly communicated via teachers and report cards, as this will comprise 10% of students' grades.

# Work Habits Rubric



Category	Score	Rubric	Explain Why I Earned This Grade
Behavior		<p>4 – I help create a positive environment for learning I help others without prompting</p> <p>3 – I demonstrate maturity</p> <ul style="list-style-type: none"> <li>• I am respectful to others and the learning environment</li> <li>• I follow rules and instructions</li> <li>• I take personal responsibility (no excuses!)</li> </ul> <p>2 – I possess all the attributes of a 3 but need prompting or am inconsistent</p> <p>1 – I need more intervention and prompting</p> <p>0 – Even with prompting, I choose not to display attributes of a 3</p>	
Collaboration		<p>4 – I exhibit positive leadership I have strong communication skills and take on leadership roles</p> <p>3 – I work well with others I stay on task in groups I am accountable to do my part in a timely manner I communicate effectively and respectfully</p> <p>2 – I possess all the attributes of a 3 but need prompting or am inconsistent</p> <p>1 – I need more intervention and prompting</p> <p>0 – Even with prompting, I choose not to display attributes of a 3</p>	
Participation		<p>4 – By my actions, I encourage other people to be involved in what we are learning I do advanced work and bring extra materials related to the content we are studying I contribute in a manner that is above and beyond expectations and lead discussion</p> <p>3 – I am prepared (has materials, on time to class) I independently take notes, contribute to activities and am focused during class</p> <p>2 – I possess all the attributes of a 3 but need prompting or am inconsistent</p> <p>1 – I need more intervention and prompting</p> <p>0 – Even with prompting, I choose not to display attributes of a 3</p>	
Work Completion		<p>4 – I go above and beyond assignment requirements I seek extra knowledge</p> <p>3 – My work is on time, completed and is my best effort</p> <p>2 – I possess all the attributes of a 3 but need prompting or am inconsistent</p> <p>1 – I need more intervention and prompting</p> <p>0 – Even with prompting, I choose not to display attributes of a 3</p>	

# WHAT ARE THE RESULTS SO FAR?



## **ACT DATA:**

- Our ACT composite score (including all students) increased to 20.0 this year. The composite score has steadily increased over the past three years.
- In all but one content area the ACT subscore has increased by between 0.7 and 1.4 in the last two years, which is when the staff changed its retake and grading practices.

# Impact on Students-Anecdotal

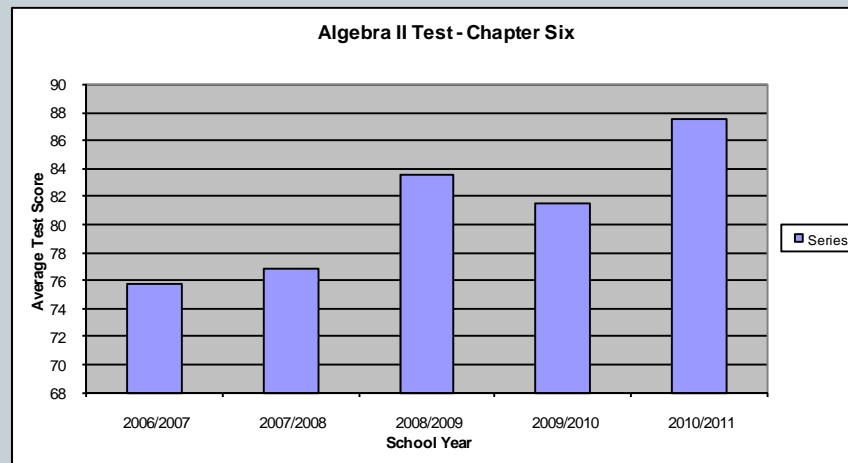
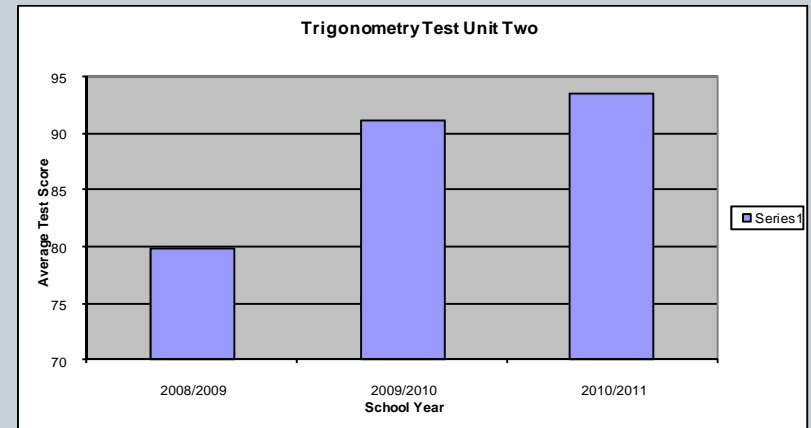
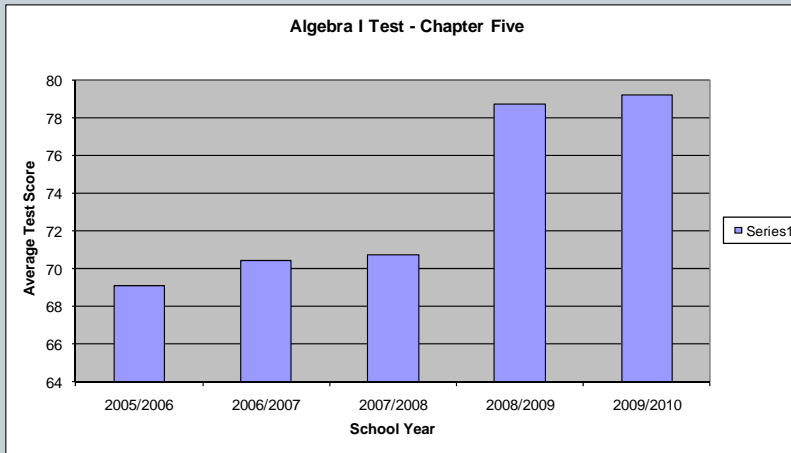


- Adam is a senior who has struggled in past math classes.



- Adam is talking about the difference the grading policy had on his motivation and achievement in Algebra I.
- Adam was able to earn a B due to his commitment to retaking the learning targets.

# Anecdotal Data Collected in the Classroom



# Impact on Parents



- Jan is a parent of three girls that have been through Dansville High School. Her youngest daughter is currently enrolled as a junior.



# Why Have Parents Accepted The Change?



- It is very important to realize that because **NO** teachers were forced to make the switch to standards-based grading, which means all of the teachers were **ON BOARD** and **ENTHUSIASTIC** about the switch.
- Teachers spent a **SIGNIFICANT** amount of time training students and because the teachers so strongly believed in standards-based grading, they always emphasized the benefits of the switch for students.

# Why Have Parents Accepted The Change?



- Because **TEACHERS** were on board and made an effort to get their **STUDENTS** on board, our **PARENTS** are largely on board.
- In addition, we communicated **THROUGHOUT** the journey with parents in the following ways:
  - \*We had a HS Parent Advisory Committee that met three times per year. All parents were invited to attend these meetings. Every agenda had information about the changes teachers were making in the areas of grading and assessment. At least two teachers attended every one of these meetings and spoke about the positive results.
  - \*Teachers communicated via syllabi and conferences with parents throughout this journey.

# Impact from Principal's Perspective - Anecdotal



- The implementation of these grading and assessment changes has been great for the overall culture of our school.
- Teachers feel rejuvenated by the change.
- Students are more hopeful overall, which has led to a decrease in discipline referrals.
- Parents are excited about the changes. They report that they feel the staff truly cares about the success of their students. They expect their children to take advantage of the opportunities they have been given to retake, etc. The parent focus is on the child rather than the teacher.

# Future Steps



- We are hoping to make a standards-based report card. We would like to replace GPAs with transcripts that reflect actual proficiency on learning targets.
- We would like to create a separate work habits section on the report card. Every teacher would give the student a score in these areas which would be combined into an overall score per semester. (Summative assessments would then be 100% of the class grade.)
- This format will provide colleges and future employers with specific data on the competencies of our students.
- Continued work on implementation throughout the district.

# Resources



- Classroom Assessment for Student Learning – Rick Stiggins, Judith Arter, Jan Chappuis, Steve Chappuis
- How to Grade For Learning – Ken O’Connor
- Classroom Assessment and Grading that Works – R. Marzano
- A Repair Kit for Grading – Ken O’Connor
- Inside the Black Box – Paul Black and Dylan Wiliam
  - <http://weaeducation.typepad.co.uk/files/blackbox-1.pdf>
- [www.assessmentinst.com](http://www.assessmentinst.com)
- <http://mrsbraman.wordpress.com/> (under “assessment for learning” tab)
- <http://formasmt-inghamisd.wikispaces.com>

# Any Questions?



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What Are The Next Steps For YOU?



**You're welcome to call, email or  
come visit us at Dansville  
Schools... 😊**