

Effective Assessment and Grading Practices

Our Mission: to empower a community of learners who will change the world.

Board of Education Meeting Monday, April 25, 2016



Purpose of the Presentation



- To share the district's aligned approach to promoting effective assessment/grading practices which:
 - Maximize student achievement & growth;
 - Foster student ownership of learning;
 - Create space for creativity & critical thinking.

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Why Grading Practices?



 In our professional development journey with Formative Instructional Practices, Teacher-Based Teams, and Growth Mindset, this is an essential, and big, next step.



Key Considerations



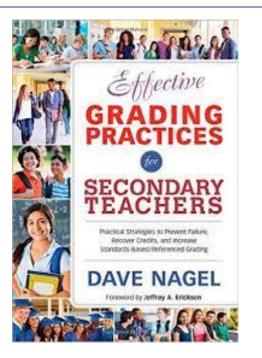
- "Can teachers use their grading practices to shift the focus from a mythical destination students are supposed to reach to the journey and learning experience itself?" Purcell
- "A grade should not be compensation but communication." Wormeli
- "...(grading) practices are not the result of careful thought or sound evidence, ...rather, they are used because teachers experiences these practices as students and, having little training or experience with other options, continue their use." Gusky
- "Grades are first and foremost communication; they are information, nothing more. The moment we make them something more, we corrupt their constructive use." Wormeli
- "Grading should not be treated as a motivator to students in the context of 'learn or I will hurt you.'" Wormeli

Assessment and Grading Practices Expert, Dave Nagel









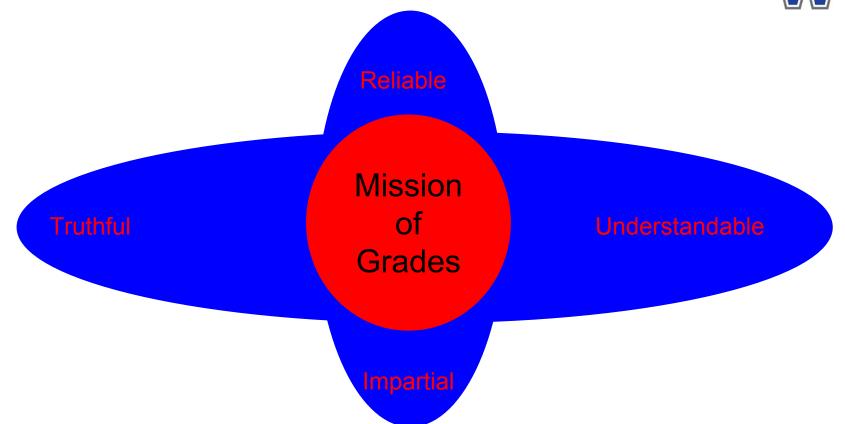
Leading with the Right Questions



- How can assessments and grades be used to foster creativity and student ownership?
- If 90%=A, 80%=B, 70%=C, and 60%=D, what should be an "F"?
- Should "re-do's" be accepted?
- What is the impact of assessments and grades on student learning?

Mission of Grades





Our Current Work



- Continuation of Formative Instructional Practices
- Administrative Team Nagel Book Study
- Monitoring Quarterly D's/F's
- Preparing for Learning Leaders Academy May 31-June 1
- Monitoring Credit Recovery and Summer School Programs

Moving Forward

WORTHINGTON

- Tradition must not trump evidence.
- Begin with why.
- Build a clear plan.
- Learning Leaders Academy All Secondary Staff
- Building Leadership Team / Staff Nagel Book Study
- Embedded Focus Area in Professional Development
- Parent Engagement

Revising the Elementary "Grade Card"



- To be a "Standards-Based" report of student PROGRESS
- To communicate key learning as reflected in the Ohio Learning Standards
- To simplify, where possible, and make the report more easily understood and useful in communicating individual student progress.
- To reflect consistency in reflecting the Worthington Academic Program district-wide
- To reduce the number of "Marking Keys", and simplify overall understanding
- Maintain letter grades in grades 4-6, while providing specific feedback about key aspects of the content that is graded

• Defining our Belief about Progress



Belief Statement for Assessing and Reporting Student Progress

In Worthington Schools, we believe that assessing and reporting student progress is important. Evaluating student progress takes place daily through a variety of tasks, work samples, and assessments including observations of student performance. Assessment information helps to guide student learning, as well as teachers' instruction in meeting each student's needs in the process of learning.

Explicit feedback and guidance to families supports each student's opportunity for success in meeting standards and achieving his/her potential.

• The Purpose of The Progress Report



The Worthington Schools' Progress Report is designed to communicate individual learning to students and their families.

Therefore, the student progress report should:

- Be <u>clearly understood</u> by teachers, students, and families.
- Provide a <u>concise and consistent communication</u> of student performance and growth, over time, based on The Ohio Learning Standards.
- <u>Promote ongoing communication</u> between schools and families in supporting each student and his/her success.

A Common, Unifying Marking Key

MARKING KEY

The number and its descriptor indicate the level at which a student is progressing on any standard

Student consistently exceeds and extends grade level expectations independently demonstrating in-depth knowledge, self-motivation, and a higher order thinking skills.

3 Student consistently meets grade level expectations with independence. ("3" indicates the EXPECTED level of performance for any student at any grade level.)

2 Student is working at or near basic understanding of grade level expectations, with support.

Student is working below grade level expectations while requiring ongoing interventions/support.

The NUMBER is not as important as the DESCRIPTOR which:

- Notes the degree to which the student is working toward or meeting the standard
- Describes the level of independence or mastery of the standard

Note: A "3" is the EXPECTED level of student performance to be successful at that grade.



A Sample of the Standards-Based Format



English Language Arts	Trimester				Mathematics		Trimester		
Second Grade	1 2 3			Progress Marks speak to Fifth Grade			2	3	
Reading: Foundational Skills	-	-	-	standards of strength,	Grade	В			
Knows and applies phonics and word analysis skills in decoding words.	3 🦛			and specific places where improvement is needed.	Operations and Algebraic Thinking Writes and interprets mamerical expressions. Number and operation: Underwands the place value surrem.	3			
Use context & rereading to confirm/correct word recognition & understanding.	2					3			
Reading: Literature					Performs operations with multi-	2			
Retells stories with key details and understanding of the central message/lesson	2			At Grades 4-6, Achievement "Grades" are	digit whole numbers & decimate to hundredths Number and Operation: Fractions				
Describe characters, setting & major events in a story, using key details.	3				Uses equiverent fractions as a strate y to add and subtract fractions	2			
Reading: Informational Text				amplified through the	Applies and extends understandings of multiplication	2			
Identify the main topic and retell key details of a text.	2	/		specific strengths and areas for	and division fractions				
Know and use various text features to locate key facts or info in a text.	1			improvement noted in	Measurement and Data: Geometric Measurement Understands concepts of volume	1			
Writing				the standards	related to multiplication and	•			
Write narratives that sequence events, include relevant details, temporal words, & closure.	3			statements.	addition Geometry:				
					Graphs points on a coordinate plan to solve real and mathematical problems	3			
to the second	I	10.	11				+	+	

Communicating with Teachers and Parents 2016-2017 www.worthington.k-12.0 Worthington Schools A Teacher's Guide tr • **Progress Reports** Our Commitment to Provid Worthington Schools Information About Study A Parent's Guide to 2016-2017 www.worthington.k.12.ohio.us Answers to some of the Progress Reports frequently asked This guide has been created to Points of Interest: Points of Interest: about progress re Our Commitment to Providing the Best provide teachers with the followreport cards ling information about Student Progress Reports in Progress Reports in Information About Student Learning Progress Reports in Reporting studen Worthington School District: Schools are posted Worthington essential part of This online for parents provide teachers with the follow. Schools are posted tion and partne and students three An overview of philosophy online for parents ing information times each year at tween home and students three the conclusion of times each year at professional orthington School District. about Student and purpose each 12-week mark An explanation of how to the conclusion of provide 1 use and interpret the WCS ing period or requestly asked questions each 12-week markoverview of philose with con about progress reporting and and purpose elementary progress report, • ing period or mation the fi Based design and its connec-"trimester" explanation Parents will receive A Parent's Gu tion to the Worthington cess a support document. to Progress Reand interpret the WCS Courses of Study and the " A Parent's Guide part of curriculum in the Pall o Ohio's Content Standards to Progress Renight events ports" in the Fall as Each building An explanation of how to will have an inpart of curriculum Worthington use and interpret the marking 's Content Standards service during a An explanation of how to night events staff meeting in the Each building staff use and interpret the marking Fall to explain will have an inscale Belief Staten Belief Statement for Assessing and Reporting Student service during a staff meeting in the Fall to explain any revisions In Worthington Schools, we believe that assessing and reporting student In Worthin, In Worthington Schools, we believe that assessing and reporting sur-progress is important. Evaluating student progress takes blace day progress . 0originess a mountain enancing surverin progress uncer point of tasks work samples and assessments include a variet o rou rey ou rouns, rouns sumpnes, and assessments of student performance Assessment information h. 1 ing as well as leachers' instruction in rectude

Explicit food

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In the Fall, 2016:

- **Teachers** will have training on the revised Progress Reports AND receive "A Teacher's Guide to Progress Reports" to facilitate their use/understanding of the revisions.
- Parents will receive "A Parent's Guide to Progress Reports" to support their understanding of the revisions.

Closing



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