



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.

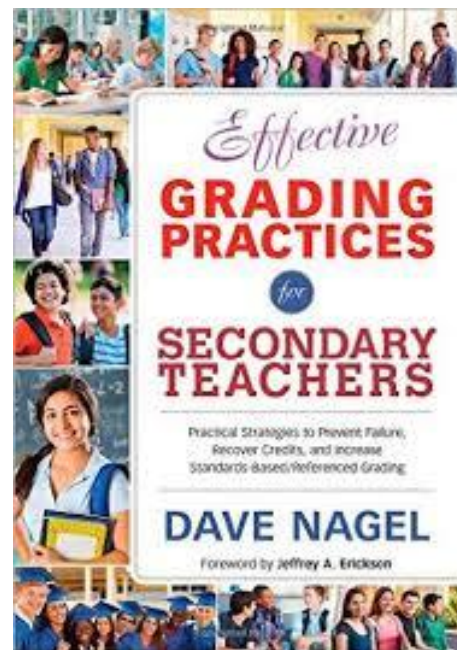


Key Considerations



- “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

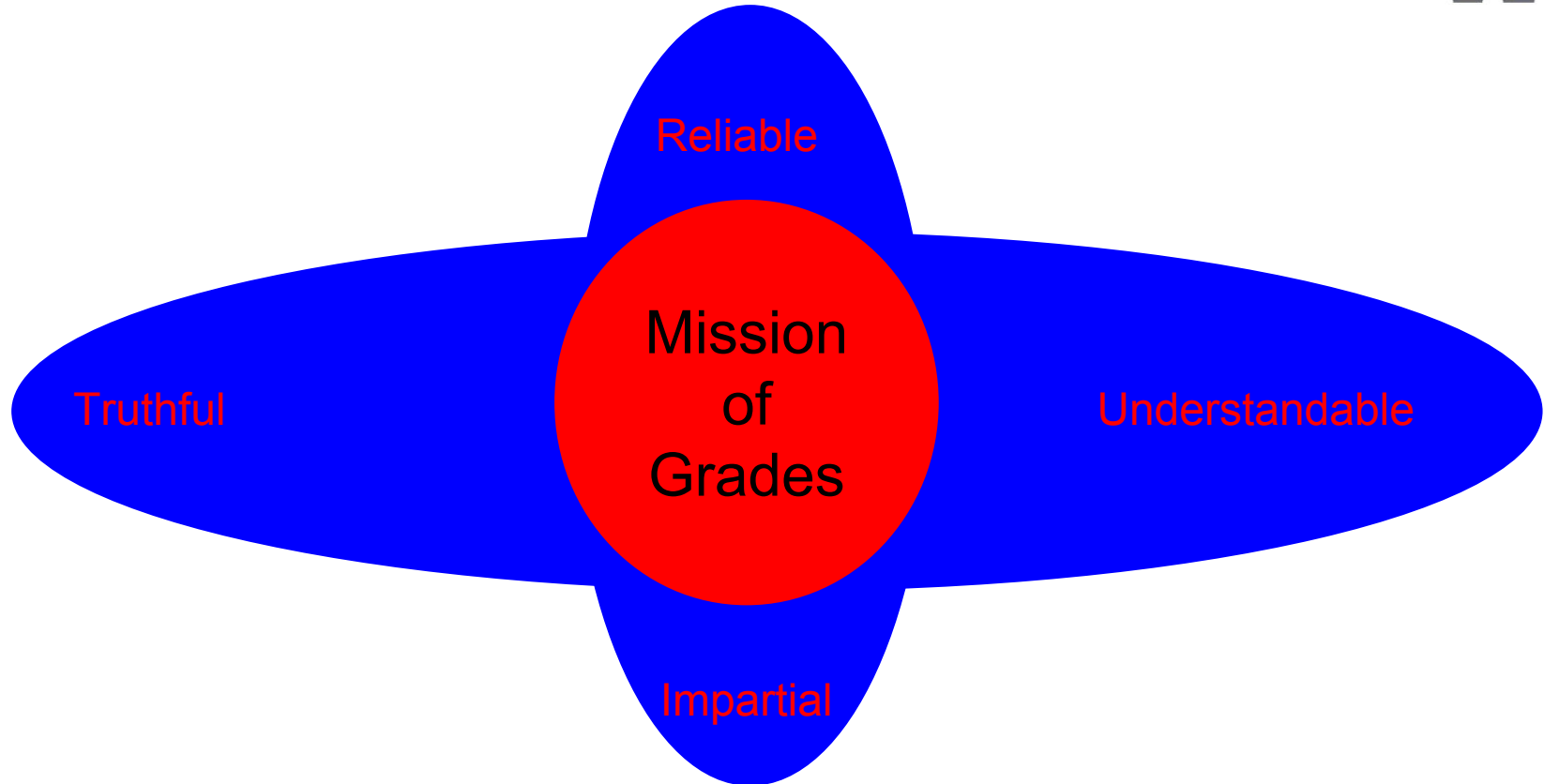


Leading with the Right Questions



- 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



- *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 clearly understood by teachers, students, and families.
- Provide a concise and consistent communication of student performance and growth, over time, based on The Ohio Learning Standards.
- Promote ongoing communication 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

4	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.
1	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		
Second Grade	1	2	3
Reading: Foundational Skills			
Knows and applies phonics and word analysis skills in decoding words.	3		
Use context & rereading to confirm/correct word recognition & understanding.	2		
Reading: Literature			
Retells stories with key details and understanding of the central message/lesson	2		
Describe characters, setting & major events in a story, using key details.	3		
Reading: Informational Text			
Identify the main topic and retell key details of a text.	2		
Know and use various text features to locate key facts or info in a text.	1		
Writing			
Write narratives that sequence events, include relevant details, temporal words, & closure.	3		

Progress Marks speak to standards of strength, and specific places where improvement is needed.

At Grades 4-6, Achievement "Grades" are amplified through the specific strengths and areas for improvement noted in the standards statements.

Mathematics	Trimester		
Fifth Grade	1	2	3
Grade	B		
Operations and Algebraic Thinking			
Writes and interprets numerical expressions.	3		
Number and Operation:			
Understands the place value system.	3		
Performs operations with multi-digit whole numbers & decimals to hundredths	2		
Number and Operation: Fractions			
Uses equivalent fractions as a strategy to add and subtract fractions	2		
Applies and extends understandings of multiplication and division fractions	2		
Measurement and Data: Geometric Measurement			
Understands concepts of volume related to multiplication and addition	1		
Geometry:			
Graphs points on a coordinate plane to solve real and mathematical problems	3		

Communicating with Teachers and Parents



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.

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