

How to Grade for Learning by Using 15 Fixes for Broken Grades

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Agenda

- 1. Introduction**
- 2. Why Grade?**
- 3. Perspectives on Grading**
- 4. Grading Practices and Issues**
- 5. Fixes for Broken Grades**
- 6. Summary and Reflections**

Outcomes/Objectives

Participants will:-

- recognize the need to critically examine established grading practices;
- appreciate the complexity of grading;
- know the meaning of key terms;
- identify the purposes of grading;
- know several basic perspectives on grading;
- identify grading issues which arise from analysis of student grades;
- know how to fix broken grades;
- analyze the value of fixes for grading; and
- consider implications of standards-based grading for reporting student achievement.

“Terms (are) frequently used interchangeably, although they (should) have distinct meanings.”

McTighe, J., and Ferrara, S., “Assessing Learning in the Classroom”,
Journal of Quality Learning, December 1995, 11

What Do These Terms Mean?

MARK(S)/SCORE(S) (marking/scoring)

the number (or letter) "score" given to
any student test or performance

$\frac{7}{10}$	4
$\frac{10}{10}$	3
	2
	1

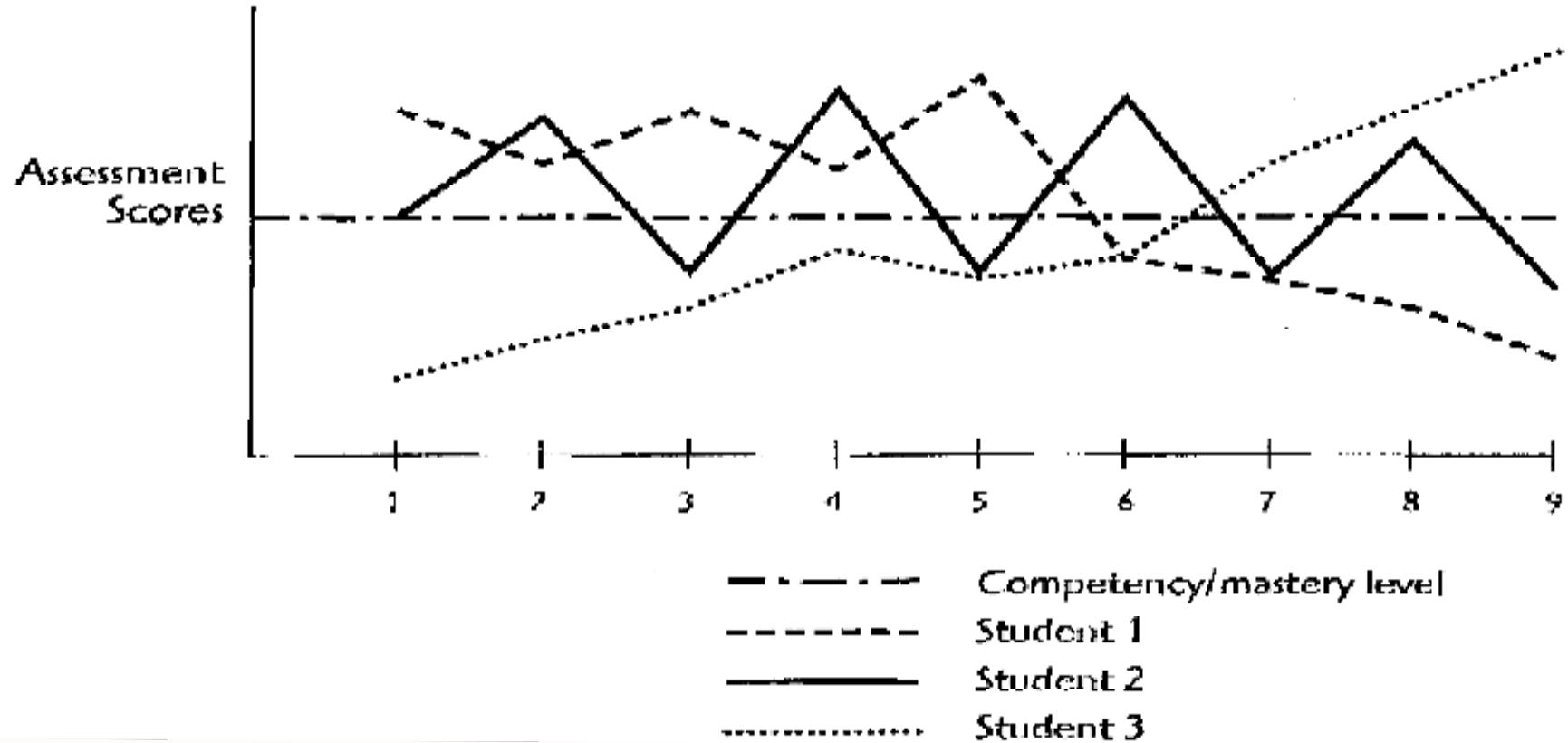
GRADE(S) (grading)

the number (or letter) reported at the
end of a period of time as a summary
statement of student performance

A	91	4	E
B	78	3	G
C	64	2	S
D	57	1	N
F	42		

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Parachute Packing Test Scores



O'Connor, K., *How to Grade for Learning*, Corwin, 2009, 31. From Anne Davies, 2000.
Originally developed by Michael Burger

Task	Score/total possible	Percentage
<i>Tests (50%)</i>		
Symbols	16/20	80
Matter	0/68 (absent)	0
Reactions	35/50	70
<i>Daily Work (25%)</i>		
Assignment	10/10	100
Homework	9/10	90
Homework	9/10	90
Atom quiz	9/10	90
Moles quiz	5/8	62.5
Homework	9/10	90
<i>Lab Work (25%)</i>		
MP/BP	18/20	90
Superation	20/24	83.3
Reactions	7/10	70
Periodicity Check	10/10	100

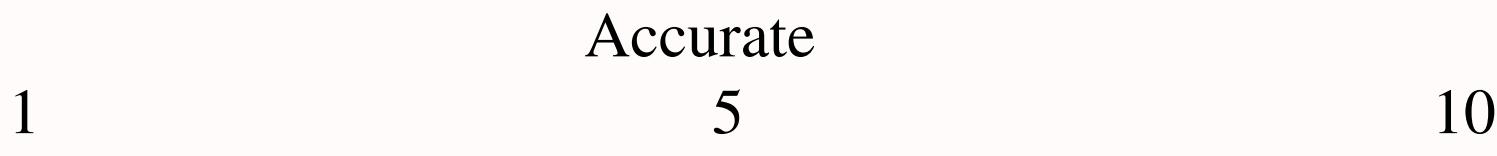
The Essential Question

How confident are you that the grades students get in your school are:

- **accurate**
- **consistent**
- **meaningful, and**
- **supportive of learning?**

If grades do not meet these four conditions of quality they are “broken,” i.e., ineffective.

How confident are you that the grades students receive in your school/district are:



1 Not at all

5 Somewhat

10 Very

9

Policy

+

Principles

+

Practicality

=

Implementation

10

**“The real voyage of
discovery consists not of
seeking new landscapes,
but in having new eyes.”**

Marcel Proust

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“ . . . (grading) practices are not the result of careful thought or sound evidence, . . . rather, they are used because teachers experienced these practices as students and, having little training or experience with other options, continue their use.”

Guskey, Thomas R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996, 20

“The grading box is alive and well, and in some schools and classrooms, it is impenetrable.

Patterson, William “Breaking Out of Our Boxes,” *Kappan*, April 2003, 572

“Why . . . Would anyone want to change current grading practices?

The answer is quite simple: grades are so imprecise that they are almost meaningless.”

**Marzano, R. J., *Transforming Classroom Grading*,
ASCD, Alexandria, VA, 2000, 1**

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Underpinning Issue #1: FAIRNESS

**“Fair does not mean equal;
yet, when it comes to grading,
we insist that it does.”**

**Patterson, William “Breaking Out of Our Boxes,” *Kappan*,
April 2003, 572**

Underpinning Issue #1: FAIRNESS

What does FAIR mean ?

“All students are given an *equal opportunity* to demonstrate what they know and can do as part of the assessment process.

Adaptations to assessment materials and procedures are available for students including *but not restricted to* students with learning disabilities, to allow them to demonstrate their knowledge and skills, provided that the adaptations do not jeopardize the integrity or content of the assessment.”

Adapted from Manitoba Education and Training at

<http://www.edu.gov.mb.ca/metks4/curricul/assess/aepolprod/purpos~2.html>

Underpinning Issue #1: FAIRNESS

“The power of grades to impact students’ future life creates a responsibility for giving grades in a fair and impartial way.”

Johnson, D. W. and R. T. Johnson, *Meaningful Assessment: A Manageable and Cooperative Process*, Allyn and Bacon, Boston, MA, 2002, 249

Underpinning Issue #2: MOTIVATION

“Drive”

by Daniel Pink

Motivation 1.0 - the ancient drive to survive

**Motivation 2.0 - rewarding good work with
pay, benefits and promotions**

- centres on "Type X behaviour"

**where people are motivated mostly by external
rewards.**

Underpinning Issue #2: MOTIVATION

Pink believes it is time for a "full scale upgrade" to Motivation 3.0 - intrinsic rewards that play to the intrinsic satisfaction of the activity.

Motivation 3.0 is based on what Pink calls "Type I behavior," where the main motivators are the freedom to do what you want, the opportunity to take a challenge and fulfillment by the purpose of the undertaking.

Source- review by Richard Eisenberg in USA Today, January 25, 2010

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Underpinning Issue #2: MOTIVATION

“All kids start out as curious self-directed Type I’s. But many of them end up as disengaged, compliant Type X’s. . . .

If we want to equip young people for the new world of work - and more important, if we want them to lead satisfying lives - we need to break Motivation 2.0’s grip on education and parenting. . . .

Unfortunately, as with business, *there is a mismatch between what science knows and what schools do. . .*

We’re bribing students into compliance instead of challenging them into engagement.”

Daniel Pink, 2009, *Drive*, Riverhead Books, New York, 174

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Underpinning Issue #2: MOTIVATION

According to Pink the keys to Motivation 3.0 are

Autonomy

Mastery

Purpose

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Underpinning Issue #2: MOTIVATION

“Don’t use grades punitively... Without exception, experts in the area of student grading recommend that grades not be used in a punitive sense. When a teacher uses grades as punishment for student behaviors, the teacher establishes an adversarial relationship in which grades are no longer meaningful to students as indicators of their accomplishments. The punitive use of grades only increases the likelihood that students will lose respect for the evaluation system; consequently the appeal to students of subverting such a system will be heightened.”

Source: Cizek, G. J. 2003.*Detecting and Preventing Cheating; Promoting Integrity in Assessment*, Corwin, Thousand Oaks, CA, 2003, 100 in O'Connor, K., *A Repair Kit for Grading*, Pearson, Boston, MA, 43 **22**

Underpinning Issue #3: OBJECTIVITY AND PROFESSIONAL JUDGMENT

Traditional view

Objective good!

Subjective bad!!

Strive to be objective!

Underpinning Issue #3: OBJECTIVITY AND PROFESSIONAL JUDGMENT

“All scoring by human judges, including assigning points and taking them off math homework is subjective. The question is not whether it is subjective, but whether it is defensible and credible. The AP and IB programs (are) credible and defensible, yet subjective. I wish we could stop using that word as a pejorative! So-called objective scoring is still subjective test writing.”

Grant Wiggins, January 19, 2000 answering a question on chatserver.ascd.org

Why Standards-Based Grading and Reporting?

1. Mandate

2. Supports learning

3. Improves communication

4. Consistency/Fairness

Purposes for Grading

- Communicate the achievement status of students to parents, (students), and others.
- Provide information that students can use for self-evaluation.
- Select, identify, or group students for certain educational paths or programs.
- Provide incentives to learn.
- Evaluate the effectiveness of instructional programs

Guskey, Thomas R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996, 17

“the *primary purpose* for grading . . . should be to communicate with students and parents about their achievement of learning goals. . . .

***Secondary purposes* for grading include providing teachers with information for instructional planning, . . . and providing teachers, administrators, parents, and students with information for . . . placement of students. (5)**

“It is very difficult for one measure to serve different purposes equally well.” (21)

“The main difficulty driving grading issues both historically and currently is that grades are pressed to serve a variety of conflicting purposes.” (31)

Brookhart, S., *Grading*, Pearson Merrill Prentice Hall, Columbus, OH, 2004

**“the primary purpose of . . . grades . . . (is) to
communicate student achievement
to students, parents, school administrators, post-
secondary institutions and employers.”**

Bailey, J. and McTighe, J., “Reporting Achievement at the Secondary School Level: What and How?”, in Thomas R. Guskey, (Ed.) *Communicating Student Learning: ASCD Yearbook 1996*, ASCD, Alexandria, VA, 1996, 120

Perspectives on Grading

1. Grading is not essential for learning
2. Grading is complicated
3. Grading is subjective/emotional
4. Grading is inescapable
5. There is not much “pure” research
on grading practices
6. No single best grading practice but an
emerging consensus
7. Faulty grading damages students -
and teachers

See also slides 30-35

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Perspective #1 Grading is not essential for learning.

“Teachers don’t need grades or reporting forms to teach well. Further, students don’t need them to learn.”

Thomas R. Guskey,(Ed.) *Communicating Student Learning: ASCD Yearbook 1996*, ASCD, Alexandria, VA, 1996, 14

Perspective #1 Grading is not essential for learning.

Checking *is* essential

**Checking is Diagnostic-
Teacher as an *Advocate***

**Grading is Evaluative -
Teacher as a *Judge***

Guskey, T.R. *Using Assessments to Improve Student Learning,*
Workshop Presentation

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Perspective #3 Grading is subjective/emotional.

“What critics of grading must understand is that the symbol is not the problem; the lack of stable and clear points of reference in using symbols is the problem.”

Wiggins, G., “Honesty and Fairness: Toward Better Grading and Reporting”, in Guskey, T. R.. (Ed.), *Communicating Student Learning: The ASCD Yearbook 1996*, ASCD, Alexandria, VA, 1996, 142

Perspective #4 Grading is inescapable.

“Grades or numbers, like all symbols, offer efficient ways of summarizing.”

Wiggins, G., “Honesty and Fairness: Toward Better Grading and Reporting”,
in Guskey, T. R..(Ed.), *Communicating Student Learning: ASCD Yearbook*
1996, ASCD, Alexandria, VA, 1996, 142

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Perspective #4 Grading is inescapable.

“Trying to get rid of familiar letter grades . . . gets the matter backwards while leading to needless political battles. . . . Parents have reason to be suspicious of educators who want to . . . tinker with a 120 year old system that they think they understand - even if we know that traditional grades are often of questionable worth.”

Wiggins, G., “Honesty and Fairness: Toward Better Grading and Reporting”, in Guskey, T. R..(Ed.), *Communicating Student Learning: ASCD Yearbook 1996*, ASCD, Alexandria, VA, 1996, 142

Perspective #7 Faulty grading damages students - and teachers.

“... some teachers consider grades or reporting forms their “weapon of last resort.” In their view, students who do not comply with their requests suffer the consequences of the greatest punishment a teacher can bestow: a failing grade. Such practices have no educational value and, in the long run, adversely effect students, teachers, and the relationship they share.”

Guskey, Thomas R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996, 18

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Grading Issues

- Achievement (only)
- Evidence (quality)
- Calculation
- Learning (support)

Chris Brown's Science Class

Name	Lab Reports										Total	Tests/Exams		Total	Miscellaneous						Final Total	Final Grade		Your District	
Out of	10	10	10	10	10	10	10	10	10	10	100	50	50	100	200	20	20	20	20	20	100	400	%	Letter	
Robin	6	6	6	6	5	6	6	7	6	6	60	33	39	81	153	15	15	12	0	10	52	265	66	C	
Kay	2	3	5	5	6	6	7	8	9	10	61	11	29	86	126	15	13	18	10	10	66	253	63	C	
Marg	10	10	A	10	10	10	A	10	A	A	60	50	A	100	150	0	0	0	0	15	15	225	56	D	
Dennis	9	8	9	8	9	10	9	10	8	9	89	24	24	49	97	20	17	17	20	20	94	280	70	B	
Peter	10	10	9	9	8	8	7	7	6	5	79	45	36	32	113	20	10	15	10	5	60	252	63	C	
Lorna	10	10	10	10	10	10	10	10	10	10	100	32	29	59	120	20	20	20	20	20	100	320	80	A	
John	8	8	8	7	9	9	8	9	10	8	84	32	30	57	119	20	8	7	0	5	40	243	61	C	

A = Absent = 0 (for Lab Reports and Tests/Exams)

* Miscellaneous

1-Attendance; 2- Care of Equipment; 3- Attitude/Participation; 4-Notebook; 5-Reading Reports (4x5 marks)

Letter Grade Legend (in Ontario)

A = 80%-100%; B = 70%-79%; C = 60%-69%; D = 50%-59%; F = 0%-49%

Note: This chart was adapted with permission from workshop material presented by Todd Rogers, University of Alberta

Figure Into. 8

How to Grade for Learning: Linking Grades to Standards, Corwin, 2009.28

Grading Practices that Inhibit Learning

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1. Inconsistent grading scales

The same performance results in different grades in different schools or classes.

2. Worshipping averages

All of the math to calculate and average is used, even when “the average” is not consistent with what the teacher knows about the student’s learning.

3. Using zeros

Giving zeros for incomplete work has a devastating effect on averages and often zeros are not even related to learning or achievement but to nonacademic factors like behavior, respect, punctuality, etc.

4. Following the pattern of assign, test, grade, and teach

When teaching occurs after a grade has been assigned, it is too late for the students. Students need lots of teaching and practice that is not graded, although it should be assessed and used to enhance learning before testing takes place.

5. Failing to match testing to teaching

Too many teachers rely on trick questions, new formats, and unfamiliar material. If students are expected to perform skills and produce information for a grade, these should be part of the introduction.

6. Ambushing students

Pop quizzes are more likely to teach students how to cheat on a test than to result in learning. Such tests are often control vehicles designed to get even, not to aid understanding.

7. Suggesting that success is unlikely

Students are not likely to strive for targets that they already know are unattainable to them

8. Practicing “gotcha” teaching

A nearly foolproof way to inhibit student learning is to keep the outcomes and expectations of their classes secret. Tests become ways of finding out how well students have read their teacher’s mind.

9. Grading first efforts

Learning is not a “one-shot” deal. When the products of learning are complex and sophisticated, students need lots of teaching, practice, and feedback before the product is evaluated

10. Penalizing students for taking risks

Taking risks is not often rewarded in school. Students need encouragement and support, not low marks, while they try new or more demanding work.

11. Failing to recognize measurement error

Very often grades are reported as objective statistics without attention to weighting factors or the reliability of the scores. In most cases, a composite score may be only a rough estimate of student learning, and sometimes it can be very inaccurate.

12. Establishing inconsistent grading criteria

Criteria for grading in schools and classes is often changed from day to day, grading period to grading period, and class to class. This lack of consensus makes it difficult for students to understand the rules.

Figure Intro. 15

Adapted with permission from R.L Canady and P.R. Hotchkiss, “It’s a Good Score: Just a Bad Grade.” Phi Delta Kappan (September 1989) : 68-71

O’Connor, K., *How to Grade for Learning*, Third Edition, Corwin, 2009, 35

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“I have become fascinated with the power of storytelling as a form of personal and professional development. . . .

People tell stories about events that have left an impression on their lives.

• • •

By listening, one places value in the experience of another.”

Roland S. Barth, *Lessons Learned*, Corwin, Thousand Oaks, CA, 2003, 2

“War stories are *descriptions* of practice.

• • •

Craft knowledge is description of practice
accompanied by *analysis* of practice.

• • •

By honoring storytelling in the workplace
we can facilitate the revelation and
exchange of craft knowledge.”

Roland S. Barth, *Lessons Learned*, Corwin, Thousand Oaks, CA, 2003, 2

Grades are broken when they -

- include ingredients that distort achievement**
 - arise from low quality or poorly organized evidence**
 - are derived from inappropriate number crunching,**
- and when they**
- do not support the learning process.**

Fixes for ingredients that distort achievement

- 1. Don't include student behaviors (effort, participation, adherence to class rules, etc) in grades; include only achievement.**
- 2. Don't reduce marks on 'work' submitted late; provide support for the learner.**
- 3. Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.**
- 4. Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.**
- 5. Don't consider attendance in grade determination; report absences separately.**
- 6. Don't include group scores in grades; use only individual achievement evidence.**

Fixes for low quality or poorly organized evidence

- 7. Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/ learning goals.**
- 8. Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.**
- 9. Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards.**
- 10. Don't rely on evidence gathered from assessments that fail to meet standards of quality; rely only on quality assessments.**

Fixes for inappropriate number crunching

- 11. Don't rely on the mean; consider other measures of central tendency and use professional judgment.**
- 12. Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient evidence.**

Fixes to support the learning process

- 13. Don't use information from formative assessments and practice to determine grades; use only summative evidence.**
- 14. Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances emphasize more recent achievement.**
- 15. Don't leave students out of the grading process. Involve students - they can - and should - play key roles in assessment and grading that promote achievement.**

For each Fix

- What do you think? – PMI (+ - Interesting)
- Where are you/school/district now?
- Where do you want to go - you/school /district?

Fix #1

Don't include student behavior (effort, participation, adherence to class rules, etc) in grades; include only achievement.

Fix #1

“...grades often reflect a combination of achievement, progress, and other factors.

...this tendency to collapse several independent elements into a single grade may blur their meaning.”

Bailey, J. and McTighe, J., “Reporting Achievement at the Secondary School Level: What and How?”, in T. R. Guskey, (Ed.) *Communicating Student Learning: ASCD Yearbook 1996*, ASCD, Alexandria, VA, 1996, 121

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Fix #1

“Nick Olson was fed up; . . . fed up with acing exams but getting C’s at the end of the trimester because he refused to do the worksheets assigned in order to help students study so they could ace exams.”

Burkett, E., *Another Planet: A Year in the Life of a Suburban High School*, Perennial, New York, 2002, 124

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Fix #1

“Reports on student progress and achievement should contain . . . information that indicates academic progress and achievement for each course or subject area

separate from . . .

punctuality, attitude, behaviour, effort, attendance, and work habits;”

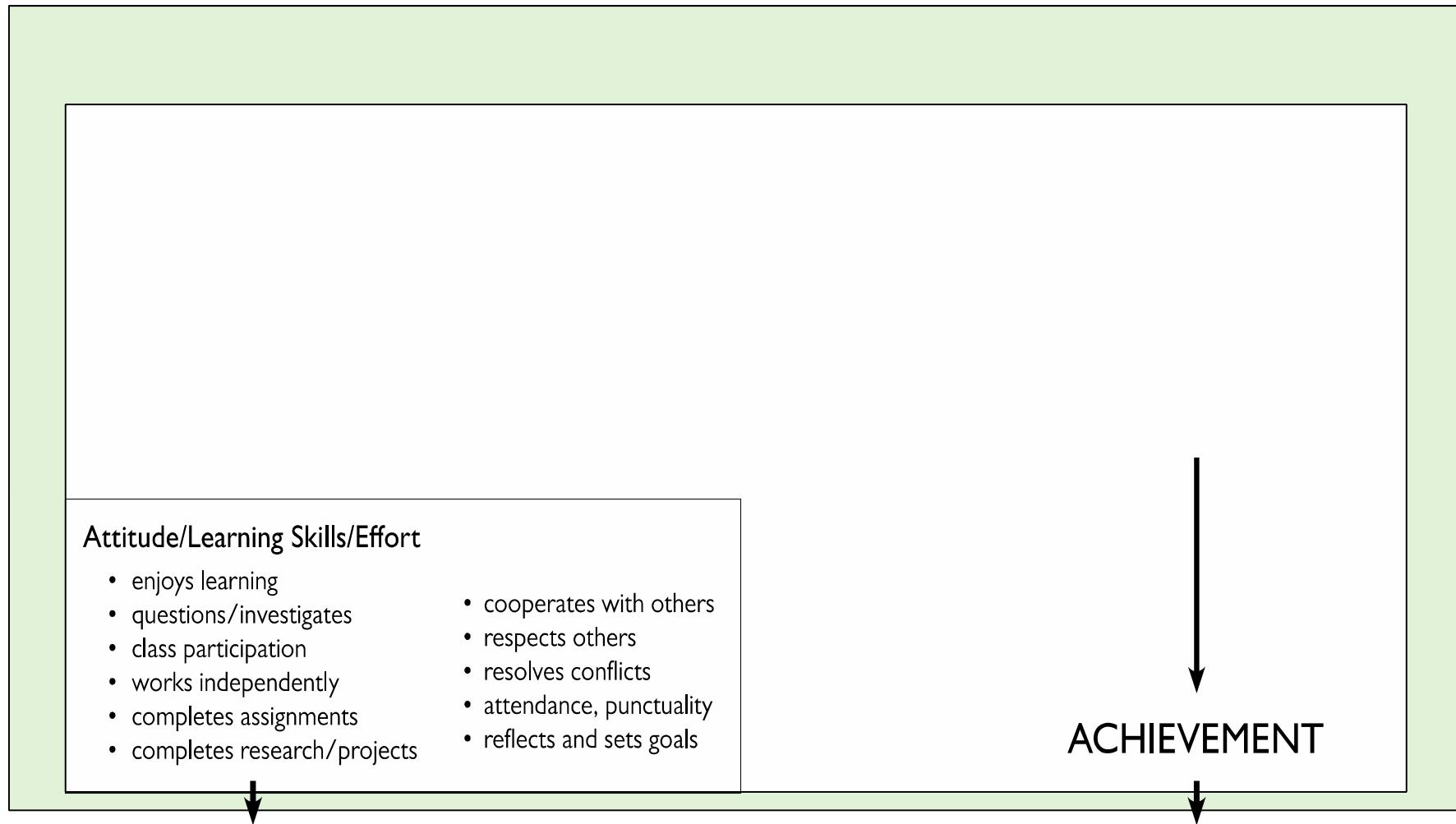
Manitoba Education and Training, *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators and Parents*. Winnipeg, 1997, 13

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Fix #1

“By . . . offering separate grades for different aspects of performance, educators can provide better and far more useful information (than single grades that include achievement and behaviors).

Guskey and Bailey, *Developing Grading and Reporting Systems for Student Learning*, Corwin, 2001, 82



Reporting Variables
Desirable Behaviors



Report Card



Grading Variables
*Learning Goals,
i.e., Standards, etc.*

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O'Connor, K. *How to Grade for Learning*. Third Edition. Corwin. 2009, 40

Shorewood, WI. Standards-Based Expanded Format Report Card

Student

Achievement Key: This symbol indicates how the student is performing in relationship to a standard.

Bg—Beginning: Is at the initial stage of understanding concept/skill

Dv—Developing: Uses and understands concept/skill with support

Sc—Secure: Independently uses and understands concept/skill

Ex—Exceeds grade level expectations

LANGUAGE ARTS

Reading	Q1	Q2	Q3	Q4
Level*				
Comprehension strategies				
Vocabulary development				
Decoding strategies				
Oral reading				

Writing	Q1	Q2	Q3	Q4
Process (pre-writing, first draft, editing, revising, publishing)				
Style				
Mechanics				
Grammar				
Spelling/application				
Penmanship				

Research/Inquiry	Q1	Q2	Q3	Q4
References				
Organization				

Oral Communication	Q1	Q2	Q3	Q4
Listening				
Speaking				

*Generally students in the following grades fall within these reading levels:

R—Kindergarten = Readiness

PP—Beginning 1st Grade = Pre Primer 1, 2, 3

P—Middle 1st Grade = Primer

1—End of 1st Grade = 1st Reader

2.1 or 2.2 = 2nd Grade

3.1 or 3.2 = 3rd grade

4 = 4th grade or 4+ = above 4th grade

MATHEMATICS

	Q1	Q2	Q3	Q4
Number relationships				
Computation				
Measurement				
Geometry				
Algebra/Patterns				
Data Analysis*				
Probability				
Problem-solving/Communicating				

SCIENCE

	Q1	Q2	Q3	Q4
Physical Sciences				
Earth and Space Sciences				
Life and Environmental Sciences				
Science Processes (Connections, nature of science, inquiry, applications, social and personal perspectives)				

* Grade includes science lab work

SOCIAL STUDIES

	Q1	Q2	Q3	Q4
Geography				
History				
Political Science				
Economics				
Behavioral Sciences				

Attendance	Q1	Q2	Q3	Q4
Days Absent				
Times Tardy				

✓ Indicates student progress is affected by absences or tardiness

Initiative, Social and Work Skills Key:

This symbol represents the student's effort to improve.

3—Consistent 2—Inconsistent

1—Minimal

Initiative/Effort

Independent Reading	Q1	Q2	Q3	Q4
Language Arts				
Mathematics				
Science				
Social Studies				

SOCIAL SKILLS

Shows respect for: Adults	Q1	Q2	Q3	Q4
Peers				
Property				
Follows rules				
Accepts responsibility for own actions				
Cooperates and compromises				
Develops successful peer relationships				
Uses self-discipline				
Resolves conflict peacefully				

WORK/STUDY SKILLS

	Q1	Q2	Q3	Q4
Uses time wisely				
Asks for help when needed				
Works independently				
Stays on task				
Produces quality work				
Completes and returns homework assignments on time				
Organizes work and belongings				
Uses technology effectively				



**The Winnipeg School Division
Student Effort & Behaviour Report**

Grade 7 - 8

Home Room Teacher:

Grade: 07

Student Name:

Key to Terms	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
Organizational Skills	Consistently sets goals. Collects and organizes information and uses time effectively.	Usually sets goals, collects and organizes information and uses time effectively.	Frequently needs assistance in setting goals, organizing information and using time effectively.	Rarely sets goals, information disorganized and frequently wastes time.
Homework	Consistently completes homework.	Usually completes homework.	Frequently does not complete homework.	Rarely completes homework.
Assignments	Consistently brings materials and completes assignments.	Usually brings materials and completes assignments.	Frequently needs to be reminded to complete assignments.	Rarely brings materials and completes assignments.
Citizenship	Consistently respects the rights of others.	Usually respects the rights of others.	Frequently needs teacher guidance in appropriate behaviour.	Rarely demonstrates respectful behaviour.
Teamwork	Consistently participates well in class/group activities.	Usually participates well in class/group activities.	Sometimes participates well in class/group activities.	Rarely participates in class/group activities.
Interpersonal Skills	Consistently resolves conflict in constructive manner.	Usually resolves conflict in constructive manner.	Frequently needs reminder on how to resolve conflict.	Rarely resolves conflict appropriately.

ART 7		Nixon, C				
		Term	1	2	3	4
Organizational Skills	3					
Homework	4					
Assignments	4					
Citizenship	3					
Teamwork	3					
Interpersonal Skills	3					

ENGLISH 7		Pulcrum, U				
		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	3					
Teamwork	3					
Interpersonal Skills	3					

MATH 7		Nixon, C				
		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	3					
Teamwork	3					
Interpersonal Skills	3					

MUSIC 7		Dunstone, G				
		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	3					
Teamwork	3					
Interpersonal Skills	3					

PHYS ED 7		Pauls, T				
		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	3					
Teamwork	4					
Interpersonal Skills	3					

PRACT ARTS 7		Practical Arts Churchill				
		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	3					
Teamwork	3					
Interpersonal Skills	3					

SCIENCE 7		Nixon, C				
		Term	1	2	3	4
Organizational Skills	3					
Homework	3					
Assignments	3					
Citizenship	3					
Teamwork	3					
Interpersonal Skills	3					

SOCIAL STUDY 7		Pauls, T				
		Term	1	2	3	4
Organizational Skills	4					
Homework	4					
Assignments	4					
Citizenship	3					
Teamwork	4					
Interpersonal Skills	4					

Fix #1



Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date

STUDENT:

OPEN: Grade: Homeroom: Principal:

Address:

School Council Chair:

SCHOOL:

Telephone:

BOARD:

Email/Website:

Address:

Fax:

Address:

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits					Comments Strengths/Next Steps for Improvement	Attendance	
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First											
	Final											
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First											
	Final											
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First											
	Final											
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First											
	Final											
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First											
	Final											
RESPONSIBILITY												
WORKS INDEPENDENTLY												
INITIATIVE												
ORGANIZATION												
COLLABORATION												
SELF-REGULATION												
Teacher requests an interview <input type="checkbox"/>												
Teacher requests an interview <input type="checkbox"/>												
Teacher requests an interview <input type="checkbox"/>												
Teacher requests an interview <input type="checkbox"/>												

Principal's Signature ➔

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school. To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca.

Fix #2

Don't reduce marks on “work” submitted late; provide support for the learner.

Problems with penalties

Distortion of:-

- Achievement
- Motivation

and

- most often Ineffective, i.e., they don't change behavior.

“Warm demanders first establish a caring relationship that convinces students that the teacher believes in them and has their best interests at heart. . . .

On the basis of this relationship, warm demanders relentlessly insist that all students perform required academic work and treat the teacher and their peers with respect.”

Abstract of Bondy, E, and D. D. Ross. "The Teacher as Warm Demander," *Educational Leadership*, September 2008.

Available on line at www.ascd.org/

Fix #2 Getting Work In On Time

- 1. Set clear and reasonable timelines with some student input.**
- 2. Ensure that the expectations for the task/ assignment are clearly established and understood.**
- 3. Support the students who will predictably struggle with the task without intervention**
- 4. Find out why other students' work is late and assist them.**
- 5. Establish the consequences for late work, e.g.,**
 - After school follow-up
 - Make-up responsibility within a supervised setting
 - Parent contact
 - Notation in the mark book for each assignment which is late
 - "Grades" on a learning skills/ work habits section of the report card
 - Comments on the report card that reflects chronic lateness
- 6. Provide the opportunity for students to extend timelines:**
 - Student must communicate with the teacher in advance of the due date
 - Student must choose situations carefully as this extension may only be used once/twice per term/semester

How to Grade for Learning: Linking Grades to Standards, Corwin. 2009.102

Figure 3.6 Adapted from *Creating a Culture of Responsibility*, York Region District School Board, 1999

Fix #2

Dealing with Late Work

1. Support not penalties

2. Behaviors/Learning Skills

3. Clarity/Communication

4. Consequences

Fix #3

Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.

Fix #3

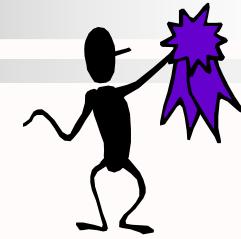
Letter to the Editor - Harrisburg, PA Patriot News
November 21, 2003

Recently it was “Dress like an Egyptian Day” at my school. If we dressed like an Egyptian we got extra credit. When we didn’t (which the majority of the kids didn’t) our teacher got disappointed at us because we just ‘didn’t make the effort.’ . . .

One of the most frustrating things in my mind is that we get graded on something that has no educational value. I would very much like to discontinue these childish dress-up days.

JENNIFER STARSINIC

Hummelstown 62



Fix #3 – Bonus Points

- **inappropriately inflate student achievement;**
- **mathematical distortion, e.g., 115 out of 100;**
- **bonus questions usually conceptual, higher order thinking questions.**

Fix #4

Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.

“Words such as lying, dishonesty, misrepresenting, deception, and morality appear in the literature on cheating and may be applied to situations in which students do not realize that they are “wrong” in school terms. *The line between helping (an ethical behavior) and cheating (an unethical behavior) is culturally marked and variable.* Where the line is drawn is related to cultural differences in the purposes of schooling, notions of how knowledge is constructed, the nature and meaning of assessment, and the relationship between the individual and the group.”

Source: Rothstein-Finch, C. and Trumbull, E. 2008 *Managing Diverse Classrooms*, 158, in O'Connor, K., *How to Grade for Learning*, Third Edition, Corwin, 2009, 95

“No studies support the use of low grades or marks as punishments. Instead of prompting greater effort, low grades more often cause students to withdraw from learning.”

Guskey and Bailey, *Developing Grading and Reporting Systems for Student Learning*, Corwin Press, 2001, 34-35

Fix #5

Don't consider attendance in grade determination; report absences separately.

Fix #5

“Excused and unexcused absences are not relevant to an achievement grade.

There is no legitimate purpose for distinguishing between excused and unexcused absences.

For educational purposes, therefore, there need only to be recorded absences.”

Gathercoal, F., *Judicious Discipline*, Caddo Gap Press,
San Francisco, 1997, 151

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Fix #6

**Don't include group scores in grades;
use only individual achievement
evidence.**

Fix #6

**“Group (grades) are so blatantly unfair
that on this basis alone they should
never be used.”**

Kagan, S. “Group Grades Miss the Mark,” *Educational Leadership*, May, 1995, 69

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Fix #6

Kagan's 7 reasons for opposing group grades

- 1. no(t) fair**
- 2. debase report cards**
- 3. undermine motivation**
- 4. convey the wrong message**
- 5. violate individual accountability**
- 6. are responsible for resistance to cooperative learning**
- 7. may be challenged in court.**

**Kagan, S. "Group Grades Miss the Mark," *Educational Leadership*,
May, 1995, 68-71**

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Fix #6

“No student’s grade should depend on the achievement (or behavior) of other students.”

Source: William Glasser

Fix #7

Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals.

Fix #7

Traditional Guideline For Grading

	<i>Evaluation Category</i>	<i>Expected % Range</i>
1.	Quizzes/Tests/Exams	20-30%
2.	Written Assignments Creative or explanatory paragraphs, essays, notes, organizers, writing folios or portfolios	15-25%
3.	Oral Presentations or Demonstrations Brief or more formal presentations or demonstrations, role-playing, debates, skits etc.	15-25%
4.	Projects/Assignments Research tasks, hands-on projects, video or audio tape productions, analysis of issues etc.	10-20%
5.	Co-operative Group Learning Evaluation of the process and skills learned as an individual and as a group member	5 - 15%
6.	Independent Learning Individual organizational skills, contributions to class activities and discussions, homework, notebooks	5 - 15%
		<hr/> 70-130%

Fix #7

Summary of Evidence for Pilot Certification

Student: _____

		Achievement Evidence										Summary
Assessments →	15/9 T e s t	23/9 PA										
Competencies ↓												
Takeoffs	14/ 20	2										
In the air		1										
Landings	19/ 20	4										
?????????												
Comments:												
	Final Grade											

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, 2012

Fix

#8

Common Core Math Grade 5

Student: _____

Strands	ACHIEVEMENT EVIDENCE							Summary
	Assessments						Strengths, Areas for Improvement/ Observations	
10/1 Test	10/15 PA	11/7 PA	11/18 PA	12/8 PA	12/17 Test			
Operations and Algebraic Thinking (3)	3 (17/20)	3		3	3	3 (17/20)		3
Number and Operations in Base Ten (7)					1			NA
Number and Operations – Fractions (7)	2 (15/20)		4	2	2	2 (15/20)		2
Measurement and Data (5)	4 (19/20)	4	4	1		4 (19/20)		4
Geometry (4)		1	2	3	4	4 (20/20)		4
Comments:								

Fix #7

Table 9.2 Elementary Gradebook Arranged by Learning Target

Number Sense					
	Identifies place value to 10,000s	Reads, writes common fractions	Reads whole numbers through 4 digits	Writes whole numbers through 4 digits	Orders and compares whole numbers through 4 digits
Date					
Task					
F/S					
Students					
1.					
2.					
3.					

Computation								
	Addition	Subtraction	Multiplication		Division		Uses calculator to + or - 4 or more digits	Estimation Skills
	+ with 3 or more digits	- with 3 or more digits	Facts to 10	Fact Families	Facts to 10	Fact families		
Date								
Task								
F/S								
Students								
1.								
2.								
3.								

Task: SR = Selected Response; PA = Performance Assessment; O = Oral; HA = Homework Assignment;
Q = QUIZ

F/S: F = Formative; S = Summative

Source: Adapted from the work of Ken O'Connor, Scarborough, Ontario. Personal communication, June 1, 2004. Adapted by permission.

Fix #7

Table 9.3 Standards-Based Gradebook for Mathematics

Standard	Math Process	Number Ops & Rels	Geometry	Measure-ment	Stats & Prob	Algebraic Rels
Date	G R	G R	G R	G R	G R	G R
Task	A	A	A	A	A	A
PMB	D	D	D	D	D	D
Students	E	E	E	E	E	E
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						

Task: SR = Selected Response; PA = Performance Assessment; O = Oral; H/A = Homework Assignment;
Q = Quiz
F/S: F = Formative; S = Summative

Source: Adapted from the work of Ken O'Connor, Scarborough, Ontario. Personal communication, June 1, 2004. Adapted by permission.

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Fix #7

PowerTeacher Gradebook: Mark Adams - Apple Grove High School 2

A new online

Scoresheet Assignments Student Info Grade Setup Class Content Reports

Reporting Term: S2 Mode: Assignments Final Grades Student View ?

Anderson, Cody

Asmts Terms Cmnts S2

Assignments (20)	Scores	MATH Danny's Numeri... NUM	Explains rea... Numeric Scale NUM	Collects, org... Danny's Num... NUM	Explores mu... Danny's Num... NUM	Recognizes ... Danny's Num... NUM	SCIENCE Elementary Rati... LTR	Understands... Elementary R... LTR	Masters Voc... Elementary R... LTR	Behaviors That ... Null LTR	Listens and f... Elementary R... LTR	Works Indep... Elementary D
Classwork #1	Ta...	4	Explains reasoning when problem solving ID: W1.2.3 Grade Scale: Numeric Scale					S				E
Letter Recognition: A-G	F	4						S				E
Letter Recognition: H-N	C-	4										N
Project 1	A-	4										E
Unit 1 - Quiz	B-	4										
Classwork #2	✓	4										
Learning Project	A	3										
Review	Ex	3										
Special Project		INC										
Unit 1 - Quiz 2	F	3										
Test 10	INC	4										
Unit Test 11	A	4										
Unit Test	INC	4										
Final Score - most recent - 3	B-	4	2	4	3	1	S	E	E	E	E	S
mean	C ..	3.7	2.3	2.8	2.8	1.2	S	E	E			S
weighted mean	C ..	3.7	2.4	2.9	2.7	1.2	S	E	E			S
median	B-	4	2	3	3	1	S	E	E			E
mode	B-	4	2		3	1	S	E				E
highest	A ..	4	4	4	4	2	S	E	E			E
most recent - 3	C ..	4	2	4	3	1	S	E	E			S
times assessed	8	15	15	13	11	9	1	8	6			5
(<input checked="" type="checkbox"/> Summary)												
points earned:82.5/100 percentage:82.500% grade:B-												
Revert Save												

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Fix #7

Language Arts Strands Summative

Grade	A	B	C	D	E	Total
No.	100	100	100	100	100	
%	100	30	10	20	20	

PAGE #_____

SEMESTER DISTRIBUTION				Total
Grade	Min.	Max.	%	
A				
B				
C				
D				
F				

SL/EF Test DC Army		P. Henry for EF Essay		SL Present		USA vs. Brits		SL Content SL/EF Test		Period Marks	
(A) 8th Week		(B) 12th Week		(C) 8th Week		(D) 8th Week		(E) 12th Week			
M	T	W	T	F	S	M	T	W	T	F	
14	40	4	4	25		25	117	5673			
14	42	4	42	26		26	15151	70791			
16	41	4	45	26		25	12129	67793			
17	40	4	4	27		24	2020	66783			
11	37		31	28			914	6860			
13	46		451	28		23	14116	6463			
15	H3		214	25			80	6073			
14	47		324	26		10	1719	6649			
16	49		555	29		24	1818	6766			
20	47		452	27		25	2020	7080			
17	46		55	25		23	1819	6979			
15	45		44	26		22	1917	6877			
20			3			12	1715	61			
14			354	291		24	1818	6168			
13	34		3235	22		18	1114	5663			
20	50		658	28		24	2017	6180			
19	48		5558	30		24	1617	6877			
17	49		6	23		23	1619	7078			
15	41		4953	21		20	1518	60716			

Note: "Period distribution" at top reflects grade weighting by Sunshine State Standard Strand for Lang. Arts.

A - Reading	20%
B - Writing	30%
C - Listening/ Speaking/ Viewing	10%
D - Language	20%
E - Literature	20%

- Assessments that involve more than one strand are split - such as:

- ① SL/EE Test between reading and literature
 - ② SL presentation between 1/5/v and literature

Developed by Kara Davis, Arnold High School

Fix #7

“The use of columns in a grade book to represent standards, instead of assignments, tests, and activities, is a major shift in thinking . . . Under this system, when an assessment is designed, the teacher must think in terms of the standards it is intended to address. If a (test) is given that covers three standards, then the teacher makes three entries in the grade book for each student - one entry for each standard - as opposed to one overall entry for the entire (test).”

Marzano, R., and J. Kendall, *A Comprehensive Guide to Developing Standards-Based Districts, Schools, and Classrooms*, McREL, Aurora, CO, 1996, 150

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Fix #7

“Systems that are aligned - curriculum, teaching, and assessment - have a greater chance of success for students.”

Glenda Lappan, *NCTM News Bulletin*, October, 1998

Fix #7

“The principal limitation of any grading system that requires the teacher to assign one number or letter to represent . . . learning is that one symbol can convey only one meaning. . . .

One symbol cannot do justice to the different degrees of learning a student acquires across all learning outcomes.”

Tombari and Borich, *Authentic Assessment in the Classroom*,
Prentice Hall, 1999, 213

Fix #7

French

????

Reading
Writing
Speaking
Culture

A
A
F
A

84

Fix #8

Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.

Fix #8

“Performance standards specify ‘how good is good enough.’ They relate to issues of assessment that gauge the degree to which content standards have been attained. . . . They are indices of quality that specify how adept or competent a student demonstration should be.”

Kendall, J., and R. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, First Edition, McREL, 1997, 16-17

Performance Standards

How good is good enough?

Traditional School approaches

A	90-100% - Outstanding	Excellent
B	80-89% - Above Average	Good
C	70-79% - Average	Satisfactory
D	60-69% - Below Average	Poor
F	<60% - Failing	Unacceptable

Standards-based approaches

(Should be described by levels and linked to a symbol)

Advanced **Above standard**

Proficient ***Meets standard***

Developing **Below but approaching standard**

Beginning **Well below standard**

Fix #8

For classroom assessment Performance Standards

=

OVERALL performance descriptors
(school, district, state or provincial
e.g., A B C D; 4 3 2 1; E M N U)

TASK/ scoring tools (rubrics, etc)

+

SUBJECT work samples (exemplars)

+

SPECIFIC commentaries on the work samples

Adapted from *New Standards Sampler*, National Center on Education and the Economy, www.ncee.org

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LEVELS OF ACHIEVEMENT
Edmonton Catholic Elementary Schools



LEVELS OF ACHIEVEMENT COMMENT CODE

A
C
C
E
P
T
A
B
L
E
P
E
R
F
O
R
M
A
N
C
E

Teachers use
this level of
achievement to
screen for
children not
working at
grade-level
outcomes.

Demonstrates Excellent Achievement

This level of achievement describes assessment evidence that demonstrates **exemplary** performance in relation to the learner outcomes from the Alberta programs of study. The evidence is characterized by an **in-depth** understanding of subject-area content, and it demonstrates **excellence** in the knowledge and skills at this grade level at the time of the report card.



Demonstrates Proficient Achievement

This level of achievement describes assessment evidence that demonstrates **skilled** performance in relation to the learner outcomes from the Alberta programs of study. The evidence is characterized by a **solid** understanding of subject-area content, and it **proficiently** demonstrates the knowledge and skills at this grade level at the time of the report card.

Demonstrates Minimal Achievement

This level of achievement describes assessment evidence that demonstrates **limited** performance in relation to the learner outcomes from the Alberta programs of study. The evidence is characterized by a **basic** understanding of subject-area content, and it demonstrates **minimally acceptable** knowledge and skills at this grade level at the time of the report card.

Demonstrates Insufficient Achievement

This level of achievement describes assessment evidence that demonstrates **unsuccessful** performance in relation to the learner outcomes from the Alberta programs of study. The evidence is characterized by an **inadequate** understanding of subject-area content and it demonstrates **insufficient** knowledge and skills for this grade level at the time of the report card.



The purpose of a report card is to show how each of the key learner outcomes selected for a subject area has been assessed for a student.

Assessment is based on a level of achievement and measured against a standard of performance for that particular key learner outcome.

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O'Connor, K., *A Repair Kit for Grading*, Second Edition, Pearson, Boston, MA, 2011, 70

Fix #8

“We found parents generally interpreted the labels according to their personal experiences with grading certain labels were singled out by parents as confusing or meaningless. Parents were especially baffled by the labels “Pre-Emergent” and “Emerging.” . . . Another label parents found puzzling was “Exceeds Standard.”

RECOMMENDATIONS

- 1. Avoid comparative language, e.g “average”;**
- 2. Provide examples based on student work;**
- 3. Distinguish between “Levels of Understanding” (quality) and “Frequency of Display.” (quantity)**
- 4. Be consistent (across grade levels).**

**Guskey, T.R., “The Communication Challenge of Standards-Based Reporting,”
Kappan, December 2004, 327-328**

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Fix #8

Wow!

Got it!

Nearly there!

Oh no! Oops!

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Fix #8

Achievement

“the act of achieving or performing; an obtaining by exertion; successful performance”

measured as an absolute,

e.g., “he/she . . . is 4 feet 6 inches tall”

. . . “is reading at grade 2 level”

“achievement **at** . . .”

Sources: Dictionaries and the wisdom of Grant Wiggins

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Fix #8

III. Academic Achievement

- The Academic Achievement grade is an indicator of a student's mastery of

grade-level Power Standards. Students demonstrate what they know, understand

and can do as measured through multiple assessments and observations.

4 <i>Exemplary</i> (exceeds)	3 <i>Proficient</i> (meets)	2 <i>Partially Proficient</i> (approaching)	1 <i>Non-Proficient</i> (below)
---	--	--	--

4 Exemplary: The student demonstrates mastery, with excellence, of the grade level standards with relative ease and consistency, and often exceeds the cognitive level of the standards. The student applies and extends the key concepts, processes and skills. The student is working **at** grade level yet at a higher level of Bloom's Taxonomy. There is no mark of 4+ or 4_-.

3 Proficient: The student demonstrates mastery of the grade level standards at the cognitive level the standard is written. The student consistently grasps and applies key concepts, processes and skills with limited errors. There is no mark of 3+ or 3_-.

2 Partially Proficient: The student demonstrates mastery of some grade level standards. The student inconsistently grasps and applies some of the key concepts, processes and skills with significant errors. There is no mark of 2+ or 2_-.

1 Non-Proficient: The student has not demonstrated mastery of grade level standards and is not yet performing at grade level. There is no mark of 1+ or 1_-.

Fix #8

Growth

“the process of growing: increase in size, number, frequency, strength, etc.”

measured against where a child was,
e.g., “he/she . . . grew three inches since last measurement”
 . . . “has moved from grade 1 level in the last month”

“growth **from** . . . ”

Sources: Dictionaries and the wisdom of Grant Wiggins

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Fix #8

Progress

“movement, as toward a goal; advance.”

Relative achievement measured against a goal, standard,
e.g., “he/she . . . to one inch above average height for age”
 . . . to two grade levels below expected level
 for age”

“progress **to** . . .”

Invariably involves a professional judgment

Note - It is possible to make significant personal growth while making limited progress at a (relatively) low level of achievement.

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Sources: Dictionaries and the wisdom of Grant Wiggins

Fix #8

IV. Progress Toward Proficiency

These marks represent the measurement of a student's growth toward and attainment of mastery of each district Power Standard in Reading, Writing and Math. Progress is measured by a variety of evidence, which include quality standards-aligned assessments, portfolios and other multiple measures.

✓ Meets Standard	^ Adequate Progress	— Insufficient Progress	X Standard Not Assessed
----------------------------	-------------------------------	-----------------------------------	-----------------------------------

✓ **Meets or Exceeds Standard** –The student has mastered the entire standard. Unless reassessment indicates otherwise, the ✓ is repeated in subsequent trimesters.

^ **Adequate Progress** (Used 1st and 2nd Trimester only) – Based on what has been taught and assessed, the student is on track to master the standard by the end of the year.
This symbol is not used third trimester.

— **Insufficient Progress** – Based on what has been taught and assessed, the student has not demonstrated that s/he is on track to master the standard by the end of the year.
For third trimester, this symbol represents that the student has NOT demonstrated mastery of the standard in its entirety .

X **Standard Not Assessed** – (Used 1st and 2nd Trimester only) Standard has not been taught and/or measured to date. **This symbol is not used third trimester.**

Fix #9

Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards.

Fix #9

What do you think would happen if you did an outstanding job, all the students in your class did an outstanding job, and all the students received a grade of 90% or higher (or A or 4)?

Fix #9

“grading on the curve makes learning a highly competitive activity in which students compete against one another for the few scarce rewards(high grades) distributed by the teacher. Under these conditions, students readily see that helping others become successful threatens their own chances for success. As a result, learning becomes a game of winners and losers; and because the number of rewards is kept arbitrarily small, most students are forced to be losers.”

Guskey, Thomas R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996, 18-19

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Fix #10

Don't rely on evidence from assessments that fail to meet standards of quality; rely only on quality assessments.

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Fix #10

Accurate Assessment

- appropriate and clear targets (*Fixes 7 & 8*)
- clear purpose (*Fix 13*)
- sound design - right method
 - well written
 - well sampled
 - bias avoided

Adapted from Stiggins et al – *Classroom Assessment FOR Student Learning*,
Assessment Training Institute, 2004, 124

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Right Method -Target-Method Match

	<i>SR</i>	<i>WR</i>	<i>PA</i>	<i>PC</i>
<i>Knowledge</i>	<i>Good</i>	<i>Strong</i>	<i>Partial</i>	<i>Strong</i>
<i>Reasoning</i>	<i>Good</i>	<i>Strong</i>	<i>Partial</i>	<i>Strong</i>
<i>Skills</i>	<i>Partial</i>	<i>Poor</i>	<i>Strong</i>	<i>Partial</i>
<i>Products</i>	<i>Poor</i>	<i>Poor</i>	<i>Strong</i>	<i>Poor</i>

Chappuis, J. et al. 2012. *Classroom Assessment for Student Learning.*
Second Edition. Pearson, Upper Saddle River, NJ. 94

102

Fix #10

Well Written Five General Item-Writing Commandments

Thou shall NOT

- provide opaque directions about how to respond
- employ ambiguous statements in your items
- unintentionally provide students with clues
- employ complex syntax in your items
- use vocabulary that is more advanced than required

Popham, J. *Classroom Assessment: What Teachers Need to Know*,
Fix #1 Allyn and Bacon, Needham Heights, MA, 1995, 98

103

Fix #10

Well Sampled

“Ask: Have we gathered enough information of the right kind so we can draw confident conclusions about student achievement. If the answer is yes, proceed. . . .”

Our challenge is to know how to adjust our sampling strategies . . . to produce results of maximum quality for minimum effort.”

Stiggins, R, *Student-involved Classroom Assessment*, Third Edition,
Merrill Prentice Hall, 510-511

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Fix #10

Well Sampled

“There are three general sources of assessment evidence gathered in classrooms:
observations of learning,
products students create, and
conversations - discussing learning with students.

When evidence is collected from three different sources over time, trends and patterns become apparent. . . . This process is called *triangulation*. ”

Davies, Anne, *Making Classroom Assessment Work*,
Classroom Connections International, Merville, BC, 2000, 35

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Bias Avoided

Problems that can occur with the *student*

Lack of reading skill

Emotional upset

Poor health

Lack of testwiseness

Evaluation anxiety

Problems that can occur with the *setting*

Physical conditions – light, heat, noise, etc.

Problems that can occur with the *assessment itself*

Directions lacking or unclear

Poorly worded questions/prompts

Insufficient time

Based on the ideas of Rick Stiggins

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Fix #10

“Nothing of consequence would be lost by getting rid of timed tests by the College Board or, indeed, by (schools) in general. Few tasks in life — and very few tasks in scholarship — actually depend on being able to read passages or solve math problems rapidly. As a teacher, I want my students to read, write and think well; I don't care how much time they spend on their assignments. For those few jobs where speed is important, timed tests may be useful.”

Howard Gardner, “Testing for Aptitude, Not for Speed,” *New York Times*, July 18, 2002

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Fix #10

“What about using timed tests to help children learn their basic facts. This makes no instructional sense. Children who perform well under time pressure display their skills. Children who have difficulty with skills, or who work more slowly, run the risk of reinforcing wrong learning under pressure. In addition, children can become negative and fearful toward their math learning. Also, timed tests do not measure children’s understanding . . . It doesn’t ensure that students will be able to use the facts in problem-solving situations. Furthermore, it conveys to children that memorizing is the way to mathematical power, rather than learning to think and reason to figure out answers.”

Fix # 11

Don't rely on the mean; consider other measures of central tendency and use professional judgment.

Fix #11

“Averaging falls far short of providing an accurate description of what students have learned. . . . If the purpose of grading and reporting is to provide an accurate description of what students have learned, then *averaging* must be considered *inadequate and inappropriate*”.

Guskey, Thomas R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996, 21

Fix #11

“Educators must abandon the average, or arithmetic mean, as the predominant measurement of student achievement.”



Reeves, D., “Standards are Not Enough: Essential Transformations for School Success,” NASSP *Bulletin*, Dec. 2000, 10

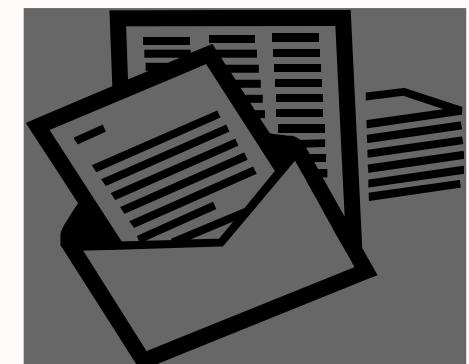
111

Fix #11

**Letter to the Editor
- Toronto Globe and Mail
October 15, 2003**

Whenever I hear statistics being quoted I am reminded of the statistician who drowned while wading across a river with an average depth of three feet.

**GORDON McMANN
Campbell River, B.C.**



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Fix #11

89

89

89

Mean or Average = 75.2

20

89

89

Median = 89

89

20

89

89

Total 752

113

Fix #11

"Grading by the median provides more opportunities for success by diminishing the impact of a few stumbles and by rewarding hard work."

**Wright, Russell. G., "Success for All: The Median is the Key",
Kappan, May 1994, 723-725**

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Fix #11

Alberta Written Test for Drivers License

First attempt

17/20 85% required to pass

$$\frac{\underline{10}}{20} = \underline{50\%}$$

Second attempt

$$\frac{\underline{10}}{20} + \frac{\underline{17}}{20} = \frac{\underline{27}}{40} = \frac{\underline{13.5}}{20} = \underline{67.5\%}$$

Third attempt

$$\frac{\underline{10}}{20} + \frac{\underline{17}}{20} + \frac{\underline{18}}{20} = \frac{\underline{45}}{60} = \frac{\underline{15}}{20} = \underline{75\%}$$

Fourth attempt

$$\frac{\underline{10}}{20} + \frac{\underline{17}}{20} + \frac{\underline{18}}{20} + \frac{\underline{19}}{20} = \frac{\underline{64}}{80} = \frac{\underline{16}}{20} = \underline{80\%}$$

Fifth attempt

$$\frac{\underline{10}}{20} + \frac{\underline{17}}{20} + \frac{\underline{18}}{20} + \frac{\underline{19}}{20} + \frac{\underline{20}}{20} = \frac{\underline{84}}{100} = \frac{\underline{16.8}}{20} = \underline{84\%}$$

Sixth attempt

$$\frac{\underline{10}}{20} + \frac{\underline{17}}{20} + \frac{\underline{18}}{20} + \frac{\underline{19}}{20} + \frac{\underline{20}}{20} + \frac{\underline{20}}{20} = \frac{\underline{104}}{120} = \frac{\underline{17.3}}{20} = \underline{86.5\%}$$

Source: Richard Brown, Alberta high school teacher

Fix #11

Issues with the Mean

Assessment in Order	Karen	Alex	Jennifer	Stephen
Assessment #1	0	63	0	0
Assessment #2	0	63	10	0
Assessment #3	0	63	10	62
Assessment #4	90	63	10	62
Assessment #5	90	63	100	63
Assessment #6	90	63	100	63
Assessment #7	90	63	100	90
Assessment #8	90	63	100	90
Assessment #9	90	63	100	100
Assessment #10	90	63	100	100
Total	630	630	630	630
Mean	63%	63%	63%	63%
Median	90%	63%	100%	63%

Figure 6.1

SkyLight Professional Development
O'Connor, K., *How to Grade for Learning*, Third Edition, Corwin, 2009, 155

Fix #11

**“Data should be used to INFORM
not determine decisions”**

**Management Consultant, The Hay Group, personal conversation,
January 2002**

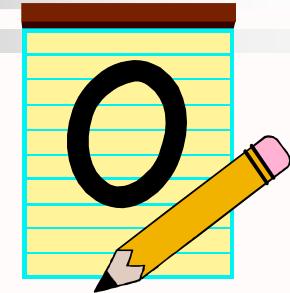
Fix #12

Don’t include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real level of achievement or use “I” for Incomplete or Insufficient evidence.

118

Fix #12

Problems with zeros



- Philosophical
- Mathematics
- Motivation.

Fix #12

“Most state standards in mathematics require that fifth-grade students understand the principles of ratios - for example, A is to B as 4 is to 3; D is to F as 1 is to zero. Yet the persistence of the zero on the 100-point scale indicates that many people with advanced degrees, . . . have not applied the ratio standard to their own professional practices.”

Reeves, D.B., “The Case Against the Zero,” *Kappan*, December 2004, 324-325

120

Fix #12

The Effect of Zeros

	<i><u>5 pt scale</u></i>		<i><u>101 point scale</u></i>		
4	(A)	90-100	11	95	95
3	(B)	80-89	10	85	85
2	(C)	70-79	10	75	75
1	(D)	60-69	10	65	65
<u>0</u>	(F)	<60	60	<u>0</u>	<u>50</u>
<u>2</u>	(C)			<u>64</u> (D)	<u>74</u> (C)

Fix #12

“The use of an I or “Incomplete” grade is an alternative to assigning zeros that is both educationally sound and potentially quite effective.”

Guskey and Bailey, *Developing Grading and Reporting Systems for Student Learning*, Corwin Press, 2001, 144

“A zero has an undeserved and devastating influence, so much so that no matter what the student does, the grade distorts the final grade as a true indicator of mastery. Mathematically and ethically this is unacceptable.”



Rick Wormeli quoted in
O'Connor, K., *A Repair Kit for Grading*, ETS/ATI, Portland, 2007, 92

Fix #13

Don't use information from formative assessments and practice to determine grades; use only summative evidence.

Fix #13

Diagnostic - assessment which takes place prior to instruction; designed to determine a student's attitude, skills or knowledge in order to identify student needs.

Formative - Assessment designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class, e.g. observation, quizzes, homework, instructional questions, initial drafts/attempts.

Summative - Assessment/evaluation designed to provide information to be used in making judgment about a student's achievement at the end of a sequence of instruction, e.g. final drafts/attempts, tests, exams, assignments, projects, performances.

Fix #13

“The ongoing interplay between assessment and instruction, so common in the arts and athletics, is also evident in classrooms using practices such as nongraded quizzes and practice tests, the writing process, formative performance tasks, review of drafts and peer response groups. The teachers in such classrooms recognize that ongoing assessments provide feedback that enhances instruction and guides student revision.”

McTighe, J., “What Happens Between Assessments,” *Educational Leadership*, Dec. ‘96-Jan. ‘97, 11

Fix #13

“The thrust of formative assessment is toward improving learning and instruction. Therefore, the information should not be used for assigning “marks” as the assessment often occurs before students have had full opportunities to learn content or develop skills.”

Manitoba Education and Training, *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators and Parents*.
Winnipeg, 1997, 9

Fix #13

Students should be assessed or checked on everything (or almost everything) they do

BUT

everything that is assessed and/or checked does not need a score

AND

every score should not be included in the grade.

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Fix #13

Firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement, Mr. Black and Mr. Wiliam point out. Indeed, they know of no other way of raising standards for which such a strong *prima facie* case can be made.

Black, P. and D. Wiliam, “Inside the Black Box,” *Kappan*, October 1998, 13⁹

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Fix #13

Black and Wiliam identify a number of key factors in using assessment for learning:

- “feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve,” (143)
- “students have to be actively involved” (in their own learning) (141)
- “the results (of assessment) have to be used to adjust teaching and learning,” (141)
- recognition of “the ways in which assessment can affect the motivation and self-esteem of students” (141)
- “self-assessment by pupils, far from being a luxury, is in fact *an essential component of formative assessment.*” (143)

Black, P. and D. Wiliam, “Inside the Black Box,” *Kappan*, October 1998, 130

Feedback that Supports Learning

- Focuses on attributes of the work rather than on attributes of the student
- Is descriptive of the work; how to do better
- Clearly understood by the user
- Is sufficiently detailed to be helpful, but does not overwhelm
- Arrives in time to inform the learning

Chappuis, 2009

131

Fix #13

“There is well-researched evidence that grades on student work do not help in the same way that specific comments do. The same research shows that students generally look only at grades and take little notice of the comments if provided.”

Atkin, J. M., P. Black, and J. Coffey (Eds.) *Classroom Assessment and the National Science Education Standards*, National Research Council, Washington, D.C., 2001, 39 citing work by Butler, R., “Task-involving and ego-involving properties of evaluation: Effects of different feedback conditions on motivational perceptions, interest, and performance”, *Journal of Educational Psychology*, 1987, 79(4), 474-482, and others.

132

Fix #13

From a presentation by Dylan Wiliam - “Inside the Black Box”

Kinds of feedback

- 264 low and high ability year 7 pupils in 12 classes in 4 schools; analysis of 132 students at top and bottom of each class
- Same teaching, same aims, same teachers, same class work
- Three kinds of feedback: marks, comments, marks+comments

Feedback	Gain
marks	none
comments	30%
both	none

[Butler(1988) *Br. J. Educ. Psychol.*, 58 1-14]

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Fix #13

Purposes of Homework

PREPARATION - introduces material presented in future lessons. These assignments aim to help students learn new material when it is covered in class.

PRACTICE - to reinforce learning and help students master specific skills.

EXTENSION - asks students to apply skills they already have in new situations.

INTEGRATION - requires students to apply many different skills to a large task, such as book reports, projects, creative writing.

Source: NCLB website - *Homework Tips for Parents*

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Fix #13

SUBJECT AP Language

Formative

CLASS	TIME	NAME	Reserv. #	Copy/ Work	PERIOD BEGINNERS					PERIOD ENDING							
					A 1st Week	B 2nd Week	C 3rd Week	D 4th Week	E 5th Week	M 1st Week	T 2nd Week	W 3rd Week	F 4th Week	S 5th Week	M 1st Week	T 2nd Week	W 3rd Week
1					/	/	/	/	/	/	/	/	/	/	/	/	/
2					/	/	/	/	/	/	/	/	/	/	/	/	/
3			1		/	/	/	/	/	/	/	/	/	/	/	/	/
4					/	/	/	/	/	/	/	/	/	/	/	/	/
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14					/	/	/	/	/	/	/	/	/	/	/	/	/
15					/	/	/	/	/	/	/	/	/	/	/	/	/
16			11	1	/	/	/	/	/	/	/	/	/	/	/	/	/
17					/	/	/	/	/	/	/	/	/	/	/	/	/
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33																	
34																	

Standards-based
grade book. - aligned
with Principle 4 (all)

* These pages should
be viewed next to
each other, as they
would appear in a gradbook.

Tally marks for
Selected Goal 3 Stds
indicate infractions
against accepted standard.

Impact Story – Rutherford High School

In a panel discussion of how the grading system has impacted them, the students made the following points:

1. We have to actually learn the material now since there is no extra credit work to bring up the grade in the end. I like it better when I didn't have to work so hard to learn the material.
2. **The tests are less stressful because we have practiced the material until we know it, and we know we know it before the test.**
3. **We have more fun in class because there is no grade attached to the formative exercises. We are expected to mistakes that help us learn.**
4. The formative assessments show us the format the test will take so there are no surprises.
5. Knowing that I can retake the test if I do poorly takes some of the stress away.
6. **It is obvious that the teacher wants us to learn.**
7. I like the points that are added on at the end as if they are free, even though we earned them ahead of time with the practice work.
8. I always know what I have to do to make my grade better.

Source: Sandy Wilson, Rutherford High School, Bay District Schools, FL

Fix #13

Sample Assessment Plan

Formative Assessment for Unit 1

TASK	METHOD(S)	STRATEGY(IES)	SCORING TOOL	ASSESSOR
ROLE PLAY Practice(s)	Performance Ass't	Performance	Rubric	self/peer
QUIZ(ZES)	Paper and Pencil	Selected Response	Marking Scheme	Teacher
BROCHURE Draft	Performance Ass't	Product	Rubric	peer
BROCHURE Near Final	Performance Ass't	Product	Rubric	self/peer

Summative Assessment for Unit 1

TASK	METHOD(S)	STRATEGY(IES)	SCORING TOOL	ASSESSOR
ROLE PLAY	Performance Ass't	Performance assessment	Rubric	Teacher
TEST(S)	Paper and Pencil	Selected & Constructed Response	Marking Scheme	Teacher
BROCHURE	Performance Ass't	Product	Rubric	Teacher

Fix #14

Don’t summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances emphasize more recent achievement.

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Fix #14

“Consider this dreary message shared with me by an assistant superintendent:
I was meeting with our high school Advanced Placement teachers, who were expressing concerns about our open enrollment process and the high failure rate. One math teacher said that while a particular student was now (getting marks) in the 80,s, she had made a 12 on the initial test, ‘so there is no way she is going to make a passing grade for the first nine weeks’ .”

Grant Wiggins, “Unthinking Grading,” *Big Ideas*, Volume 2, Issue 2, 2006,
(on-line newsletter at www.authenticeducation.org)

Fix #14

The key question is, “What information provides the most accurate depiction of students’ learning at this time?” In nearly all cases, the answer is *“the most current information.”*

If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and replaced by the new information. Continuing to rely on past assessment data miscommunicates students’ learning.

Guskey, Thomas R. (Editor), *Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, VA, 1996, 21

140

Fix #14

“We know that students will rarely perform at high levels on challenging learning tasks at their first attempt. Deep understanding or high levels of proficiency are achieved only as a result of trial, practice, adjustments based on feedback and more practice.”

McTighe, J., “What Happens Between Assessments”,
Educational Leadership, Dec. ‘96 - Jan. ‘97, 11

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Conditions for ‘Second Chance’ Assessment

Always - evidence of ‘correctives’

Optional - opportunity cost



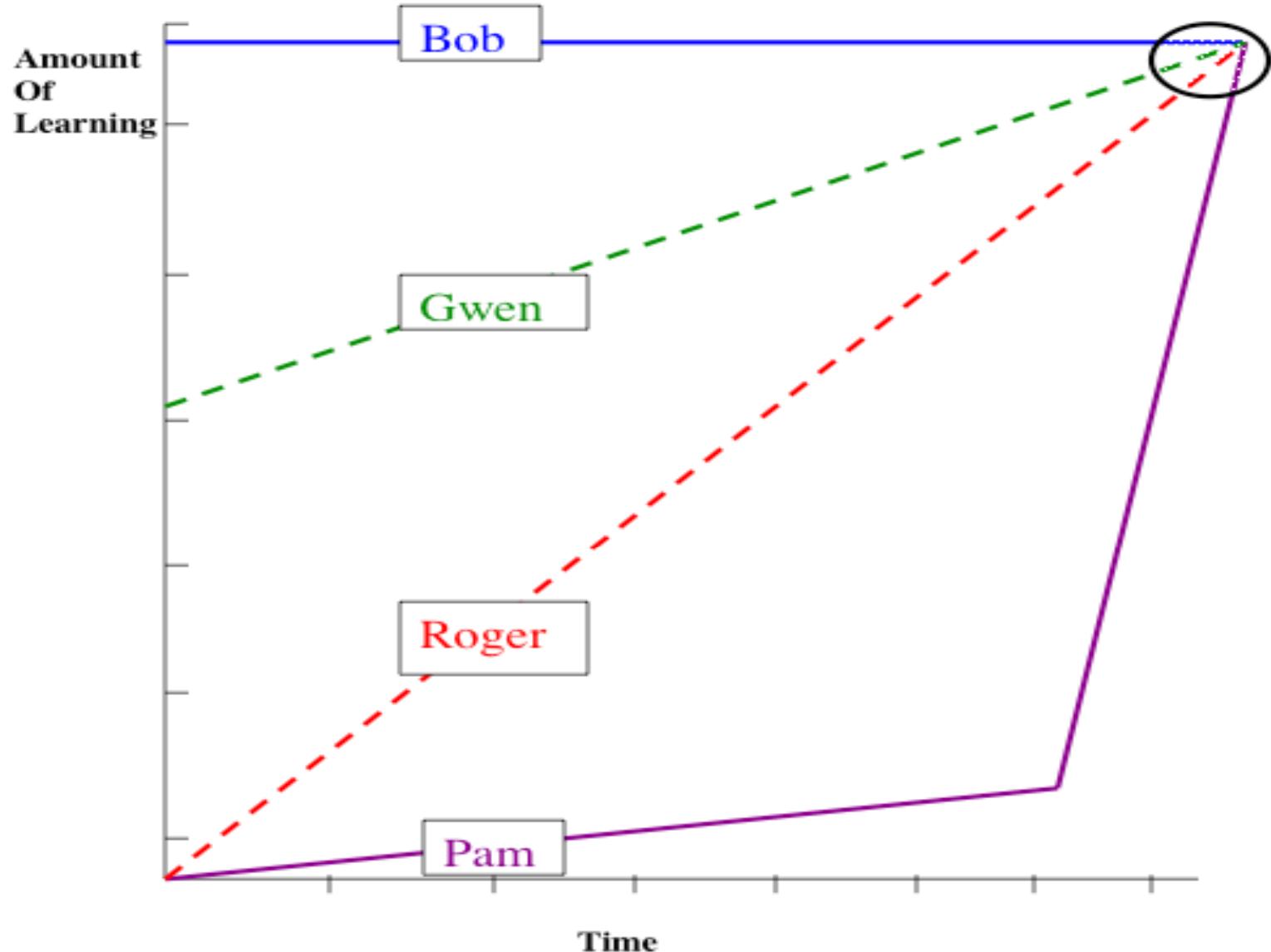
Fix #14

“ . . . final grades should (almost) never be determined by simply averaging the grades from several grading periods (e.g., adding the grades from terms one through three and dividing by three).”

(exception - discrete standards/content)

O’Connor, K., *How to Grade for Learning: Linking Grades to Standards*, Second Edition, Corwin, Thousand Oaks, CA, 2002, 135

Fix #14



Represents several (2 or 3) pieces of evidence

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Fix #15

Don't leave students out of the grading process. Involve students; they can - and should - play key roles in assessment and grading that promote achievement.

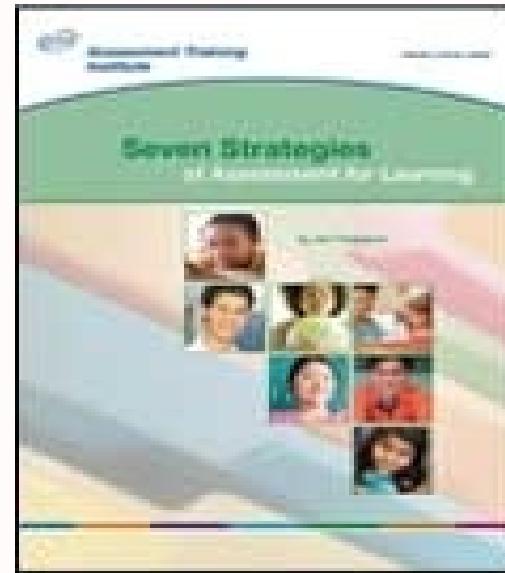
Fix #15 Motivating Students Towards Excellence

Rick Stiggins believes student-involved assessment is the route to follow. It includes:-

- * student involvement in the construction of assessments and in the development of criteria for success;**
- * students keeping records of their own achievement and growth through such strategies as portfolios; and**
- * students communicating their achievement through such vehicles as student-involved parent conferences**

The best resource for student involvement ideas is:

Seven Strategies of Assessment for Learning: Jan Chappuis, Published by Pearson ATI



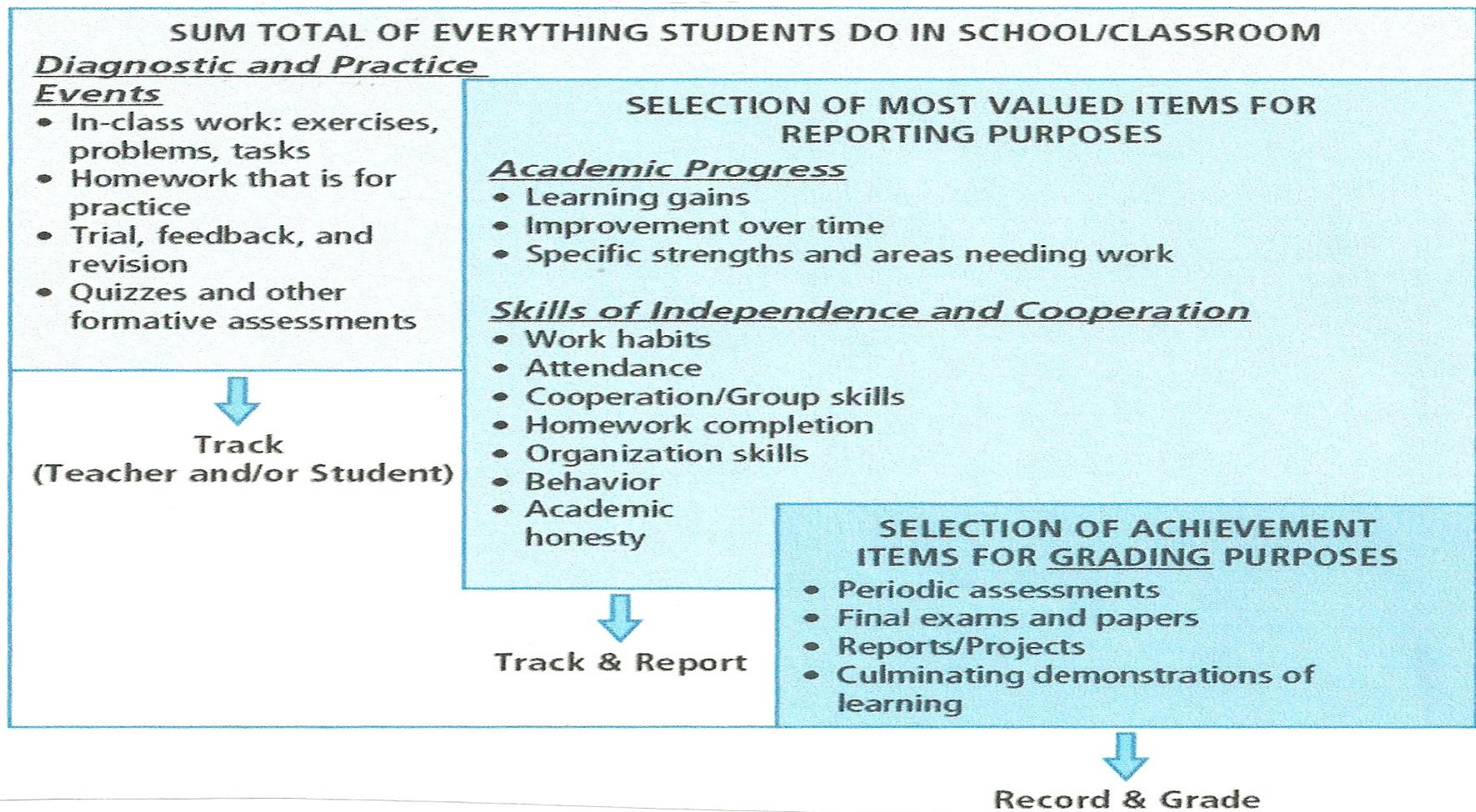
147

Strategies that teachers can use to involve students

- 1. Engage students in reviewing weak and strong samples in order to determine the attributes of a good performance or product . . .**
- 2. Students practice using criteria to evaluate anonymous strong and weak work.**
- 3. Students work in pairs to revise an anonymous weak sample they have just evaluated.**

Stiggins, R., and J. Chappuis, “Using student-involved classroom assessment to close achievement gaps,” Theory into Practice, 44(1), 2005, 15

Deciding What to Keep Track of, What to Report, and How to Report It



**Chappuis, J. et al. 2012. *Classroom Assessment for Student Learning.*
Second Edition. Pearson, Upper Saddle River, NJ. 300**

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An ASSESSMENT PLAN should start with the

- *desired results* (learning goals, standards, etc), *then* the
- *summative assessments* that are going to be used to determine whether the student ‘knows and can do,’ *next* should be the
- *diagnostic assessment(s)* that are going to help to determine the what and how for teaching and learning, *then* should come the
- *formative assessments* that are going to help students achieve the learning goals and that are going to cause the teacher to adjust teaching and learning activities.

- homework, quizzes → tests
- practices → performances
- first draft, second draft → product(s)

A vital part of the ASSESSMENT PLAN is

how much evidence and

which assessments

are critical to being able to determine student achievement/grades, e.g., there will be *9 summative assessment* opportunities, of which *at least six*, (including the *third, fifth and ninth*) must be done.

Assessment Plan for _____

Desired Results (standards, gle's, etc.)	
Summative Assessments minimum # _____ * critical	1. 2. 3. 4. 5. 6. 7. 8. 9.
Diagnostic Assessments	
Formative Assessments	

For grades that are:

Accurate	Fixes	1 2 3 4 5 6 9 10
		11 12 14
Consistent	Fix	8
Meaningful	Fix	7
Supportive of learning	Fixes	13 14 15

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Standards-Based Schools/Systems

Givens

- quality assessment (10)
- standards base (7)
- performance standards (8, 9)

Musts

- achievement separated from behaviors (1, 2, 3
4, 5, 6)
- summative only (13)
- more recent emphasized (14)
- number crunching (11, 12)
- student involvement (15)

Grading “Top Ten + 1 ” Reference List (in alphabetical order)

Brookhart, S. *Grading*, Pearson Merrill Prentice Hall, 2004

Canady, R. and P. R. Hotchkiss, “It’s a Good Score: Just a Bad Grade,” *Kappan*, September 1989, 68-71

Cooper, D. *Talk About Assessment*, Thomson Nelson, 2007

Donen, T, *Grades Don’t Matter*, Fairview High School, TN, 2010

Guskey, T. R. and J. Bailey, *Developing Grading and Reporting Systems for Student Learning*, Corwin, 2001

Kagan, S., “Group Grades Miss the Mark,” *Educational Leadership*, May 1995, 68-71

Grading “Top Ten + 1” Reference List (cont.)

Kohn, A., “Grading: The Issue is not How but Why,”
Educational Leadership, October 1994, 38-41

O’Connor, K., *How to Grade for Learning: Linking Grades to Standards*. Corwin, Thousand Oaks, CA, 2009

Stiggins, R. et al, *Classroom Assessment for Student Learning*,,
ETS, Portland, 2004

Wiggins, G., “Honesty and Fairness: Toward Better
Grading and Reporting” in Guskey, T. R. (Editor),
Communicating Student Learning: The ASCD Yearbook, 1996,
Alexandria, VA, 1996, 141-177

Wormeli, R. *Fair Isn’t Equal*, Stenhouse/NMSA, 2006

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Continuums for Grading

Standards		Assessment Methods
Achievement separate from work habits/ skills		Achievement/ non-achievement factors mixed
Summative only		Everything ‘counts’
More recent emphasized		All data cumulative/ similar significance
More than one opportunity		One opportunity only
Professional judgment based on evidence related to Published performance standards	<i>Median/Mode</i>	Calculation only <i>Mean</i>
High quality assessment	<i>Mixed quality</i>	Teachers' idiosyncratic standards Poor quality assessment
Student understanding and involvement	<i>Assessment</i>	Teacher centered with unclear targets

Grading/Reporting Reflections

Reflect on what you have learned and apply it to the grading and reporting practices in your school and/or district.

Practices reinforced:

Possible revisions in grading/reporting practices:

Actions:

Any other comments:

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**“. . . the primary purpose of classroom assessment is
to inform teaching and improve learning,
not to sort and select students or to justify a grade.”**

McTighe, Jay and Ferrara, Steven, “Performance-Based Assessment in the Classroom”, Pennsylvania ASCD

Enduring Understandings

1. There are no *right* grades only *justifiable* grades.
2. Nothing really changes till the grade book and the report card both change.

Grades

**should come from
a
body + performance + fixes
of standards
evidence**

**i.e., professional judgment
NOT
just number crunching**

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To evaluate or judge is to reach

“a sensible conclusion that is
consistent with both *evidence*
and common sense”

Robert Linn, CRESST

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