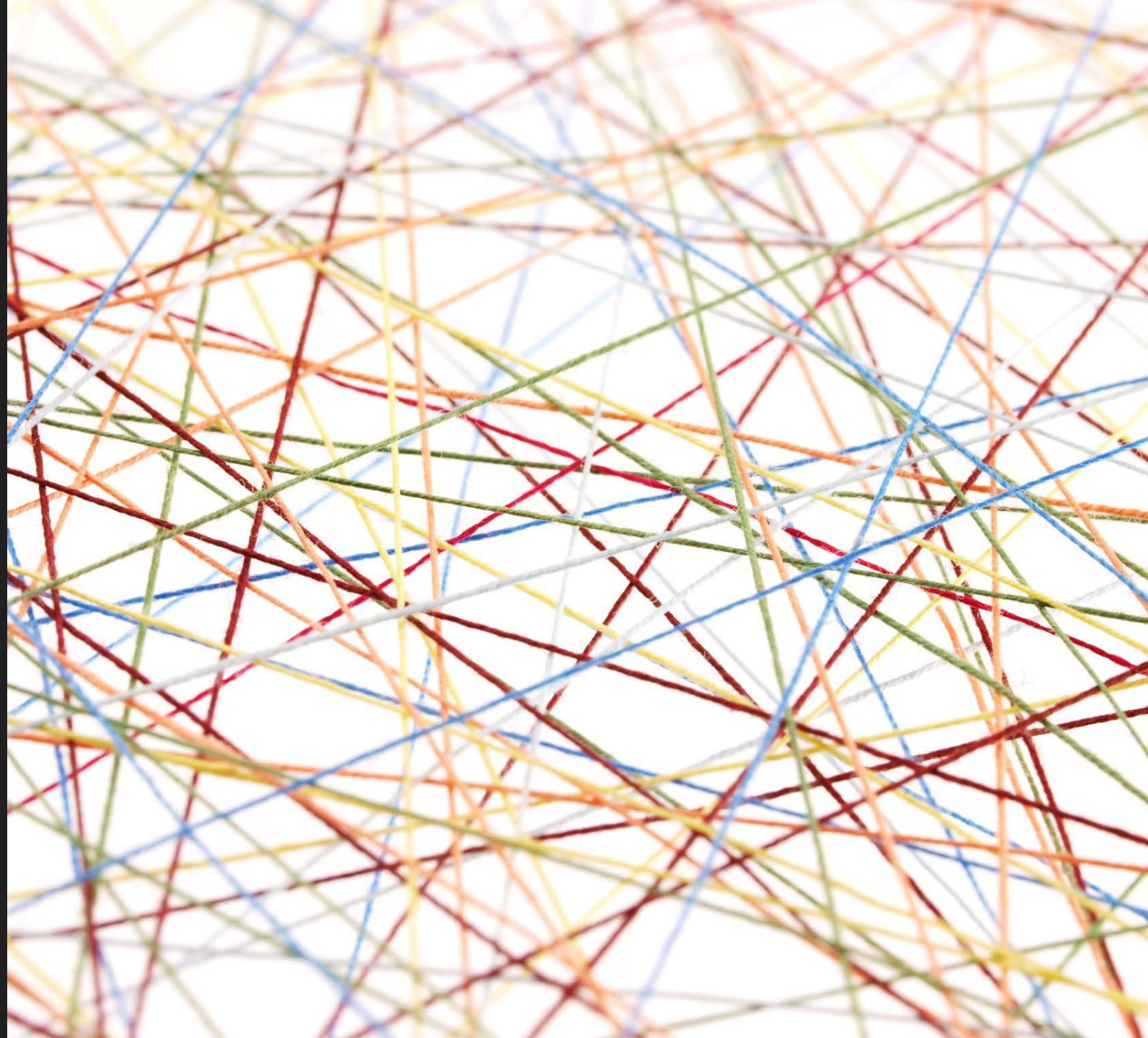




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# IMPLEMENTING STANDARDS BASED GRADING IN LOCS

2022 MEMSPA  
ANNUAL CONFERENCE



MEET YOUR  
LAKE ORION COMMUNITY SCHOOLS PRESENTERS

Mrs. Sarah Perry  
Oakview Middle  
School

Mr. David McKay  
Scripps Middle  
School

Dr. Randy Groya  
Waldon Middle  
School

WHY DID LAKE ORION  
MAKE THE LEAP INTO  
STANDARDS BASED  
GRADING?

INSPIRATION  
FOR MAKING  
CHANGES TO  
OUR GRADING  
PRACTICES

[HTTPS://WWW.Y  
OUTUBE.COM/  
WATCH?V=0FN\\_  
VAHU\\_LW](https://www.youtube.com/watch?v=0FN_VAHU_LW)



## GRADES-WHAT DO THEY REALLY SHOW?

- **Discuss at your table your district's current grading system**
  - A. How much autonomy do teachers have with the creation of their grading scale?
  - B. Do teachers of the same grade/subject use the same scale for tabulating student grades (i.e., Does an "A" in Teacher X's class mean the same in Teacher Y's class?)?
  - C. How would teachers in your building define the purpose of grades?



# GRADING PRACTICES, THE POWER OF ZERO, AND FEEDBACK





- FIX # 1 DON'T INCLUDE STUDENT BEHAVIORS IN GRADES
- FIX # 2 FULL CREDIT FOR LATE WORK
- FIX # 3 EXTRA CREDIT
- FIX # 13 SUMMATIVE VS FORMATIVE (HOMEWORK)

# A REPAIR KIT FOR GRADING

*15 Fixes for Broken Grades*





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November 2011 | Volume 69 | Number 3  
**Effective Grading Practices** Pages 10-14

[Issue Table of Contents](#) | [Read Article Abstract](#)

## Starting the Conversation About Grading

*Susan M. Brookhart*

**The first task in successful grading reform is to reach consensus on the purpose of grades.**

When I talk with teachers about grading, feelings often run high. Teachers tend



November 2011 | Volume 69 | Number 3  
**Effective Grading Practices** Pages 90-93

## Tell Me About ... / A Time When Grades Were Motivating—Or Not

### I Wanted More Than "Good Job"

the “punishment” theory of grading might they use zeros, Mr. Reeves suggests.





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## THE POWER OF ZERO

- School Improvement Team Researched Articles and watched Videos
- Presentation to Staff about the Problem with Zero

# Waldon Middle School 2013-2014 Grading Standard Guidelines (p. 11)

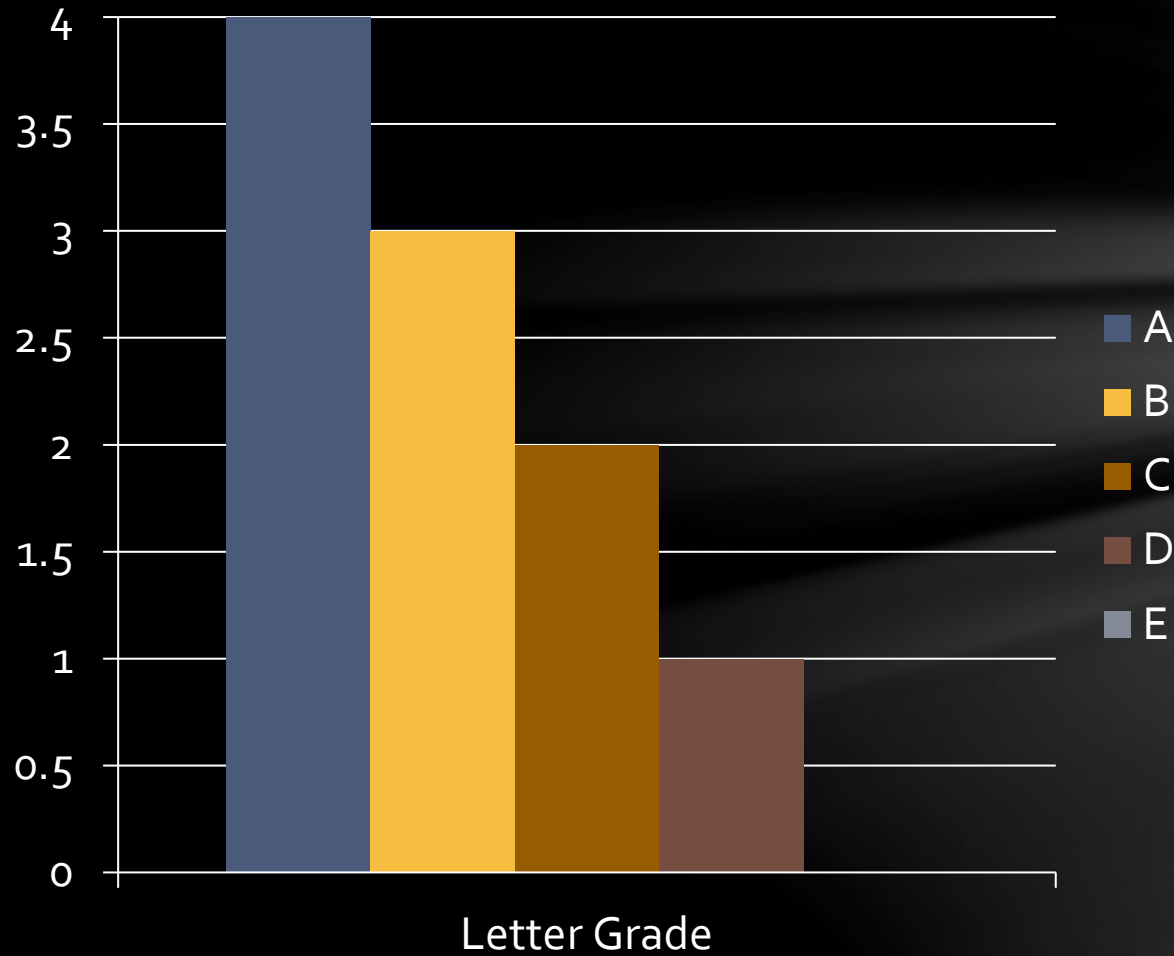
## 2.51 GRADING STANDARD GUIDELINES

The following GRADING STANDARD GUIDELINES have been developed for the purpose of evaluating student progress in a consistent manner within the district. Teachers develop personal grading scales within the guidelines listed below.

### Percentage, Grade and GPA

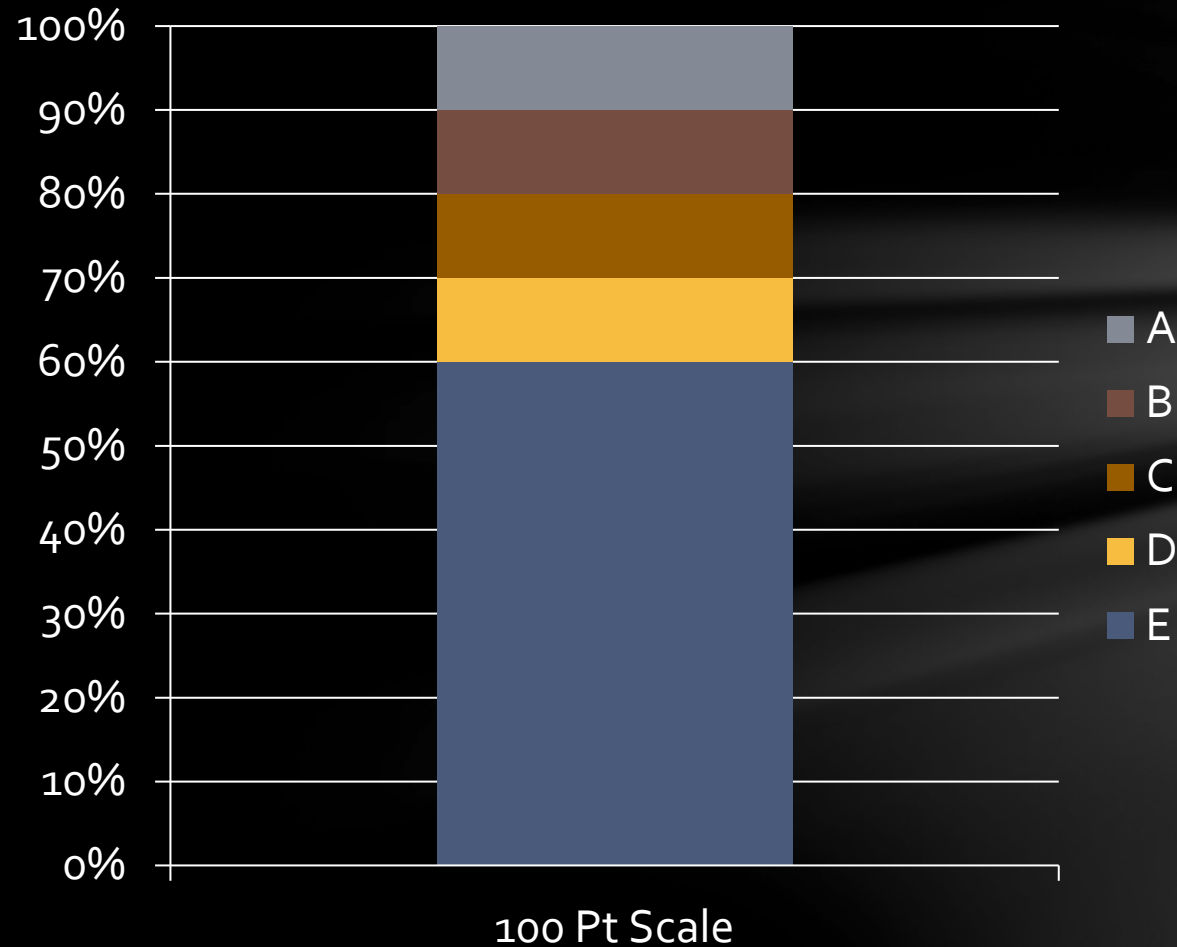
Percentage	Grade	GPA	Percentage	Grade	GPA
94 – 100	A	4.0	73 – 76	C	2.0
90 - 93	A-	3.7	70 - 72	C-	1.7
87 - 89	B+	3.3	67 - 69	D+	1.3
83 – 86	B	3.0	63 - 66	D	1.0
80 – 82	B-	2.7	60 - 62	D-	.7
77 - 79	C+	2.3	0 - 59	E	0

# Current Grading System Using Letter Grade Scale



Letter Grade	Scale
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
E	0.0

# Current Grading System Using Percentages Scale



Letter Grade	Scale
A	100-94
A-	93-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	65-63
D-	62-60
E	59-0

# What does that mean for a student?

Score	%	Grd
10/10	100	A
0/10	0	E
25/25	100	A
0/5	0	E
0/45	0	E
0/35	0	E
10/10	100	A
0/35	0	E
19/20	95	A
0/40	0	E
0/35	0	E
10/10	100	A
10/20	50	E
0/20	0	E
0/35	0	E
38/45	84.44	B
0/35	0	E
9		
0/35	0	E
10/10	100	A
50/50	100	A

## Quiz/Assessment

At the **6 week mark** the student earned **35%**, but was able to pass quizzes and tests at near **100%**. At this point mathematically this student could not pass this class.

And, the next 4 weeks looked like this....

0/35	0	E
0/35	0	E
0/25	0	E
0/25	0	E
0/35	0	E
0/25	0	E
0/50	0	E

Even if the student received 100% on the remainder of the items graded, they would only be able to bring their grade up to a 54%.

Which is still not passing...and this student knew it.

But, what if 59% was put in for each E?

Score	%	Grd	Score	%	Grd
10/10	100	A	10	100	A
0/10	0	E	6	59	E
25/25	100	A	25	100	A
0/5	0	E	3	59	E
0/45	0	E	27	59	E
0/35	0	E	21	59	E
10/10	100	A	10	100	A
0/35	0	E	21	59	E
19/20	95	A	19	95	A
0/40	0	E	24	59	E
0/35	0	E	21	59	E
10/10	100	A	10	100	A
0/20	0	E	10	100	A
0/35	0	E	21	59	E
38/45	84.44	B	38	84.44	E
0/35	0	E	21	59	E
9			21	59	E
0/35	0	E	10	100	A
10/10	100	A	50	100	A
50/50	100	A			
			<b>368</b>	<b>77.33895</b>	<b>C</b>



REALIZATION  
WE ARE ALL  
LOOKING AT  
THE SAME  
TOPIC

- Encouraging **HOPE**
- The need for **CONSISTENT** expectations in all classes
- More **INFORMATIVE** communication tool
- **SUMMATIVE** vs **FORMATIVE**
- Mastery of **STANDARDS**, not accumulate **POINTS**

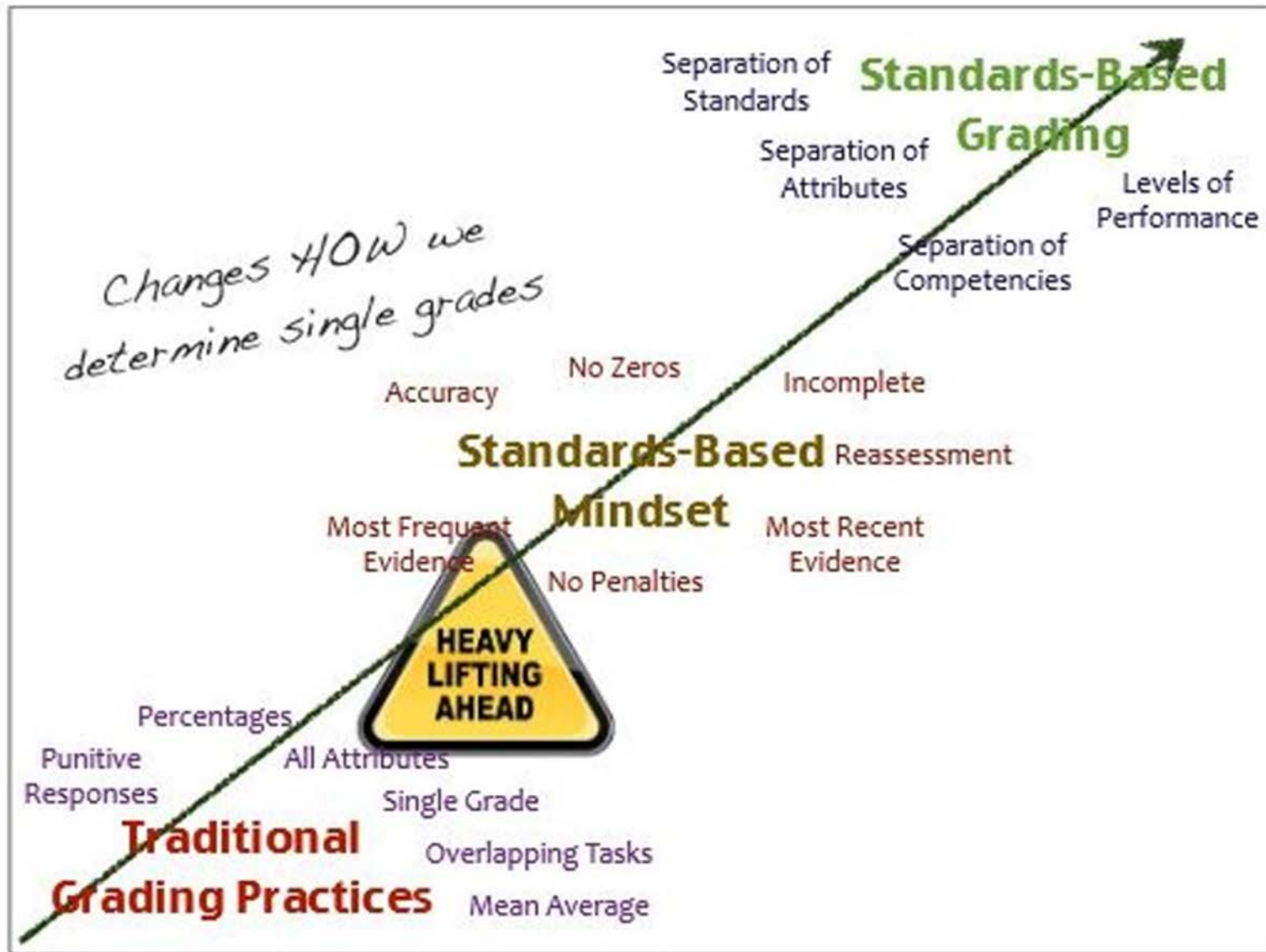




- 
- Attended Rick Wormeli presentation in Schwartz Creek
  - Difficulty aligning current grading scale to the 4 point scale for Readers and Writers Workshop
    - Athletic Eligibility
    - Awards
    - Handbook



# TIMELINE FOR IMPLEMENTING SBG





2013-2014

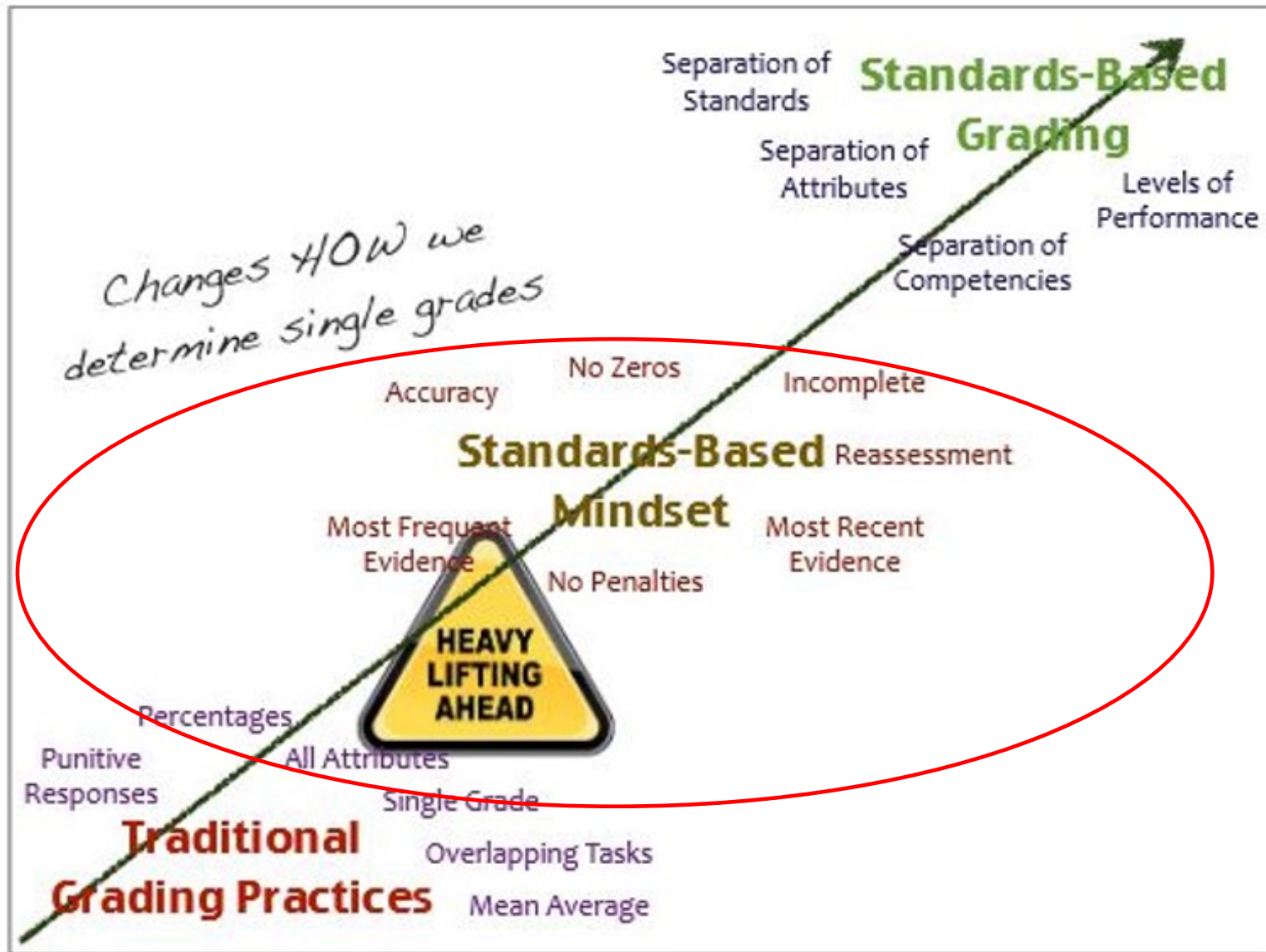
- Schoolwide/building focus
- Inquiry
- Book Study
- Surveys

*Changes HOW we determine single grades*



2014-2015

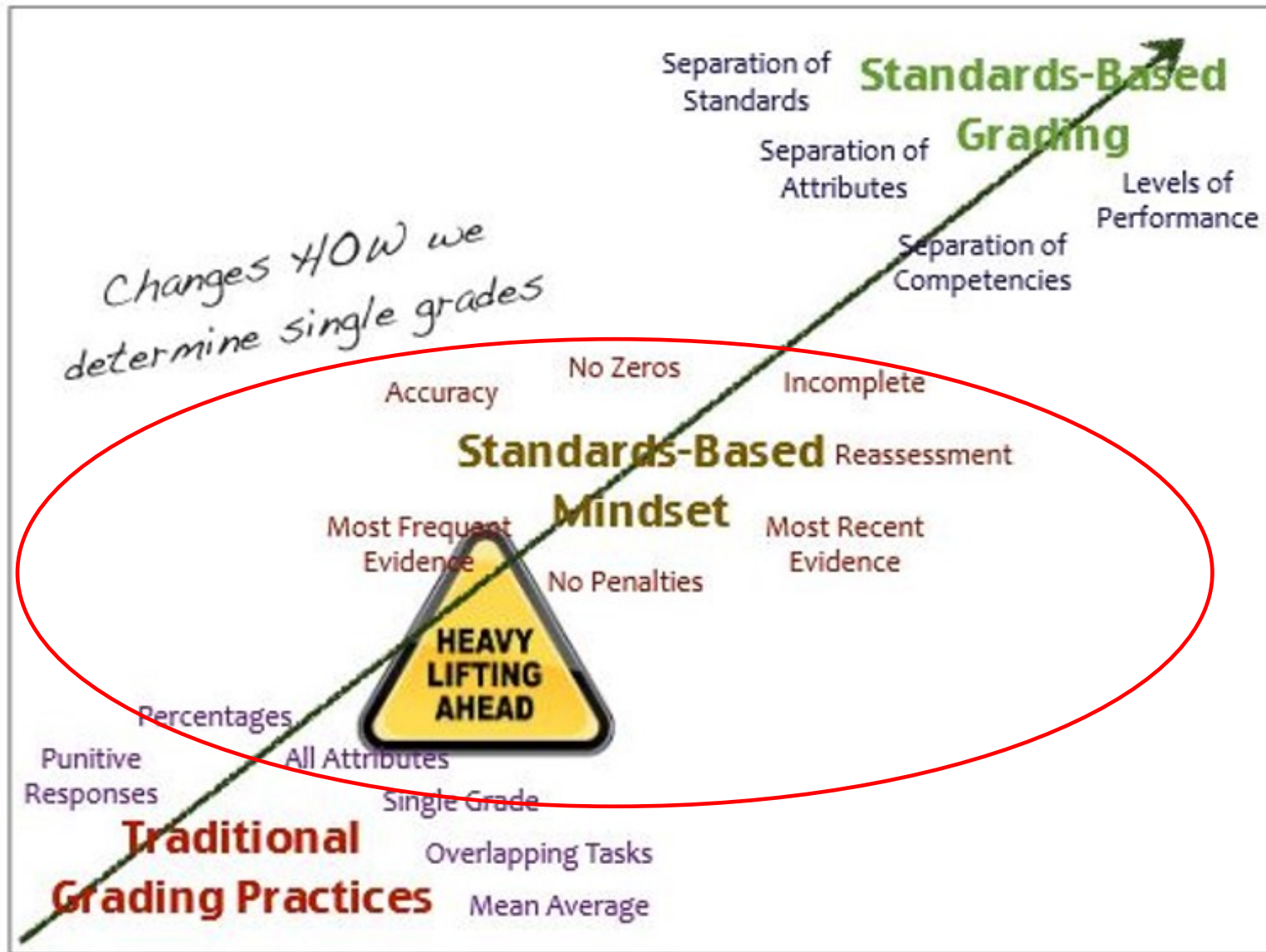
- Middle Level Focus
- Attend Wormeli Presentation
- Webinar with Schimmer
- Committee Formed
- Standards/PowerSchool Test server
- Pilot using 0-4 Scale and .5's discussion
- Mathification



# 2015-2016

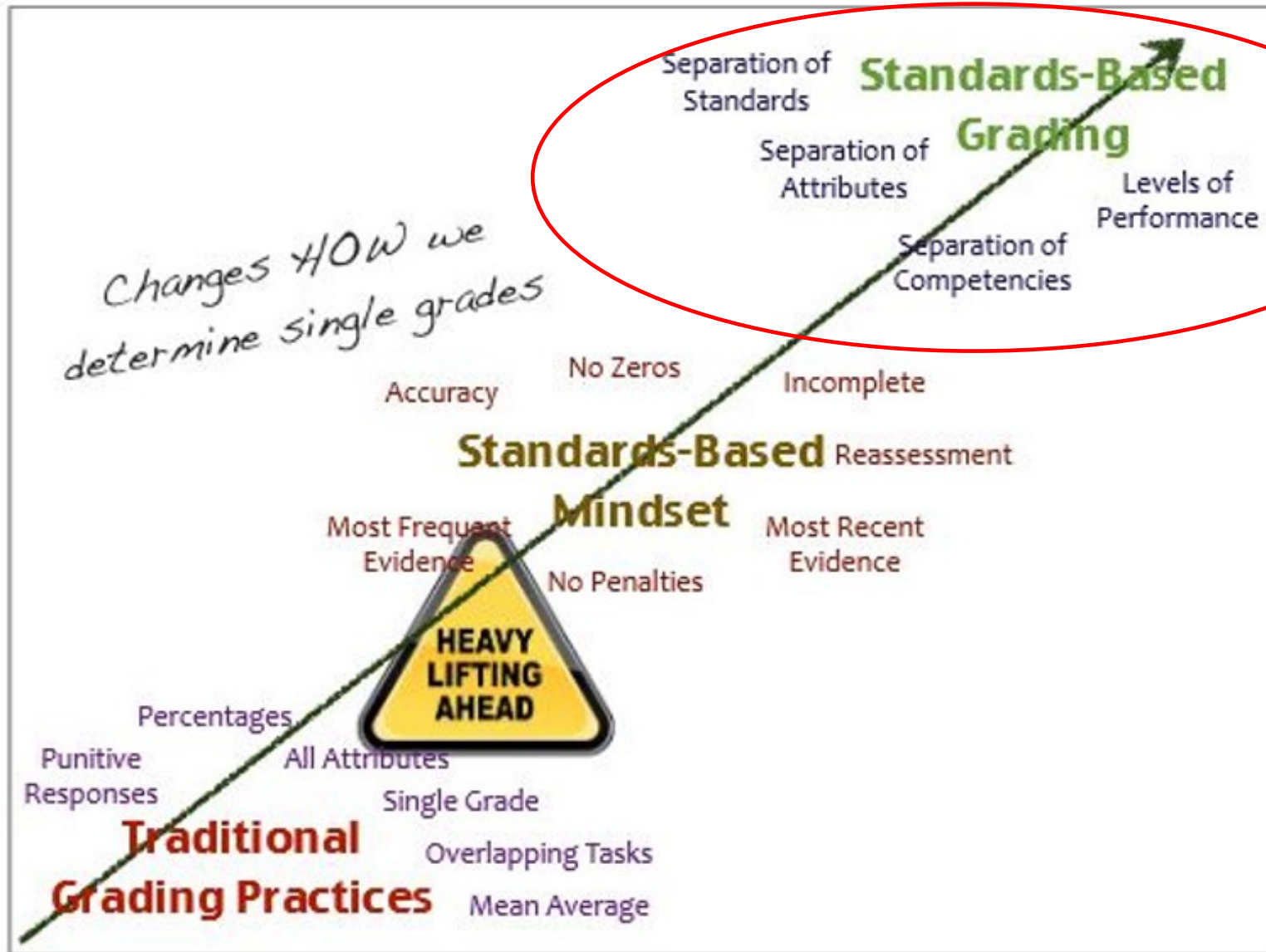
- Middle Level Focus
- Schimmer Presented to LO
- Pilots by more staff
- Power Standards/Literacy Standards
- Focus on Retakes
  - Full credit
  - Eligibility for Retake
  - Communication
  - First score reported on Inform





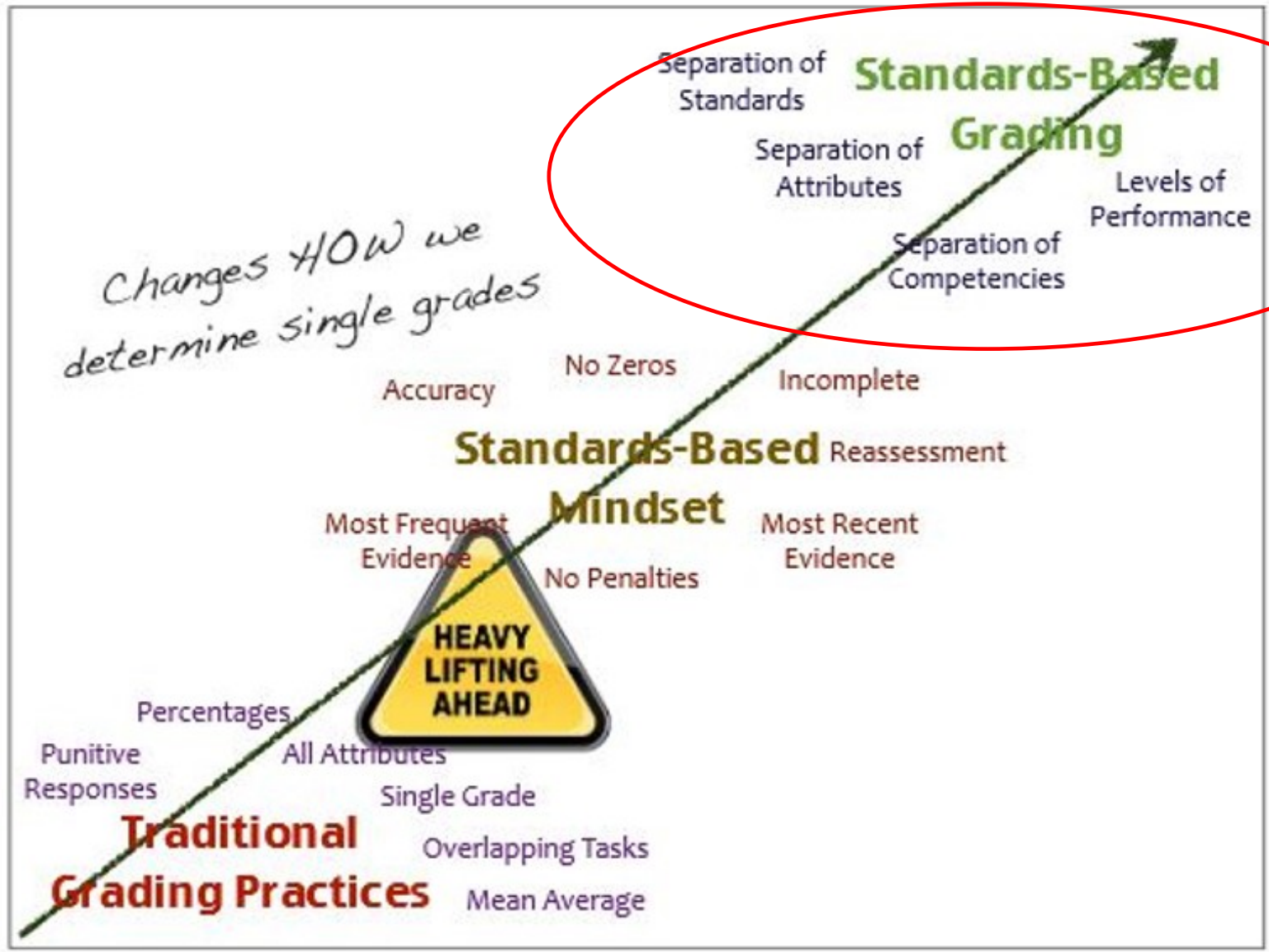
2016-2017

- Implementation of Grading Practices District wide
- Schimmer Returned to LO
- Special Education
- No Zero mandate
- Grading Guidelines
- Retake Policy



2017-2018

- District wide Grade Reporting
- Report Card changes
- GPA converted to Letter Grade
- Parent Communication
- Citizenship Discussion
- Teacher Survey



2018-2019

- District wide Implementation
- No Letter Grades
- Report Cards by Semester
- Academic and Behavioral Descriptors



2019-2020

- Student Handbook changes
- GPA matches HS
- Parent Communication
- Citizenship Discussion





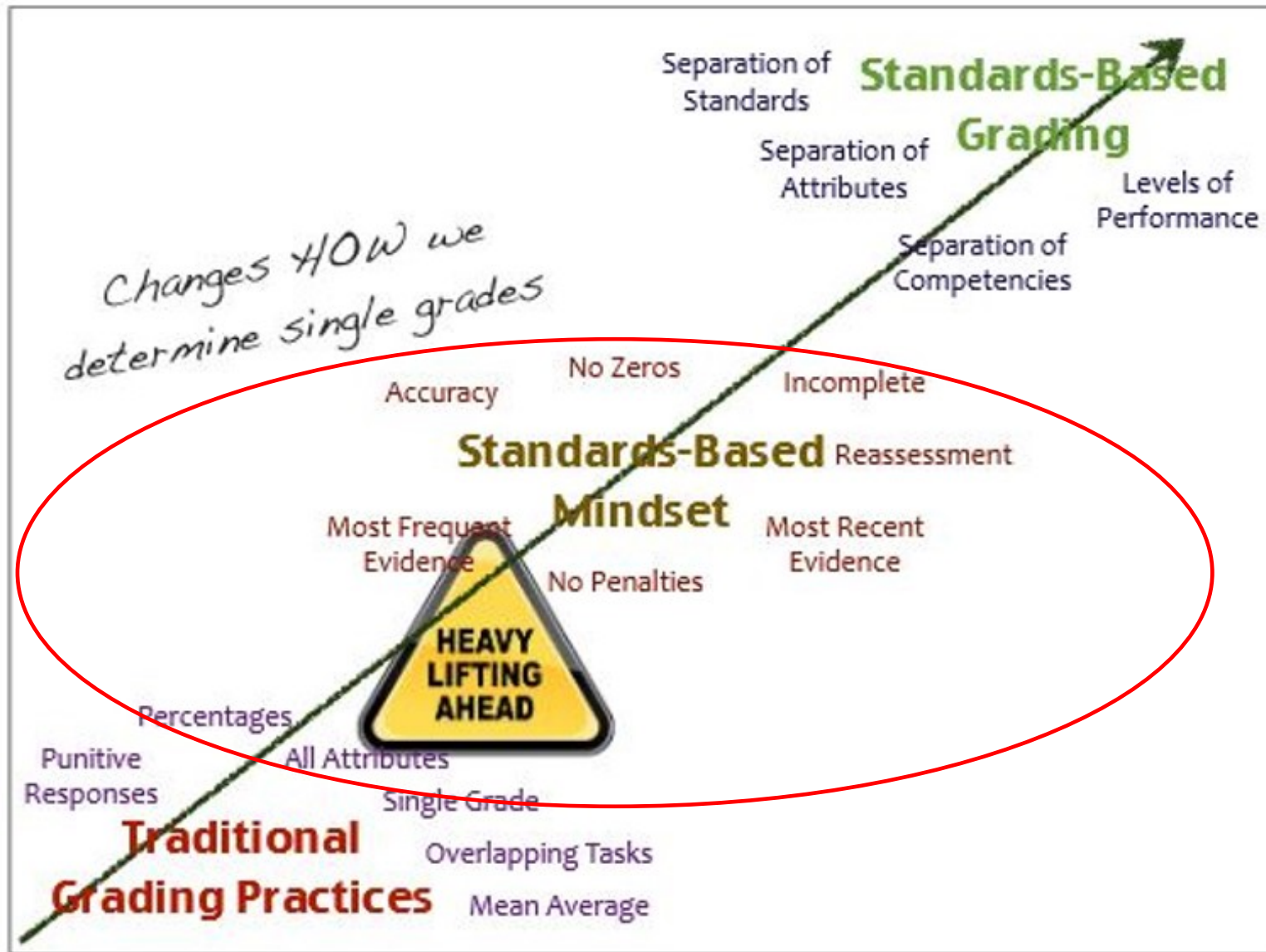
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COVID-19

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2019-2020 AND  
2020-2021...

EVERYTHING GOES  
TO HELL.



2021-2022

- Staff turnover since implementation
- Reestablish what the intent of SBG
- Reconvene SBG group to discuss current and future needs
- Report Cards updated



# REFLECTIONS ON IMPLEMENTATION OF SBG

# WHAT WORKED WELL AND WHAT'S LEFT TO DO?

## What Worked Well-

- Consistent members on the committee
- Keeping a priority with Central Office support
- Shared Leadership (Autonomy to Try different things)
- Having “Experts” work with staff through process
- Let the process be the process-slow to go fast

## What's Left to Do-

- Reaffirm our commitment to the process
- Continue to have common language/communication
  - Teacher to Teacher
  - Teacher to Families



# UNINTENTIONAL CONSEQUENCES

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## INTENTIONAL/UNINTENTIONAL CONSEQUENCES

Decrease in discipline  
(students maintained  
all semester)

Instilled hope

Students advocating for  
themselves

Grades were earned

Clear expectations  
(what is accepted,  
retakes, rubrics, etc.)

High School teachers  
have changed some of  
their grading practices

Deeper understanding  
by teachers of their  
standards and  
curriculum

*A blank box indicates the standard was not assessed at this time*

<b>LANG ARTS 8 JULIE BENNETT</b>	<b>S1</b>	<b>S2</b>
Engage in collaborative discussions, interpret information presented in diverse media and evaluate speaker's argument for relevancy		
Present claims and findings logically using formal English, effective presentation techniques and integrating multi-media		
Demonstrate command of standard English grammar, conventions and language when writing, speaking, listening or reading to achieve varying effects	3.5	
Acquire and use vocabulary, applying a variety of strategies to determine word meanings including figurative language, word relationships, and nuances in word meaning	4	
<b>ELA Reading</b>		
Cite textual evidence to analyze a text, support the theme, develop relationships between story elements and write an objective summary.	4	
Analyze the impact of word choice, structure and point of view on the meaning of a text		
Compare and contrast a written text and its multimedia version.		
Read and comprehend 6-8th grade literature with proficiency.	3	
Cite textual evidence to support an analysis of a text, find the central idea and write an objective summary	4	
Analyze the impact of word choice, text structure and point of view or purpose on the meaning of a text	4	
Evaluate how multiple texts or mediums on the same topic present information and ideas, assessing the use of sound evidence and reasoning to support a claim	4	
Read and comprehend 6-8th grade informational texts with proficiency		
<b>ELA Writing</b>		
Write arguments to support claims organized with clear reasons and relevant evidence while maintaining a formal style	4	
Write informative/explanatory text to examine a topic and convey ideas with relevant facts, incorporating transitions, technical vocabulary and formal style		
Write narratives to develop real or imagined experiences using effective technique, relevant descriptive details and well-structured event sequences	4	
Collaborate with others to produce a clear and coherent writing using the writing process and technology taking into consideration purpose and audience	4	
Use credible sources, paraphrase and quote evidence in order to research, analyze and reflect	3.5	
Write routinely for a range of discipline-specific tasks, purposes and audiences		

**Teacher Comments:**

S1 - Motivated and hard working  
Consistently prepared for learning

# SAMPLE REPORT CARD





IF CONSIDERING  
IMPLEMENTING SBG,  
BE READY FOR...



**WHAT ROADBLOCKS OR  
QUESTIONS MIGHT YOUR  
STAFF, BUILDING, DISTRICT,  
PARENTS, OR SCHOOL  
BOARD MY HAVE ABOUT  
IMPLEMENTING SGB?**

# BE SURE YOU THINK ABOUT....

- How do you hold students accountable?
- Include Special Education and Elective Teachers in process
- Grade inflation conversation
- Weighted grade conversation
- “Not preparing them for the real world”
- Impact on awards, athletic eligibility, etc.
- Communicating with School Board (board policies)
- Parents not understanding
- And, much, much more!!



# QUESTIONS