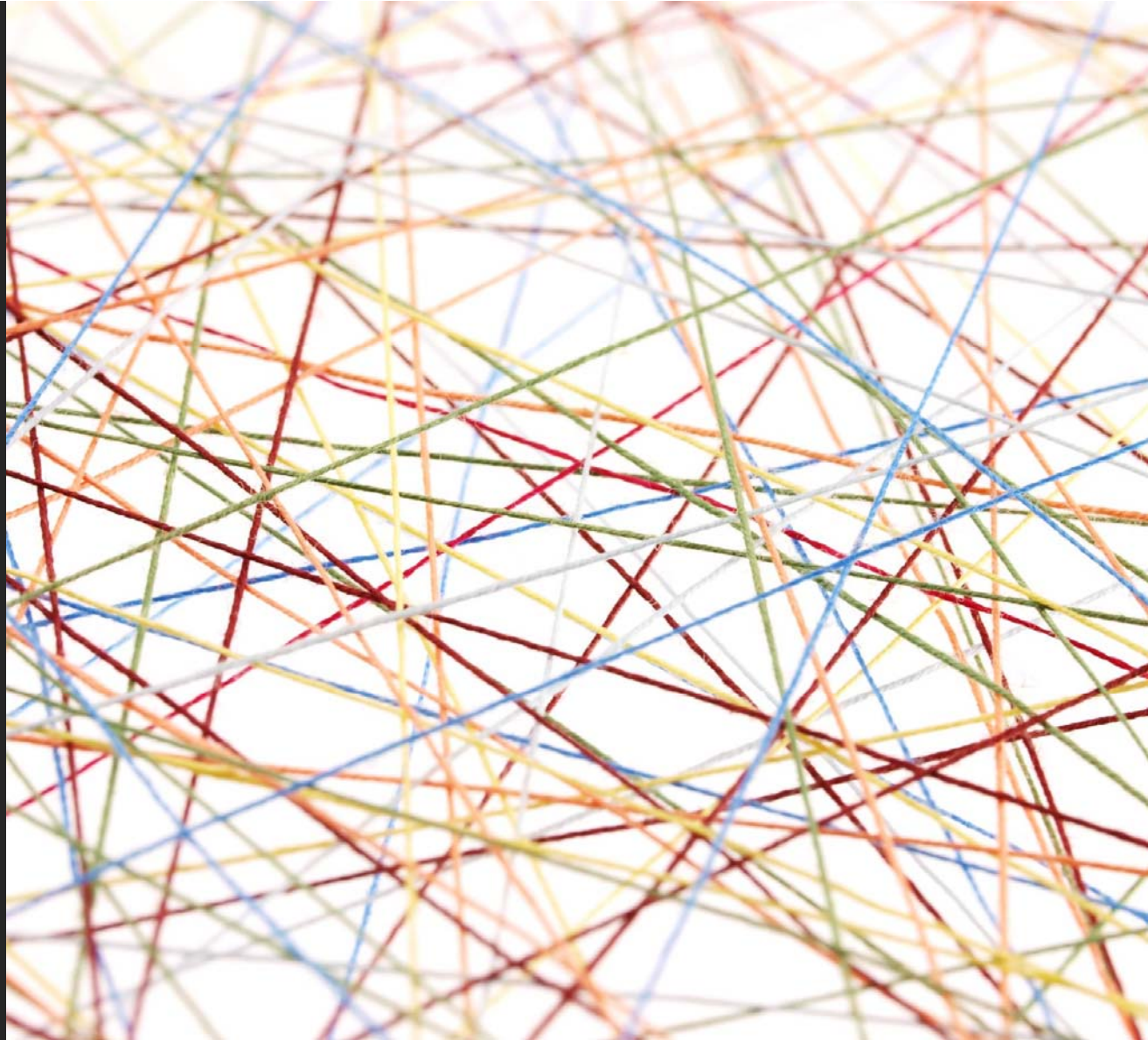

IMPLEMENTING STANDARDS BASED GRADING IN LOCS

MEMSPA

MIDDLE LEVEL CONFERENCE

FEBRUARY 1, 2020



MEET YOUR LAKE ORION COMMUNITY SCHOOLS PRESENTERS

Dr. Daniel Haas,
Principal
Scripps Middle
School

Mr. David McKay,
Assistant Principal
Scripps Middle
School

Mrs. Sarah Manzo,
Principal
Oakview Middle
School

Mr. Randy Groya,
Principal
Waldon Middle
School

Mrs. Sarah Perry,
Assistant Principal
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?

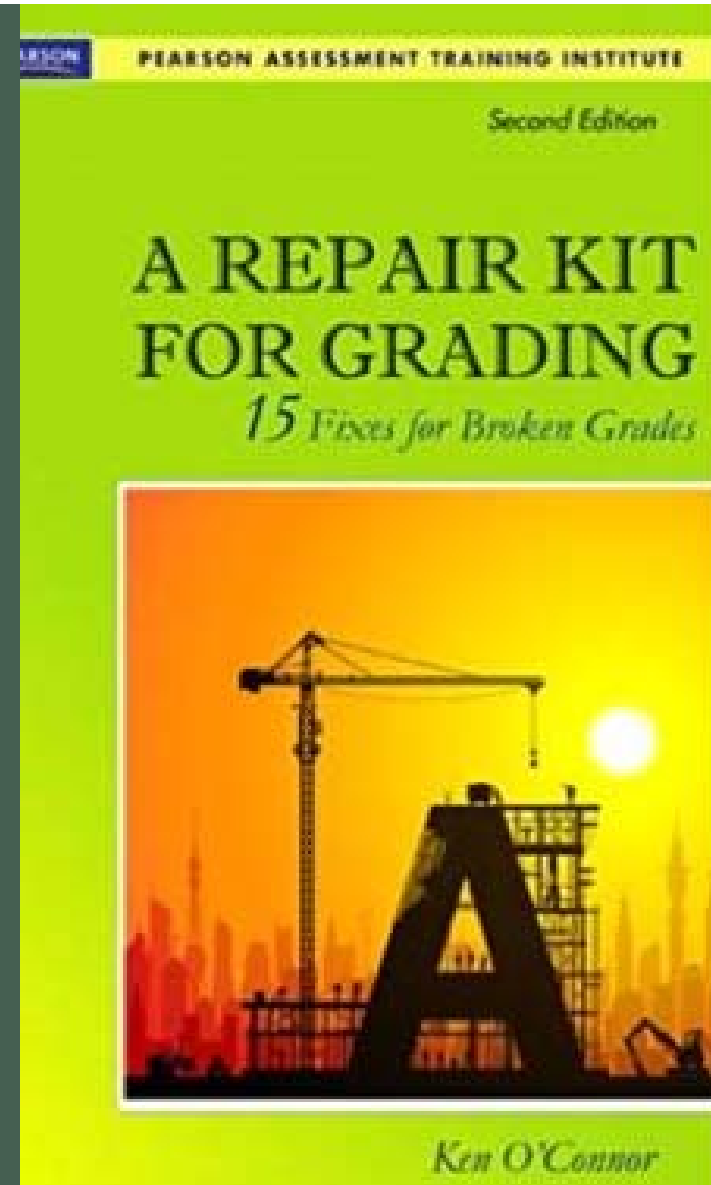
- **Discuss at your table your district's current grading system?**
 - How much autonomy do teachers have with the creation of their grading scale?
 - Do teachers of the same grade/subject use the same scale for tabulating student grades (i.e., Does an "A" in Teacher X's class mean the same in Teacher Y's class?)?
 - What are grades used for in your building (awards, placements, etc.)?
 - How closely does the video match your current teachers?



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)





THE POWER OF ZERO










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



About AMLE
Helping educators...

Browse by Topic
Grow professionally

Publications

-  YouTube
-  Home
-  Trending
-  Subscriptions
-  Library
-  History
-  Watch later
-  Purchases 1
-  Liked videos

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"



EDUCATIONAL LEADERSHIP

[Home](#) [Current Issue](#) [Archives](#) [Buy](#) [Contact](#)

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



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

PRESENTATION
TO WALDON
MS STAFF

The Problem with ZEROS

January 20, 2014

Waldon Middle School

Building Professional Development

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

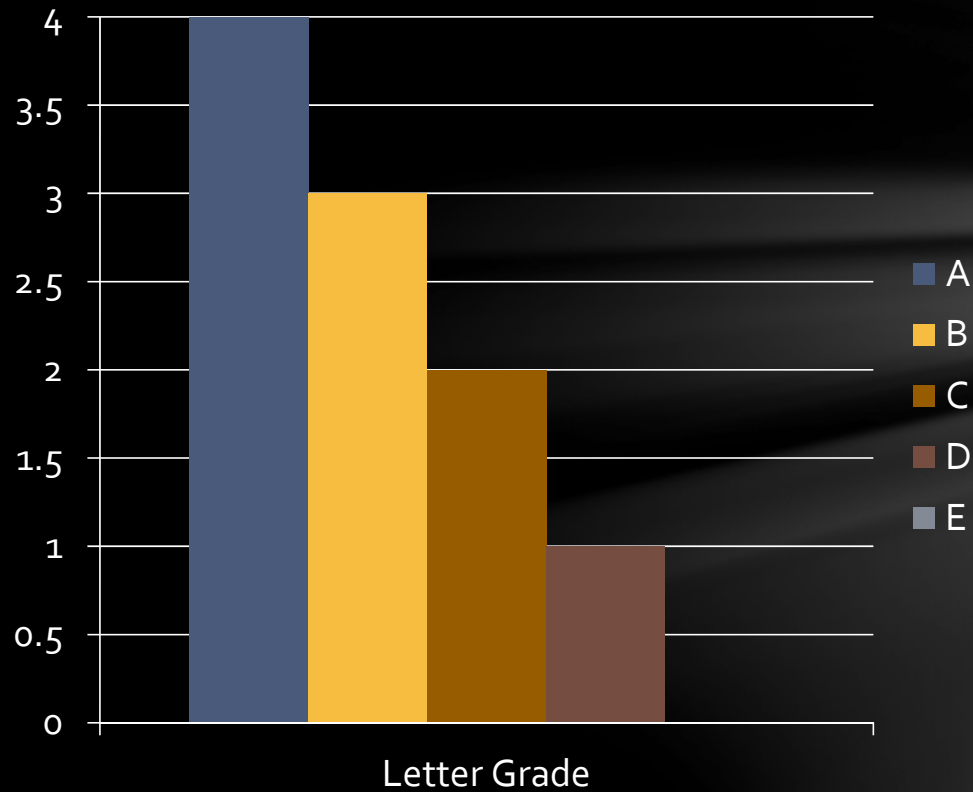
2.51 GRADING STANDARD GUIDELINES

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

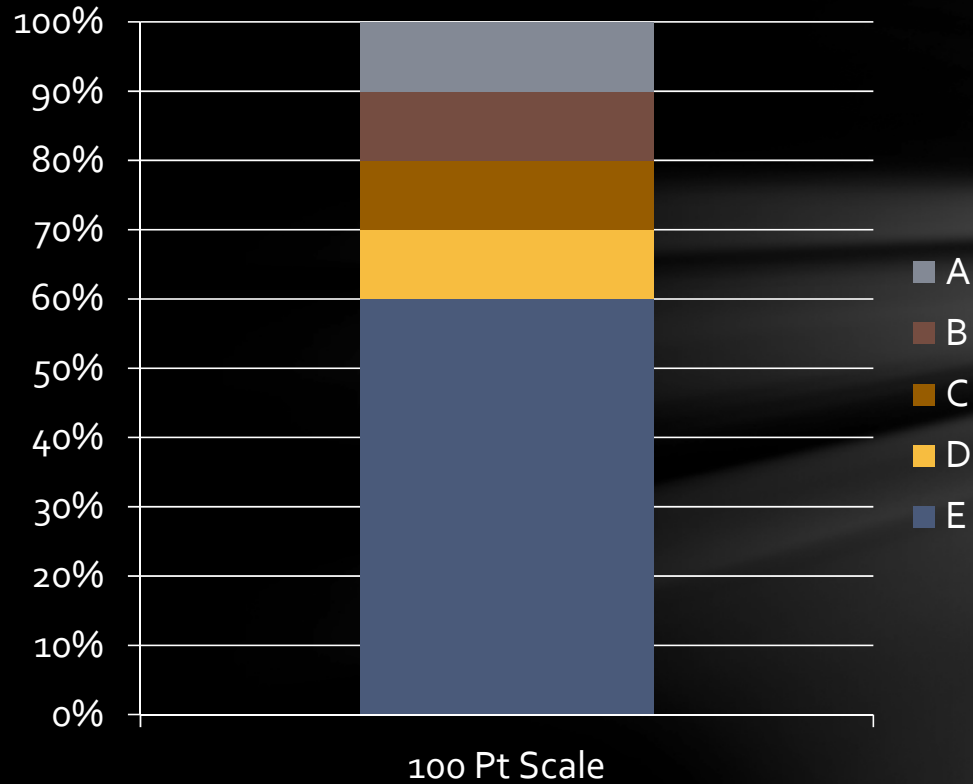
Percentage	Grade	GPA	Percentage	Grade	GPA
94 – 100	A	4.0	73 – 76	C	2.0
90 - 93	A-	3.7	70 - 72	C-	1.7
87 - 89	B+	3.3	67 - 69	D+	1.3
83 – 86	B	3.0	63 - 66	D	1.0
80 – 82	B-	2.7	60 - 62	D-	.7
77 - 79	C+	2.3	0 - 59	E	0

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
10/20	50	E	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	368	77.33895	C

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

Separation of Standards

Standards-Based Grading

Separation of Attributes

Levels of Performance

Separation of Competencies

Accuracy

No Zeros

Incomplete

Standards-Based Mindset

Reassessment

Most Frequent Evidence

No Penalties

Most Recent Evidence

HEAVY LIFTING AHEAD

Percentages

Punitive Responses

All Attributes

Single Grade

Traditional Grading Practices

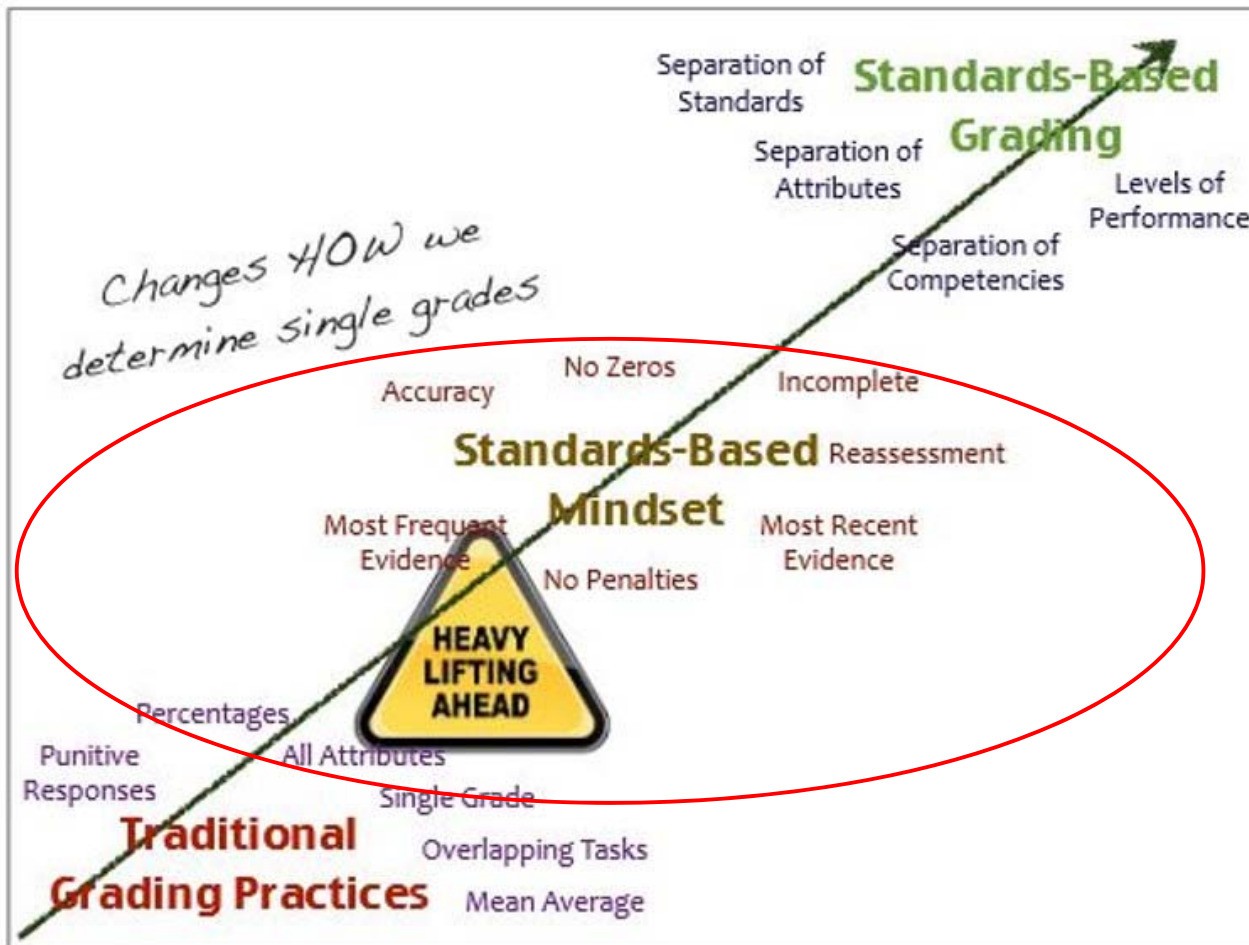
Overlapping Tasks

Mean Average



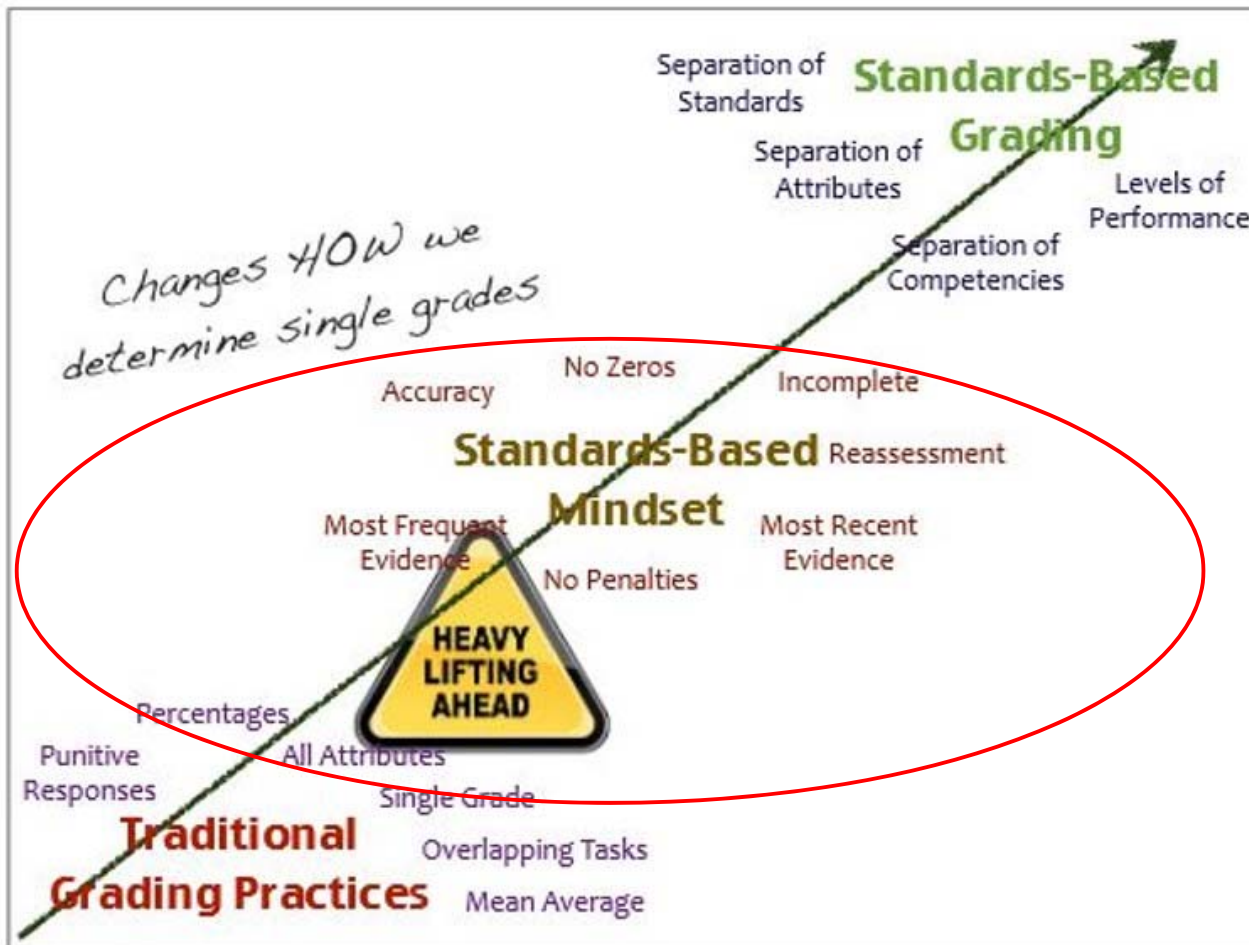
2014-2015

- 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
-



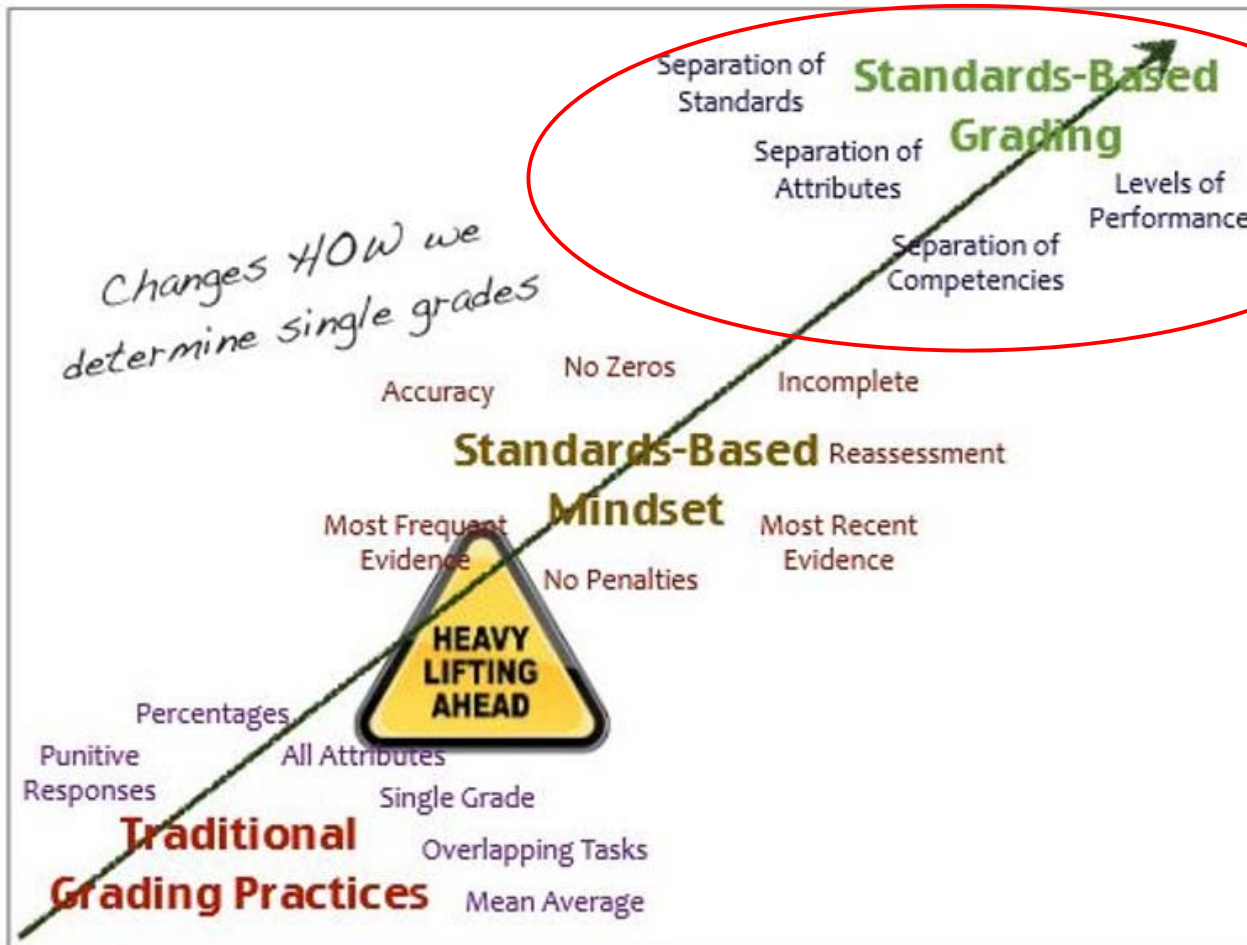
2015-2016

- 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



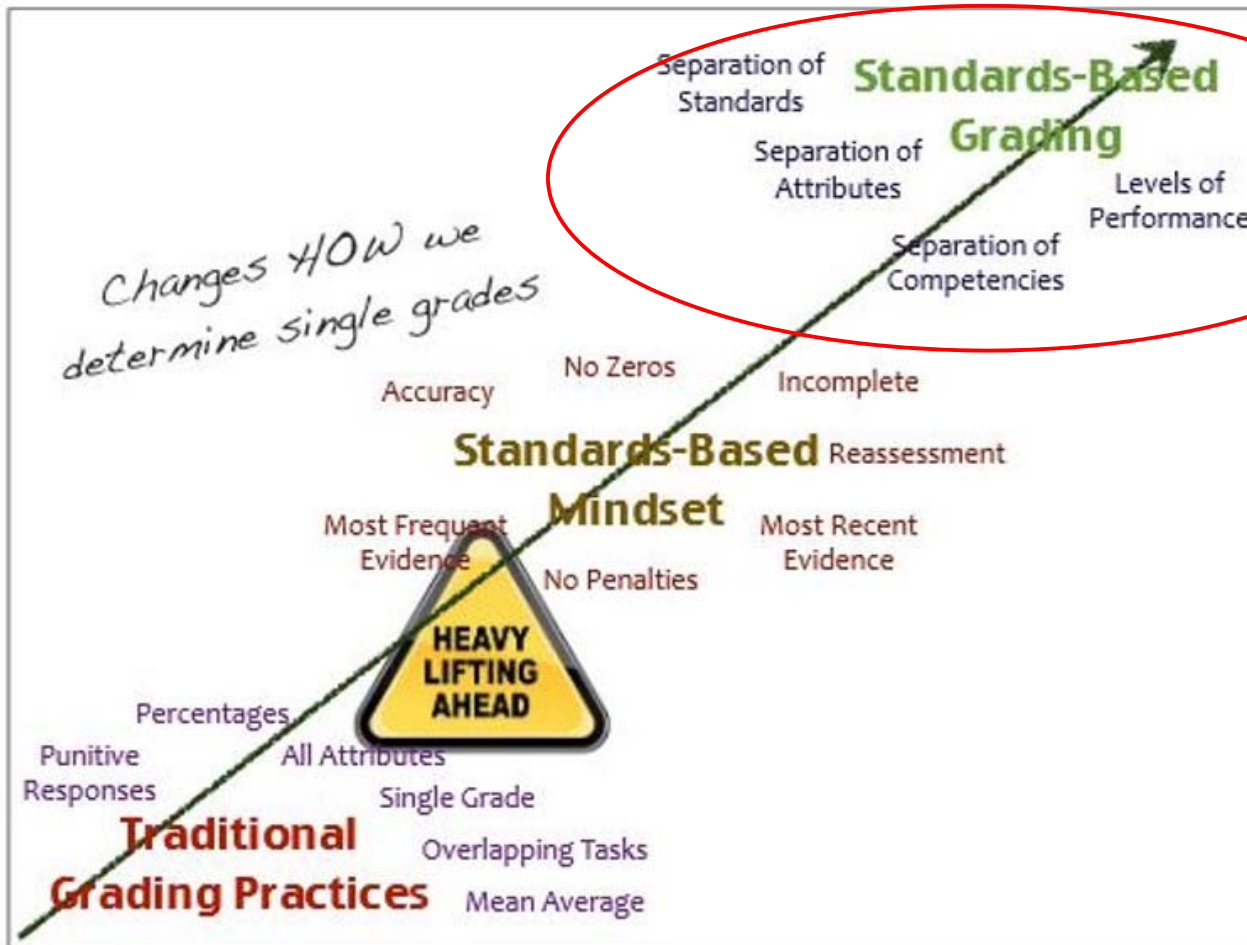
2016-2017

- 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
-



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-
 - Continue to have common language/communication
 - Teacher to Teacher
 - Teacher to Families



UNINTENTIONAL CONSEQUENCES



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 now changing what they do
- Deeper understanding by teachers of their standards and curriculum

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

LANG ARTS 8 JULIE BENNETT	S1	S2
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	
ELA Reading		
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		
ELA Writing		
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...

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