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.YOUTUBE.COM/WATCH?V=0FN_VAHU_LW
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
Tell Me About … / A Time When Grades Were Motivating—Or Not

I Wanted More Than "Good Job"
The Problem with ZEROS
January 20, 2014
Waldon Middle School
Building Professional Development
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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>GPA</th>
<th>Percentage</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 – 100</td>
<td>A</td>
<td>4.0</td>
<td>73 – 76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
<td>3.7</td>
<td>70 - 72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td>3.3</td>
<td>67 - 69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>83 – 86</td>
<td>B</td>
<td>3.0</td>
<td>63 - 66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>80 – 82</td>
<td>B-</td>
<td>2.7</td>
<td>60 - 62</td>
<td>D-</td>
<td>.7</td>
</tr>
<tr>
<td>77 - 79</td>
<td>C+</td>
<td>2.3</td>
<td>0 - 59</td>
<td>E</td>
<td>0</td>
</tr>
</tbody>
</table>
Current Grading System Using Letter Grade Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Current Grading System Using Percentages Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>65-63</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>E</td>
<td>59-0</td>
</tr>
</tbody>
</table>
What does that mean for a student?

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....

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?
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.

Standards-Based Grading:
- Separation of Standards
- Separation of Attributes
- Separation of Competencies
- Levels of Performance

Standards-Based Mindset:
- Accuracy
- No Zeros
- Incomplete
- Reassessment
- Most Recent Evidence

Traditional Grading Practices:
- Percentages
- All Attributes
- Single Grade
- Overlapping Tasks
- Mean Average

HEAVY LIFTING AHEAD
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
Changes HOW we determine single grades

Standards-Based Grading

Standards-Based Mindset

HEAVY LIFTING AHEAD

Traditional Grading Practices

- Percentages
- All Attributes
- Single Grade
- Overlapping Tasks
- Mean Average

- Accuracy
- No Zeros
- Incomplete
- Reassessment
- Most Recent Evidence

- Separation of Standards
- Separation of Attributes
- Separation of Competencies
- Levels of Performance

- Punitive Responses
- Overlapping Tasks
- Mean Average
- Single Grade
- All Attributes
- Percentages
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
Changes how we determine single grades.

Standards-Based Grading:
- Separation of Standards
- Separation of Attributes
- Levels of Performance

Standards-Based Mindset:
- No Zeros
- Incomplete
- Reassessment
- Most Recent Evidence

HEAVY LIFTING AHEAD:
- No Penalties
- Most Frequent Evidence

Traditional Grading Practices:
- Percentages
- All Attributes
- Single Grade
- Overlapping Tasks
- Mean Average

Punitive Responses
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

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

**Teacher Comments:**
S1 - Motivated and hard working
Consistently prepared for learning
IF CONSIDERING IMPLEMENTING SBG, BE READY FOR...
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