Critical Considerations: Grading
From the Great Schools Partnership
Kate Gardoqui, Senior Associate
Don Weafer, Senior Associate
Outcomes

Clarify the differences between assessment, grading, and reporting.
Outcomes

Review the ways in which grading practices can support instruction.
Outcomes

Introduce tools and resources that schools can use to audit their own grading practices.
Agenda

Welcome and Introductions

Assessment, Grading, and Reporting

How grading practices can support instruction

Grading Audit review and discussion

Questions
Proficiency-Based Learning

- Collaborative design of graduation standards and indicators with aligned instructional materials and assessments
- Instruction with intervention and supports
- Grading and reporting practices that support student learning
Introductions + Quick Write

• Describe a grading practice you have observed or read about that you found to be exciting or inspiring (2 minutes)

• Turn and talk with someone at your table (3 minutes)
Assessment, Grading, and Reporting

- Assessment: Eliciting evidence of student knowledge and skill
- Grading: Practices used to arrive at judgments of proficiency
- Reporting: Communicating student learning to a variety of audiences
The **Impact** of Grading Practices

Grading practices influence how teachers think about what they are teaching.
Supporting Evidence
## Supporting Evidence

<table>
<thead>
<tr>
<th>Category</th>
<th>Word Knowledge</th>
<th>Analyzing Informational Text</th>
<th>Writing</th>
<th>Research</th>
<th>Speaking and Listening</th>
<th>Analyzing Literature</th>
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</table>

210 points out of 225
Note: calculation uses percents not points.
### Supporting Evidence

**Fifth-Grade Subject Coverage and Change in Coverage (Percent of Teachers Reporting Increase in Coverage During Past Three Years)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median Hours per Week</th>
<th>Percent Increasing Coverage</th>
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<tbody>
<tr>
<td>Mathematics*</td>
<td>5</td>
<td>66</td>
</tr>
<tr>
<td>Writing</td>
<td>4</td>
<td>61</td>
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<tr>
<td>Arts and Humanities*</td>
<td>2</td>
<td>58</td>
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<tr>
<td>Practical Living/Vocational Studies*</td>
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<tr>
<td>Science</td>
<td>4</td>
<td>39</td>
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<tr>
<td>Social Studies*</td>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>Reading</td>
<td>5</td>
<td>10</td>
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* Denotes subject tested in KIRIS in grade five; other subjects are tested in grade four.

- The Effects of Standards-Based Assessment on Classroom Practices: Results of the 1996-97 RAND Survey of Kentucky Teachers of Mathematics and Writing
The **Impact** of Grading Practices

Grading practices impact what students think they are learning.
Supporting Evidence

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<th>2.3</th>
<th>I can</th>
<th>I can</th>
<th>I can</th>
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<tbody>
<tr>
<td>Students will analyze functions using different representations. (HSF.IF.C.7A-C, E, 8-9)</td>
<td>summarize a representation of a function.</td>
<td>compare more than one representation of a function.</td>
<td>draw conclusions about functions based on more than one representation of that function.</td>
<td>choose which representation best represents a problem and defend my choice.</td>
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3a. Lori rents a car from a rental company. Her cost increases according to the amount of time in days she keeps the car and can be represented by the function $f(x) = 25x + 30$ where $x$ represents the number of days Lori rents the car.

Use your knowledge of slope and y-intercept to describe this function according to the context of the problem.

b. 

Describe the graph above in terms of its slope and y-intercept.
“When students understand exactly what they're supposed to learn and what their work will look like when they learn it, they're better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning (Black, Harrison, Lee, Marshall, & Wiliam, 2004; Moss, Brookhart, & Long, 2011).”


—Paeplow, Colleen Graham. *Easy as 1, 2, 3: Exploring the Implementation of Standards-Based Grading in Wake County Elementary Schools.*
The **Impact** of Grading Practices

Grading practices can effect how well students understand their level of proficiency.
Supporting Evidence

Block A

- **7.NS.A.1** Apply and extend previous understandings of addition and subtraction to add and subtract...

- **7.NS.A.2** Apply and extend previous understandings of multiplication and division and of fraction...

- **7.EE.A.1** Expressions & Equations
  
  Use properties of operations to generate equivalent expressions.
  
  1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

- **7.EE.A.2** Understand that rewriting an expression in different forms in a problem context can she...

- **7.EE.B.3** Solve multi-step real-life and mathematical problems posed with positive and negative r...
“...the most powerful single moderator that enhances achievement is feedback. The most simple prescription for improving education must be "dollops of feedback". ...This does not mean using many tests and providing over-prescriptive directions, it means providing information how and why the child understands and misunderstands, and what directions the student must take to improve.”

The Impact of Grading Practices

Grading systems can affect how students perceive their own ability to become more proficient.
“Guskey (2009) noted, ‘… Motivation is enhanced when students are provided accurate information about achievement, have clear learning goals, and study in an environment that supports learning by not including diagnostic and formative assessment in grades and by being positive and supportive, not negative or punitive.’”

“At least 12 previous meta-analyses have included specific information on feedback in classrooms (Table 1). These meta-analyses included 196 studies and 6,972 effect sizes. The average effect size was 0.79 (twice the average effect). To place this average of 0.79 into perspective, it fell in the top 5 to 10 highest influences on achievement in Hattie’s (1999) synthesis…”

“When teachers utilized standards-based grading methods, not only did the number of As and Bs increase, but the rate of passing the state assessment among students who earned these grades approximately doubled as compared to the two traditional grading cohorts.”

“The introduction of standards-based grading didn’t miraculously improve instruction – rather, new grading practices brought greater clarity to curriculum planning, classroom pedagogy, on-the-spot assessments, students’ self-studying techniques, parental help, and more. In addition, say Pollio and Hochbein, teachers found the new grades easier to interpret, particularly when working with at-risk students.”

Grading Audit

• Use the Grading Audit document to explore grading practices in your schools or district (10 minutes)

• Introductions: name, position, school/district (3 minutes)

• Consider the following questions as you discuss your current practices with others at your table (10 minutes):
Grading Audit Questions

• What elements of our grading system should change in order to better support student learning?

• How will these be collaboratively designed and communicated to the community?

• What time, support or other resources will teachers need in order to implement the system that is envisioned?
Resources

1. Research on Grading and Reporting in Proficiency-Based Systems

2. Resources for Designing Grading & Reporting Systems for Proficiency-Based Systems

3. Grading Audit Guide and Note-taking sheet
Questions?
THANK YOU

Kate Gardoqui
Senior Associate
kgardoqui@greatschoolspartnership.org

Don Weafer
Senior Associate
dweafer@greatschoolspartnership.org