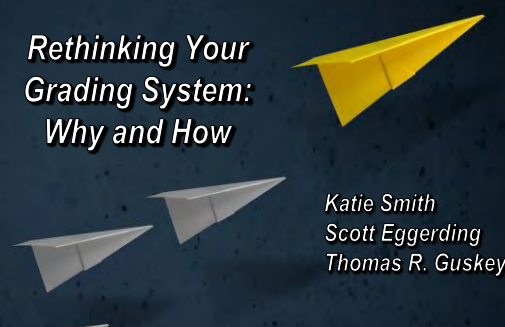


*Rethinking Your Grading System: Why and How*



Katie Smith  
Scott Eggerding  
Thomas R. Guskey

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Teachers today face numerous challenges.

**Grading doesn't have to be one of them!**



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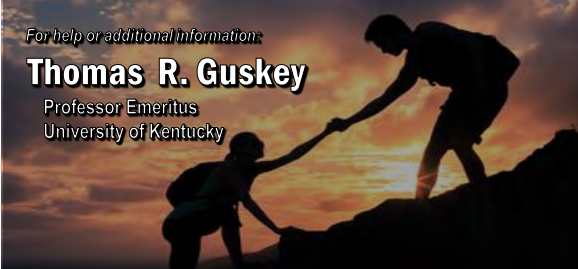
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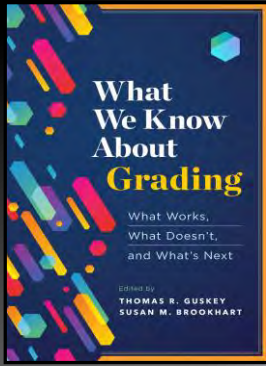
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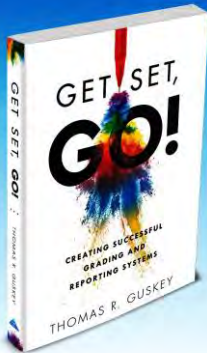
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AVAILABLE from Solution Tree

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# GradingRx™

Don't go blindly into grading reform.  
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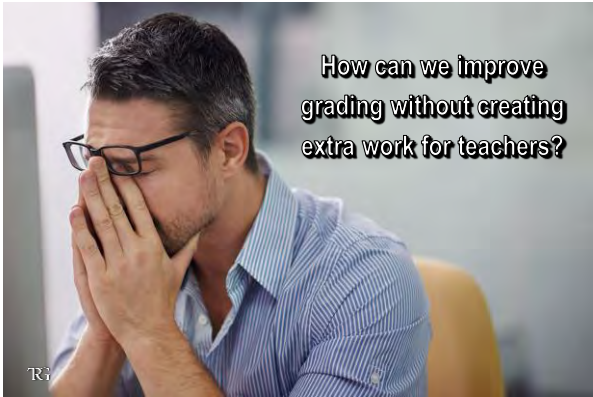
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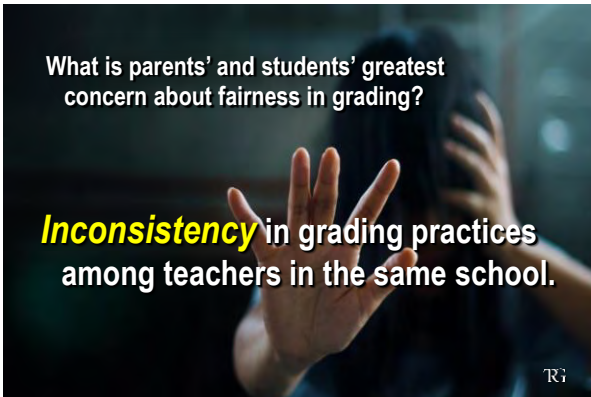
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What is parents' and students' greatest concern about fairness in grading?

**Inconsistency** in grading practices among teachers in the same school.



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**Why do we assign grades to students' work and use report cards?**



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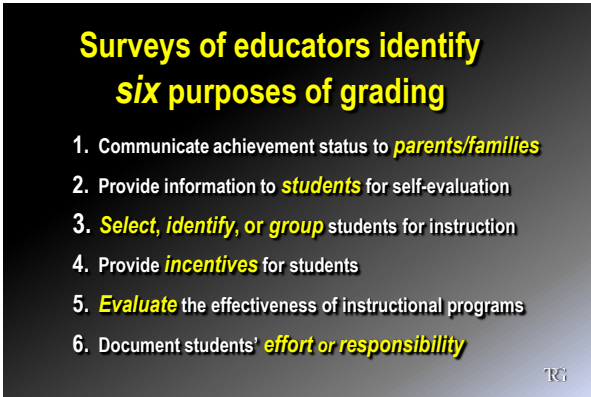
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**Surveys of educators identify six purposes of grading**

1. Communicate achievement status to **parents/families**
2. Provide information to **students** for self-evaluation
3. **Select, identify, or group** students for instruction
4. Provide **incentives** for students
5. **Evaluate** the effectiveness of instructional programs
6. Document students' **effort or responsibility**



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Key questions in defining the ***purpose*** of report cards:

1. What information will be included?
2. Who is the primary audience?
3. How should the information be used?

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**Example:**  
***American School of Paris***

The primary purpose of grading is to effectively communicate student achievement toward specific standards, at this point in time. A grade should reflect what a student knows and is able to do. Students will receive separate feedback and evaluation on their learning habits, which will not be included in the academic achievement grades.

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### Teachers' Tasks in Grading

1. *Gather evidence* on student learning related to the purpose.
2. *Summarize* that evidence based on the purpose.
3. *Communicate* the summary results to students and families.

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### 2. Distinguish the *gradebook* from the *report card!*



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### Elements of *Grading Programs*

Element	Gradebook	Report Card	Permanent Record / Transcript
What does it include?	Scores	Marks & Grades	Summary Grades
Purpose?	Ongoing record of performance	Interim summary of performance	Summary judgments of performance
Who has access?	Families & Students	Families & Students	Families, Students, & 3 <sup>rd</sup> Parties

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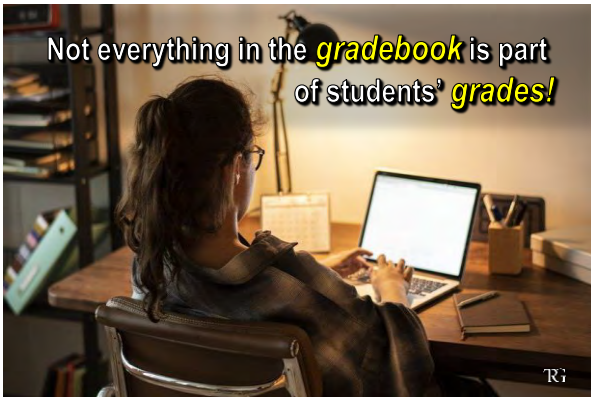
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### Differences in Reporting

Gradebook Standards	Report Card Strands
1. Designed to describe all aspects of students' learning	1. Designed to summarize students' performance
2. Many in number (10-50 per subject)	2. Relatively few in number (Usually 4-6 per subject)
3. Highly specific	3. Broad & more general
4. Complex & detailed	4. Clear & understandable
5. Expressed in subject-specific language	5. Expressed in parent-friendly language

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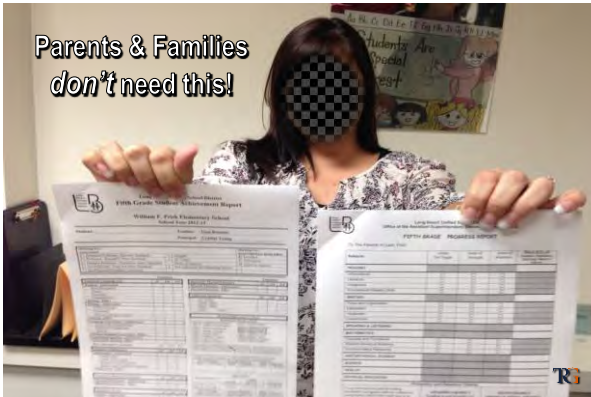
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# They need this!

Grade 2 Language Arts - Ms. Bausch



Reading	4
Writing	3
Speaking	2
Listening	3
Language	4

Process Goals	
Preparation	+
Participation	++
Homework	+
Cooperation	+
Respect	++

**Description / Comments:**

Students have been very busy during the 3rd reporting period working on the following topics: consonants, vowels, and their corresponding sounds; identifying syllables in words; stressed and unstressed syllables; closed syllables; vocabulary development; compound words, antonyms, homophones, synonyms, multiple meaning words; idioms; comprehension skills; main ideas and supporting details; fluency; and reading strategies such as sequencing, cause and effect, and facts and opinions. We also worked on how to answer open-response questions

Chris is improving with the articulation difficulties that we recently observed. We are coordinating efforts with the speech therapist to continue the progress we've made into the next marking period.




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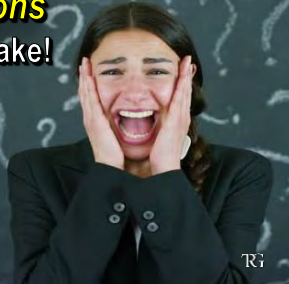
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3. Limit the number of **grade distinctions** teachers must make!




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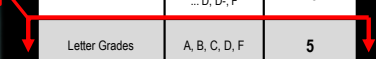
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## Grading System Categories

Grading System	Labels	Levels of Performance
Percentage Grades	100, 99, ..., 2, 1, 0	101
+ and - Letter Grades	A+, A, A-, B+, B, B-, ... D, D-, F	13
Letter Grades	A, B, C, D, F	5
Standards-Based	Exemplary, Proficient, Not Yet	3
Satisfactory/Incomplete	S, I	2

Reliability Cut-off




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**Interrater Reliability:** Degree to which equally knowledgeable and skilled teachers agree on an assigned grade.

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**Reliability Cut-off**

**Can different teachers reliably (consistently) distinguish:**

1. The difference between **90** and **89**?
2. The difference between **A-** and **B+**?
3. The difference between **A** and **B**?
4. The difference between **Exemplary** and **Proficient**?
5. The difference between **Satisfactory** and **Incomplete**?

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The *more* grade categories, the **less reliable and less consistent** the grades!

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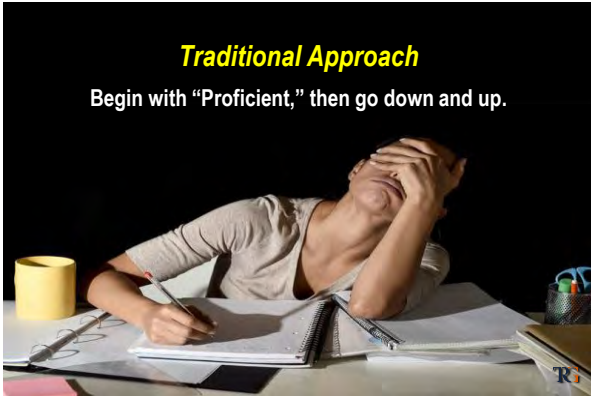
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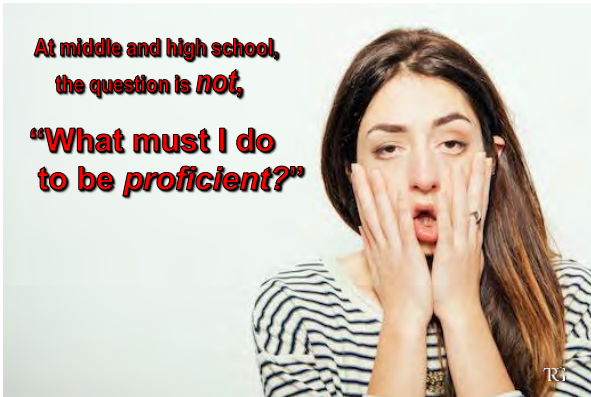
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***“How do I get an ‘A’?”***



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***New Approach***

Begin by describing the ***top level*** of student performance!



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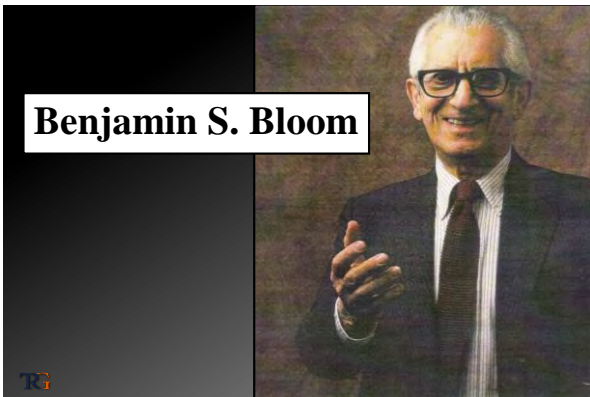
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**Benjamin S. Bloom**



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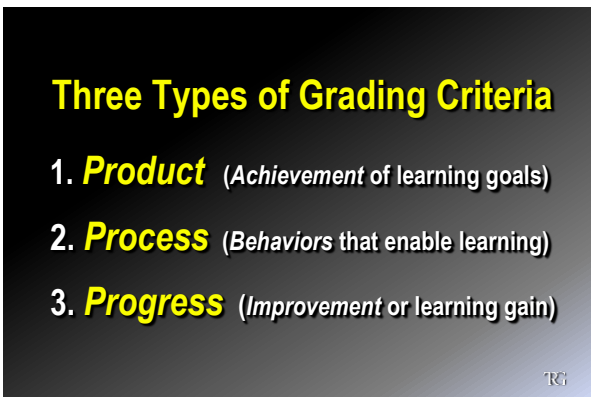
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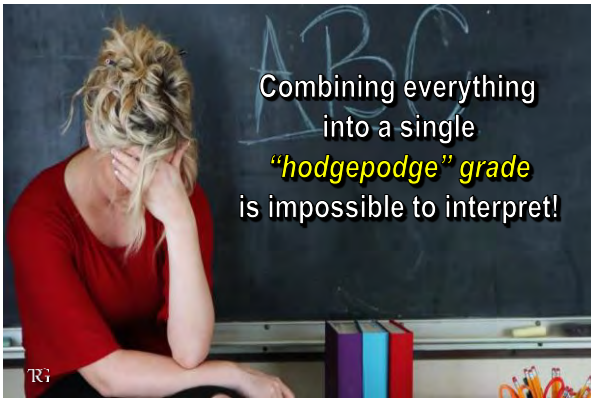
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Combining everything  
into a single  
"hodgepodge" grade  
is impossible to interpret!

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**Process Goals**

1. Learning enablers
2. Social and emotional learning
3. Compliance

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<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Creativity / Innovation</li> <li>Critical Thinking / Problem solving</li> <li>Application / Transference</li> </ul>	<p><b>Compliance</b></p> <ul style="list-style-type: none"> <li>Behavior in class</li> <li>Class attendance</li> <li>Conduct</li> <li>Neatness of work</li> <li>Punctuality in assignments</li> <li>Punctuality to class</li> </ul>																												
<p><b>Learning Enablers</b></p> <ul style="list-style-type: none"> <li>Attitude in class</li> <li>Class attendance/participation</li> <li>Class quizzes or "Spot-Checks"</li> <li>Daily class work</li> <li>Effort</li> <li>Engagement</li> <li>Formative assessments</li> <li>Goal setting</li> <li>Homework (Completion &amp; Quality)</li> <li>Notebook/journal completion</li> <li>Planning &amp; organization</li> <li>Study skills</li> <li>Time Management</li> <li>Work habits</li> </ul>	<p><b>Social and Emotional Learning</b></p> <table border="0"> <tr> <td>Citizenship</td> <td>Motivation</td> </tr> <tr> <td>Collaboration/Teamwork</td> <td>Persistence/Perseverance</td> </tr> <tr> <td>Compassion</td> <td>Reflection</td> </tr> <tr> <td>Cooperation with classmates</td> <td>Resilience</td> </tr> <tr> <td>Empathy/Perspective taking</td> <td>Respect</td> </tr> <tr> <td>Ethics</td> <td>Responsibility/Accountability</td> </tr> <tr> <td>Flexibility/Adaptability</td> <td>Self-advocacy</td> </tr> <tr> <td>Grit</td> <td>Self-awareness</td> </tr> <tr> <td>Growth mindset</td> <td>Self-efficacy</td> </tr> <tr> <td>Habits of mind</td> <td>Self-discipline/motivation</td> </tr> <tr> <td>Help seeking &amp; providing</td> <td>Self-regulation</td> </tr> <tr> <td>Initiative/Self direction</td> <td>Social skills</td> </tr> <tr> <td>Integrity</td> <td>Tenacity</td> </tr> <tr> <td>Leadership</td> <td>Tolerance</td> </tr> </table>	Citizenship	Motivation	Collaboration/Teamwork	Persistence/Perseverance	Compassion	Reflection	Cooperation with classmates	Resilience	Empathy/Perspective taking	Respect	Ethics	Responsibility/Accountability	Flexibility/Adaptability	Self-advocacy	Grit	Self-awareness	Growth mindset	Self-efficacy	Habits of mind	Self-discipline/motivation	Help seeking & providing	Self-regulation	Initiative/Self direction	Social skills	Integrity	Tenacity	Leadership	Tolerance
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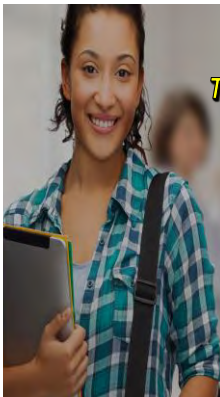
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**To Succeed in Reporting on Non-Cognitive Competencies**

1. Limit the number to 4-5 competencies
2. Develop clear and concise rubrics
3. Ensure developmental consistency
4. Describe these in the Purpose Statement

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**5 Ways to make grading honest, accurate, and easier for teachers**



1. Begin by articulating the *purpose*.
2. Distinguish the *gradebook* from the *report card*.
3. Limit the number of *grade distinctions* teachers must make.
4. Change the way we develop *rubrics*.
3. Use *multiple grades* to report different learning goals.

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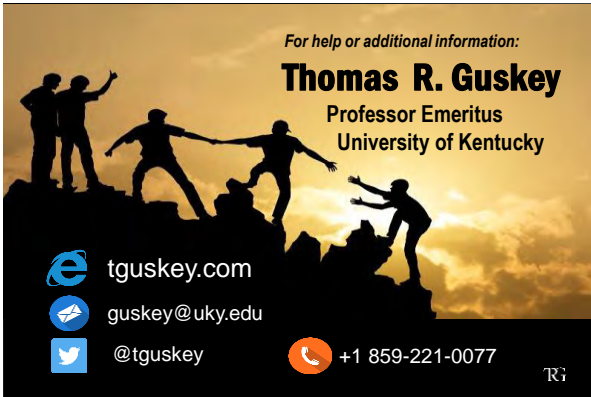
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