BOE Update

Grading Practices in District 86
February 24, 2022

Guiding Principles

1. **Accurate**: A grading system must **<u>accurately communicate</u>** a student's academic ability.
2. **Actionable**: A grading system must provide a student, parent, counselor, interventionist an indication of **<u>what the student needs to do</u>** to remediate, maintain, or enrich their coursework.
3. **Accountable**: A grading system must **<u>hold students accountable</u>** for demonstrating the knowledge / skill required to complete each course.

Review of the changes for 2021-22

1. **Established a common, equal-interval grade scale for all courses**
    - Includes a 50% floor for assignments - *so that scores of 0 do not impact a grade 6x greater than any other grade*
2. **Established a framework for grade category weights**
    - 70% - 100% of a grade is based on Summative assessments
    - 30% to 0% of a grade is based on Formative assessments
3. **Increased the accuracy of communication**
    - Includes an M for Missing assignments - *which makes work that needs to be completed easily identifiable to all stakeholders*
    - Includes an ME when a student has missed an Essential assignment - *which makes it clear what a student MUST do in order to pass the class*

What was the grade distribution for all students, and how does it compare to prior (non-Covid) years?

Summary of Grade Distribution Data

- **A grades trending higher**
- **B,C,D steady**
- **In most cases, grades of F are being replaced by IC grades (for now)**

Potential Reasons:

- There has been a shift in focus from grading behaviors to grading what kids know and can do.
- This is a shift toward grade **accuracy**.
- This is a sign of **accountability** in our grading practices: the consequence for not doing the work is actually doing the work.
- Courses are now requiring that students are held **accountable** for and complete essential work.
- For those that interpret this shift as a result of a 50% floor for grades, we looked specifically at that data as well…stay tuned.

Hinsdale South Grade Distribution - Semester 1 Grades
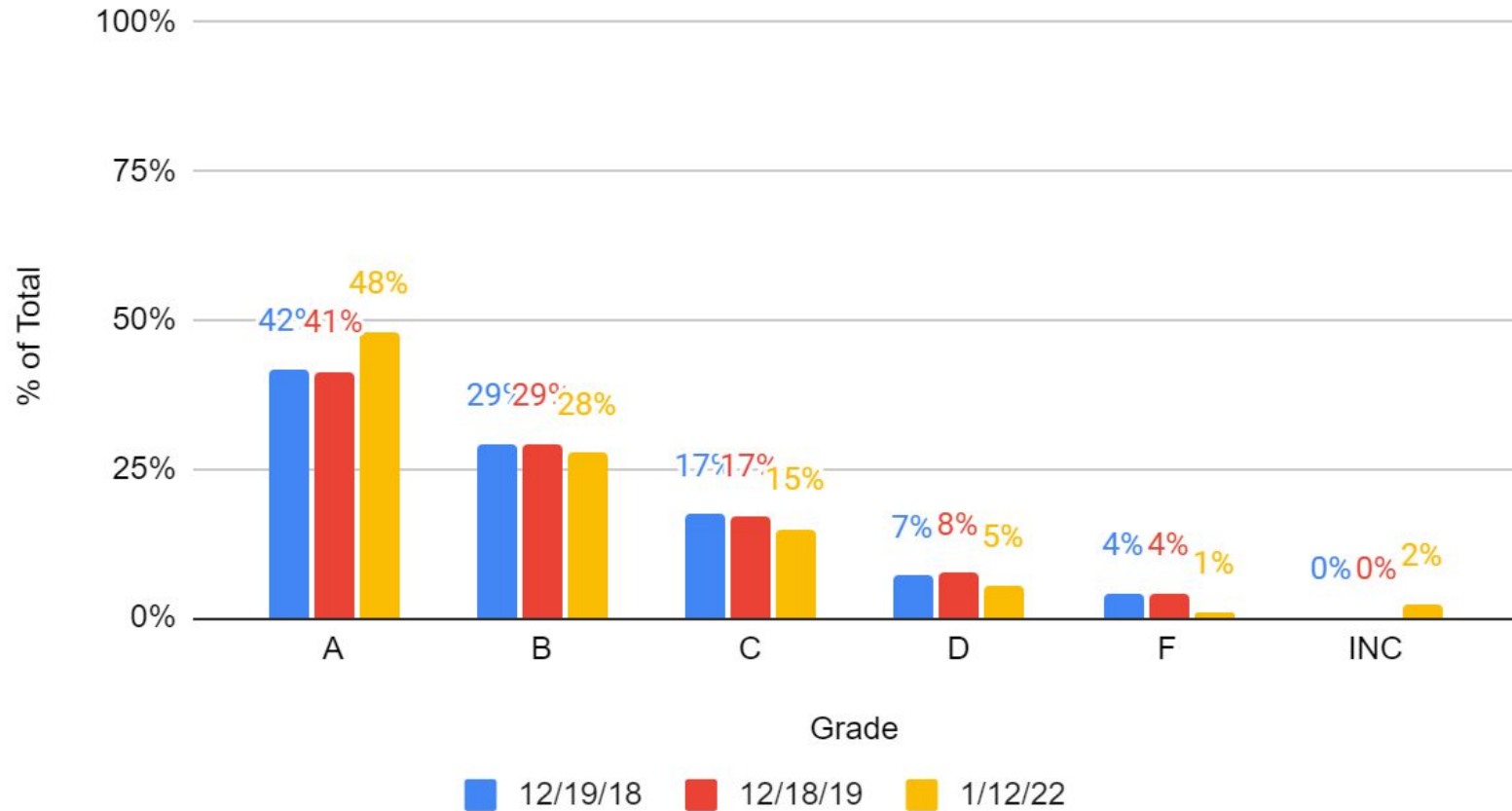
Hinsdale Central Grade Distribution - Semester 1 Grades
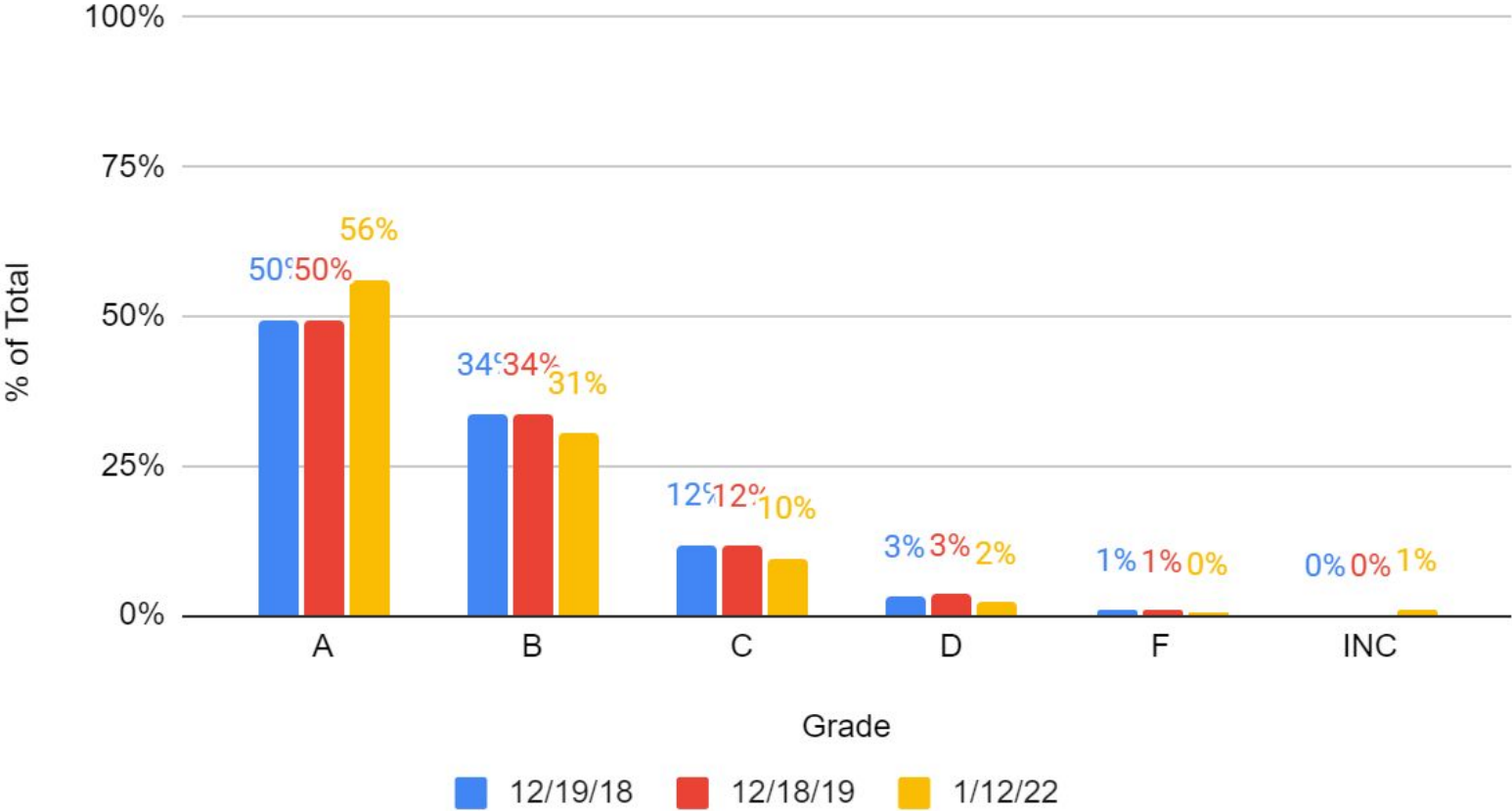
What was the grade distribution for students with IEPs, and how does it compare to prior (non-Covid) years?

# What are the effects of M (50%) score for students with IEPs

Academically:
- Students know what the essential focus is in regards to the class curriculum.
- Helps students prioritize what to do first and what's most important to finish.
- Gives students a better opportunity to earn a passing grade.
- Students who have attendance issues have a better chance of passing, as long as they do the ME's that are required.

Socially/Emotionally:
- Students report not feeling 'underwater' when they have so many missing assignments due to absences/hospitalizations or other outside factors.
- Prevents students from getting discouraged; Gives them hope.
- **Need to continue to monitor to see how motivation to complete homework changes over time.**

Hinsdale South - Special Ed. Grade Distribution - Sem 1 Grades
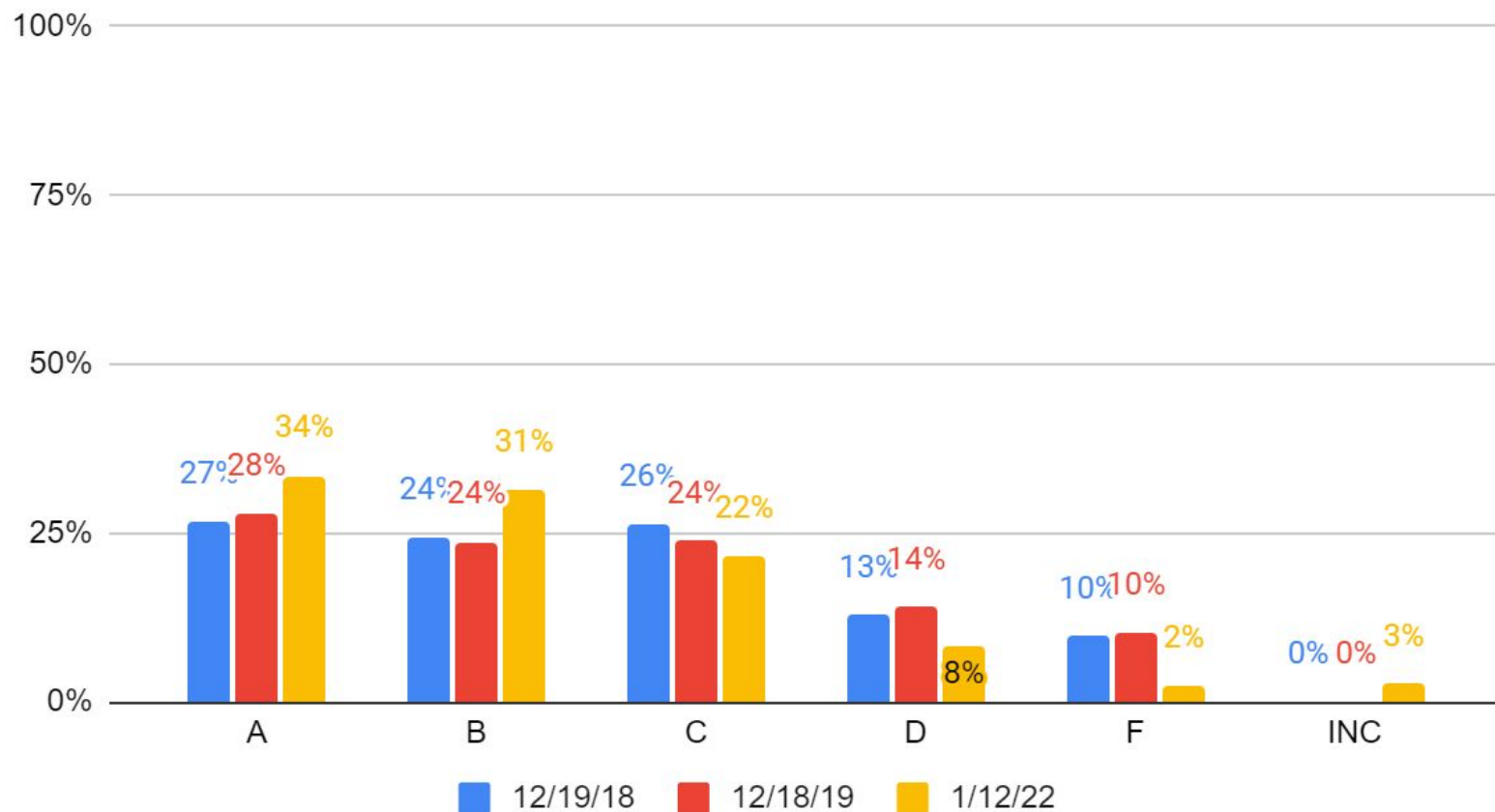
Hinsdale Central - Special Ed. Grade Distribution - Sem 1 Grades
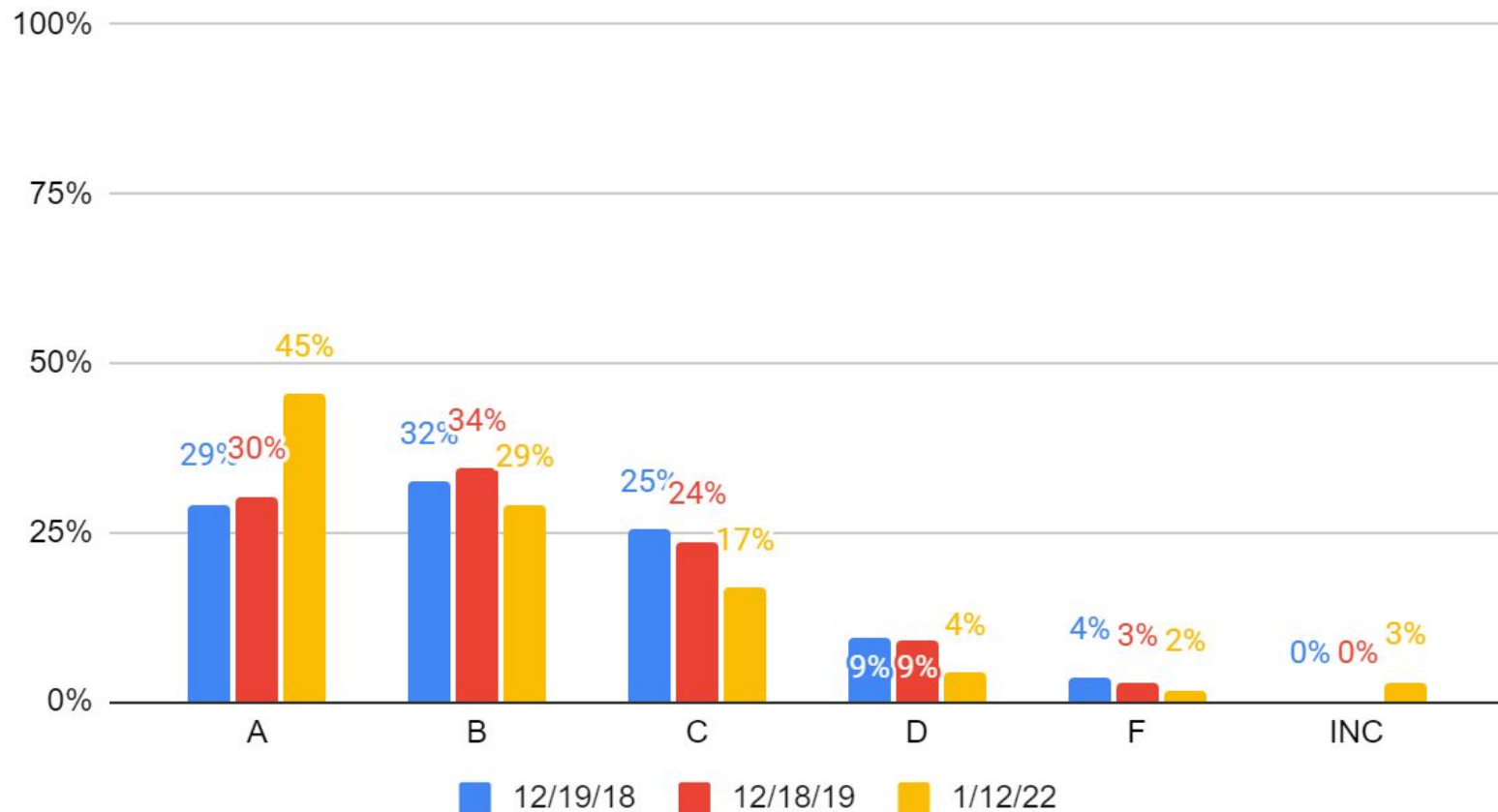
How many and how were students affected by the ME/IC grade?

IC Grades represent 2% of overall grades at Hinsdale South and 1% of overall grades at Hinsdale Central.

Hinsdale South IC Grades - Sem 1 21-22

Department Name - MS-RC	
Administration	1
Deaf/Hard of Hearing	4
English	24
Family and Consumer Scien..	7
Math	28
Physical Education	10
Science	16
Social Studies	9
Special Education	5
World Languages	9
Grand Total	113

Hinsdale Central IC Grades Sem 1 21-22

Department Name - M..	
Art	6
Business	6
English	20
Family and Consumer ..	4
Math	14
Physical Education	2
Science	21
Social Studies	11
Special Education	1
Technical Education	5
World Languages	8
Grand Total	98

Resolving IC Grades - Students worked collaboratively with their teachers to create an individual plan to rectify their Incomplete grade by the end of Semester 2.

How have changes to grading practices affected students in different demographic groups?

Hinsdale South - Free and Reduced Lunch Grade Distribution - Sem 1 Grades

	A	B	C	D	F	INC
12/19/18	31%	28%	23%	11%	8%	0%
12/18/19	30%	28%	23%	12%	8%	0%
1/12/22	34%	27%	22%	10%	2%	4%
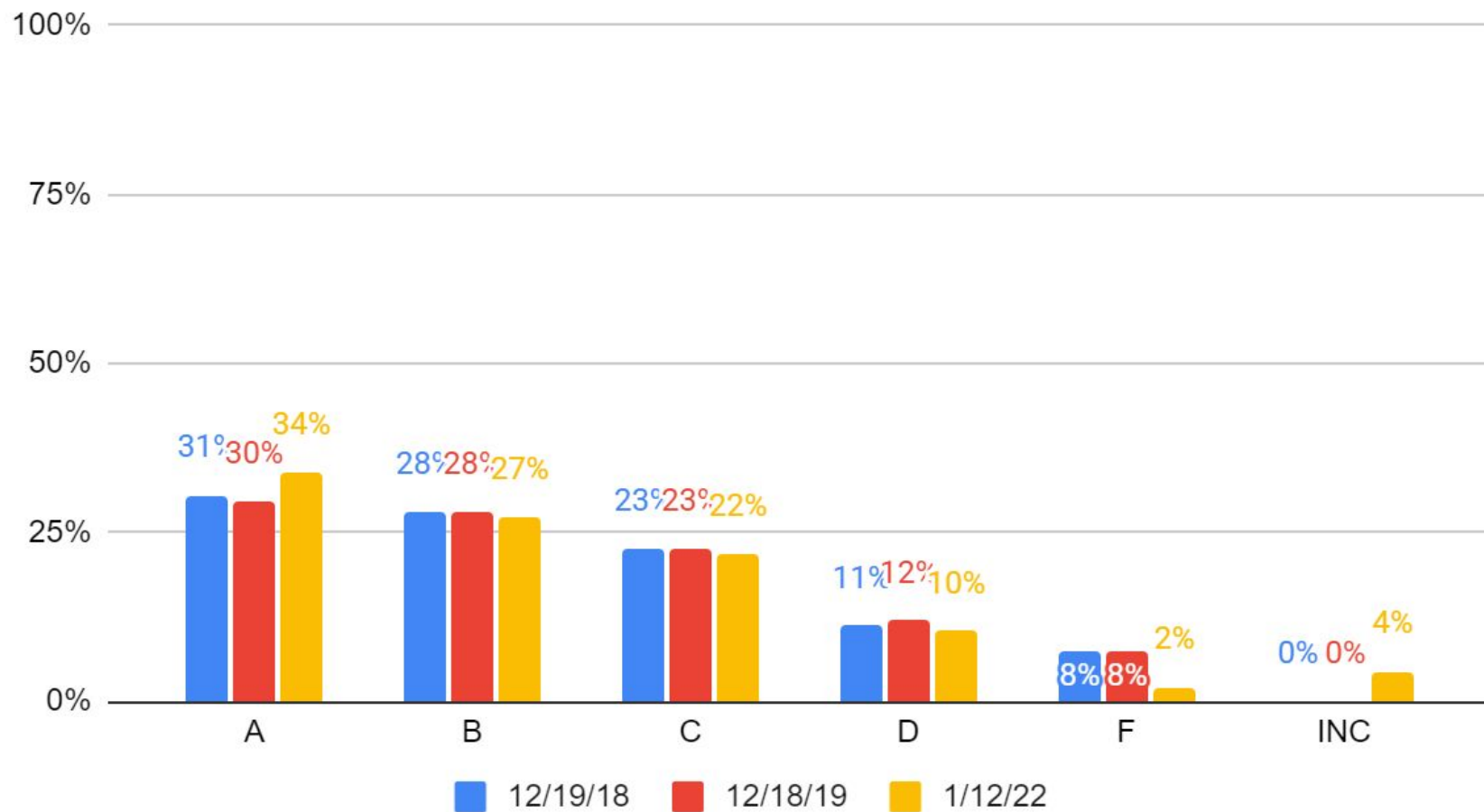
Hinsdale Central - Free and Reduced Lunch Grade Distribution - Sem 1 Grades

	A	B	C	D	F	INC
12/19/18	32%	35%	20%	11%	3%	0%
12/18/19	32%	37%	21%	8%	3%	0%
1/12/22	42%	33%	16%	5%	0%	3%
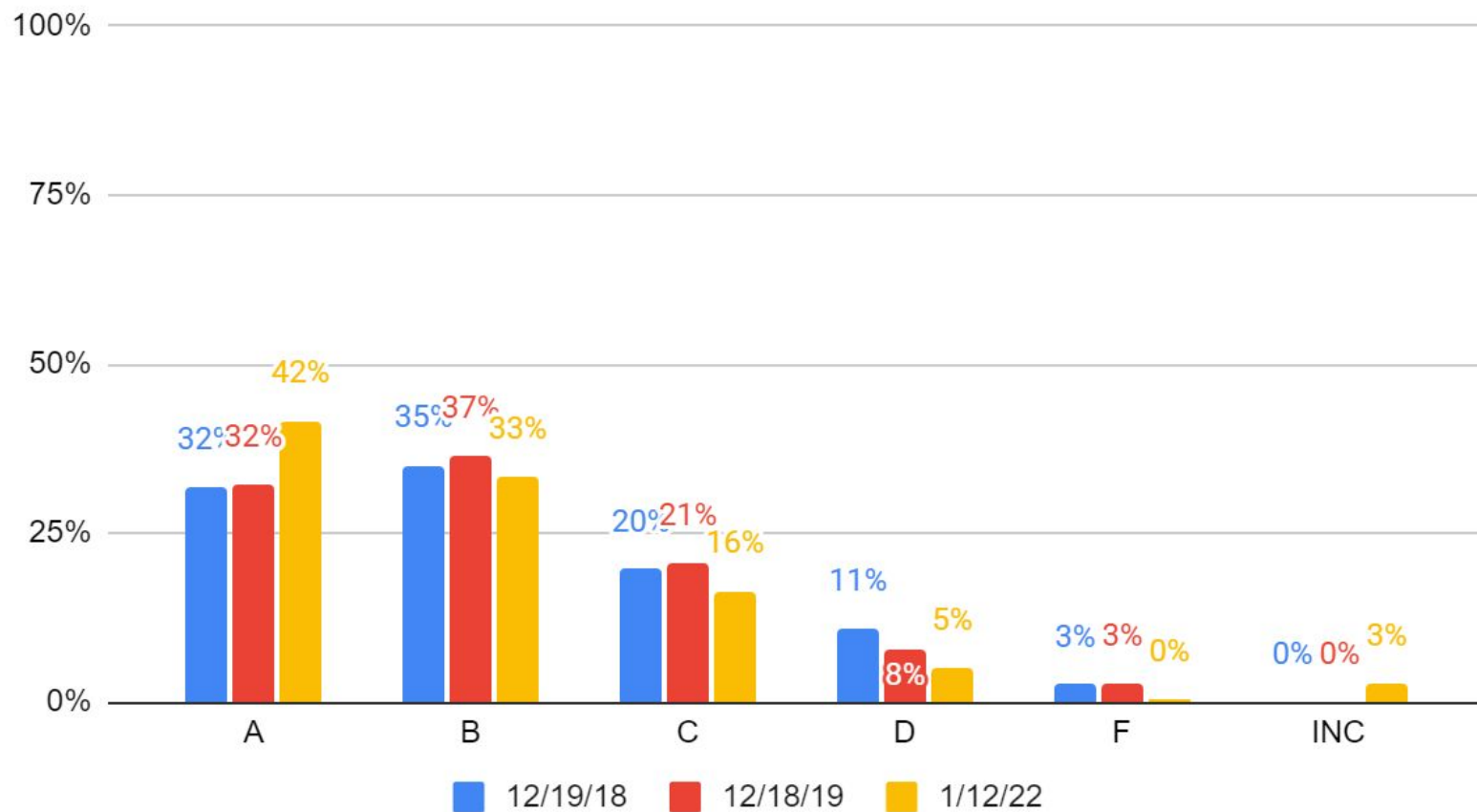
Hinsdale South - Asian Grade Distribution - Sem 1 Grades
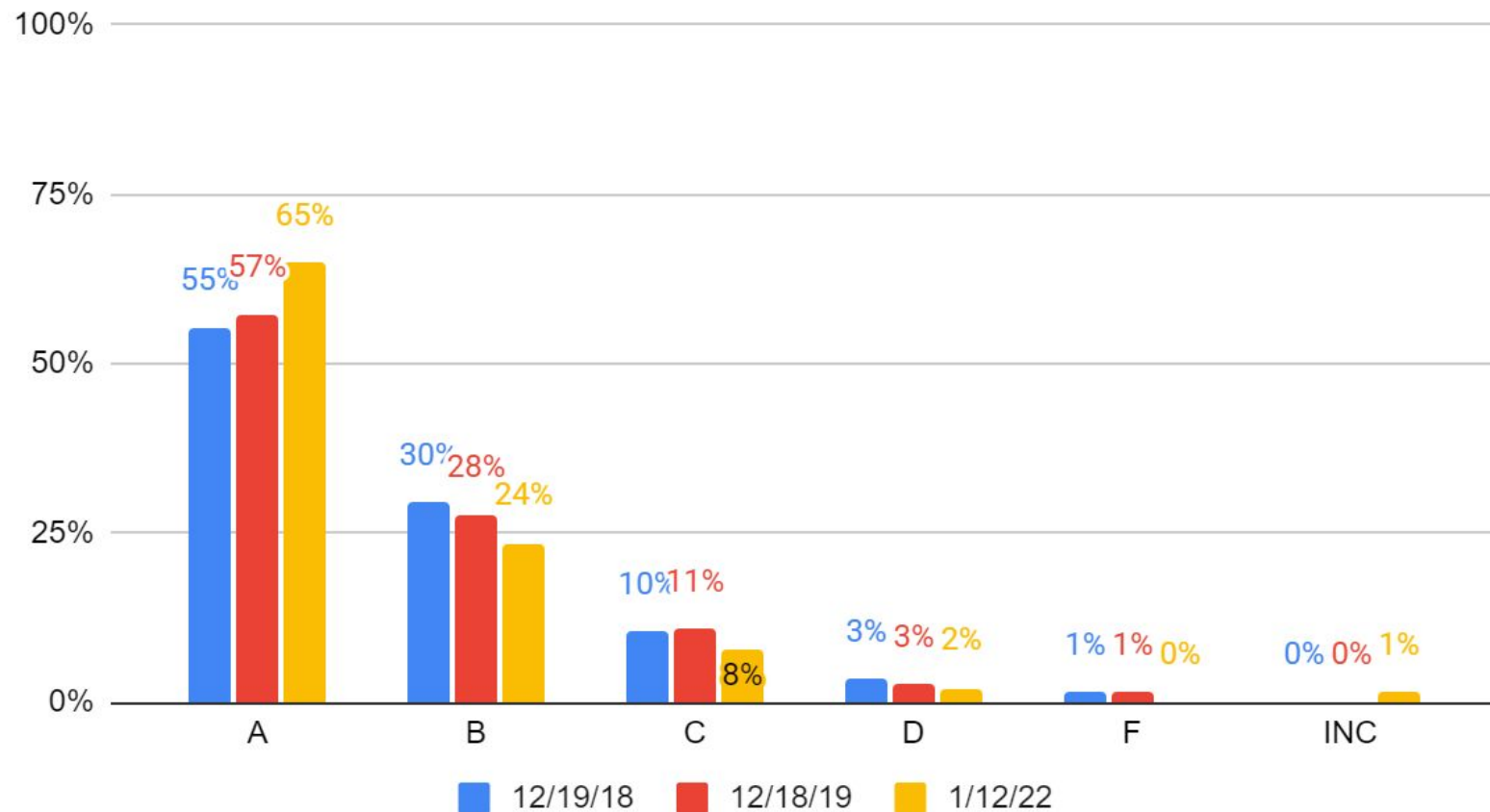
Hinsdale Central - Asian Grade Distribution - Sem 1 Grades

Grade	12/19/18	12/18/19	1/12/22
A	59%	59%	65%
B	31%	30%	26%
C	8%	8%	6%
D	2%	2%	2%
F	0%	0%	0%
INC	0%	0%	1%

Hinsdale South - Black or African American Grade Distribution - Sem 1 Grades

Hinsdale Central - Black or African American Grade Distribution - Sem 1 Grades
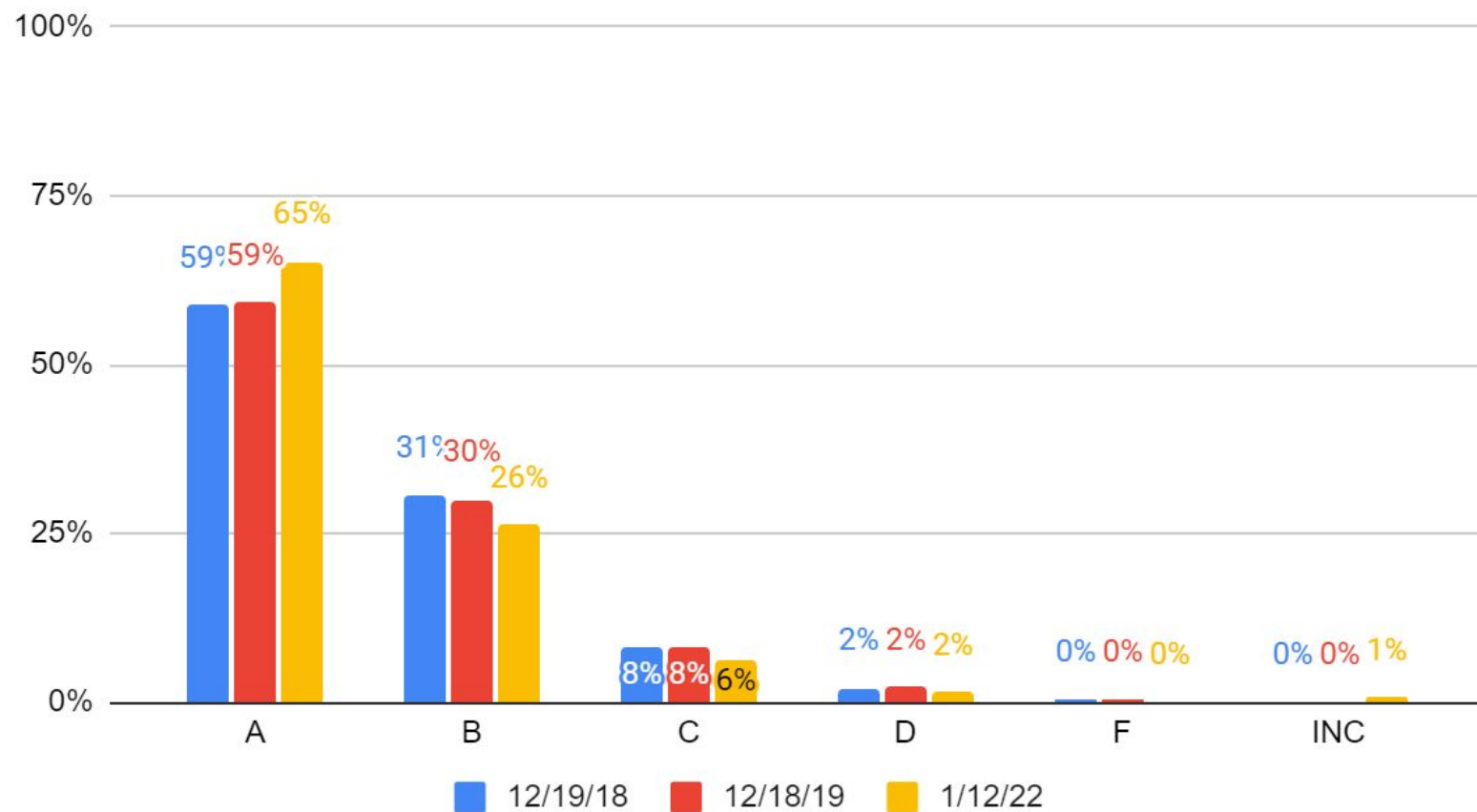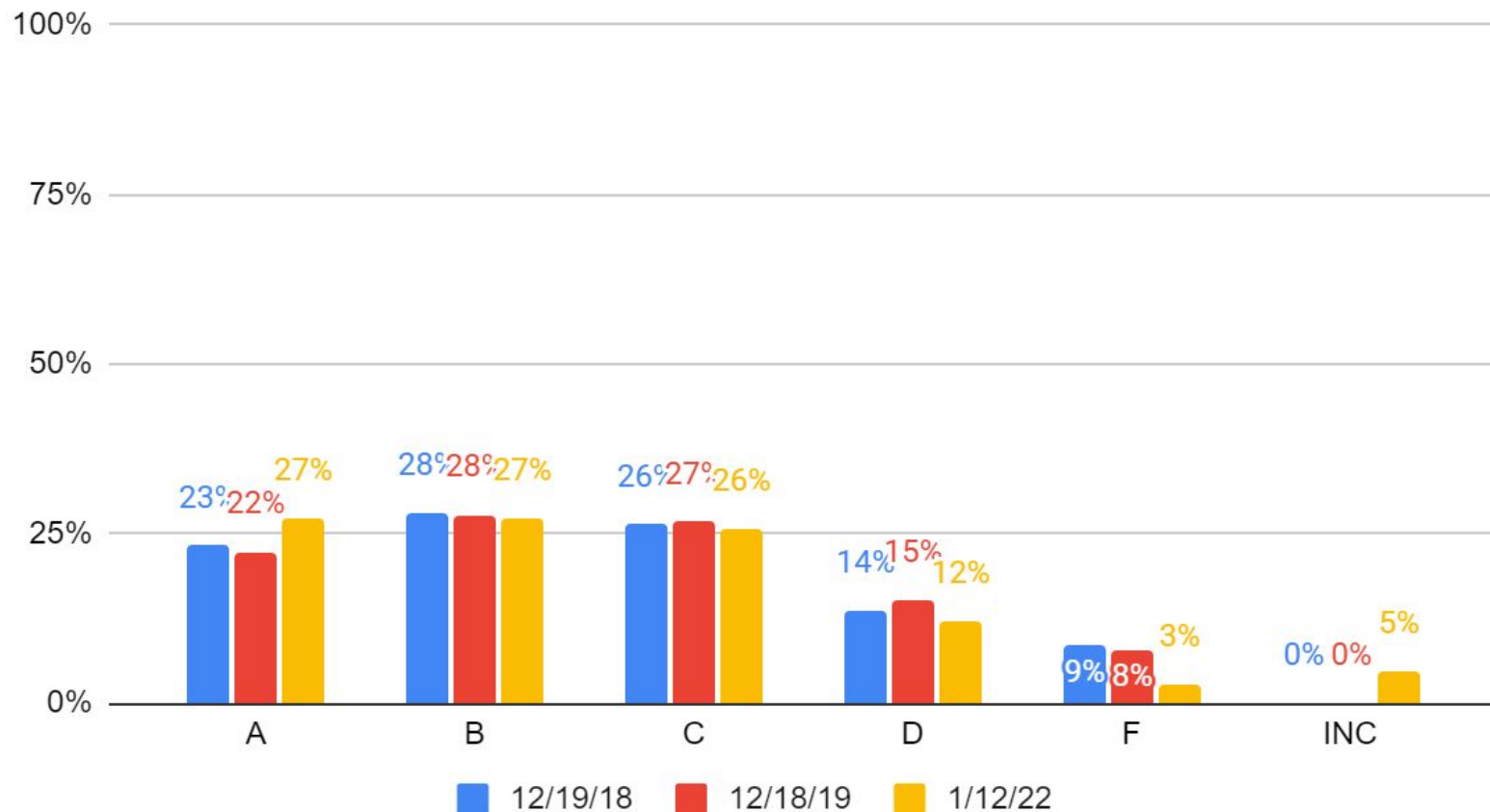
Hinsdale South - Hispanic Grade Distribution - Sem 1 Grades

Hinsdale Central - Hispanic Grade Distribution - Sem 1 Grades
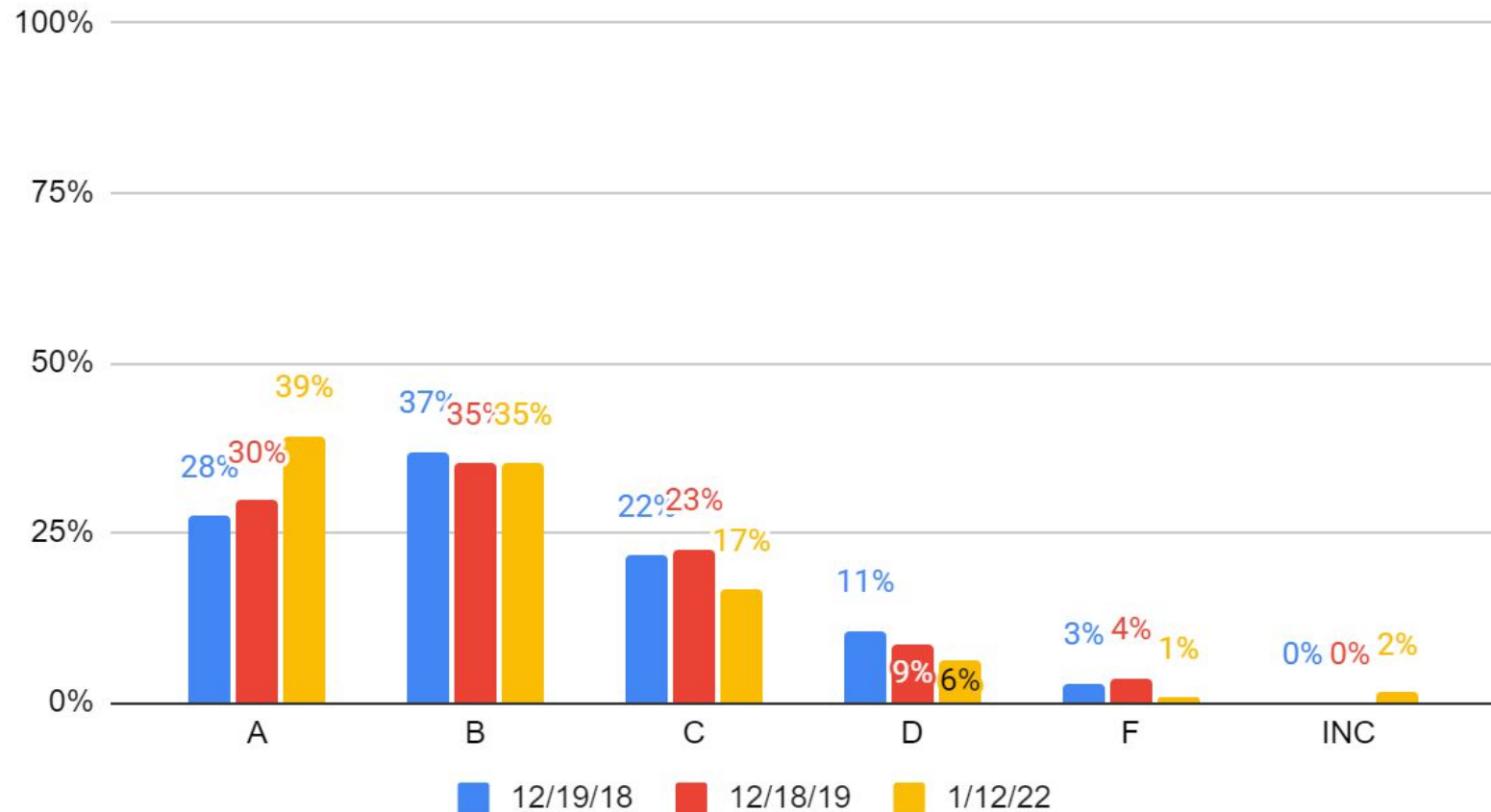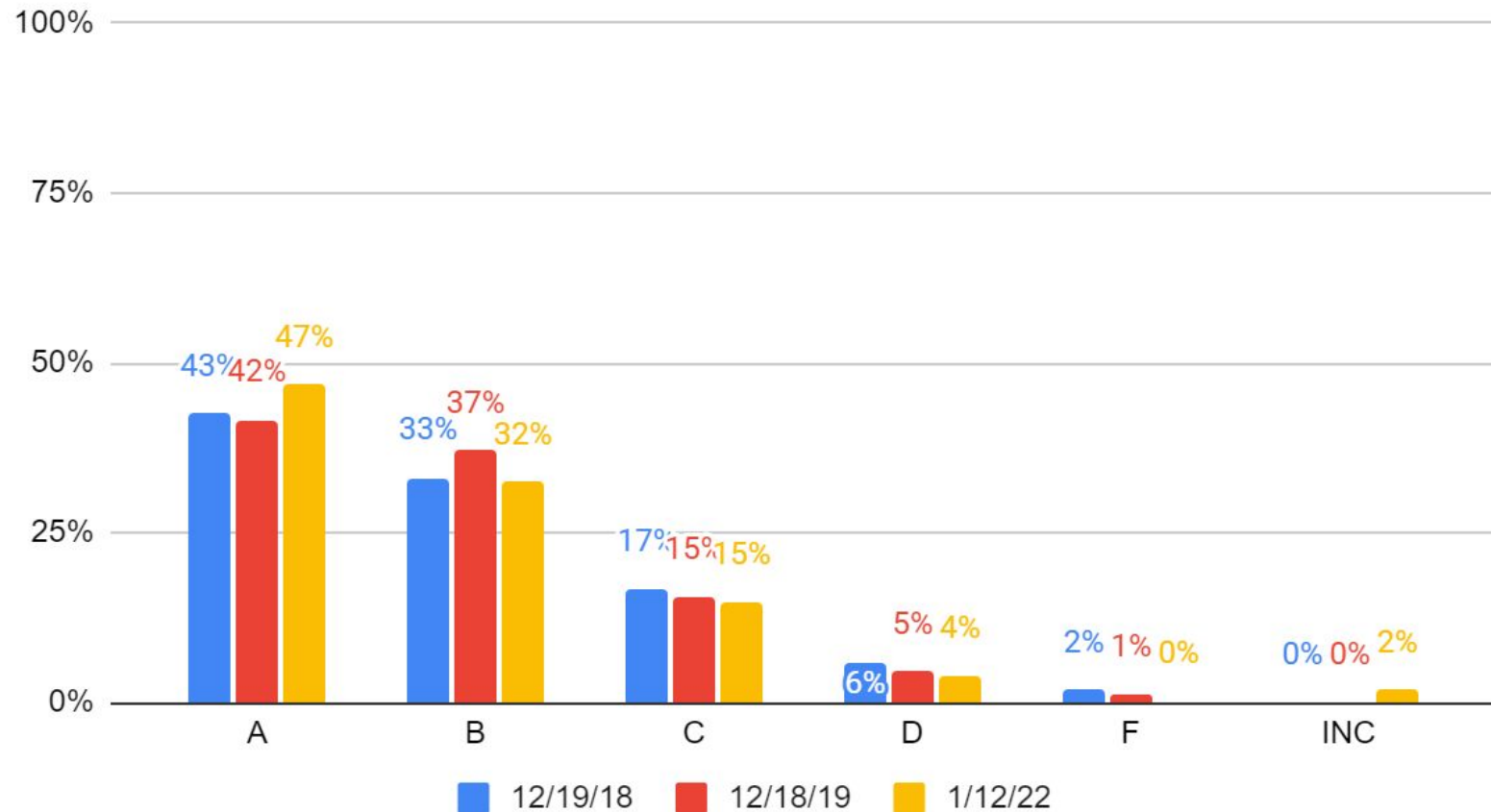
Hinsdale South - White Grade Distribution - Sem 1 Grades

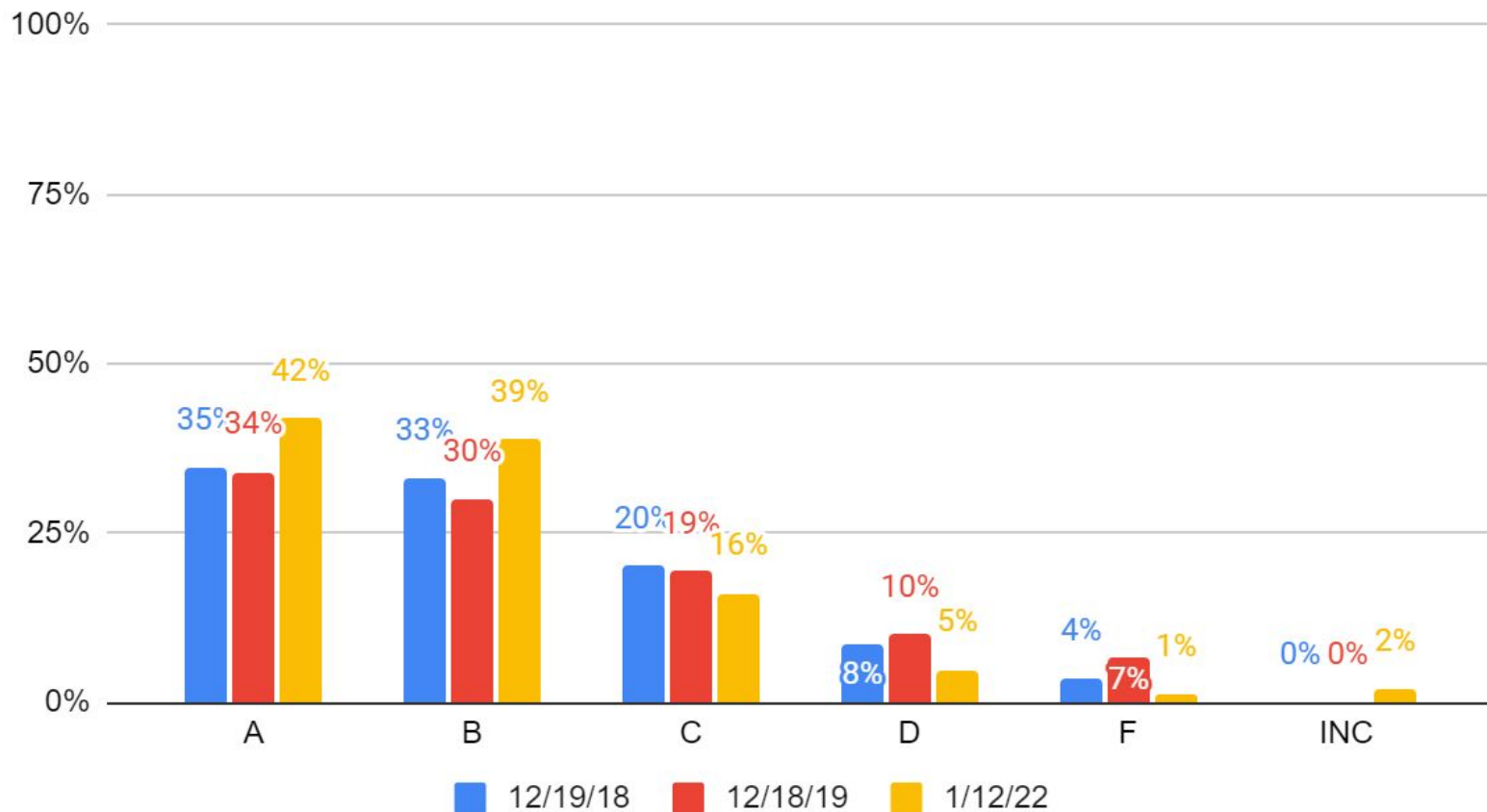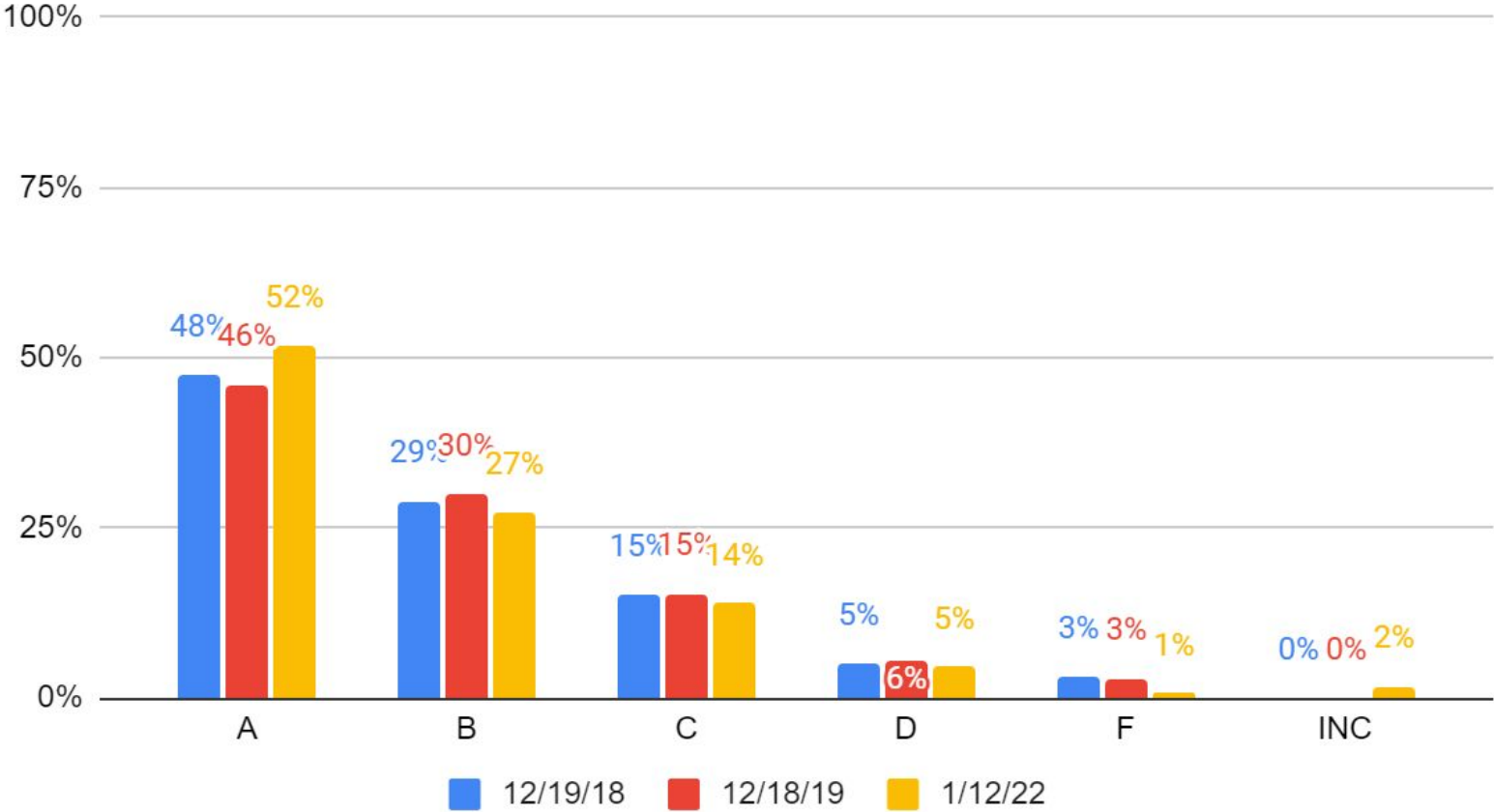Hinsdale Central - White Grade Distribution - Sem 1 Grades
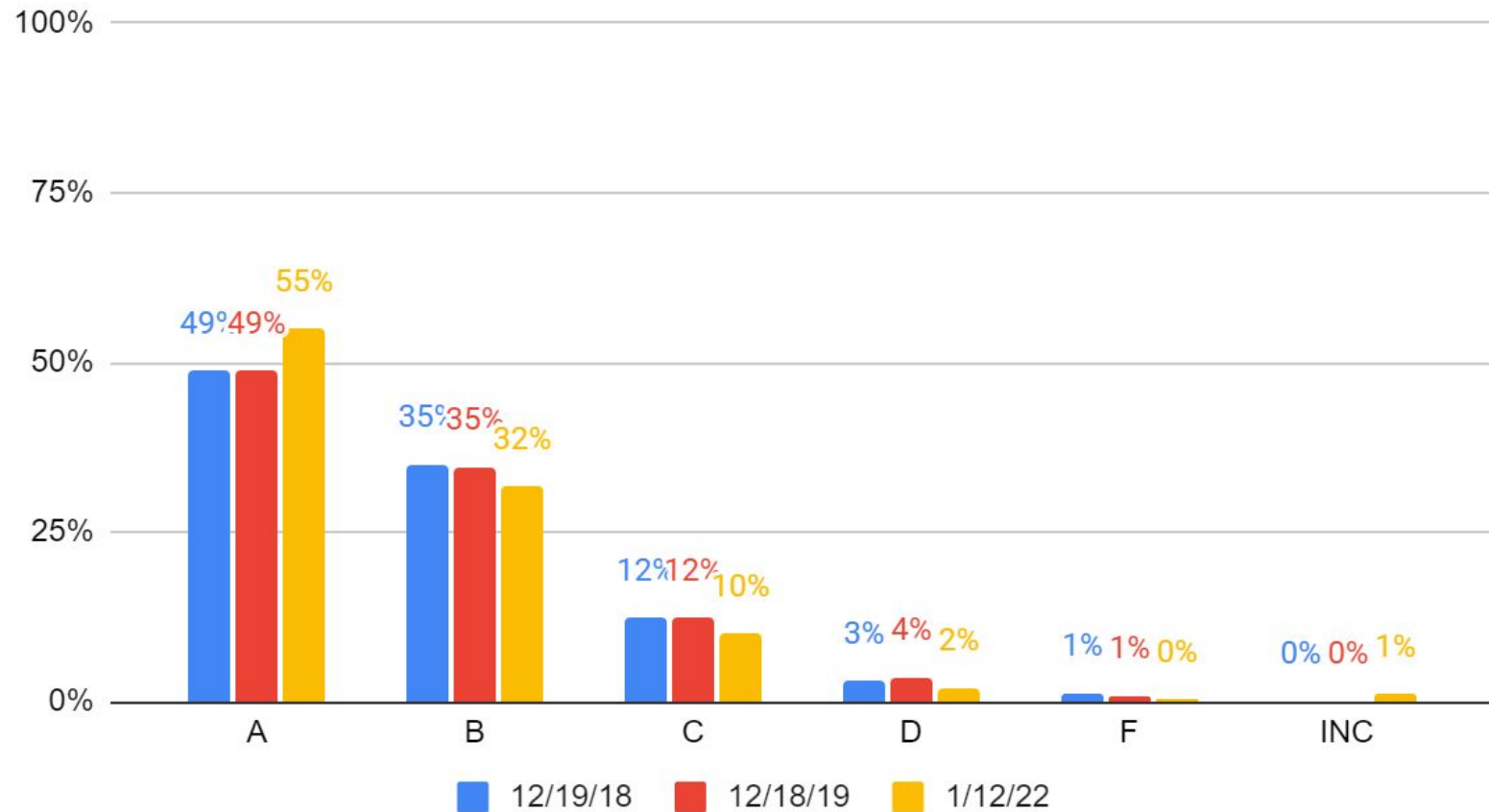
How do category weights affect formative assessment work completion and overall course performance?

70/30 Courses - Formative Assessment Data Sem 1

Courses	Formative Assessment Class Average	Semester 1 Class Average
English III	82.99%	80.46%
Earth Science	81.92%	82.28%
World Studies Honors	92.44%	89.09%
Exploring FACS	87.81%	87.29%
AP Computer Science A	93.12%	89.01%

80/20 Courses - Formative Assessment Data Sem 1

Course	Formative Assessment Class Average	Semester 1 Class Average
Chemistry/Physics 1	82.39%	82.58%
Spanish I	83.43%	84.02%
Economics	87.48%	88.24%
Algebra 2/Trigonometry	81.87%	82.01%
English II	88.54%	84.83%
AP Government and Politics	85.01%	84.49%

90/10 Courses - Formative Assessment Data Sem 1

Course	Formative Assessment Class Average	Semester 1 Class Average
Honors Precalculus	95.45%	88.30%
AP Statistics	91.25%	82.73%
Physics in the Universe	77.00%	83.02%
Earth Science	81.80%	79.80%
AP English Language and Composition	92.49%	90.50%
AP English Literature	93.56%	89.14%

100/0 Courses - Formative Assessment Data Sem 1

Course	Formative Assessment Class Average	Semester 1 Class Average
Chemistry Honors	82.71%	86.68%
AP Physics C	72.88%	89.33%
Chemistry	76.34%	76.04%
AP Chemistry	83.04%	82.95%

Course (Top 15 from previous slides)	Grade Weight	Formative	Overall
Honors Precalculus	90/10	95.45%	88.30%
AP English Literature	90/10	93.56%	89.14%
AP Computer Science A	70/30	93.12%	89.01%
AP English Language and Composition	90/10	92.49%	90.50%
World Studies Honors	70/30	92.44%	89.09%
AP Statistics	90/10	91.25%	82.73%
English II	80/20	88.54%	84.83%
Exploring FACS	70/30	87.81%	87.29%
Economics	80/20	87.48%	88.24%
AP Government and Politics	80/20	85.01%	84.49%
Spanish I	80/20	83.43%	84.02%
AP Chemistry	100/0	83.04%	82.95%
English III	70/30	82.99%	80.46%
Chemistry Honors	100/0	82.71%	86.68%
Chemistry/Physics 1	80/20	82.39%	82.58%

Course (Top 15 from previous slides)	Grade Weight	Formative	Overall
AP English Language and Composition	90/10	92.49%	90.50%
AP Physics C	100/0	72.88%	89.33%
AP English Literature	90/10	93.56%	89.14%
World Studies Honors	70/30	92.44%	89.09%
AP Computer Science A	70/30	93.12%	89.01%
Honors Precalculus	90/10	95.45%	88.30%
Economics	80/20	87.48%	88.24%
Exploring FACS	70/30	87.81%	87.29%
Chemistry Honors	100/0	82.71%	86.68%
English II	80/20	88.54%	84.83%
AP Government and Politics	80/20	85.01%	84.49%
Spanish I	80/20	83.43%	84.02%
Physics in the Universe	90/10	77.00%	83.02%
AP Chemistry	100/0	83.04%	82.95%
AP Statistics	90/10	91.25%	82.73%
Chemistry	100/0	76.34%	76.04%

Viewed another way…

GRADE WEIGHT	FORMATIVE AVERAGE	SEMESTER 1 GRADE
70/30	87.66%	85.63%
80/20	84.79%	84.36%
90/10	88.59%	85.58%
100/0	78.74%	83.75%

FORMATIVE AVERAGE and SEMESTER 1 GRADE
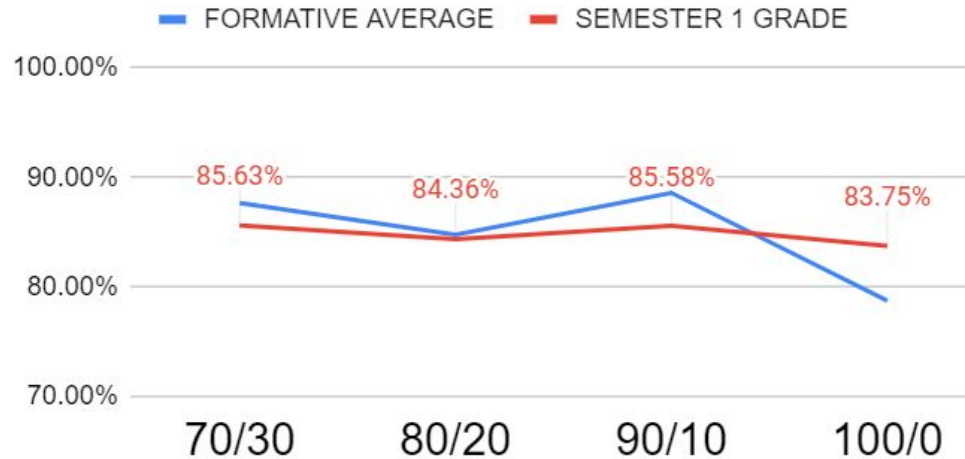
To consider:
- The consistency of the summative assessment average across all courses regardless of the grade weight
- The performance on formative assessments is not a consistent match with the amount that it is valued in the gradebook
- Drop in formative average by approx 5% in the 100/0 courses.
  - Worth noting that because of the 0% weight, not all formative assessments are included in each 100/0 gradebook.

How does the M (50% floor) affect students with high and low grades?

Findings

- **M Grades do not artificially raise grades, nor do they prevent low grades.**
- Students with higher grades (primarily A's and B's) tend to have a smaller number of "M" grades in the gradebook - typically less than one "M" grade per class.
- Students with lower grades (primarily C's and below) tend to have a larger number of "M" grades in the gradebook.
- The presence of large numbers of M grades is NOT preventing students from earning low grades.
- The presence of "M" grades provides an opportunity for students to earn credit for their work, rather than be hampered by the impact of 0 grades.

Hinsdale South Gradebook Analysis - Number of "M" Grades Students Earning **Higher Grades**

	Year in School	Semester 1 Grades	# of M Grades	Average M Grades per Class
Student A	Freshman	5 As, 1 B	4	0.7
Student B	Freshman	5 As, 1 B, 1 C	8	1.1
Student C	Sophomore	2 As, 4 Bs	23	3.8
Student D	Sophomore	5 As, 2 Bs	9	1.3
Student E	Junior	5 As, 1 B, 1 C	2	0.3
Student F	Junior	3 As, 4 Bs	3	0.4
Student G	Senior	6 As	3	0.5
Student H	Senior	2 As, 4 Bs, 1 C	5	0.7

Hinsdale Central Gradebook Analysis - Number of "M" Grades

Students Earning **Higher Grades**

	Year in School	Semester 1 Grades	# of M Grades	Average M Grades per Class
Student A	Freshman	6 As, 1 B	1	0.1
Student B	Freshman	5 As, 1 B, 1 C	5	0.7
Student C	Sophomore	4 As, 2 Bs, 1 C	1	0.1
Student D	Sophomore	7 As	0	0
Student E	Junior	6 As, 2 Bs	6	0.8
Student F	Junior	7 As	2	0.3
Student G	Senior	2 As, 4 Bs	4	0.7
Student H	Senior	6 As	3	0.5

Hinsdale South Gradebook Analysis - Number of "M" Grades Students Earning **Lower Grades**

	Year in School	Semester 1 Grades	# of M Grades	Average M Grades per Class
Student A	Freshman	1 A, 4 Ds, 1 F	116	19.3
Student B	Freshman	1 A, 2 Bs, 3 Cs, 1 D	50	7.1
Student C	Sophomore	1 A, 2 Cs, 3 Ds	89	14.8
Student D	Sophomore	1 A, 1 B, 4 Cs	19	3.2
Student E	Junior	3 As, 1 C, 2 Ds	40	6.7
Student F	Junior	1 A. 2 Bs, 4 Cs	8	1.1
Student G	Senior	1 A, 2 Cs, 4 Ds	79	11.3
Student H	Senior	1 A, 1 B, 1 C, 3 Ds, 1 F	128	18.3

Hinsdale Central Gradebook Analysis - Number of "M" Grades Students Earning **Lower Grades**

	Year in School	Semester 1 Grades	# of M Grades	Average M Grades per Class
Student A	Freshman	1 A, 3 Cs, 2 Ds	24	4.0
Student B	Freshman	2 As, 2 Bs, 1 C, 2 Ds	65	9.3
Student C	Sophomore	1 A, 1 B, 2 Cs, 3 Ds	35	5.0
Student D	Sophomore	1 A, 1 B, 4 Cs	5	0.8
Student E	Junior	1 A, 1 B, 4 Cs	17	2.8
Student F	Junior	1 A, 2 Bs, 3 Cs, 1 D	61	8.7
Student G	Senior	2 As, 1 B, 4 Cs	18	2.6
Student H	Senior	2 Bs, 1 C, 2 Ds, 1 F	74	12.3

Do changes in grade weight categories affect student effort/performance from one class to the next?

Student Grade Analysis - Student 1 (Senior)

Course	Gradebook Weights	Formative Assessment Average	Semester Grade
AP Calculus AB	90-10	100%	92.40%
AP English Literature	90-10	98.84%	93.88%
Physics	100-0	97.39%	95.03%
Accounting Honors	70-30	99.02%	96.43%
Constitutional Law	70-30	100%	96.96%

Student Grade Analysis- Student 2 (Freshman)

Course	Gradebook Weights	Formative Assessment Average	Semester Grade
English I Honors	70-30	74.42%	86.09%
Journalism: Yearbook	70-30	83.62%	92.81%
World Studies Honors	70-30	94.62%	93.47%
Algebra 1	80-20	91.86%	88.12%
Physics	90-10	93.16%	91.51%
French I	80-20	85.51%	93.73%

Student Grade Analysis- Student 3 (Junior)

Course	Gradebook Weights	Formative Assessment Average	Semester Grade
AP Language & Composition	90-10	84.64%	83.41%
AP US History	70-30	87.00%	85.25%
Pre-Calculus	85-15	78.63%	82.37%
AP Computer Science A	70-30	91.43%	84.86%
Chemistry	100-0	82.27%	83.68%
Spanish IV	70-30	83.33%	83.87%

Ongoing areas for conversation, feedback, and professional development

- Clearer definitions for formative and summative assessments
- Connections between formative and summative assessments
- Relearning and Reassessment practices
- Student Motivation

Ongoing Analysis and Conversations: Next Steps

- Reflecting on and assessing data on 21-22 grades
- Making course team decisions for SY 22-23 (flex days in March and April)
- Grading alignment work continues during Department and Course Team Curriculum alignment and assessment conversations
- Ongoing professional development conversations around formative/summative assessments
- Ongoing professional development conversations around Relearning and Reassessment opportunities