

EBG Pilot 2023-2024

GCHS Grading Philosophy Statement:

At Grant Community High School, the purpose of grading is to honestly and accurately reflect student progress toward identified learning standards at a specific moment in time. In order to assess progress, students' performance will demonstrate understanding and allow for teacher feedback to guide mastery. Our goal is to clearly communicate to students and families while also providing meaningful data to support student needs.

The learning expectations of GCHS are based on [Illinois Learning Standards](#) adopted by the Illinois State Board of Education. All students work toward mastery of these standards. Daily curricular plans, instructional strategies, and assessment of student work help students make progress and meet or exceed the learning standards.

For the past five years, teachers and administrators at Grant Community High School have been researching new grading practices that can enhance student learning. This research includes book studies, graduate courses, and site visits to other schools that have applied evidence-based grading practices. Our Algebra I teachers implemented evidence-based practices while still using traditional grading during previous school years. GCHS will expand this pilot using evidence-based grading practices in place of traditional grading during the 2023-2024 school year. Letter grades will continue to be issued on report cards.

2023-2024 Pilot Courses:

- Algebra 1
- World History
- Biotech
- Honors English 11
- Team Sports

What is evidence-based grading?

Evidence-based grading (EBG) is used to provide students, parents, and teachers with an understanding of how well a student demonstrates skills through a body of evidence. Each class has essential competencies (standards) and targets (instructional objectives) that are assessed using evidence that the student provides.

Why evidence-based grading?

- Provides teachers with a resource to communicate a more exact and consistent message
- Provides parents and students with information about how and what the student knows and can do.
 - aligns with state academic standards
 - reports academics and behavior separately

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- clarifies course expectations
- communicates the mastery of defined learning targets instead of the accumulation of points
- reports the student's achievement toward meeting learning targets at a given time by reflecting on evidence based on various assessments

How does evidence-based grading work?

Students provide evidence of their learning through targeted practice, formative exercises, and summative assessments aligned to specific standards. Separately, teachers collect additional data on student's participation, behavior, attendance, technology usage, etc. Instead of traditional grading that averages a student's achievement data from the semester with other characteristics, such as work habits, evidence-based grading focuses solely on a student's progress toward identified learning standards. As a result, achievement grades reflect academic progress, and student learning-related behaviors are reported separately.

How will students with Individualized Education Plans (IEPs) be graded?

The learning standards for all students are the same; however, students with IEPs have specific accommodations and/or modifications that enable a student to meet the standards. An accommodation does not change the standard but provides the scaffolding and support necessary for that student to access and demonstrate the knowledge and skills indicated in a standard.

What is reported? Skills, Growth, and Behavior

- Performance levels will represent the most recent, comprehensive, or frequent evidence.
- Formative assessments may inform, but will not be included in the final assessment of the standard.
- Summative assessments will be used to determine performance levels.
- Respectful, Engaged, and Dependable behaviors will be reported separately from academic performance levels.

Skills (Used in determining an academic grade)

This area communicates information about the student's proficiency in each course standard. The following codes are used to indicate the mastery level of each student in the targets and skills of the course:

- Proficiency
- Approaching
- Developing
- No evidence

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Growth (Not used in determining an academic grade)

In our grading system, teachers document each student's weekly progress throughout the semester using the following codes:

- AG - Stands for Appropriate Growth. This means that a student is growing at the normal or above normal learning trajectory, given the academic challenges of the course/unit. This code signals that the student is progressing as expected.
- MG - Stands for Minimal Growth. This means that a student is growing at a flat or shallow learning trajectory, given the academic challenges of the course/unit. This code signals possible learning intervention.
- FG - Stands for Failing to Grow. This means that a student is growing at a negative learning trajectory, given the academic challenges of the course/unit. This code leads to ineligibility and signals possible learning intervention.
- N - Stands for No Evidence/Incomplete. This means that there is simply not enough evidence collected to determine progress or growth in a course/unit. This code signals that more evidence is to be collected to determine growth. Review of the grade book for missing work and conversation between teacher and student or parent is advised.

Keeping It R.E.D. Behavior (Not used in determining an academic grade)

- **Respectful:** Manage your behavior appropriately, follow electronic policies of the class, be respectful to classmates and teachers, accept responsibility and consequences for your actions, use appropriate language, accept various roles and an equitable share of the work within a group, respond positively to ideas, opinions, values and traditions of others, encourage and help others.
- **Engaged:** Participate in class, use feedback from teacher and others to improve, collaborate with others by accepting roles and share work equitably, create and follow a plan to complete work and tasks, establish priorities and manage time to achieve goals, seek out assistance when necessary.
- **Dependable:** Come to class prepared, complete in-class and out-of-class work on time, use class wisely, be on time to class, adhere to class rules and policies, obtain and complete makeup work in a timely manner, use TEAM or lab passes when appropriate, participate in relearn/redo opportunities.

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	Growth	Keeping it R.E.D. Behavior	Formative Assessments	Summative Assessment	Overall Grade
Skyward Codes	AG = Appropriate Growth MG = Minimal Growth FG = Failing to Grow N/I = No evidence or insufficient growth	3 = Proficiency 2 = Approaching 1 = Developing	3 = Proficiency 2 = Approaching 1 = Developing N= No Evidence	3 = Proficiency 2 = Approaching 1 = Developing N= No Evidence	A,B,C, D,F

Grading Practices

1. Performance levels will be based on clear and established criteria toward the level of mastery for a grade-level standard that is common for all teachers within a course.
2. Performance levels will represent the most recent, comprehensive, or frequent evidence.
3. Group scores will not be factored into a student’s grade. Only evidence specific to an individual student will be taken into consideration within a group project.
4. Formative assessments may inform, but will not be included in the final assessment of the standard.
5. Summative assessments will be used to determine performance levels.
6. Students’ achievement will be the only aspect included in their content area grade. Other factors, such as effort, homework, attendance, timeliness, compliance, poor handwriting, no name on the paper, etc. will not be included.
7. Respectful, Engaged, and Dependable behaviors will be reported separately from academic performance levels.
8. Extra credit and bonus points will not be assigned.
9. Students will be given multiple opportunities to demonstrate mastery of grade-level standards as needed.
10. Academic dishonesty will be addressed, but will not be punished with reduced performance levels.

Sample Gradebook Display:

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There are two places to look to follow your student's progress:

1. Skyward

- Academic Skills
- Student Growth
- Behavior/Work Habits

Academic Skills come from formative and summative assessments. This is the data that will be used to determine the final grade.

Student Growth is reported weekly. This is the best place to look to follow your student's progress.

Behavior is reported at each progress period. This is the "why" for the progress your student is or is not making.

Example of Skyward Gradebook

ALGEBRA BLOCK FALL	
Period 5 (10:55 AM - 11:20 AM)	
Michael Werner	
Skill Assessments	
1A:	I can create graphical representati...
1B:	I can create symbolic representati...
2A:	I can rewrite expressions and equ...
2B:	I can solve equations and inequalit...
3A:	I can identify and interpret key cha...
3B:	I can use mathematical evidence t...
4:	I can use notation, signs, and make ...
Student Growth	
	I am making adequate progress towar...
Overall Grade	
Behavioral Grades	
R:	I am respectful.
E:	I am engaged.
D:	I am dependable.

2. Schoology

- Shows what your student is doing in class each day
 - Assignments/Coursework
 - Completed Notes
 - Videos
 - Additional Resources