



# Updated Progress Report: A New Outlook on Grading



Brandywine School District

# Welcome

- Our Discussion this Evening...
- Reasons for adopting standards based grading and reporting
- A snapshot of how scores will be reported
- A glimpse of the district standards based progress report and how it is organized
- Resources that parents can access to learn more about a standards based system



**FYI** ...



As we are presenting, please note down any questions, comments, and/or concerns on a post it and place them in the ***Parking Lot*** at the end of the presentation.

Write your **NAME, SITE, AND EMAIL ADDRESS ON YOUR POST-IT.**

We will respond to post-it comments as soon as possible.



# Purpose of the Progress Report

- *The primary goal of the progress report/Report card is to communicate with both parents and students about the student's progress in demonstrating achievement of the State Standards and effort invested in the learning process.*



**“Why...would anyone want to change current grading practices?”**

The answer is quite simple: grades are so imprecise that they are almost meaningless.”

--Robert Marzano





“Grading as it has been done traditionally promotes a culture of point accumulation not learning, encourages competition not collaboration, often focuses on activities not results...and only involves assessment OF learning because everything students do gets a score and every score ends up in the grade book.”

---Ken O’ Connor

Four yellow pencils are shown vertically on the left side of the slide. From left to right, the erasers are green, red, green, and green. The pencils are sharpened and have silver-colored metal ferrules.

# Traditional Grading

- Letter grades-A, B, C, D, F
- Academic achievement tainted by non-academic factors
- Grade everything and average it together
- Chronological listing of all the assignments
- Report a single grade for a class

# Practices that Inhibit Learning

- Including behaviors in academic grade
- Assessments not linked to learning targets
- Grading first effort (classwork)
- Always using the average to determine a grade
- Old and recent scores are given the same weight







# More Traditional Grading Problems

- Has a student who receives a “C” based upon 100% homework completion and 50% test average really mastered the standards?
- How do grades affect the motivation of students who experience early failure and see no way to climb out of the hole they’ re in?

# Point Chasing

- Averages and Percentage Scores can be Misleading



# What is a Learning Standard?

...an agreed upon statement of what a student should know and be able to do in a given content area.

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# STANDARDS BASED GRADING

- A focus on mastering content “standards” instead of accumulating points
- A report of what students know and are able to do
- A balance of different kinds of student product evidence
- A record keeping system that informs instruction
- A system that encourages student reflection and responsibility for learning



# SBG Principle #1

The purpose of grades is to communicate **student achievement**

- Based on state and district standards
- Academic performance only
- Behaviors reported separately (Qualities of a Learner)



## SBG Principle #2

A Grading Program Should

- Be Fair
- Be Consistent
- Support Learning
- Promote Communication between teachers/students/parents



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## SBG Principle #3

Relate grading procedures to learning goals

- Identify critical concepts/skills
- Assess individual concepts/skills
- Mastery is the standard
- Identifying what student evidence is being measured
- Multiple Opportunities to Demonstrate Learning

# SBG Principle #4

What should NOT be included in a grade:

- Effort
- Attendance
- Participation
- Citizenship
- Attitude
- Bonuses
- Behavior
- Group Work
- Homework
- Anything that doesn't relate to a standard



# Other Advantages

- Ensures consistency from classroom to classroom
- Provides more accurate representation of student progress for parents
- Provides much greater detail to parents about how their child is performing in school



# BSD Elementary Standards Based Progress Report

Eight Content Areas with Specific  
Learning Standards **BY Each  
MARKING PERIOD for ALL  
GRADES**

## Achievement Levels

4	Standards Strongly in Place
3	Progressing towards Standards
2	Needs Improvement in Meeting
Standards	
1	Below the Standards
NA	Not Yet Taught or Assessed





# BSD Elementary Standards Based Progress Report

## Qualities of a Learner

Listens attentively

Completes homework

Independent work

Uses Time Wisely

Seeks Help when needed

Participation

Follows rules

Effort & Home Practice

## Performance Levels

- \* Exceptional
- + Satisfactory
- Unsatisfactory

Student Name	Student ID	Teacher	Principal	School
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**Purpose:** The primary goal of the progress report is to communicate with parents and students about both the student's progress in demonstrating **achievement** of the State Standards, and qualities of a learner for each marking period.

### Growth Toward Standards Key By Marking Period

4=Strongly in Place 3=Progressing 2=Needs Improvement 1=Below Standard NA = Not Addressed in Marking Period

### Qualities of a Learner Key

\* Exceptional \* Satisfactory ~ Unsatisfactory

Marking Period	1	2	3	4
<b>Language Arts</b>				
<b>Teacher -</b>				
<b>Reading</b>				
<ul style="list-style-type: none"> <li>Identifies and integrates key ideas and details from texts</li> <li>Analyzes how the author/illustrator organizes texts and presents ideas</li> </ul>				
<b>Writing</b>				
<ul style="list-style-type: none"> <li>Writes a variety of texts for different purposes</li> <li>Follows the writing process to improve work</li> </ul>				
<b>Speaking and Listening</b>				
<ul style="list-style-type: none"> <li>Integrates and evaluates information from speakers</li> <li>Builds on other's ideas during conversations</li> <li>Presents clear and well-organized oral presentations</li> </ul>				
<b>Foundational Skills</b>				
<b>Teacher -</b>				
<ul style="list-style-type: none"> <li>Understands and identifies spoken syllables and sounds (first grade)</li> <li>Knows and applies grade level phonics and word analysis skills</li> <li>Reads fluently</li> </ul>				
<b>Language</b>				
<ul style="list-style-type: none"> <li>Forms all upper and lower letters correctly (first grade)</li> <li>Learns and uses appropriate grammar and vocabulary in spoken and written language</li> <li>Demonstrates appropriate capitalization, punctuation and spelling when writing</li> </ul>				

<b>Social Studies</b>				
<b>Teacher -</b>				
<ul style="list-style-type: none"> <li>Growth toward content standards</li> <li>Demonstrates ability to interpret and analyze information</li> <li>Communicates knowledge of concepts orally and/or in writing</li> </ul>				

Specialist Areas	Marking Period	1	2	3	4
<b>Music</b>					
<b>Teacher -</b>					
<ul style="list-style-type: none"> <li>Growth toward standards</li> <li>Understands concepts</li> <li>Applies skills</li> <li>Demonstrates appropriate behavior</li> </ul>					
<b>Art</b>					
<b>Teacher -</b>					
<ul style="list-style-type: none"> <li>Growth toward standards</li> <li>Understands concepts</li> <li>Applies skills</li> <li>Demonstrates appropriate behavior</li> </ul>					

Marking Period	1	2	3	4
<b>Mathematics</b>				
<b>Teacher -</b>				
<b>Operations and Algebraic Thinking</b>				
<ul style="list-style-type: none"> <li>Solves problems and understands numeric relationships</li> </ul>				
<b>Numbers and Operations</b>				
<ul style="list-style-type: none"> <li>Understands operations with numbers and computes accurately</li> </ul>				
<b>Measurement and Data</b>				
<ul style="list-style-type: none"> <li>Solves measurement problems; represents and interprets data</li> </ul>				
<b>Geometry</b>				
<ul style="list-style-type: none"> <li>Reasons with shapes</li> </ul>				
<b>Mathematical Practices</b>				
<ul style="list-style-type: none"> <li>Makes sense of problems and perseveres; constructs arguments and defends thinking; uses precise mathematical language</li> </ul>				
<b>Science</b>				
<b>Teacher -</b>				
<ul style="list-style-type: none"> <li>Growth toward content</li> <li>Demonstrates investigative skills and strategies</li> <li>Communicates knowledge of concepts orally and/or in writing</li> </ul>				

Specialist Areas	Marking Period	1	2	3	4
<b>Physical Education</b>					
<b>Teacher -</b>					
<ul style="list-style-type: none"> <li>Growth toward standards</li> <li>Understands concepts</li> <li>Applies skills</li> <li>Demonstrates appropriate behavior</li> </ul>					
<b>Library</b>					
<b>Teacher -</b>					
<ul style="list-style-type: none"> <li>Growth toward standards</li> <li>Understands concepts</li> <li>Applies skills</li> <li>Demonstrates appropriate behavior</li> </ul>					

# Progress Report

Student Name	Student ID	Teacher	Principal	School

Marking Period	1	2	3	4
<b>Additional Information</b>				
Days Absent				
Days Tardy				
Early Dismissal				
Conference Requested				
Conference Attended				
Promotion in Danger				
Promoted to Grade				
Administratively Assigned to Grade				
Retained in Grade				

<b>Related Services</b>				
Marking Period	1	2	3	4
Math Support				
Reading Support				
English Language Learner Support				
504 Accommodation Plan				
Special Education: See IEP Progress Report				
Gifted/Enrichment Program				

Marking Period	1	2	3	4
<b>Qualities of a Learner</b>				
<b>Self-Directed Learner</b>				
* Listens attentively				
* Follows directions				
* Seeks help when needed				
* Works well independently				
<b>Quality Producer</b>				
* Produces neat work				
* Keeps material organized				
* Completes classwork on time				
* Completes homework on time				
* Work produced reflects ability				
<b>Collaborative Worker</b>				
* Accepts constructive suggestions				
* Works well in groups of various sizes				
* Participates in discussions				
<b>Respectful Citizen</b>				
* Follows school/classroom rules				
* Shows respect for property, self and others				
* Accepts responsibility for own action				

First MP:





# RESOURCES

Brookhart, S.M. (2011). Starting the Conversation about Grading. *Educational Leadership*, 69(3), 10-14.

Gusky, T.R. (2011). Five Obstacles to Grading Reform.

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Heflebower, T. (2011). Grades That Show What Students Know. *Educational Leadership*, 69(3), 34-39.

O'Connor, K. and Wormeli, R. (2011). Reporting Student Learning. *Educational Leadership*, 69(3), 40-44.

Wormeli (2006). Fair Isn't Always Equal.

[http://www.isacs.org/misc\\_files/Annual\\_Wormeli\\_Fair%20Equal](http://www.isacs.org/misc_files/Annual_Wormeli_Fair%20Equal)

.pdf Brookhart, S.M. (2008). How to Give Effective Feedback to Your Students. ASCD, Alexandria, VA. Marzano, R.J. (2006).

*Classroom Assessment & Grading That Work*. ASCD, Alexandria, VA.



# Final Thoughts

- Contact your child's teacher if you have specific questions about how to help your child.
- Contact your building principal if you have general questions about the updated progress report.

