



## MISSION

Somers Central School District will ignite a passion in each student by engaging all learners at a personal level to ensure success in a global society.

# Evidence-Based Grading at SHS

September 2023

# Welcome Families!

- **Goal:**
  - Understand your child's feedback and grades so that you can best continue to support your child's learning



*Grades should represent what students know and are able to do related to the standards, objectives, and learning targets of their course or grade level.*

*Gobble, et al. (2017)*



# What is Evidence-Based Grading?

- shifts the focus of classwork, homework, tests, projects, and other assessments from completion and accumulation of points to the **development of student proficiency** and **feedback on a proficiency scale**
- relies upon explicit and consistent **learning objectives** (course skills) and specific measurable **success criteria**
- utilizes frequent and ongoing **assessment** and **feedback** to promote student reflection
- results in final grades that reflect students' **body of evidence** and **growth** as opposed to average

# Why EBG?

- provides **clear and objective** understanding of student performance and progress
- paints **fair, consistent, accurate** picture of student learning
- promotes **self-efficacy** and **student ownership** of learning
- develops **learning stamina** in kids
- consistent with expectations for **college and career readiness**



# What Does EBG Look Like at SHS?

YES



- Proficiency Scores on Assignments and Assessments
- Feedback
- Grade Conferences
- Numerical Grades on Report Cards and Transcripts

NO



- “Students don’t get grades”
- “Students choose their own grades”

# Proficiency Scale

## Proficiency Scores

- **Refined Proficiency (RP):** evidence exceeds competence in the skill; student is performing above the standard
- **Proficiency (P):** evidence reflects competence in the skill; student is performing at the standard
- **Approaching Proficiency (AP):** evidence approaches competence in the skill; student is almost performing at the standard
- **Developing Proficiency (DP):** evidence does not reflect competence in the skill; student is not performing at the standard
- **Missing Evidence (ME):** evidence is missing; student has not completed the necessary work to demonstrate performance level (on an individual assessment)
- **No Evidence (NE):** all evidence is missing; student has not completed the necessary work to demonstrate performance level (throughout the marking period)



# Course Skill (example)

## Skill: D. Thinking Critically

Refined Proficiency	Proficiency	Approaching Proficiency	Developing Proficiency
I can use a variety of interwoven critical thinking skills to comprehensively develop and apply my nuanced understanding of global history and the process of investigation.	<b>I can use critical thinking skills to develop and apply my understanding of global history and the process of investigation.</b>	I can use critical thinking skills to develop and apply a general understanding of global history and the process of investigation.	I attempt to use critical thinking skills to develop and apply a basic understanding of global history and the process of investigation.

### SUCCESS CRITERIA:

1. Discuss concepts, issues, models, visual representation and theories
2. Synthesize information to make valid arguments
3. Analyze and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
4. Interpret different perspectives and their implications

# Schoology Gradebook

- Updates
- Grades**
- Mastery
- Attendance
- Members
- Big Ideas Learning
- BrainPOP
- Conferences
- Edpuzzle
- IXL Learning
- LockDown Browser
- Newsela
- OneNote Class Notebo...
- Production LTI 1.3 Adv

**Information**

Grading periods  
Q1-SHS-9-1-2023-11-3-2023,  
Q2-SHS-11-4-2023-1-19-  
2024, Q3-SHS-1-20-2024-3-  
22-2024, Q4-SHS-3-23-2024-  
6-28-2024

IB History HL Yr 1: 125 4 IB History HL Yr 1

## IB History HL Yr 1: 125 4 IB History HL Yr 1

SOMERS SENIOR HIGH SCHOOL

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▼ Q1-SHS-9-1-2023-11-3-2023 (25%)

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▼ Objective A (25%)

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Practice ID Quiz - The American Revolution	9/08/23 11:59pm	AP
ID Quiz - The Early Republic	9/27/23	P
Paper #1 - Objective A	10/04/23 7:35am	—

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▼ Objective B (25%)

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Paper #1 - Objective B	10/04/23 7:35am	—
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▼ Objective C (25%)

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Paper #1 - Objective C	10/04/23 7:35am	—
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▼ Objective D (25%)

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Paper #1 - Objective D	10/04/23 7:35am	—
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# Schoology Mastery

### Mastery

- Attendance
- Members
- Big Ideas Learning
- BrainPOP
- Conferences
- Edpuzzle
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#### Information

Grading periods  
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6-28-2024

Learning Objectives	Grade	Progress								
<b>Objective A: Knowledge and understanding</b> • Demonstrate detailed, relevant and accurate historical knowledge. • Demonstrate understanding of historical concepts and context. • Demonstrate understanding of historical sources.	★ AP	<table border="1"><caption>Objective A Progress Data</caption><thead><tr><th>Item</th><th>Progress (%)</th></tr></thead><tbody><tr><td>Practice ID Quiz - The American Revolution</td><td>70</td></tr><tr><td>ID Quiz - The Early Republic</td><td>80</td></tr><tr><td>Paper #1 - Objective A</td><td>0</td></tr></tbody></table>	Item	Progress (%)	Practice ID Quiz - The American Revolution	70	ID Quiz - The Early Republic	80	Paper #1 - Objective A	0
Item	Progress (%)									
Practice ID Quiz - The American Revolution	70									
ID Quiz - The Early Republic	80									
Paper #1 - Objective A	0									
<b>Objective C: Synthesis and evaluation</b> • Integrate evidence and analysis to produce a coherent response. • Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response. • Evaluate sources as historical evidence, recognizing ... <a href="#">Show More</a>	-	<table border="1"><caption>Objective C Progress Data</caption><thead><tr><th>Item</th><th>Progress (%)</th></tr></thead><tbody><tr><td>Paper #1 - Objective C</td><td>0</td></tr></tbody></table> <p>There are no achievement levels for any items aligned to this objective</p>	Item	Progress (%)	Paper #1 - Objective C	0				
Item	Progress (%)									
Paper #1 - Objective C	0									
<b>Objective D: Use and application of appropriate skills</b> • Structure and develop focused essays that respond effectively to the demands of a question. • Reflect on the methods used by, and challenges facing, the historian. • Formulate an appropriate, focused question to guide a historical inquiry. ... <a href="#">Show More</a>	-	<table border="1"><caption>Objective D Progress Data</caption><thead><tr><th>Item</th><th>Progress (%)</th></tr></thead><tbody><tr><td>Paper #1 - Objective D</td><td>0</td></tr></tbody></table> <p>There are no achievement levels for any items aligned to this objective</p>	Item	Progress (%)	Paper #1 - Objective D	0				
Item	Progress (%)									
Paper #1 - Objective D	0									
<b>Objective B: Application and analysis</b> • Formulate clear and coherent arguments. • Use relevant historical knowledge to effectively support analysis. • Analyse and interpret a variety of sources.	-	<table border="1"><caption>Objective B Progress Data</caption><thead><tr><th>Item</th><th>Progress (%)</th></tr></thead><tbody><tr><td>Paper #1 - Objective B</td><td>0</td></tr></tbody></table> <p>There are no achievement levels for any items aligned to this objective</p>	Item	Progress (%)	Paper #1 - Objective B	0				
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Paper #1 - Objective B	0									

# Conversion Chart

## Proficiency Scores at end of Marking Period

## Numerical Range

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ALL course skills achieved at overall levels of “P” or “RP”

**91%-100%**

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Course skills achieved at overall levels of “P” or “RP” with at most one (1) skill at “AP”

**81%-90%**

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Course skills achieved at overall levels of “P” or “RP” with two (2) or more at “AP”

**71%-80%**

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Course skills achieved at overall levels of “AP” “P” or “RP” with at most one (1) skill at “DP”

**65%-70%**

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Course skills achieved at overall levels of “AP” “P” or “RP” with two (2) or more at “DP”

**Less than 65%**

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Student has received an overall score of “NE” in one or more skills

**Less than 65%**

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# What did you like about the grade conference process?

I like how we get to show why we earned the grade we got and how I was part of the decision making process.

It values my improvement in a subject

It gives us the ability and practice of judging our own progress and being part of the decision of our grades.

I was able to voice my thoughts. It was nice being able to speak directly with the teacher about the I thought was best for me.

Your grades reflected how proficient you were in the topics.

I liked being able to discuss my grade with my teachers and have a say in my final grade along with direct feedback about my work throughout the unit.

It was based off of how much we learned, not how much we retained, and that really helped me excel in this class.

I like how detailed the explanation for my grade was. It really helped in terms of determining where I am excelling and where I still have room to grow.

November  
2022

Student  
Surveys  
(Various Courses)

I like that I have the opportunity to redo assignments after gaining a greater understanding from the feedback.

I like how we are able to talk one on one with the teacher and discuss how we feel we did in the class. It gives us a way to break away from the numbers and talk about the effort we put into the class.

It helped get a more deserved grade for people rather than something that doesn't fully reflect a student.

I liked that we are given the opportunity to take accountability for our grades and the grading process.

I think the evidence based grading has allowed [student] to learn at her own pace and show what she has learned. I am very grateful that this grading system is in place in two of her classes.

This is so reflective of learning ... Making big strides.

A great service for the students...

The students are focused on their learning.

Aimed toward learning ... It's not a one-shot deal.

*Adjusting to the difference with other classes not using it is a bit challenging*

*Excited for this shift ... Get the info out to all parents.*

He's engaged... He knows there is accountability.

[Student] thinks it's cool that she gets to meet and discuss her strengths and weaknesses and gets to discuss what she thinks her grade should be.

EBG is so real world.

*Thank the entire EBG team for trying this*

As he says to me, "The grading takes the pressure off, so it makes it easier to focus on what I'm doing instead of the grade." He has discussed books that he is reading, and I feel that conversations around this class are more about what he's learning vs what his grades are.

April 2023

Parent INTERVIEWS  
(Various Courses)

# Survey

Evidence-Based Grading | Parent  
Survey



<https://forms.office.com/r/pt03q0kBBm>