



A New Outlook on Grading



Brandywine School District

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

Purpose of the Report Card

- *The primary goal of the 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.*



“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



Reflective Practices in 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

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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)

Principle #2

A Grading Program Should

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





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

Other Advantages

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



Home Access Center (HAC)

- Teachers will enter grades into HAC as weighing each assignment or assessment as formative or summative measures. Weighting will be as follows:
 - Formative: 30%
 - Summative: 70%



Formative vs. Summative

- **Formative**-work that is considered practice and leads up to students showing what they have learned. Includes giving feedback to students to improve learning.
- **Summative** –work completed after classroom learning, usually requiring students to demonstrate mastery of concepts after sufficient instruction, practice and feedback is given.

Examples of Formative Measures

- Formative Quizzes
- Drafts of writing
- Homework graded for accuracy
- Classwork practice
- Worksheets
- Concepts in the early stages of learning

Examples of Summative Measures

- Tests
- Projects
- Summative Quizzes
- Performance tasks
- Research papers
- Projects



BSD Secondary Report Card

Qualities of a Learner

Listens attentively

Completes homework

Independent work

Uses Time Wisely

Seeks Help when needed

Participation

Follows rules

Effort & Home Practice

Comment Levels

3 Exceptional

2 Satisfactory

1 Unsatisfactory

BSD Middle/High School Report Card

Wilmington, DE

Brandywine School District

Principal:

Phone: (302)

Student Name:		Building:		School Year:	2016
Student ID:		Homeroom:		Reporting Periods:	M2

Description	Teacher	MP1	MP2	Midterm Exam	MP3	MP 4	Final Exam	Final Grade	Learner	Producer	Worker	Citizen	Earned Credit
Intro to Entrepreneurship	Buffet, W.	A							3	3	B	3	0
Environmental Studies	Fossey, D.	A							3	3	3	2	0
RTI 6th grade Reading	Walpole, S.	S							2	1	2	2	0
RTI 6th grade Math		D							3	3	3	3	0
A Has demonstrated significant growth in making sense of problems and persevering in solving problems													
Language Arts	Poe, E.	B							3	2	2	3	0
Social Studies	Hamilton, A.	A							3	3	3	3	0
Science 6	Einstein, A.	A							2	3	2	2	0
Math 6	Findx, U.	C							2	1	3	2	0
		Needs to give consistent effort on a daily basis		Needs to complete homeroom regularly		Actively participates, but inconsistent effort when working independently							
Computer Applications	Frampton, A.												0



Rubric for Process Skills (Qualities of a Learner)

Score	Self-Directed Learner	Quality Producer	Collaborative Worker	Respectful Citizen
<p>3 Meets Expectations uses skills independently</p>	<ul style="list-style-type: none"> Listens attentively most of the time Follows directions Changes easily from one activity to another Seeks help when needed Works well independently 	<ul style="list-style-type: none"> Produces neat and organized work Completes classwork on time Completes homework on time Work reflects ability 	<ul style="list-style-type: none"> Accepts constructive suggestions Works well in groups of various sizes Participates in discussions 	<ul style="list-style-type: none"> Demonstrates self-control Follows school/classroom rules Shows respect for property, self and others Accepts responsibility for own action
<p>2 Approaching Expectations demonstrates skills and only some of the time</p>	<ul style="list-style-type: none"> Listens some of the time Some difficulty in changing in from one activity to another Needs guidance and direction from instructor some of the time Struggles with staying on task 	<ul style="list-style-type: none"> Inconsistent completion of homework- turns in late work some of the time Inconsistently completes classwork Sometimes does not use time wisely 	<ul style="list-style-type: none"> Inconsistently responds or uses constructive suggestions Sometimes needs to be moved from groups Sometimes participates in classroom discussions 	<ul style="list-style-type: none"> Sometimes needs to be told he/she needs more self-control Inconsistency follow rules of school/classroom Is reminded on occasion to be respectful to others.
<p>1 Below Expectations Little to no use of skills. Needs improvement</p>	<ul style="list-style-type: none"> Struggles with listening and following directions on a regular basis Is dependent on the instructor to move to a new transition Needs to be redirected 	<ul style="list-style-type: none"> Little or no homework or classwork is completed Work does not reflect ability Work shows little effort Has not made up work after absence 	<ul style="list-style-type: none"> Improperly uses suggestions Does not respond positively to feedback Is not able to work in a group setting Does not participate in class 	<ul style="list-style-type: none"> Struggles with following rules of class and school Makes excuses for behavior majority of the time Is disruptive in class on a regular basis Does not take ownership of his or her actions



RESOURCES

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

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

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

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).

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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 grading practices and report card.

