A New Outlook on Grading

Brandywine School District
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
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

**Brandywine School District**
Wilmington, DE

**School Year:** 2016
**Reporting Periods:** M2

### Description | Teacher | MP1 | MP2 | Midterm Exam | MP3 | MP4 | Final Exam | Final Grade | Learner | Producer | Worker | Citizen | Earned Credit
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
Intro to Entrepreneurship | Buffet, W. | A | | | | | 3 | 3 | 3 | 3 | 3 | 0
Environmental Studies | Fossey, D. | A | | | | | 3 | 3 | 3 | 3 | 2 | 0
RTI 6th grade Reading | Walpole, S. | S | | | | | 2 | 1 | 2 | 2 | 2 | 0
RTI 6th grade Math | | D | | | | | 3 | 3 | 3 | 3 | 3 | 0

- **B**: 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 | Findex, U. | C | | | | | 2 | 1 | 3 | 2 | 0

- **A**: Needs to give consistent effort on a daily basis.
- **B**: Needs to complete homework regularly.
- **A**: Actively participates, but inconsistent effort when working independently.

**Computer Applications** | Frampton, A. | | | | | | | | | | | 0
# Rubric for Process Skills (Qualities of a Learner)

<table>
<thead>
<tr>
<th>Score</th>
<th>Self-Directed Learner</th>
<th>Quality Producer</th>
<th>Collaborative Worker</th>
<th>Respectful Citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Meets Expectations uses skills independently</strong>&lt;br&gt;• Listens attentively most of the time&lt;br&gt;• Follows directions&lt;br&gt;• Changes easily from one activity to another&lt;br&gt;• Seeks help when needed&lt;br&gt;• Works well independently</td>
<td><strong>Produces neat and organized work</strong>&lt;br&gt;• Completes classwork on time&lt;br&gt;• Completes homework on time&lt;br&gt;• Work reflects ability</td>
<td><strong>Accepts constructive suggestions</strong>&lt;br&gt;• Works well in groups of various sizes&lt;br&gt;• Participates in discussions</td>
<td><strong>Demonstrates self-control</strong>&lt;br&gt;• Follows school/classroom rules&lt;br&gt;• Shows respect for property, self and others&lt;br&gt;• Accepts responsibility for own action</td>
</tr>
<tr>
<td>2</td>
<td><strong>Approaching Expectations demonstrates skills and only some of the time</strong>&lt;br&gt;• Listens some of the time&lt;br&gt;• Some difficulty in changing in from one activity to another&lt;br&gt;• Needs guidance and direction from instructor some of the time&lt;br&gt;• Struggles with staying on task</td>
<td><strong>Inconsistent completion of homework- turns in late work some of the time</strong>&lt;br&gt;• Inconsistently completes classwork&lt;br&gt;• Sometimes does not use time wisely</td>
<td><strong>Inconsistently responds or uses constructive suggestions</strong>&lt;br&gt;• Sometimes needs to be moved from groups&lt;br&gt;• Sometimes participates in classroom discussions</td>
<td><strong>Sometimes needs to be told he/she needs more self-control</strong>&lt;br&gt;• Inconsistency follow rules of school/classroom&lt;br&gt;• Is reminded on occasion to be respectful to others.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Below Expectations Little to no use of skills. Needs improvement</strong>&lt;br&gt;• Struggles with listening and following directions on a regular basis&lt;br&gt;• Is dependent on the instructor to move to a new transition&lt;br&gt;• Needs to be redirected</td>
<td><strong>Little or no homework or classwork is completed</strong>&lt;br&gt;• Work does not reflect ability&lt;br&gt;• Work shows little effort&lt;br&gt;• Has not made up work after absence</td>
<td><strong>Improperly uses suggestions</strong>&lt;br&gt;• Does not respond positively to feedback&lt;br&gt;• Is not able to work in a group setting&lt;br&gt;• Does not participate in class</td>
<td><strong>Struggles with following rules of class and school</strong>&lt;br&gt;• Makes excuses for behavior majority of the time&lt;br&gt;• Is disruptive in class on a regular basis&lt;br&gt;• Does not take ownership of his or her actions</td>
</tr>
</tbody>
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RESOURCES


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.