Standards Based Grading

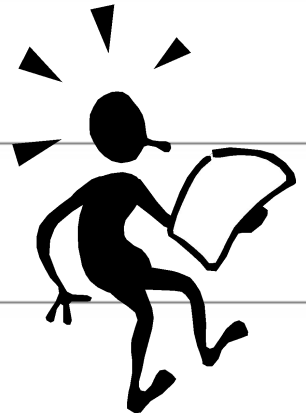
Rural Advisory Committee

Larry Zeman, Sara Gregorich, Taylor Kessinger, Kalyn Johnson, Jacob Konvicka

Chetek-Weyerhaeuser Middle School/High School

Ten Year Summary of Failing Grades at Mid-Trimester 2

Chetek-Weyerhaeuser High School Advanced Placement Analysis



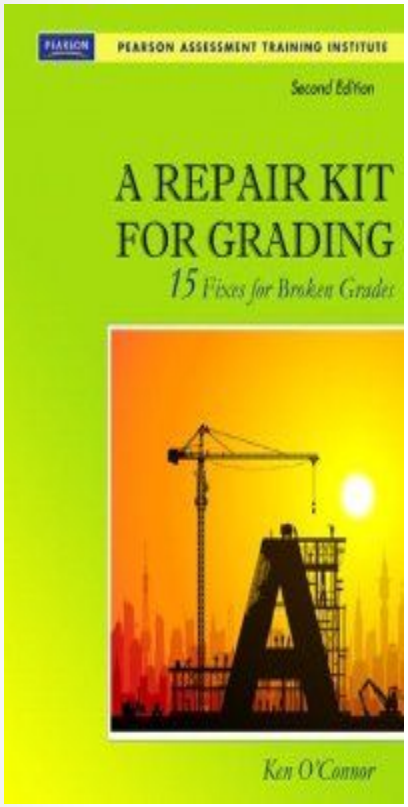
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Enrollment in AP Courses	0	5	36	8	15	17	42	49	47	73	76	76
Number of AP Exams Taken	0	10	17	8	9	11	31	40	36	47	49	49
Number of AP Exams Passed	0	3	6	5	7	4	14	19	21	35	31	24

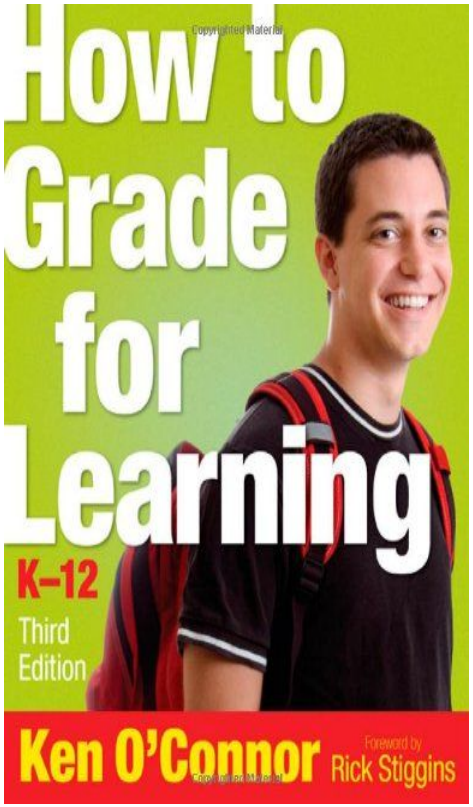
Chetek-Weyerhaeuser HS (2017-18)

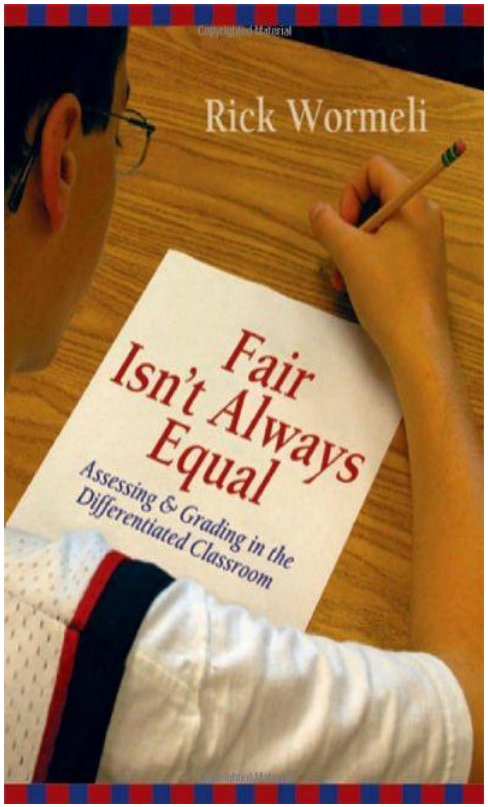
Overall Score

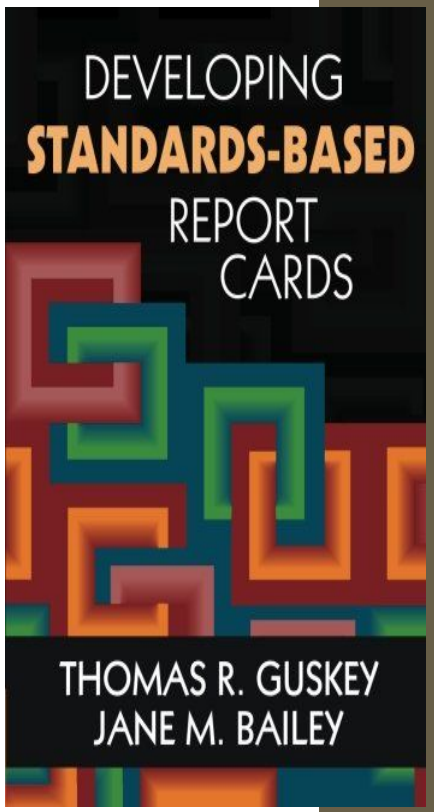
Significantly Exceeds Expectations

Follow the Research





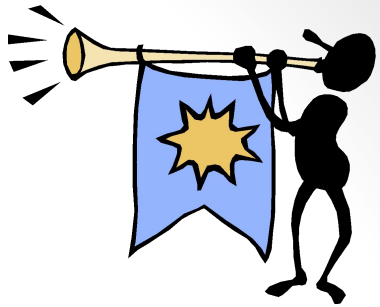




SBG General Overview

1. Develop clear learning targets and rubrics
2. Place learning targets in grade books
3. Utilize pre-assessments, formative assessments, and summative assessments
4. Utilize learning friendly grading practices
5. Implement interventions based on learning target proficiency

PLC - 4 Key Questions



1. What do we want students to know and be able to do?
2. How will we know if they know it?
3. What will we do if they do not know it?
4. What will we do if they already know it?

Key Question #1

What do we want students to know and be able to do?

Curriculum Builder

Larry Zeman

Sign Out

Course Navigator

- Courses
  - 21st Century Health
  - Academic & Career Planning
  - Accounting I A
  - Accounting I B
  - ACT Math A
  - ACT Math B
  - Adaptive Fit for Life
  - Adaptive Phy Ed A
  - Adaptive Phy Ed B
  - Adaptive Phy Ed C
  - Adv CNC Turning IS
  - Advanced CAD & Prototyping
  - Advanced CNC Milling IS
  - Advanced Math A
  - Advanced Math B
  - Advanced Woodworking
  - Agri-Science
  - Algebra I A
    - 1. Functions
    - 2. Linear Relationships
    - 3. Simplifying and Solving
    - 4. Systems of Equations
      - 4.1 I can solve a system of equations using the Substitution Method (including the equal values method).
      - 4.2 I can solve any system of equations

COURSE Algebra I A

UNIT 4 Systems of Equations

UNIT % 20.00%

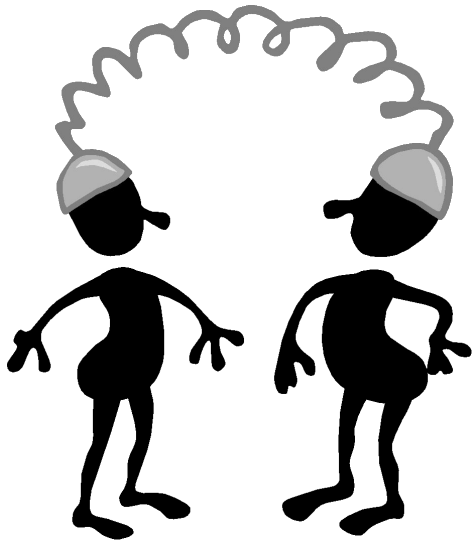
TARGET 4.2: I can solve any system of equations using the Elimination Method.

PROFICIENCY	DESCRIPTOR	DEFINITION
4	Proficient	I can solve any system of equations using the Elimination Method.
3	Developing	I can solve a system of equations using the Elimination Method when both equations are set up in ax + by = c format and multiplication is needed for both equations with minimal errors
2	Basic	I can solve a system of equations using the Elimination Method with minimal errors when both equations are set up in ax + by = c format and multiplication is needed for one equation
1	Minimal	I can solve a system of equations using the Elimination Method with minimal errors when both equations are set up in ax + by = c format and no multiplication is needed
0	No Evidence	No evidence shown.

Save Cancel

Standards Based Grading

- Learning Targets
  - Chetek-Weyerhaeuser Curriculum
  - http://www.cwasd.k12.wi.us/highschool/CWASDHSCurriculum.cfm

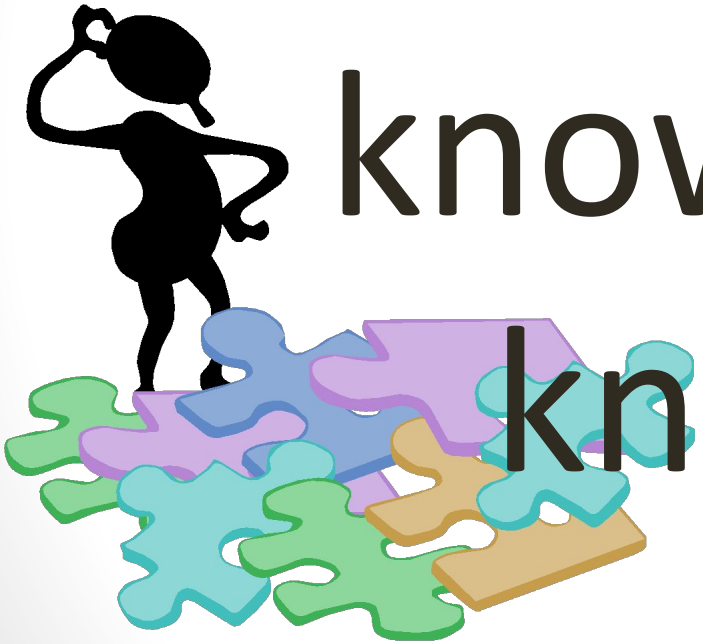


Build Grade Book

- Export curriculum from Curriculum Builder.
  - Can be exported at any time.
  - Is a snapshot of current state of curriculum.
  - Master copy of curriculum is always maintained in curriculum software.
- Import curriculum into individual class and teacher grade books.
  - Grade books are pre-populated with learning targets for each class.
  - Follow learning friendly grading practices.

Key Question #2

How will we know if they know it?



Grading Practices

Standards Based Grading

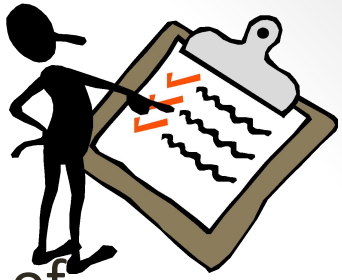
- Grading Policies
  - Include only academic achievement in grades.
  - Provide support for learning. Do not reduce scores on late work.
  - Do not give points for extra credit work or use bonus points.
  - Do not consider attendance in grades.
  - Use only individual achievement evidence.
  - Resist averaging grades.
  - Allow students to reassess at any time.
  - Emphasize recent achievement. Do not grade practice.
  - Involve students in the grading process.

Handout - CW Grading Practices

Standards Based Grading

- Formative and Summative Assessments
  - Answer to question #2 – How do we know if they learned it.
  - Formative Assessment – Should inform the teacher and the student AND should be a learning experience.
  - Summative Assessment – Final measure of learning. Not time dependent. **Learning is the constant and time is the variable.**

Proficiency Table



4 **Proficient** - Student demonstrates mastery of grade-level skills and processes with no major errors or omissions.

3 **Developing** - Student demonstrates partial mastery of grade-level skills and processes.

2 **Basic** - Student demonstrates mastery of all basic skills and processes but requires help to successfully complete higher-level skills and processes.

1 **Minimal** - Student requires help to partially complete grade-level skills and processes.

0 **No Evidence** - There is not sufficient evidence to assess student progress

Grade Mark Entries

Overall Proficiency Score	Average Range	Skyward Percentages (Grade Mark Entries)
4	3.75 – 4.00	93.75 – 100
3.5	3.25 – 3.74	81.25 – 93.74
3	2.75 – 3.24	68.75 – 81.24
2.5	2.25 – 2.74	56.25 – 68.74
2	1.75 – 2.24	43.75 – 56.24
1.5	1.25 – 1.74	31.25 – 43.74
1	.75 – 1.24	18.75 – 31.24
.5	.25 - .74	6.25 – 18.74
0	0 - .24	0 – 6.24

Handout - Grade Definitions

Average Proficiency to Grade to GPA Points Conversion Table

This table provides a mapping from the averaged proficiency scores in the subject (unit) level into a grade for the class. This table also then provides a mapping for grades into GPA Points which are used to calculate student GPAs.

Averaged Proficiency Scale	Skyward Percentages (Grade Mark Entries)	Summary Grade Conversion	GPA Points
3.8-4.0	95.00 – 100	A+	4
3.59-3.79	89.75 – 94.99	A	4
3.38-3.58	84.50 – 89.74	A-	3.67
3.17-3.37	79.25 – 84.49	B+	3.33
2.96-3.16	74.00 – 79.24	B	3
2.75-2.95	68.75 – 73.99	B-	2.67
2.54-2.74	63.50 – 68.74	C+	2.33
2.33-2.53	58.25 – 63.49	C	2
2.12-2.32	53.00 – 58.24	C-	1.67
1.91-2.11	47.75 – 52.99	D+	1.33
1.7-1.9	42.50 – 47.74	D	1
1.49-1.69	37.25 – 42.49	D-	.67
Below 1.49	0 – 37.24	F	0

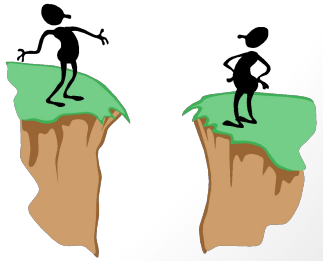
Key Question #3

What will we do if they do not know it?

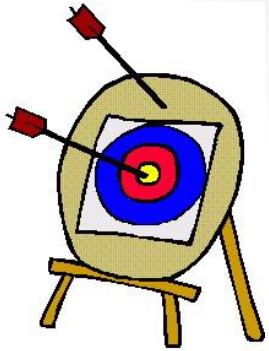
Standards Based Grading

- Interventions
  - Three tier approach.
    - Tier 1 – Classroom interventions.
    - **Tier 2 – System-wide intervention for students in need.**
    - Tier 3 – Intensive intervention **in addition to** grade level instruction for students significantly behind their peers.

Handout - Resource Period Procedures



Academic Resource



- 60 Minute Resource Period
  - Rescheduled every day
  - Export proficiency grades
  - Schedule student into academic resource for any learning target grade of 2 or below
  - Turn on purple indicator in attendance module
  - Teachers inform students of academic resource assignment during attendance in period 4
  - Students attend academic resource for specific learning target assistance
  - Students remain in academic resource until no learning target grades are at a 2 or below
  - Core studies take a priority and are rotated with elective academic assignment also a possibility

Handout - Academic Resource Instructions

Key Question #4

What do we do if they already know it?

Standards Based Grading

- Advanced Learners
  - Pre-assessments can prove proficiency.
  - Learning targets are explicitly stated in grade book.
  - Multiple opportunities to prove proficiency.
  - Opportunity to work ahead.

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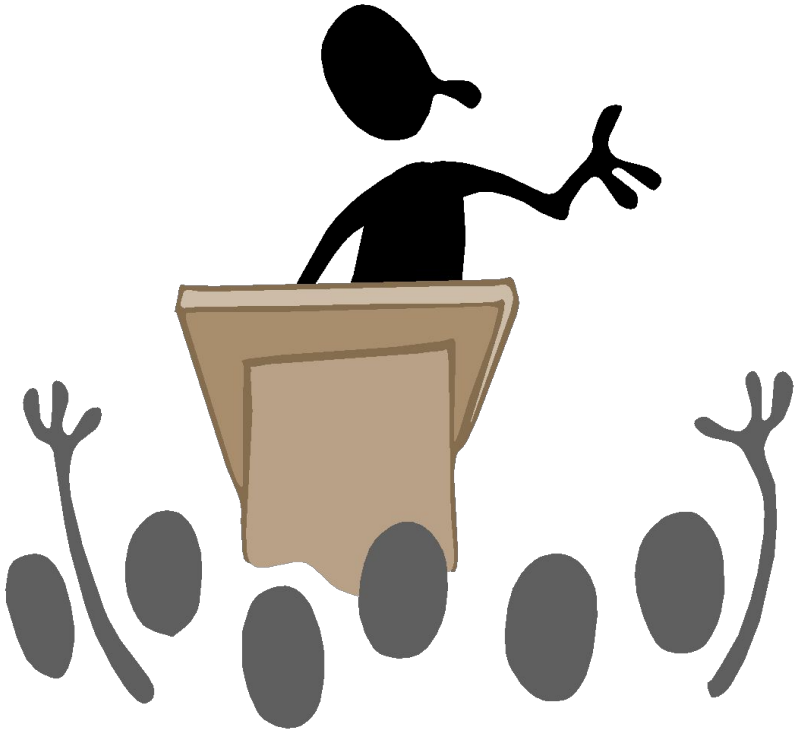
Thank You - Questions?



Larry Zeman – lazeman@cwasd.k12.wi.us

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