

Superintendent's Advisory Council on Instruction

“Grading”

December 12, 2019

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Prince William County

PUBLIC SCHOOLS

Providing A World-Class Education

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Regulation Revision

New

- Separate academic performance from behavior in grades
- Articulated principles and beliefs
- Explicit reference to formative, summative, and reassessment
- Descriptive task titles (incl. SOL)

Unchanged

- Letter grade symbols
 - S+, S, S-
 - A, B+, B, C+, C, D+, D, F
- Grading scales-
 - Percentage
 - Grade points
 - (4, 4.5, 5 point)

Regulation Revision

New

- Expectations of greater teacher collaboration and consistency within and across schools
- Direction on missing and late work
- Explicit language on grade replacement
- Multiple Opportunities provided w/ conditions
- Discourage percentages; encourage use of rubric scoring

Unchanged

- Letter grade symbols
 - S+, S, S-, N
 - A, B+, B, C+, C, D+, D, F
- Grading scales-
 - Percentage
 - Grade point scales
 - (4, 4.5, 5 point)

Formative vs Summative

- Formative - Practice
- Summative - Evaluative
- Best practice is to include only summative grades in student grade calculations; however, most of our schools still provide some credit toward the practice or formative assessment in the overall quarter and course grade.



Formative vs Summative

- Formative is usually not weighted in grading calculations- it is practice; however...
- Minimum- Grade level/course teams agree on how to calculate formative and summative assessment grades to promote greater consistency of teachers of the same course

Consistent Practices in Reassessment

- Reassessment not re-takes
- Not automatic, nor guaranteed- requires demonstration of preparation to be given the possibility of another opportunity
- Practices should be common among grade level/course teams



Too few items to base grade on

- Grades follow assessment
- Not all assessments are graded
- All assessments require feedback to be effective
- Sufficient evidence should be available before making an evaluation
- Minimum of 9 per quarter

“Real World” and Second chances

- Focus is on learning
- Practices should promote persistence
- Examples: Driver tests, pilot tests, LSAT, Nursing Boards, SAT, Teacher certs, etc.
- If not in school, then when and where?

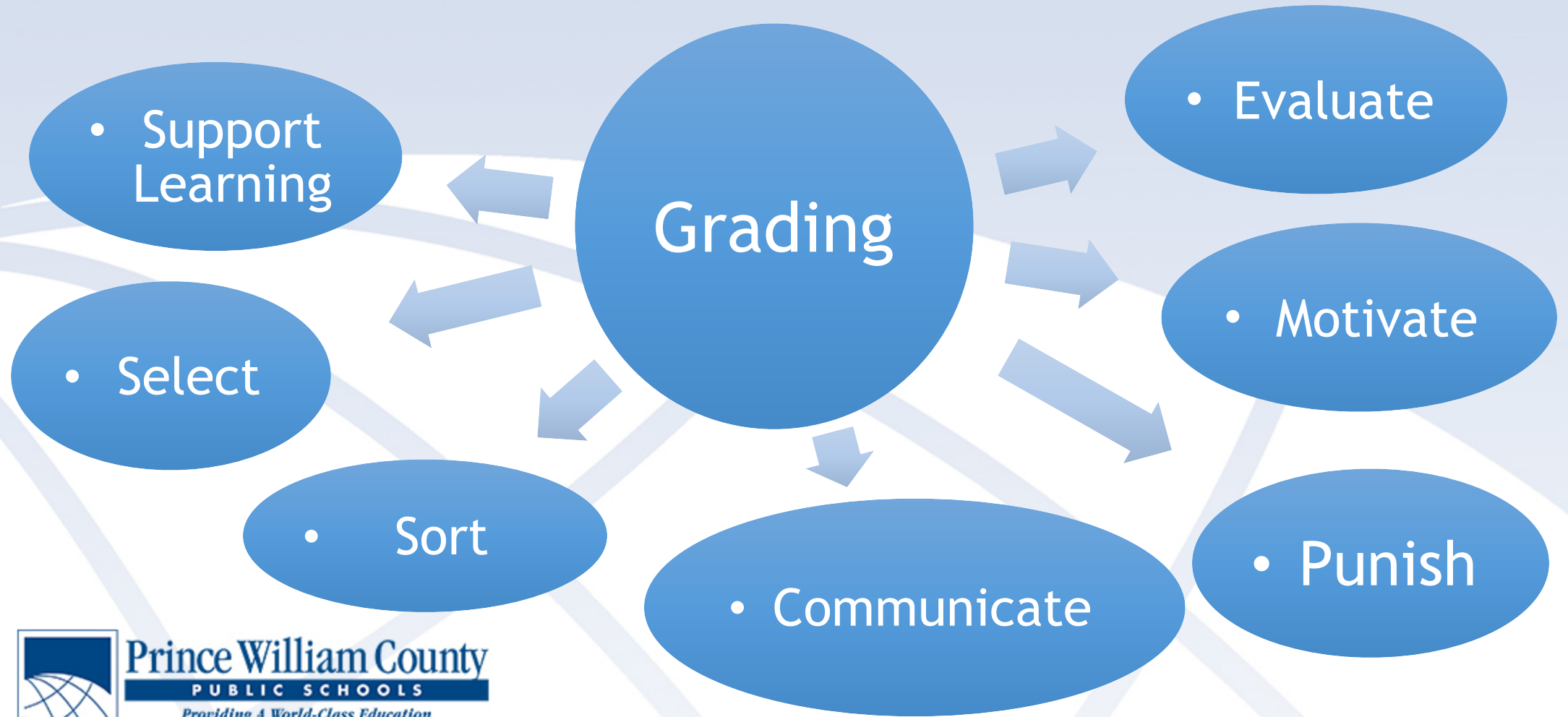
Assessment

- Grades follow assessment
- Not all assessments are graded
- All assessments require feedback to be effective

Feedback

- Research on score values vs. comments and reflective questions
- Importance of timeliness
- Feedback vs Reporting
- Student self-regulation

What is the purpose of grading?



Purpose of Grading

- Primary purpose is to communicate academic achievement level to students and parents, using a symbol and narrative comments.



Quality Grading Principles

Do we all agree that quality grades are:

- Accurate?
- Meaningful?
- Consistent & Fair?
- Support Learning?



Accuracy

Improve the accuracy of **academic grades** by not including behaviors such as:

- Attendance
- Effort
- Lateness
- Neatness
- Cheating*



*highly controversial and nuanced

Accuracy

- Based on established, uniform standards
- Use of clear learning targets or objectives
- Clear articulation of success criteria
- Use of appropriate scale (points, percentages, weights)
- Need for multiple measures



Meaningful & Consistent

- Understood by student
- Evidence-based (know and do)
- Built collaboratively with teacher teams (same grade/course)



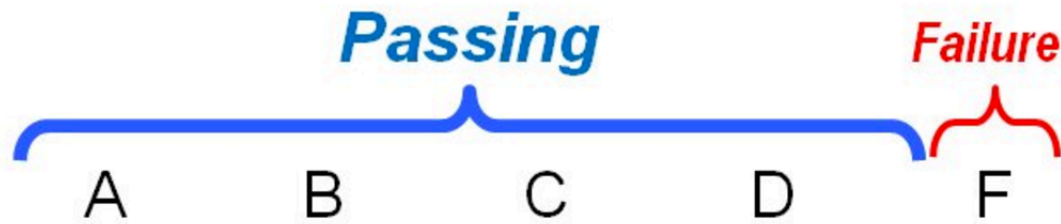
Supporting Learning

- Importance of quality designs
- Power of frequent formative assessment for learning
- Summative measurements that are valid and reliable



Food for Thought

Typical Letter Grading Scale:



Percentage Grading Scale:



“% grades provide 101 distinct levels of performance w/ 2/3rds denoting failure.”

-Thomas R. Guskey

Timely Reporting

- Several parents raised concerns about this. Regulations 561-2, 661-1, 661-2, 661-3 require minimum of weekly update to online grade book.



Recent Improvements

- Regulation revised-Grounded in best practices
- New grade book with additional capabilities
- New ParentVue product to enhance communication



Selected Resources

Chappuis, J. *Seven Strategies of Assessment for Learning, 2e*. Upper Saddle River, NJ: Pearson Education, 2015. Print.

Dueck, Myron. *Grading Smarter Not Harder*. Alexandria, VA: ASCD, 2014. Print.

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Marzano, Robert J. *Classroom Assessment & Grading that Work*. Alexandria, VA: ASCD, 2006. Print.

O'Connor, Ken. *A Repair Kit for Grading: 15 Fixes for Broken Grades*. Boston, MA: Pearson Education Inc., 2011. Print.

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Vatterott, Cathy. *Rethinking Grading: Meaningful Assessment for Standards-Based Learning*. Alexandria, VA: ASCD, 2015. Print.

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