Cedar Falls Learning-Based Grading FAQ

What is Learning–Based Grading?

Learning–Based Grading means:

- We are clear in our communication of students' learning.
- We assess student work using proficiency levels
- We incorporate ongoing assessment.
- We adjust our report cards and PowerSchool accordingly.
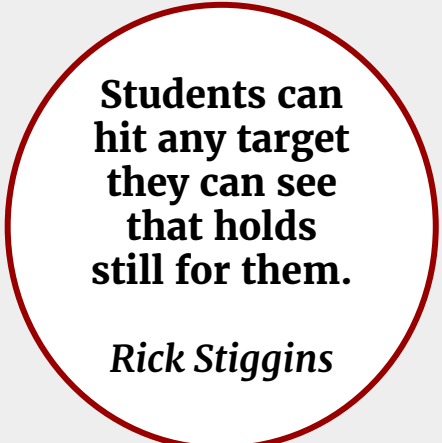
Why Learning–Based Grading?

- **Goal:** ensure that each student acquires the essential learnings (derived from standards) necessary for future success

- Learning–Based Grading practices clarify learning targets for students to achieve using <u>clear</u>, <u>meaningful</u>, and <u>consistent</u> language.

8th Grade English Essential Learning:

Cite textual evidence to support an interpretation of text.

Learning Targets:

- ❏ I can find words in the text to support my thinking about the text.
- ❏ I can explain how the quote supports my thinking about the text.
- ❏ I can quote the words exactly as they appear in the text.
- ❏ I can use an ellipsis in place of words I leave out (to shorten a quote).
- ❏ I can use punctuation correctly (quotation marks, commas, end marks).
- ❏ I can include the correct page number of the quote.

Students can hit any target they can see that holds still for them.

Rick Stiggins

What are the advantages of Learning–Based Grading practices?

- Clarity of what a grade really means.
- Conversations focus on learning rather than point acquisition.
- Course content is assessed through common assessments, with learning opportunities providing a way for students to demonstrate higher order thinking.
- Clarity about grading practices and an emphasis on most recent work helps students develop a growth mindset.

What are the disadvantages of Learning-Based Grading?

- It's a big change, and that can be messy. (It's worth it!)
- Traditional grading practices are ingrained in the community.
- Finding the balance between always knowing exactly where a student stands and not shutting down the learning process. As soon as a "grade" is attached to learning, learning often stops.

How have CF teachers prepared for Learning-Based Grading?

- Some teachers and teams have been implementing learning-based grading principles for years.
- Secondary teachers read and participated in a book study of *On Your Mark* by Thomas Guskey.
- Early implementation in English, French and Math in Spring of 2016.
- Early implementation teams added in the Fall of 2017.
- Professional development and faculty meetings continue to include learning for those implementing now and those implementing next year
- Additional book study provided for 2017-18 school year, *Grading From the Inside Out* by Tom Schimmer.

What is not going to change?

- Students will continue to have a final summary grade.
- Students will continue to experience high quality instruction and receive frequent feedback regarding their learning.
- PowerSchool will be regularly updated.
- GPA will still be calculated. AP courses will continue to earn a weighted GPA.
- Colleges will still receive transcripts containing the information they seek for admission and scholarships.

What is the difference between traditional grading practices and Learning-Based Grading?

- (Traditional) Includes many different elements that may or may not reflect what a student knows and can do.

- (Learning–based) Includes only what a student knows and can do related to course objectives.

- (Learning–based) Teachers use assessments to provide feedback and inform instruction.

How does Learning-Based Grading work? How is a grade determined?

The bulk of change occurs inside the classroom, in the day to day cycle of instruction and assessment. Changes you'll see include:

- Each class will have 4-7 different strands (categories) that will get an overall score.
- Every activity and assessment will have a purpose of helping achieve proficiency in one or more of those strands.
- The overall course grade (A,B,C,D) will be determined based on the scores from strands based on predetermined guidelines of the class. This "logic rule" will be shared in the syllabus.
- Early in the learning process, you may see fewer items "graded" as students learn and revise, also, because certain strands may not be taught until later in the semester.
- Each piece of evidence graded for a strand will be scored on proficiency levels (1-4).

Secondary Proficiency Scale	
4-Exemplary	Student has consistently performed at the expected complexity level with greater independence, wider application, and/or greater innovation, and has included the necessary body of evidence.
3-Proficient	Student has consistently performed at the expected complexity level with growing independence and has included the necessary body of evidence.
2-Developing	Student has not performed at the expected complexity level, but is showing progress toward proficiency, and has included the necessary body of evidence.
1-Beginning	Student has not performed at the expected complexity level and is showing little to no evidence of progression toward proficiency.
IE (Insufficient) NE (No evidence)	Student has not submitted enough evidence to determine progress toward proficiency.

What about homework?

- Homework still offers an opportunity to practice and prepare.
- Not graded.
- Fosters a student's autonomy in learning.
- Forces teachers to consider how this practice is guiding students toward essential learning of the course.

What does it look like in PowerSchool?

	Attendance By Class											
Exp	**Last Week**					**This Week**					**Course**	**S1**
	M	T	W	H	F	M	T	W	H	F		
P1(A-B)											Composition and Rhetoric Anderson, Heidi L - Rm: 214	[i]

PowerTeacher Pro Assignments

Due Date	Category	Assignment	Flags		Score	%	Grade	ℹ 💬
06/01/2017	Test	Une journee a Paris paper	📊 ◀ ✅		--/4			
05/18/2017	Quiz	Amazing race- reading and listening assessments	📊 ◀ ✅		--/4			
05/18/2017	Quiz	Arrondissement presentations	📊 ◀ ✅		--/4			
05/05/2017	Test	Ch. 10 reading/listening test- animals/weather	📊 ◀ ✅		--/4			
05/05/2017	Test	Ch. 10 speaking - class interview questions	📊 ◀ ✅		--/4			
05/01/2017	Test	Ch. 10 speaking assessment- weather videos	📊 ◀ ✅		--/4			
04/27/2017	Test	ch. 10 writing project- francophone country	📊 ◀ ✅		--/4			
04/14/2017	Test	Chapter 9 test	📊 ◀ ✅		--/4			
04/07/2017	Quiz	Ch. 9 grammar quiz - pronouns	📊 ◀ ✅		--/4			
03/28/2017	Quiz	Ch. 9 grammar quiz - adverbs	📊 ◀ ✅		--/4			
03/28/2017	Quiz	Vocab quiz- ch. 9 - hotel	📊 ◀ ✅		--/4			

04/14/2017	Test	Chapter 9 test	📊 ▼ ✅		--/4
		📊 **WL.F3.1** - Listening			3
		📊 **WL.F3.2** - Reading			4
		📊 **WL.F3.3** - Speaking			3
		📊 **WL.F3.4** - Writing			2

P4(A-B) **French III** - S2		Q3	Q4	E2	S2	Engels, Brittan K
Standards		**Q3**	**Q4**	**E2**	**S2**	
WL.F3 French III		3	3	2	3	
WL.F3.1 Listening		4	3	--	3	
WL.F3.2 Reading		4	2	--	3	
WL.F3.3 Speaking		3	3	--	3	
WL.F3.4 Writing		3	3	2	2	
WL.F3.5 Language Usage		3	4	--	3	

Are all teachers using Learning-Based Grading?

- We are striving toward total implementation.
- Some differences remain.
- The movement is growing; it is likely that your student is in at least one course implementing components of Learning Based Grading.

Isn't this subjective?

- Overall grade is based on a body of evidence, not accumulation of points.
- Grade is determined according to the strand scores using a rule that is predetermined at the beginning of the semester and communicated with students
- Highly qualified teachers/teams make collaborative decisions:
  - How summary grades determined
  - Proficiency levels
  - Common assessments and assessing

Does Learning–Based Grading make earning an "A" more difficult?

- No! Expectations are the same, feedback is clearer.

- Students can demonstrate their focused learning in particular areas deemed essential rather than completing steps to earn more points.

- E.g. Instead of students fixing 2 sentences of an essay to earn a few points back on one analysis example, students have to focus on their *learning* throughout to improve and reach expectations.

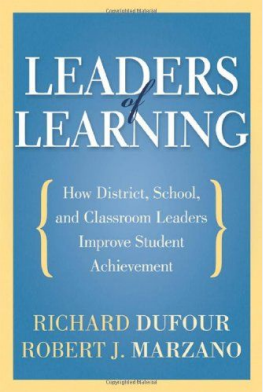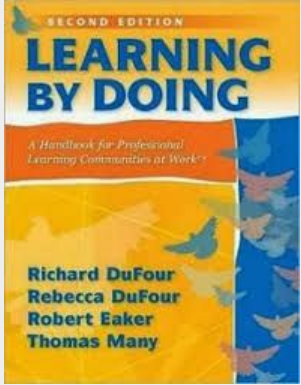# How does Learning-Based Grading prepare students for college?

- Learning–Based Grading practices enhance student achievement and increase students' understanding of the specific skills, strategies, knowledge, and processes needed to succeed.
- Students learn self--advocacy and understand the required work necessary to meet the learning targets.
- Most often, students need to see the connection between homework and assessments. In college, attendance may not be taken, homework won't be collected and provided points, and students need to know how to advocate for themselves. All skills that will serve students well beyond the walls of our school.
- Thus: We are shooting beyond getting into college but having students well equipped to finish college.

What resources have guided our work?