

# Grading for Learning Standards-Based Reporting Grade 5 and 6

Millis Middle School 2017 - 18

The hardest part about learning  
something new is not embracing new ideas,  
but letting go of old ones.

- *Todd Rose*

Link: [Beyond Average](#)



# The Future Requires Unlearning



Click on the  
picture to watch  
the video:  
Jack Uldrich: The  
Future Requires  
Unlearning

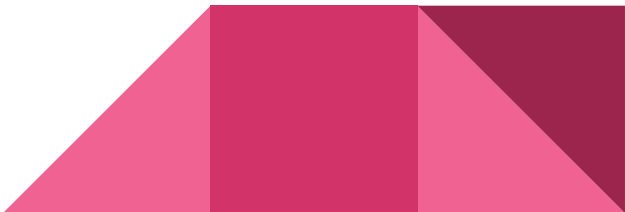
## Things to think about:

How do we know whether a child is really learning - and exactly what he/she is learning?

What do you consider success in school?



# Myths/Assumptions

- Students won't work if they don't get grades.
  - An "A" in one teacher's class is the same as an "A" in another
  - Grades are the primary predictor of future success.
  - Grades indicate who is smart.
- 


# Purpose of Report Cards

To provide information and feedback to students and families on progress toward learning skills and concepts

Link: [Grades don't tell the whole learning story](#)



## Traditional Grades (A, B, C, D, F)

- Students are compared to each other - based on how quickly they learned new concepts and grades are based on averages.
  - Grades tell how a student meets one teacher's expectations.
  - Students receive one indication of overall performance in a subject area
- 

Grades are first and foremost communication;  
they are information, nothing more

- *Rick Wormeli*

Link: <http://www.rickwormeli.com>





Research shows that specific feedback on progress toward specific standards is the most effective way to advance learning.

“The most powerful single modification that enhances achievement is feedback.”


*-John Hattie*

Link: [Visible Learning: Feedback in Schools](#)




# What is a Standards-Based Report card?

Each subject area is broken down to specific Content Standards, which have been identified for each grade level, by the MA Dept of Elementary & Secondary Education.



# WHY Standards-Based Reporting?

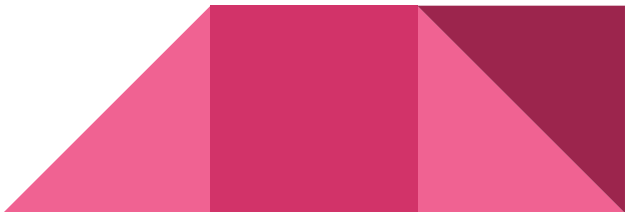
- To better represents the level of mastery on essential content and skills in each area and assess exactly what students have learned
  - To shift learner mindset from, “What did I get?” to “What did I learn?”
- 

# Why Standards-Based Reporting?

Traditional grading signals  
the end of learning to students.

Learning is a process  
not an end result.

# How is it different from traditional grades?

- Learners may have several opportunities to demonstrate mastery of a skill.
  - Ratings do not reflect effort/behavior.
  - Ratings do not reflect an average “score” on a 100 point scale.
- 

<b>Traditional Grading System</b>	<b>VS.</b>	<b>Standards-Based Grading System</b>
1. Based on assessment methods (quizzes, tests, homework, projects, etc.). One grade/entry is given per assessment.		1. Based on learning goals and performance standards. One grade/entry is given per learning goal.
2. Assessments are based on a percentage system. Criteria for success may be unclear.		2. Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.
3. Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.		3. Measures achievement only OR separates achievement from effort/behavior. No penalties or extra credit given.
4. Everything goes in the grade book – regardless of purpose.		4. Selected assessments (tests, quizzes, projects, etc.) are used for grading purposes.
5. Include every score, regardless of when it was collected. Assessments record the average – not the best – work.		5. Emphasize the most recent evidence of learning when grading.

Adapted from O'Connor K (2002). *How to Grade for Learning: Linking grades to standards (2nd ed.)*. Thousand Oaks, CA: Corwin Press.

## “Scores” vs “Grades”

Grades can be subjective - expectations may differ from one classroom to the next.

A proficient score should be consistent no matter the classroom.



# The end of Average: Todd Rose





# How will this affect high school & college?

## Harvard and Wellesley and Tufts, Oh My! (And Did I Mention MIT and Babson?)

by Chris Sturgis

I didn't think I'd ever see the elites take a stance regarding proficiency-based learning. Thanks to the leadership of New England Secondary School Consortium, sixty-seven colleges and universities in New England have "provided statements and letters articulating their support for proficiency-based learning and stating – unequivocally – that students with proficiency-based grades and transcripts will not be disadvantaged in any way."

Check out the [NESCC website](#) – you can find the list of institutions of higher education within each state and link to their signed letter with their pledge that **students with proficiency-based transcripts will not be disadvantaged in any way.**

(proficiency based" is the same as "standards-based")

Link to article:

[https://www.competencyworks.org/k-12-higher-education/harvard-and-wellesley-and-tufts-oh-my-and-did-i-mention-mit-and-babson/?utm\\_source=twitterfeed&utm\\_medium=twitter](https://www.competencyworks.org/k-12-higher-education/harvard-and-wellesley-and-tufts-oh-my-and-did-i-mention-mit-and-babson/?utm_source=twitterfeed&utm_medium=twitter)



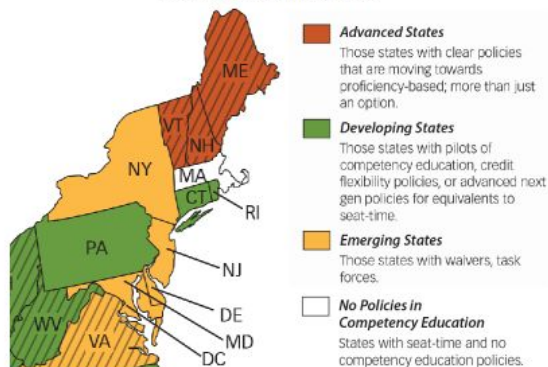
# How will this affect high school & college?

The movement toward proficiency-based learning is gaining momentum at secondary schools across New England and beyond (Figure 1). Proficiency-based learning is the system of instruction, assessment and grading based on demonstration of skills that meet performance standards or “proficiencies.” The goal of proficiency-based learning is to better prepare students with the knowledge and skills necessary for success in higher education and 21st century careers.

As proficiency-based education models become more common across the country and the region, high school students and parents have raised questions and concerns regarding how proficiency-based transcripts will be viewed in the college admissions process—especially at highly selective US colleges and universities. Of greatest concern is whether proficiency-based learning and grading will disadvantage students in the college application and evaluation process.

To help answer these questions, the New England Board of Higher Education (NEBHE) and the New England Secondary School Consortium (NESSC) convened a meeting of admissions leaders from highly selective New England colleges and universities and facilitated a robust discussion on the topic. Overwhelmingly, these admissions leaders indicate that students with proficiency-based transcripts will not be disadvantaged in the highly selective admissions process. Moreover, according to some admissions leaders, features of the proficiency-based transcript model shared with the group provide important information for institutions seeking not just high-performing academics, but engaged, lifelong learners.

Figure 1: Proficiency-Based K-12 Education State Policies in the Northeast as of March 2015



Notes: Some states use “proficiency-based” while some states use “competency-based” to describe similar learning systems. Maine, New Hampshire, and Vermont are advancing towards state-wide transitions to proficiency-based education. Connecticut and Rhode Island allow individual schools to decide how students may accrue graduation credits, and Massachusetts has no formal legislation in place regarding proficiency-based education.

Source: Competency Works

Link to article:


[http://www.nebhe.org/info/pdf/policy/Policy\\_Spotlight\\_How\\_Colleges\\_Evaluate\\_PB\\_HS\\_Transcripts\\_April\\_2016.pdf](http://www.nebhe.org/info/pdf/policy/Policy_Spotlight_How_Colleges_Evaluate_PB_HS_Transcripts_April_2016.pdf)

Erika Blauth  
Sarah Hadjian

April 2016

New England  
Board of Higher  
Education

[www.nebhe.org](http://www.nebhe.org)



# Standards Based Reporting Supports the Personalized Learning Initiative in Millis

# Education has been changing

THEN ➡ Lecturing to the whole class

NOW ➡ Learning is more personalized  
with choices of time, place, path, & pace



# Timeline

**2015 -16:** Pilot first full year of Standards Based Reporting at CFB. Identify standards and proficiency scales for Grade 5.

**2016 -17:** Begin using proficiency scales in Grade 5 to assess mastery of Standards and issue Standards Based Report Cards in Grade 5. Begin the process for Grade 6.

Open Powerschool Parent Portal & hold information sessions

**2017 -18:** Begin using proficiency scales and SBR in Grade 6. Create informational brochures and hold information sessions at Open House. Begin the process for Grade 7.

# How will learners be scored?

Teachers create Rubrics and define exactly what students must demonstrate they know and can do to earn a rating from 1 - 4.

Students get rating scores in 2 categories:

- 1) Content Standards
- 2) Learner Expectations



# 1) Examples of Content Standards

In ENGLISH - Reading and Literature

*“Determines the meaning of words and phrases in a variety of texts”*

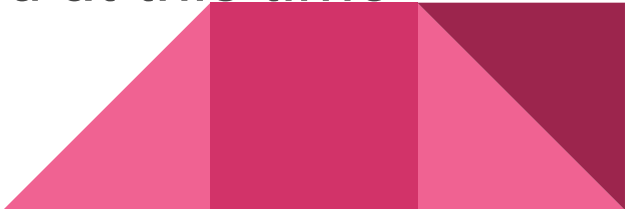
In MATH - Operations and Algebraic Thinking

*“Writes and interprets numerical expressions”*




# Progress Descriptors / Rating Scale

Content standards are rated according to a proficiency scale:

- 4) **Exceeding** the grade level standard at this time
  - 3) **Achieving** the grade level standard at this time
  - 2) **Progressing** toward the grade level standard at this time
  - 1) **Not achieving** the grade level standard at this time
- 



## How does it work?

- Standards are linked to classwork and homework assignments, projects, tests, and quizzes.
  - Students receive a rating (1-4) on each standard connected to the assignment, test or quiz.
  - Final report card ratings are based on the last three ratings for a standard.
- 


# Important Understandings

The goal is for students to earn a “3”

A “3” means a student has demonstrated mastery of a grade level content or skill.

A “3” is not the equivalent of a “B”

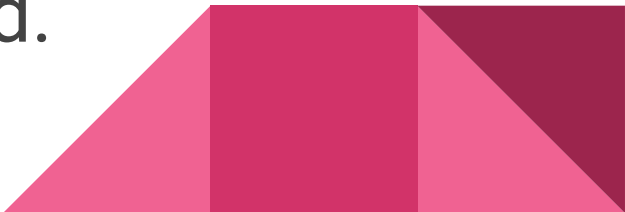
# How do teachers determine a rating?

- Teachers create a Proficiency Scale that states exactly what a student must know and be able to do in order to earn a “3” and prove mastery of each skill or concept.
  - Then they specifically identify what a student must be able to do to earn a “4” - going deeper and applying that skill.
  - Then they specifically identify what a student will be able to do to demonstrate that they are progressing toward mastery - and earn a “2”
  - A “1” indicates not achieving mastery at that time.
- 

## If the goal is to earn a 3...

What happens if a student earns a 1 or a 2?

The student may have additional chances to demonstrate mastery and/or receive extra support. Some students may be working on entry level skills to a particular standard.



## If the goal is to earn a 3...

What happens if a student earns a 4?

There may be opportunity for enrichment or acceleration based on demonstration of understanding and skill level.



## 2) Learner Expectations Categories

Self-Direction/Self-Management

Accountability

Perseverance

Collaboration

Citizenship





# Millis Public Schools

Millis Middle School

2017-2018

## Grade 5 Progress Report

**Attendance:** Absences: 2 Tardies: 0

LEARNER EXPECTATIONS	U = Usually S = Sometimes R = Rarely			Dec	Mar	Jun
Self-Direction						
Independently prepares for classes and takes ownership for learning.						
Self-reflects and thinks critically for problem solving.						
Accountability						
Uses resources to complete assignments with accuracy and care.						
Perserverance						
Persists to complete challenging tasks.						
Collaboration						
Participates and works cooperatively toward group goals.						
Citizenship						
Demonstrates a positive attitude and respects school community.						
Thoughtful and considerate in words and actions.						

**Teacher Comments**



		Dec	Mar	Jun
<b>ENGLISH</b>				
<b>Reading and Literature</b>				
Determines the meaning of words and phrases in a variety of texts.				
Reads with sufficient accuracy and fluency.				
Determines the theme of a text.				
Draws inferences from a text using supporting details.				
Compares and contrasts story elements in a text.				
Applies comprehension strategies when reading grade level fiction (narrative, drama, poetry) texts.				
Applies comprehension strategies when reading grade level non-fiction texts.				
<b>Writing</b>				
Writes with an understanding of various audiences and purposes.				
Plans, drafts, revises, edits, and evaluates written work.				
Demonstrates commands of standard English capitalization, punctuation, and spelling.				
Applies knowledge of the structure of various styles of writing.				
<b>Listening and Speaking</b>				
Engages in collaborative discussions building on others' ideas and expressing his/her own.				
Speaks effectively, adapting speech to a variety of contexts and tasks.				
<b>Language</b>				
Demonstrates understanding of figurative language, word relationships, and word meanings.				
Spells grade-appropriate words correctly.				
<b>MATHEMATICS</b>		Dec	Mar	Jun
<b>Operations and Algebraic Thinking</b>				
Evaluates numerical expressions using parentheses, braces, and brackets.				
Writes and interprets numerical expressions.				
Analyzes patterns and relationships.				
<b>Numbers and Operations</b>				
Understands the base ten place value system.				
Reads, writes, compares, and rounds numbers to the thousandths place.				
Multiplies multi-digit numbers.				
Divides whole numbers by a two-digit divisor.				
Multiplies decimals to the hundredths place.				
Divides decimals to the hundredths place.				
Adds and subtracts fractions and mixed numbers with unlike denominators.				
Multiplies fractions by fractions and whole numbers.				
Divides fractions by whole numbers and whole numbers by fractions.				
<b>Measurements and Data</b>				
Converts measurement units within a given measurement system.				
Measures area using a variety of methods.				
Measures volume using a variety of methods.				
<b>Geometry</b>				
Graphs points in the first quadrant on the coordinate plane.				
Identifies and classifies two-dimensional figures based on their properties.				
<b>Problem Solving</b>				
Communicates mathematical thinking and reasoning.				

#### Continuum of Learning - Progress Descriptors

<b>Exceeding the grade level standard at this time</b>	
4	- Demonstrates comprehensive, in-depth understanding of extended skills and concepts - Applies skills, without prompting, with consistent accuracy, independence, and a high level of sophistication
<b>Achieving the grade level standard at this time</b>	
3	- Demonstrates proficiency in concepts and skills - Applies skills efficiently, effectively, and consistently

## SAMPLE GRADE 5 REPORT CARD

		Dec	Mar	Jun
<b>SOCIAL STUDIES</b>				
<b>Geography Skills</b>				
Uses maps and globes to identify key locations.				
<b>European Explorers</b>				
Explains the routes and motives of key European explorers.				
Describes the impacts of European exploration of the "New World."				
<b>Colonization</b>				
Identifies the motives, successes, and failures of the early settlements of Roanoke, Jamestown, and Plymouth.				
Explains the early relationship of the English settlers to the indigenous peoples, or Indians, in North America.				
Identifies the first 13 colonies and describes how regional differences shaped their economies and societies through the 18th century.				
Explains the causes of the establishment of slavery in North America.				
<b>Revolution</b>				
Analyzes the key factors leading to the Revolutionary War.				
Explains the key ideas contained in the Declaration of Independence.				
Identifies major battles of the Revolution and explains factors that led to American victory.				
Describes the lives and achievements of key figures in the Revolutionary War.				
<b>Government and the Growth of the Republic</b>				
Describes changes that resulted from the American victory and independence.				
Understands and describes the formation of the U.S. government and the basic principles of American democracy.				
Identifies the three branches of the U.S. government as outlined by the Constitution. Describes their functions and relationships.				

		Dec	Mar	Jun
<b>SCIENCE</b>				
<b>Physical Science</b>				
Describes the steps of the scientific method.				
Explains particle arrangement and movement when comparing phases of matter.				
Makes observations and measurements of substances to describe properties of matter.				
Identifies different forms of energy and their characteristics.				
Identifies and classifies materials that conduct, insulate, or are magnetic.				
Identifies the differences between physical changes and chemical changes and give examples of each.				
<b>Earth and Space Science</b>				
Defines and identifies properties of minerals (hardness, luster, streak, color, cleavage, fracture).				
Identifies the three categories of rocks and explain how they are formed.				
Identifies the types of soil, how they are formed, and the properties of each.				
Differentiates between weather and climate and identifies the components of each.				
Describes the stages of the water cycle and the causes of each stage.				
Distinguishes between the Earth's rotation and revolution and the effects of each including day, night and seasons.				
<b>Life Science</b>				
Classifies plants and animals according to the physical characteristics that they share.				
Identifies the structures in plants and their functions, including the process of photosynthesis.				
Recognizes and describes life cycles of plants and animals.				
Identifies adaptations of plants and animals and how they lead to survival in different environments.				
Gives examples of how changes in the environment cause some plants and animals to change their behaviors.				
Describes energy transfer through a food chain and identify the roles of producers, consumers, and decomposers.				

<b>Progressing toward the grade level standard at this time</b>	
2	- Beginning to demonstrate proficiency in concepts and skills with teacher support and guidance - Applies skills with varied consistency and quality
<b>Not achieving the grade level standard at this time</b>	
1	- Does not yet demonstrate understanding of key concepts and skills - Requires considerable teacher support and guidance to apply skills
<b>Not addressed at this time</b>	



# Viewing grades on the PowerSchool Portal

A screenshot of the PowerSchool login page. The header is dark blue with the PowerSchool logo. Below it, the text 'Student and Parent Sign In' is displayed. There are two buttons: 'Sign In' and 'Create Account'. Below these are input fields for 'Username' and 'Password'. A link 'Forgot Username or Password?' is located below the password field. A 'Sign In' button is at the bottom right of the form.

PowerSchool

**Student and Parent Sign In**

Sign In Create Account

Username

Password

[Forgot Username or Password?](#)

Sign In

Millis Website Link:

<https://millisps.org>

Quicklink:


Powerschool

# The PowerSchool - Quick Lookup View

Quick Lookup

Standards Grades

click on ( i ) for assignment view

Attendance By Class																	
Exp	Last Week					This Week					Course	T1	T2	Absences		Tardies	
	M	T	W	H	F	M	T	W	H	F				T2	16-17	T2	16-17
ATT(UA1-UA2)		A				A					Homeroom Grade 5 Attendance Keeper, Knowlton Maureen - Rm: 01870020		[ ]	2	4	0	0
1-2(UA1-UA2)		A A				A A					English Gr 5  Ryan, Janet - Rm: 204		[ ]	4	8	0	0
3(UA1-UA2)		A				A					Social Studies Gr 5 Gallivan, Alice Brennan - Rm: 206		[ ]	2	4	0	0
4(UA1-UA2)		A				A					Science Gr 5 Hodge, April - Rm: 202		[ ]	2	4	0	0
5-6(UA1-UA2)		A A				A A					Math Gr 5 Adams, Michelle R - Rm: 203		[ i ]	4	8	0	0
7(UA1)		A	.		.	.		.		.	Library Gr 5 Divver, Patricia ANNE - Rm: Lib		[ i ]	1	1	0	0
7(UA2)		.		.		.	A	.			Phys Ed Gr 5 Kendrick, Scott - Rm: GymB		[ i ]	1	1	0	0














# The PowerSchool - Assignment View

A code shows whether the assignment was

- a) Collected / passed in on time (✓)
- b) Missing / not completed (■)
- c) Passed in Late (▲)

Comments may be in the “Score” column if  
you see:

# PowerSchool - Assignment View

Due Date	Category	Assignment	Flags	Score	%	Grd
12/06/2016	cw	Division pg 103		--		
12/07/2016	HW	Home Link 3-12: Solving Fraction # Stories		--		
12/08/2016	cw	volume pg 106		--		
12/09/2016	HW	Home Link 3-13: Solving Fraction-of Problems		--		
12/12/2016	cw	Practice Set 29 & 31		--		
12/13/2016	TST	EDM Unit 3 Assessment		--		
12/13/2016	TST	EDM Unit 3 Open Response		--		
12/15/2016	HW	Home Link 4-1: Reading & Writing Decimals		--		
12/16/2016	cw	practice set 23 - division w/ double digit divisor		--		
12/20/2016	HW	Home Link 4-3: Decimals in Expanded Form		--		
12/21/2016	HW	Home Link 4-4: Comparing and Ordering Decimal	 	--		
12/21/2016	cw	mental math 4*5-writing decimal numbers		--		

**missing**

**collected/  
turned in on time**

**late**

**Click for  
Comments**

# Standards/Grades View

▸ 1-2(UA1-UA2) Math Gr 5 - 16-17

▾ 3(UA1-UA2) Social Studies Gr 5 - 16-17

Standards	T1	T2	T3	Y1
<b>HOM.5 Learner Expectations</b>	--			
<b>HOM.5.1.1</b> Independently prepares for classes and takes ownership for learning.	3			
<b>HOM.5.1.2</b> Self-reflects and thinks critically for problem solving.	3			
<b>HOM.5.2.1</b> Uses resources to complete assignments with accuracy and care.	3			
<b>HOM.5.3.1</b> Persists to complete challenging tasks.	3			
<b>HOM.5.4.1</b> Participates and works cooperatively toward group goals.	3			
<b>HOM.5.5.1</b> Demonstrates a positive attitude and respects school community.	3			
<b>HOM.5.5.2</b> Thoughtful and considerate in words and actions.	3			
<b>SS.5.1.1</b> Uses maps and globes to identify key locations.	3			3
<b>SS.5.2.1</b> Explains the routes and motives of key European explores.	3			3
<b>SS.5.2.2</b> Describes the impacts of European exploration of the New World.	3			3

Click for comments

Learner Expectations  
Rating from T1

Social Studies Content  
Ratings from T1

# Links to Additional Informational Resources

Show me what you know  
and I will assess it (TEDx video)

Seven Reasons for  
Standards Based Grading

Understanding a Standards  
Based Report Card (same  
concept - slightly different reporting  
language than Millis)

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