

# Standards-Based Grading:

## Separating Content + Skills from Habits of Work

March 26, 2015

High School Redesign in Action Conference

# TODAY'S PRESENTERS

## **From the Great Schools Partnership**

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# Introductions

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Please introduce yourself to your table mates.  
Name, school/organization, state, role.



Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.



GSP has served as the coordinator of the **New England Secondary School Consortium** since its inception in 2009

# We Believe

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In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

# We Believe

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That schools must simultaneously attend to  
**policy, practice, and community engagement**

# We Believe

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School improvement is **context-based**,  
not one-size fits all





# Outcomes

Understand and be able to communicate the rationale for separating habits of work from grading.



# Outcomes

Understand key leverage points and possible approaches for transitioning to a new model of grading.

# Agenda

Welcome, overview, introductions

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What are “habits of work?”

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Research bites

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A framework for change

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Resources and samples

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Questions

# Today's Resources

Find all materials on the NESSC website:

[newenglandssc.org](http://newenglandssc.org)

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## **Academic progress and achievement are monitored and reported separately**

...from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.

# 7

## **Academic grades communicate learning progress and achievement**

...to students and families, and grades are used to facilitate and improve the learning process.

# What are Habits of Work?

Academic progress and achievement are monitored and reported separately from **work habits, character traits, and behaviors** such as attendance and class participation, which are also monitored and reported.

# What are Habits of Work?

Proficiency-based systems are designed to **identify specific learning gaps and academic needs**, which teachers can then use to **inform instructional adjustments, interventions, and academic support.**








# What are Habits of Work?

For proficiency-based systems to be effective, learning progress needs to be monitored and reported separately from behavior. **Student work habits, behaviors, and character traits are essential to academic success**, which is why we recommend that habits of work be monitored by teachers and reported for students and parents.

# Research Support Activity

1. Read statements (5 min.)
2. Reach consensus on which statement resonates most (5 min.)
3. Report to the group (5 min.)

Student	Achievement	Other Relevant Details	Averaging all Grade Entries: Result
<b>Mariela</b>	"C" achievement throughout course		Final Grade = C
<b>Christian</b>	"A" achievement throughout course	Chronic late homework & some 0s 	Final Grade = C
<b>Tatiana</b>	"A" on tests, but...	Struggles to learn until then (homework) 	Final Grade = C
<b>Sayed</b>	"F" achievement early	"A" achievement by the end 	Final Grade = C
<b>Oscar</b>	Ds and Fs on tests, but ...	Hard worker, great kid, homework on time, extra credit 	Final Grade = C

# A Framework for Change

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- **Policy**
- **Practice**
- **Community Engagement**

# A Framework for Change

## POLICY

What changes to graduation requirements, grading policies, and reporting would need to be made to separate HoW from grades?

# A Framework for Change

## PRACTICE

How will separating HoW from grading affect your practices regarding instruction and assessment?

# A Framework for Change

## COMMUNITY ENGAGEMENT

How will you communicate with parents, teachers, and students about the need for change?

# A Framework for Change

## POLICY

### Foxcroft Academy Academic Initiative Rubric

Academic Initiative Standard	<i>Teachers will determine the student's grade for the Academic Initiative standard by measuring the Performance Indicators listed below and weighting their influence on the overall standard grade according to the method established in their class syllabus.</i>			
	A range	B range	C range	Unmet
<i>Performance Indicator 1: Attendance</i>	Student absences, if any, had no negative impact on learning.	Student absences had minor negative impact on learning.	Student absences had moderate negative impact on learning.	Student absences had significant negative impact on learning.
<i>Performance Indicator 2: Participation</i>	Student frequently does all three of the following: take notes, answer questions, stay on-task.	Student frequently does only two of the following: take notes, answer questions, stay on task.	Student frequently does only one of the following: take notes, answer questions, stay on task.	Student does not frequently do any of the following: take notes, answer questions, stay on task.
<i>Performance Indicator 3: Homework</i>	Student thoroughly completes all assigned homework on time.	Student thoroughly completes at least 80% of assigned homework on time. Or, student superficially completes some homework.	Student thoroughly completes at least 60% of all assigned homework on time. Or, student superficially completes at least 80%.	Student completes less than 60% of assigned homework on time. Or, student superficially completes less than 80%.
<i>Performance Indicator 4: Extended Work</i>	Student turns in all extended assignments on or before the due date.	Student turns in one extended assignment beyond the due date.	Student turns in two extended assignments beyond the due date.	Student turns in three or more extended assignments beyond the due date.



# A Framework for Change

## PRACTICE

### CHARACTER GROWTH CARD

		Q1	Q2	Q3	Q4	
STUDENT NAME						
GRADE	SCHOOL					
DATE						
1 = Almost Never · 2 = Very Rarely · 3 = Rarely · 4 = Sometimes · 5 = Often · 6 = Very Often · 7 = Almost Always						
SELF-ASSESSMENT	AVERAGE TEACHER SCORE	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5
<b>GRIT</b> Finished whatever s/he began Stuck with a project or activity for more than a few weeks Tried very hard even after experiencing failure Stayed committed to goals Kept working hard even when s/he felt like quitting						
<b>OPTIMISM</b> Believed that effort would improve his/her future When bad things happened, s/he thought about things they could do to make it better next time Stayed motivated, even when things didn't go well Believed that s/he could improve on things they weren't good at						
<b>SELF CONTROL (school work)</b> Came to class prepared Remembered and followed directions Got to work right away instead of waiting until the last minute Paid attention and resisted distractions						
<b>SELF CONTROL (interpersonal)</b> Remained calm even when criticized or otherwise provoked Allowed others to speak without interrupting Was polite to adults and peers Kept temper in check						
<b>GRATITUDE</b> Recognized what other people did for them Showed appreciation for opportunities Expressed appreciation by saying thank you Did something nice for someone else as a way of saying thank you						
<b>SOCIAL INTELLIGENCE</b> Was able to find solutions during conflicts with others Showed that s/he cared about the feelings of others Adapted to different social situations						
<b>CURIOSITY</b> Was eager to explore new things Asked questions to help s/he learn better Took an active interest in learning						
<b>ZEST</b> Actively participated Showed enthusiasm Approached new situations with excitement and energy						

# A Framework for Change

## PRACTICE

### Physics

Graduation Standards	Motion	Forces + Interactions	Energy	Electromagnetic Radiation + Space	Waves + Digital Information	Scientific Argumentation	Experimental Design	Work Habits
Student 1	76%	85%	92%	67%	82%	75%	74%	C-
Student 2	76%	85%	92%	89%	91%	84%	87%	B+
Student 3	94%	87%	74%	91%	95%	98%	86%	A

# A Framework for Change

## COMMUNITY ENGAGEMENT

### Excerpted from the Casco Bay Family Grading Guide

#### **Our Grading Principles & Practices:**

Our standards-based grading system uses the following principles to guide how we assess student achievement and communicate progress to families:

**Principle:** Grades should clearly communicate what students know and are able to do in each class.

*Practice:* We report on student mastery of specific skills and concepts within a course (called “course standards”); traits like participation and effort are reported on separately.

**Principle:** Students should have multiple opportunities to show what they know and can do.

*Practice:* We ask students to build a body of work to demonstrate their mastery of each course standard.

**Principle:** Schools should support students in acquiring *all* of the essential knowledge and skills in a course, versus just a portion of it.

*Practice:* To earn credit, all of the course standards must be met.

**Principle:** Academic knowledge and work habits are both important to acquire for college and life.

*Practice:* Students receive both academic grades (based on course standards) as well as habits of work (HOW) grades for each class.

# A Framework for Change

## COMMUNITY ENGAGEMENT

### Habits of Work (HOW)

*Quality habits of work are an essential part of students' Pathways to Success. Students receive a separate HOW grade in each course. There is a clear correlation between quality Habits of Work, academic achievement and learning. The better one's Habits of Work, the more s/he will achieve and learn. Our Habits of Work grade assesses how you interact with others, how you approach learning challenges, and how you participate in class. Habits of Work are grounded in elements of the Pathways to Success, such as "Be Accountable" and "Pursue Personal Best." Habits of Work are regularly assessed in each course and each marking period, using the same grading scale (1-4). There is a HOW Honor Roll for all students who earn a 3 or higher for a HOW grade in every class. "HOW Students of the Week" are also recognized at School Meeting.*

### **To Earn a HOW of 3, Do the Big 3.**

Students must consistently (about 80% of the time):

Complete homework.

Meet deadlines.

Participate effectively in class activities (includes regular, on time attendance).

**How do you earn a 4 in HOW?** Do the Big 3 *all of the time*.

# A Framework for Change

## COMMUNITY ENGAGEMENT

**A student with a HOW of “3” cannot receive a trimester grade of 1 or 2.** At the end of the trimester, a student with a HOW of 3 or higher who has not met standards will receive an Incomplete. This means that the student will be granted additional support and time, two weeks, to meet remaining standards. If a student has a HOW grade lower than 3 and is not meeting academic standards, the student will receive a 1 or 2 on the report card and may not have the opportunity to make up standards for the course until summer school.

*“As long as students show consistent habits indicating concern for school work, they are given opportunities to show their achievement of high standards. Seeing a 2 on [a progress report] seems as though it is close to a 50% of the highest possible grade, a 4; it shouldn’t be seen that way. The student has shown he or she has achieved some of the targets needed to meet the standard, and can meet the standard with extra time.”*  
~ Jill Roland, CBHS Parent

# A Framework for Change

## COMMUNITY ENGAGEMENT

### **CBHS Universal Habits of Work (HOW) Traits**

*The list below describes the Habits of Work traits that CBHS faculty teach and assess; it includes “the Big 3” described above and is organized around elements of the “Pathways to Success.” Teachers may provide additional criteria to define what a particular HOW trait looks like in their course or discipline.*

#### **Work Ethically**

*Behave ethically and treat others with respect.  
Accept responsibility for personal decisions and actions.*

#### **Work Collaboratively**

*Work actively and cooperatively to achieve group goals.  
Perform a variety of roles within a group.  
Fulfill individual responsibilities within the group.*

#### **Be Accountable**

*Complete homework; prepare for class.  
Use class time effectively.  
Meet deadlines and established criteria.*

#### **Persevere**

*Persevere when things are hard.  
Complete revisions when necessary.  
Access appropriate resources to solve problems.*

#### **Be Community**

*Participate effectively and positively in class.  
Make sure class members feel safe and comfortable.  
Demonstrate stewardship.*

#### **Pursue Personal Best**

*Be willing to try new things; take constructive risks.  
Seek from setbacks and feedback.  
Seek challenge and solutions.*

# Today's Resources

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# Questions?





# Questions?

1. What aspects of this session might be most helpful for you to share in your school, district, and/or community setting? With whom, when? How might you need to modify in order to best meet your needs?
2. What other research, articles, resources (blogs, webinars, conferences, PLNs) have you been using to support and inform your work?



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# THANK YOU

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