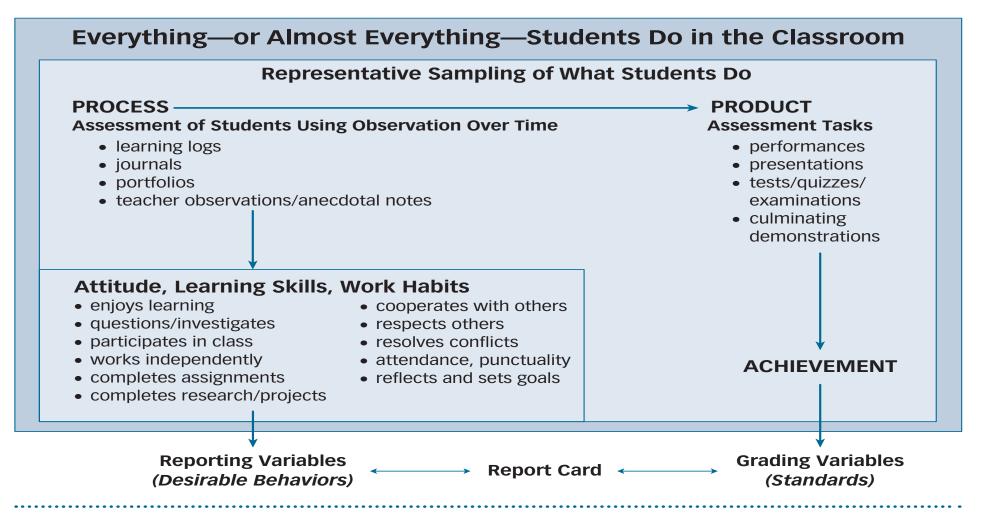
How to Grade for Learning Using Fifteen Fixes for Broken Grades: Parts 1 and 2

CEESA Fall Assessment Summit Skopje
October 5th, 2018

Presented by
Ken O'Connor
Assess for Success Consulting
kenoc@aol.com
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@kenoc7

FIGURE 0.13 Sum Total of Everything Students Do in School/Classroom



SOURCE: Adapted with permission from the work of Ken O'Connor and Damian Cooper, President, Plan, Teach, Assess Consulting, Mississauga, Ontario.

O'Connor, K. How to Grade for Learning. Fourth Edition. Corwin. 2018, 40

Fargo Public Schools - Behaviors

FIFTH GRADE APPROACH TO LEARNING

APPROACH TO LEARNING	1st	2nd	3rd
Follows class and school rules			
Follows directions			
Respects self, others, and property			
Accepts responsibility for actions			
Participates in classroom activities			
Works cooperatively in groups			
Works independently to complete			
classwork			
Uses time appropriately			
Completes homework on time			
Produces and maintains quality work/writes			
legibly			
Keeps material organized			



The Winnipeg School Division Student Effort & Behaviour Report Grade 7 - 8

Home Room Teacher:

Grade: 07

Student Name:

Key to Terms	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
Organizational Skills	Consistently sets goals. Collects and organizes information and uses time effectively.	Usually sets goals, collects and organizes information and uses time effectively.	Frequently needs assistance in setting goals, organizing information and using time effectively.	Rarely sets goals, information disorganized and frequently wastes time.
Homework	Consistently completes bornework.	Usually completes homework.	Frequently does not complete homework.	Rarely completes homework.
Assignments	Consistently brings materials and completes assignments.	Usually brings materials and completes assignments.	Frequently needs to be reminded to complete assignments.	Rarely brings materials and completes assignments.
Citizenship	Consistently respects the rights of others.	Usually respects the rights of others.	Frequently needs teacher guidance in appropriate behaviour.	Rarely demonstrates respectful behaviour.
Teamwork	Consistently participates well in class/group activities.	Usually participates well in class/group activities.	Sometimes participates well in class/group activities.	Rarely participates in class/group activities.
Interpersonal Skills	Consistently resolves conflict in constructive manner.	Usually resolves conflict in constructive manner.	Prequently needs reminder on how to resolve conflict.	Rarely resolves conflict appropriately.

ART 7 Nixon, C					ENGLISH 7 Polerum, U					MATH 7 Nixon, C	14.00				MUSIC 7 Dunstone, G				7
Term	1	2	3	4	Term	1	2	3	4	Term	1	2	3	4	Term	1	2	3	4
Organizational Skills	3				Organizational Skills	3	i i			Organizational Skills	3				Organizational Skills	3			
Homework	4				Homework	3				Homework	3				Homework	3			
Assignments	4				Assignments	3				Assignments	3				Assignments	3			
Citizenship	3				Citizenship	3				Citizenship	4				Citizenship	3			
Teamwork	3				Teamwork	3				Teamwork	4				Teamwork	3			
Interpersonal Skills	3				Interpersonal Skills	3				Interpersonal Skills	3				Interpersonal Skills	3			
PHYS ED 7	-01			-	PRACT ARTS 7	186.		77	-19	SCIENCE 7					SOCIAL STDY 7				
Pauls, T					Practical Arts Churchi	111				Nixon, C					Pauls, T				
Term	1	2	3	4	Term	1	2	3	4	Term	1	2	3	4	Term	1	2	3	4
Organizational Skills	3				Organizational Skills	3				Organizational Skills	3	-			Organizational Skills	4			
Homework	3				Homework	3				Homework	3				Homework	4			
Assignments	3	on			Assignments	3		-		Assignments	3				Assignments	4			
Citizenship	3				Citizenship	3			1	Citizenship	3				Citizenship	3			
Teamwork	4				Teamwork	3				Teamwork	3				Teamwork	4			
Interpersonal Skills	3				Interpersonal Skills	3				Interpersonal Skills	3				Interpersonal Skills	4			

Onta	ario	Ministry of	Edu	catio	n		F	Pro	vin	cia	I R	port Card	l, Gra	des 9–12	Semester	Reporting Period	Date	
STUDENT:						ı	OEN:				Gr 	de: Home	eroom:	Principal:				
Address:														School Council Chair	:	-		
SCHOOL:										Tele	phor	e:	BOAI	RD:		Email/Website:		
Address:			-							Fax:			Addre	ess:		l		
			Ī	T	Г	Lea	rning :	Skills	and W	fork H	abits						Atten	ıdan
C	ourses	Reporting Period	Percentage Mark	Course Median	Credit Eamed	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation				omments Steps for Improven	nent	Classes Missed	
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ESL/ELD	☐ IEP	Final										DF	SD(NSIBIL	ITV			
Course Title: Course Code: Teacher:	Grioin	First												KS INDE				
ESL/ELD French	☐ IEP ☐ SHSM	Final										INI	TIA	TIVE	uests an interview	1 · · · · · · · · · · · · · · · · · · ·		
Course Title: Course Code: Teacher:		First										OR	GA	NIZATI	ON			
ESL/ELD	☐ IEP ☐ SHSM	Final										_		ABORA Teacher region		1		
Course Title: Course Code: Teacher:		First										SEI	.F-]	REGULA	ATION	-		
ESL/ELD	☐ IEP	Final													_	_		1
French Principal's Signa	□ SHSM		<u> </u>]	pla	aced	in th	student's Ontario	Student	is copy of the report sho	nd will be retained f	rence. The original or an or five (5) years after the	exact copy has bee student leaves scho	in oo

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Page 1 of 4

Summary of Evidence for Pilot Certification

Fix #7

			Stu	dent:									
		Achievement Evidence											
Assessments	15/9 T	23/9											S u
Competencies	e	PA											m m a r
Takeoffs	14/ 20	2											,
In the air		1											
Landings	19/ 20	4											
???????													
Comments:													
								Fin	al G	rade			

F	'ix	#	7
_			,

Common Core Math Grade 5

				-	ACHIE	/EMENT	EVIDENCE							
		Assessments												
Strands	10/1 Test	10/15 PA	11/7 PA	11/18 PA	12/8 PA	12/17 Test	Strengths, Areas for Improvement/ Observations	Summary						
Operations and Algebraic Thinking (3)	3 (17/20)	3		3	3	3 (17/20)		3						
Number and Operations in Base Ten (7)					1			NA						
Number and Operations – Fractions (7)	2 (15/20)		4	2	2	2 (15/20)		2						
Measurement and Data (5)	4 (19/20)	4	4	1		4 (19/20)		4						
Geometry (4)		1	2	3	4	4 (20/20)		4						

Comments:

McLoughlin Middle School 2012-13 8th grade Honors English Ms. Kiernan Hodge

The standards that will be assessed this first quarter in Honors English are the following: Category:	What you will see in Gradebook for this standard:	Description of Standard: <i>I</i> Can statement	Standard Codes:
WRITING	Inform.Organize	I can write an informational literary analysis paragraph/essay that is well-organized, which means the topic is clearly introduced, the order of ideas makes sense, appropriate transitions are used, & a concluding statement or section is provided.	W.8.2 (W.8.2a, W.8.2 c, W.8.2f)
WRITING	Inform.Ideas/Content	I can write an informational literary analysis paragraph/essay that thoroughly examines a topic/concept/idea, which means that I develop the topic by providing relevant details and examples.	W.8.2 (W.8.2b)
READING	Textual Evidence	I can support my analysis of what I am reading by citing (giving) several pieces of evidence from the text.	RL.8.1
READING	Line.Event Analysis	I can analyze how specific lines of dialogue and specific incidents in a story reveal aspects of a character. I can analyze how specific lines of dialogue and specific incidents in a story propel the action or provoke a decision.	RL.8.3
READING	PointView Analysis	I can identify the point of view of the story and analyze its effects.	RL.8.6
LANGUAGE	Conventions	I can write using correct capitalization, punctuation, and spelling.	48

Fix	#7
	11 /

English

Student: _____

			А	CHIEVI	EMENT	EVIDE	NCE								
		Assessments													
Standards	10/1 Test	10/15 PA	11/7 PA	11/18 PA	12/8 PA	12/17 Test	Strengths, Areas for Improvement/ Observations	Summary							
Writing – Organization	3 (17/20)	3		3	3	3 (13/20)		3							
Writing – Analysis					1			NA							
Reading - Textual Evidence	2 (15/20)		4	2	2	2 (10/20)		2							
Reading – Line Event Analysis	4 (19/20)	4	4	1		4 (15/20)		4							
Reading – Point of View Analysis		NS		NS		4 (20/20)		1							
Language - Conventions		1	2	3	4	4		4							

Comments:

49

Brent Content/Concept Standards

Student:

			A	CHIEVE	MENT	EVIDE	NCE								
		Assessments													
Categories	10/1 Test	10/15 PA	11/7 PA	11/18 PA	12/8 PA	12/17 Test	Strengths, Areas for Improvement/ Observations	Summary							
Knowledge and Understanding	3 (17/20)	З		З	3	3 (17/20)		3							
Application and Analysis	2 (15/20)		4	2	2	2 (15/20)		2							
Synthesis and Evaluation	4 (19/20)	4	4	1		4 (19/20)		4							
Appropriate Skills and Techniques		1	2	3	4	4 (20/20)		4							
							Subject Grade	?							

Comments:

Table 9.2 Elementary Gradebook Arranged by Learning Target

Date	Identifies place value to 10,000s			е	Reads, writes common fractions			Reads whole numbers through 4 digits			Writes whole numbers through 4 digits			s O	Orders and compares whole numbers through 4 digits				
															T				
Task																			
F/S																			
Students																			
1.															T			1	
2.															T				
3.																			-

	Addition Subtraction		tion	Multiplication			Division			Uses calculator to + or – 4 or more digits		Estin Sk	nation ills							
		rith 3 re di		vith 2 re di		Fac	ts to	10	Fa Fami		Fac	ts to	10		Fact milies					
Date												П		Г					TT	
Task																				
F/S																				
Students																				
1.																				
2.																	1			11
3.																			1	

Stiggins, et al,

Classroom

Assessment
for Student

Learning, ETS,

Portland, OR,
2004, 289

Task: SR = Selected Response; PA = Performance Assessment; O = Oral; HA = Homework Assignment;

Q = Quiz

F/S: F = Formative; S = Summative

Source: Adapted from the work of Ken O'Connor, Scarborough, Ontario. Personal communication, June 1, 2004. Adapted by permission.

Table 9.3 Standards-Based Gradebook for Mathematics

Standard	Math Process	T	Number Ops & Rels		Geometry		Measure- ment		Stats & Prob		Algebraic Rels
	110000	G		G		G		G		G	
Date		R		R		R		R		R	
Task		A		A		A		A		A	
F/S		D		D		D		D		D	
Students		E		E		E		E		E	
1.										-	
2.								-			
3.								-			+
4.								-			
5.		100						-			
6.		180		34				1			
7.		3.3						100			+
8.								-		-	
9.		100		1		100		-		-	
10.		100						1			
11.	7	23						-			
12.		174						-		-	
13.		100				2.4		-		-	++++
14.		18				18		-		-1	+
15.		1						-	++++	-	
16.		33		10				-		+	++++
17.								-		-	++++
18.		333				11		-		-	++++
19.		17				\perp		-		+	++++
20.								+-		-	++++
21.								-		-	+
22.						11		-		-	
23.								4		_	

Stiggins, et al,
Classroom
Assessment
for Student
Learning, ETS,
Portland, OR,
2004, 289

Task: SR = Selected Response; PA = Performance Assessment; O = Oral; HA = Homework Assignment;

Q = Quiz

F/S: F = Formative; S = Summative

Source: Adapted from the work of Ken O'Connor, Scarborough, Ontario. Personal communication, June 1, 2004. Adapted by

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										1
-									-	

HMR Elementary 1025 North 3rd Street Fargo, ND 58102 446-4600 2015 - 2016

10/19/15 2:32:44 pm

Fargo Public Schools, ND

FIFTH GRADE APPROACH TO LEARNING

APPROACH TO LEARNING	1st	2nd	3rd
Follows class and school rules			
Follows directions			
Respects self, others, and property			
Accepts responsibility for actions			
Participates in classroom activities			
Works cooperatively in groups			
Works independently to complete			
classwork			
Uses time appropriately			
Completes homework on time			
Produces and maintains quality work/writes			
legibly			
Keeps material organized			

Your child's absences/tardies negatively affect your child's progress. (Yes/No)

FIFTH GRADE LANGUAGE ARTS STANDARDS

STATION			
READING: LITERATURE	1st	2nd	3rd
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			
Range of Reading and Level of Text			
Complexity			
READING: INFORMATIONAL TEXT	1st	2nd	3rd
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			
Range of Reading and Level of Text			
Complexity			
READING: FOUNDATIONAL SKILLS	1st	2nd	3rd
Phonics and Word Recognition			
Fluency			

WRITING	1st	2nd	3rd
Text Types and Purposes			
Production and Distribution of Writing			
Research to Build and Present Knowledge			
Range of Writing			
SPEAKING AND LISTENING	1st	2nd	3rd
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
LANGUAGE	1st	2nd	3rd
Conventions of Standard English			
Knowledge of Language			
Vocabulary Acquisition and Use			

FIFTH GRADE MATH STANDARDS

			_
OPERATIONS AND ALGEBRAIC THINKING	1st	2nd	3rd
Write and interpret numerical expressions			
Analyze patterns and relationships			
NUMBER AND OPERATIONS IN			
BASE TEN	1st	2nd	3rd
Understand the place value system			
Perform operations with multi-digit whole			
numbers and with decimals to hundredths			
NUMBER AND	1st	2nd	3rd
OPERATIONSFRACTIONS	ISt	2110	Sru
Use equivalent fractions as a strategy to add			
and subtract fractions			
Apply and extend previous understandings			
of multiplication and division to multiply			
and divide fractions			
MEASUREMENT AND DATA	1st	2nd	3rd
Convert like measurement units within a			
given measurement system			
Represent and interpret data			
Geometric measurement: understand			
concepts of volume and relate volume to			
multiplication and to addition			
GEOMETRY	1st	2nd	3rd
Graph points on the coordinate plane to			
solve real-world and mathematical			
problems			
Classify two-dimensional figures into			
categories based on their properties			
SCIENCE/HEALTH	1st	2nd	3rd
Demonstrates and applies knowledge of key			
concepts			
Uses the process of inquiry in investigations			

Knowledge of Language		
Vocabulary Acquisition and Use		

Vocabulary Acquisition and Use Fix #7 FIFTH GRADE MATH STANDARDS

OPERATIONS AND ALGEBRAIC	1 04	27.4	3rd
THINKING	1st	2nd	Sra
Write and interpret numerical expressions			
Analyze patterns and relationships			
NUMBER AND OPERATIONS IN	1st	2nd	3rd
BASE TEN	150	2114	31 G
Understand the place value system			
Perform operations with multi-digit whole			
numbers and with decimals to hundredths			
NUMBER AND	1st	2nd	3rd
OPERATIONSFRACTIONS	ISL	Zna	Sra
Use equivalent fractions as a strategy to add			
and subtract fractions			
Apply and extend previous understandings			
of multiplication and division to multiply			
and divide fractions			
MEASUREMENT AND DATA	1st	2nd	3rd
Convert like measurement units within a			
given measurement system			
Represent and interpret data			
Geometric measurement: understand			_
concepts of volume and relate volume to			
multiplication and to addition			
GEOMETRY	1st	2nd	3rd
Graph points on the coordinate plane to			
solve real-world and mathematical			
problems			
Classify two-dimensional figures into			_
categories based on their properties			
SCIENCE/HEALTH	1st	2nd	3rd
Demonstrates and applies knowledge of key			
concepts			
Uses the process of inquiry in investigations			
			<u></u>

TRIMESTER 1

Class: Music 7
Teacher: Wanamaker

Student: Sample Student

School Year: 2012-2013

Class Narrative

Grade seven students had a productive trimester of music making! They studied elements including rhythm, timbre, form, texture and melody. In addition they practiced at using and improving their vocal range through head and chest voice. The unit "Our World Our Concern" was integrated into music class as they studied their chosen countries music, giving oral presentations on the research. Incorporating all they had studied, they composed a folk piece using traditional instruments, Garageband loops, and live performances. They can be proud of their creations and all they have learned these past few months. Keep singing and making music!

Music Standards	BEGIN	INING	DEVEL	OPING	PROFI	CIENT
Perform music independently and with others						•
Create music with purpose and imagination						•
Listen to Music with Understanding and Appreciation						•
Gain fluency in the unique Languages of Music					•	
				Expecte of Achie	ed Level evement	

Learning Habits	BEGIN	NNING	DEVEL	OPING	PROF	CIENT
Works Independently						
Self-Directed						
Well prepared					•	
Manages time well					•	
Works Cooperatively						
Collaborates and Contributes						•
Listens and Responds						

Teacher Narrative

has shown good basic music skills throughout the entire trimester. She developed her listening skills and has been successful in both hearing form and creating with well thought out form. She has frequently demonstrated her vocal ability and enthusiasm for singing. I have appreciated her contributions to the class and hope she will continue to find outlets for her musical growth and enjoyment!

SOUTH MEDFORD HIGH SCHOOL 1551 CUNNINGHAM AVE MEDFORD OR 97501

Fix #7

TO THE PARENT / **GAURDIAN OF:**

APRIL MAY 123 MAIN STREET MEDFORD OR 97501

ID Grade

Grade Report Medford School District 549C Medford, Oregon



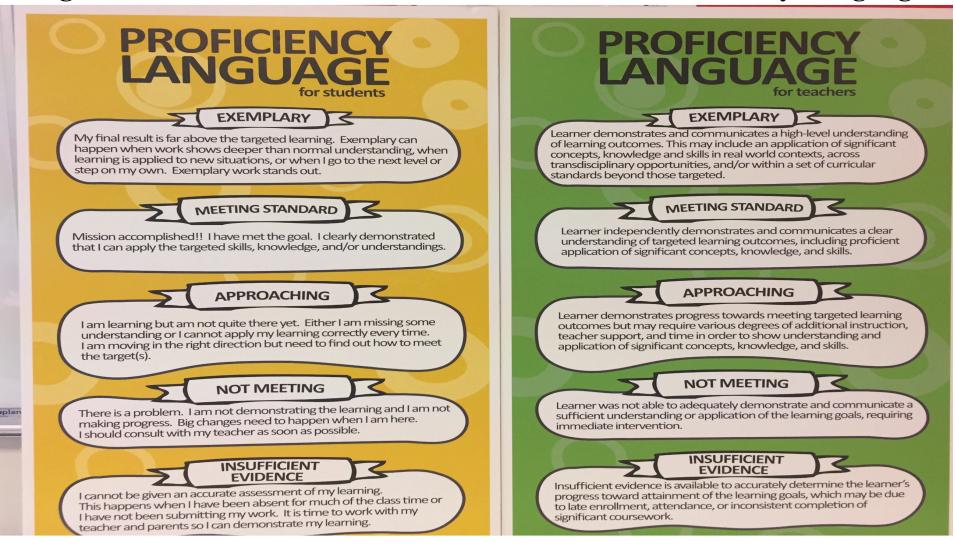
The purpose of this report card is to communicate with parents and students about the achievement or progress toward established learning goals. Grades reflect how well students have met these goals in each class, indicating areas of strength and areas where additional time and effort are required.

Period End Date

	udent Name	ID				nselor	Term Period End Date			School Year					
April May		111111	10	O Staci Fischer			4 June 7, 2013			2012-2013					
Period/ Term(s)	Course	Teacher		Te	rm			Period / Term(s)	Course Teacher			Те	rm		
1 1234	English 4	Davis	s 1	2	3	4		5 1	Basic Con	pt 2	Mr. Richmond	1	2	3	4
	Overall Grades		В	В	В	В			Overal	I Grade	×	Α	Α		
	Reading Informational	Гехt	MAS	MAS	MAS	MAS		Achievement	Typing			MAS	MAS		
Achievement	Reading Literary Text		MTS	MTS	MTS	MTS		Standards	Application N	Aanager	ment	MTS	MTS		
Standards	Writing		MTS	MTS	MTS	ADV			Basic Skills			MTS	MTS		
Standards	Language		MAS	MAS	MAS	MAS			Independence			M	M		
	Speaking and Listening		MTS	MTS	MTS	MTS		CRL Standards	Work Comple	etion &	Work Habits	NI	M		
	Independence & Initiati	ve	M	M	M	M		CKL Standards	Cooperation 6	& Partic	ipation	M	M		
CRL Standard	Work Completion & Wo		NI	M	NI	M			Absences			4/M	2/M		
KL Standard	Cooperation & Participa	ation	M	M	M	M		5 24	Algebra Inte	1	Reed	1	2	3	4
	Absences		4/M	2/M	12/N	1M		3 24	Overal			-	A	3	4 A
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	Organization of Living S	Systems	BEG	BEG	ADV			Achievement	The Real Nur			, <u>p. 56,</u>	MTS	- J	MTS
	Matter and Energy	systems	ADV	BEG	ADV			Standards			Experiential Models▲	_	MTS	-	MTS
Achievement	Interdependence		BEG	BEG		ADV			Statistics and				200	M	DV
Standards	Scientific Writing		ADV	MTS	MTS	MTS			Independence			LU V	an	C	$\mathcal{L}_{\mathbf{M}}^{\mathbf{D}\mathbf{v}}$
	Reading Scientific Texts		MTS	MTS	MTS	MTS			Work Comple			+	M	$\overline{}$	M
	Scientific Writing		APP	APP	ADV	APP		CRL Standards	Cooperation 6			<u> </u>	M.		M
	Independence & Initiative		M	M	M	M			Absences	x i aitic		/ P (TE		1M
CRL		Work Completion & Work Habits		M	NI	M				<u> </u>					1101
Standards	Cooperation & Participa		NI M	M	M	M	l	5 4	Auto Serv		Veverka	1	2	3	4
	Absences		4/M	2/M	12/N	I 1M	1		Overal	Grade	ADD A	AB.	400	AL	lin
							1		Mechanics		$A \Gamma \Gamma = A$	JAAS	10 2		Ш
3 1234	Women's Choir	Weller	1	2	3	4		Standards	Functional Sk			MĪS			
	Overall Grades		Α	В	Α	В			Independence	& Initia	ative	M			
Achievement	Vocal Performance		MAS	MAS	MAS	MAS	Į.	CRL	Work Comple	tion &	A or H bits		nn	\mathbf{n}	O
Standards	Music Reading		MTS	MTS	MTS	MTS	I		Cooperation &	¢ Partic					6
	Musical Concept Analys		ADV	ADV	ADV	ADV	I		Absences			12/NI			<u> </u>
	Independence & Initiativ		M	M	M	M		6 13		a Intern		1 4 1	2	3	4
CRL	Work Completion & Wo		NI	M	NI	M				I Grade			1.55	2 5:	ec
Standards	Cooperation & Participa	ition	M	M	M	M			Number and			<u> </u>			
	Absences		4/M	2/M	12/NI	1M		Achievement			ding Functions	1	MAS	<u> </u>	MAS
4 1234	Spanish 2	Wallace	1	2	3	4		Standards	The Real Nur			tio	MTS	<u> </u>	MTS
	Overall Grades		A	В	A	В	1		Linear, Quad				MTS	<u> </u>	MTS
	Communication		MAS	MAS	MAS	MAS	1		Statistics and				ADV		ADV
Achievement	Knowledge of Culture &	v Viewpoints	MTS	MTS	MTS	MTS	1		Independence				M		M
Standards	Language (Vocab, Conj		MTS	MTS	MTS	ADV	1	CRL Standards	Work Comple				M		M
	Independence & Initiativ		M	M	M	M	1		Cooperation	x Partic	eipation	-	M		M
CRL	Work Completion & Wo		NI	M	NI	M			Absences				2/M		1M
Standards	Cooperation & Participa		1.4	1.4	N/	M	1								

Counselor

Anglo American School of Moscow Middle School Proficiency Language



O'Connor, K. How to Grade for Learning. Fourth Edition. 2018. 80

III. Academic Achievement

• The Academic Achievement grade is an indicator of a student's mastery of

grade-level Power Standards. Students demonstrate what they know, understand

and can do as measured through multiple assessments and observations.

4	3	2	1
Exemplary	Proficient	Partially Proficient	Non-Proficient
(exceeds)	(meets)	(approaching)	(below)

- **4** Exemplary: The student demonstrates mastery, with excellence, of the grade level standards with relative ease and consistency, and often exceeds the cognitive level of the standards. The student applies and extends the key concepts, processes and skills. The student is working at grade level yet at a higher level of Bloom's Taxonomy. There is no mark of 4+ or 4_.
- **3** Proficient: The student demonstrates mastery of the grade level standards at the cognitive level the standard is written. The student consistently grasps and applies key concepts, processes and skills with limited errors. There is no mark of 3+ or 3_.
- **2** *Partially Proficient:* The student demonstrates mastery of some grade level standards. The student inconsistently grasps and applies some of the key concepts, processes and skills with significant errors. There is no mark of 2+ or 2_.
- **1** Non-Proficient: The student has not demonstrated mastery of grade level standards and is not yet performing at grade level. There is no mark of 1+ or 1_.

O'Connor, K., A Repair Kit for Grading, Second Edition, Pearson ATI, 2011, 77

IV. Progress Toward Proficiency

These marks represent the measurement of a student's growth toward and attainment of mastery of each district Power Standard in Reading, Writing and Math. Progress is measured by a variety of evidence, which include quality standards-aligned assessments, portfolios and other multiple measures.

√ Meets Standard	A Adequate Progress	Insufficient Progress	X Standard Not Assessed
---------------------	---------------------	-----------------------	-------------------------------

 $\sqrt{}$ Meets or Exceeds Standard – The student has mastered the entire standard. Unless reassessment indicates otherwise, the $\sqrt{}$ is repeated in subsequent trimesters.

Adequate Progress (Used 1st and 2nd Trimester only) – Based on what has been taught and assessed, the student is on track to master the standard by the end of the year. This symbol is not used third trimester.

Insufficient Progress – Based on what has been taught and assessed, the student has not demonstrated that s/he is on track to master the standard by the end of the year. For third trimester, this symbol represents that the student has NOT demonstrated mastery of the standard in its entirety.

X Standard Not Assessed – (Used 1st and 2nd Trimester only) Standard has not been taught and/or measured to date. This symbol is not used third trimester.

O'Connor, K., A Repair Kit for Grading, Second Edition, Pearson ATI, 2011, 77-78

Right Method - Target-Method Match

	SR	WR	PA	PC
Knowledge	Good	Strong	Partial	Strong
Reasoning	Good	Strong	Partial	Strong
Skills	Partial	Poor	Strong	Partial
Products	Poor	Poor	Strong	Poor

Adapted from Stiggins et al – Classroom Assessment FOR Student Learning, Assessment Training Institute, 2004, 124

IB 7	Descriptor Excellent	Letter A+	Percentage 97-100	GPA 4.0	Conversion Scale
6		A	93-96	4.0	Example
	Very Good	A-	90-92	3.7	
		B+	87-89	3.3	
5	Good	В	83-86	3.0	
		В-	80-82	2.7	
4	Satisfactory	C+	77-79	2.3	
		C	73-76	2.0	
3	Mediocre	C-	70-72	1.7	
		D+	67-70	1.3	
	Poor	D	63-66	1.0	
2		D-	60-62	0.7	
1	Very Poor	F	59 and below	0.0	108

FIGURE 6.8 Arts and Technology High School, Beaverton, Oregon, Logic Rule

ATHS LETTER GRADE CONVERSION

- An A in a course is determined by the student presenting sufficient examples of work and assessments demonstrating level 3 and 4 for each long-term learning target, with a majority of 4s.
 - The student may not have any level 0, 1, or 2 for a long-term learning target.
- A **B** in a course is determined by student presenting sufficient examples of work and assessments demonstrating a mix of level 3 and 4 for each long-term learning target, with a majority of 3s.
 - The student may not have any level 0, 1, or 2 for a long-term learning target.
- A C in a course is determined student by student presenting sufficient examples of work and assessments demonstrating level 3 and 2 for each long-term learning target, with a majority of 3s.
 - The student may not have any level 0 or 1 for a long-term learning target.

NP Not Proficient

- If a student has not earned a C or higher in the class at the endpoint of the term, an NP will be reported on the progress report and online. When the student demonstrates proficiency for all targets at level 2 or 3 at a later date, the NP will change to the appropriate letter grade, and credit will be awarded as appropriate. The NP will remain on the student's transcript until proficiency is demonstrated. NPs that remain on a student's transcript at graduation or at the time of transfer to another school will be automatically converted to an F.
- An **F** is only reported on the transcript when a student abandons the opportunity to show proficiency.

SOURCE: West Linn-Wilsonville School District (2017).

O'Connor, K., How to Grade for Learning. Fourth Edition. Corwin. 2018. 192

Grade 9 English Fix #13_____ List of Assignments Unit 2 (Voices)

J				
			PUR	POSE
	WEEK	ASSIGNMENT	STUDENT	TEACHER
	1	1. Write a persuasive essay on a given topic within a 30 minute time limit.		
		2. Write responses to questions and a learning log/journal entry about short stories.		
		3. Write a persuasive essay outline.		
		4. Write responses to questions and a journal entry re "Is there life after welfare?"		
		5. Complete a crossword assignment.		
	2	 Write an outline based on Point/Counterpoint, identifying author's opinion, major arguments and types of support, and complete a credibility checklist. 		
		7. Write a personal opinion piece in journal.		
	3	8. Write responses to questions and a journal entry on "Montreal Trees."		
		9. Write a poem or song.		
		10. Write a persuasive essay.		
	4	11. Complete a "Works Cited."		
		12. Engage in a formal debate.		
	1-4	13. Maintain Independent Reading response journal and conference with teacher.		

Student purposes – practice, learning, initial demonstration, performance Teacher purposes – diagnostic, formative, summative

Source: OTF Summer Institute, 2000

Formative Fix #13 PERIOD BEGINNING SUBJECT AP Language CLASS... NAME 4811 7 7 - P 11 12 MAL 5 197 146 V1414 17 T.B. 19 20 31 Standards-bosed Tally marks -B-22 grade book - aligned with Principle 4 (211) 13 Selected (fool 3 Stas 24 indicate infractions 25 against accepted standard. 26 27 * Those pages should be viewed hear to 29 early offer, us they 31 32 33 WOUld appear in a gradation

Sample Assessment Plan Formative Assessment for "Unit 1"

TASK	METHOD(S)	STRATEGY(IES)	SCORING TOOL	ASSESSOR
ROLE PLAY Practice(s)	Performance Ass't	Performance	Rubric	self/peer
QUIZ(ZES)	Paper and Pencil	Selected Response	Marking Scheme	Teacher
BROCHURE Draft	Performance Ass't	Product	Rubric	peer
BROCHURE Near Final	Performance Ass't	Product	Rubric	self/peer

Summative Assessment for "Unit 1"

TASK	METHOD(S)	STRATEGY(IES)	SCORING TOOL	ASSESSOR
ROLE PLAY	Performance Ass't	Performance assessment	Rubric	Teacher
TEST(S)	Paper and Pencil	Selected & Constructed Reponse	Marking Scheme	Teacher
BROCHURE	Performance Ass't	Product	Rubric	Teacher

O'Connor, K., A Repair Kit for Grading, Second Edition. Pearson ATI, 2011. 113

Fix(es) #13 (& 3 & 8)

Figure 9.2 Deciding What to Keep Track of, What to Report, and How to Report It

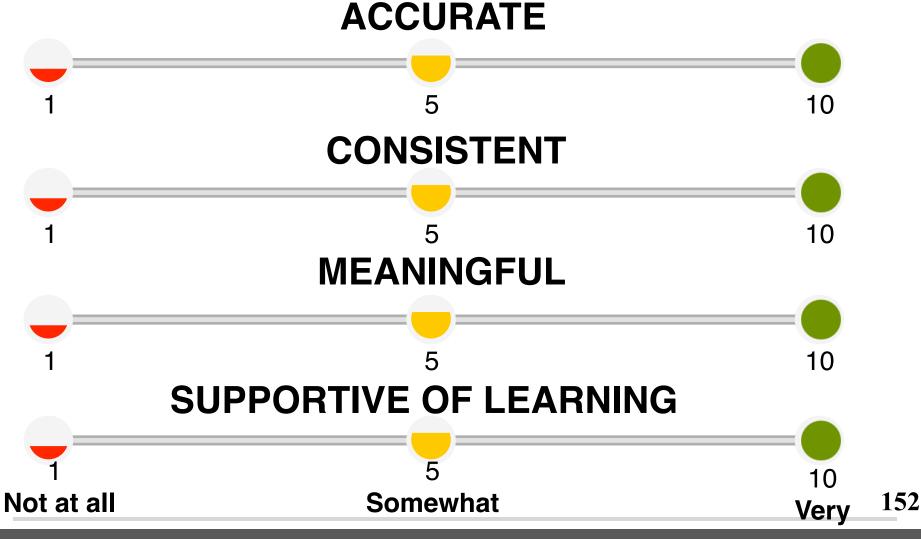
SUM TOTAL OF EVERYTHING STUDENTS DO IN SCHOOL/CLASSROOM Diagnostic and Practice **Events** SELECTION OF MOST VALUED ITEMS FOR REPORTING PURPOSES • In-class work: exercises, Academic Progress problems, tasks Homework that is for Learning gains practice Improvement over time • Trial, feedback, and Specific strengths and areas revision needing work Ouizzes and other formative Skills of Independence and assessments Cooperation SELECTION OF ACHIEVEMENT ITEMS FOR GRADING PURPOSES Work habits • Attendance Periodic assessments • Cooperation/Group skills • Final exams and papers Homework completion Reports/Projects Organization skills • Culminating demonstrations of Behavior learning Academic honesty Track (Teacher and/or Student) Track & Report Record & Grade

Chappuis, J. et al. Classroom Assessment for Student Learning.

21005.3 Second Edition. Pearson. 2012. 300

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How confident are you that the grades students receive in your school/district are:



Continuums for Grading

Fixes	Traditional Grading		Standards-Based Grading
1–6	Achievement/ behavior mixed	←	Achievement separated from behaviors
7	Recorded by assessment methods	←	Recorded by standards
8–9	Teachers' personal performance standard	←	Published criterion-referenced performance standards
10	Poor quality assessment	←	High quality assessment
11	Calculation (only mean)	←	Calculation (mean, median, mode, etc.) informs professional judgment
12	Zeros for missing assessment evidence	←	Incomplete, no zeros
13	Everything included	←	Summative only
14	All data cumulative, similar significance	←	More recent exmphasized
14	One opportunity only	←	Multiple opportunities
15	Teacher centered with clear targets	*	Student involvement and understanding

Source: Pearson ATI, 2013 – Used with permission

Grading/Reporting Reflections

Reflect on what you have learned and consider the grading and reporting practices in place in your classroom, school and/or district.

Fix		In place	On the way	Not at all
ı	Grades based only on achievement; behaviors reported separately			
2	Provide support not punishment for "late work"!			
3	Use evidence of higher achievement, not extra credit or bonus points			
4	Alternative consequences for academic dishonesty, not zeros			
5	Absences reported separately			
6	Use only individual achievement evidence			
7	Organize and report by standards/learning goals			
8	Provide clear descriptions of performance standard			
9	Use criterion referenced performance standards			
10	Use only quality assessments			
11	Use professional judgment informed by multiple measures			
12	When evidence is missing use incomplete, not zeros			
13	Use summative assessment evidence to determine goals			
14	Emphasize more recent evidence and provide multiple opportunities			
15	Involve students in the assessment and grading process			

Possible revisions in grading/reporting practices:	
Actions/next step (you, school, district):	

Source: Pearson ATI, 2013 – Used with permission