

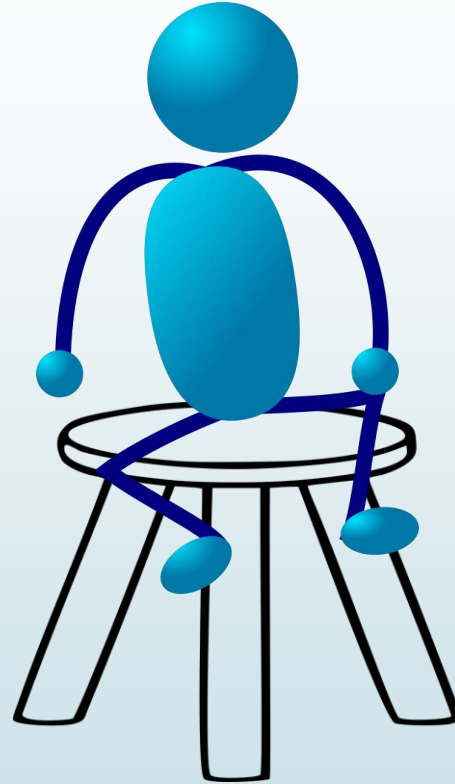


Proficiency-based Grading (PBG)

Matheson Jr. High

August 22, 2018

Granite District Rationale



USBE **prescribes** core standards:
what students must know,
be able to do at every grade level,
in every course

USBE **assesses** proficiency in some core standards;
GSD assesses proficiency in all standards:
the degree to which each student knows,
is able to do at every grade level,
in every course what is expected

Teachers regularly **report** to students, their parents
how proficient the student is in
each prescribed standard at that moment

Student Examples – What Do Their Grades Tell Us About Each Student's Achievement?

Student A

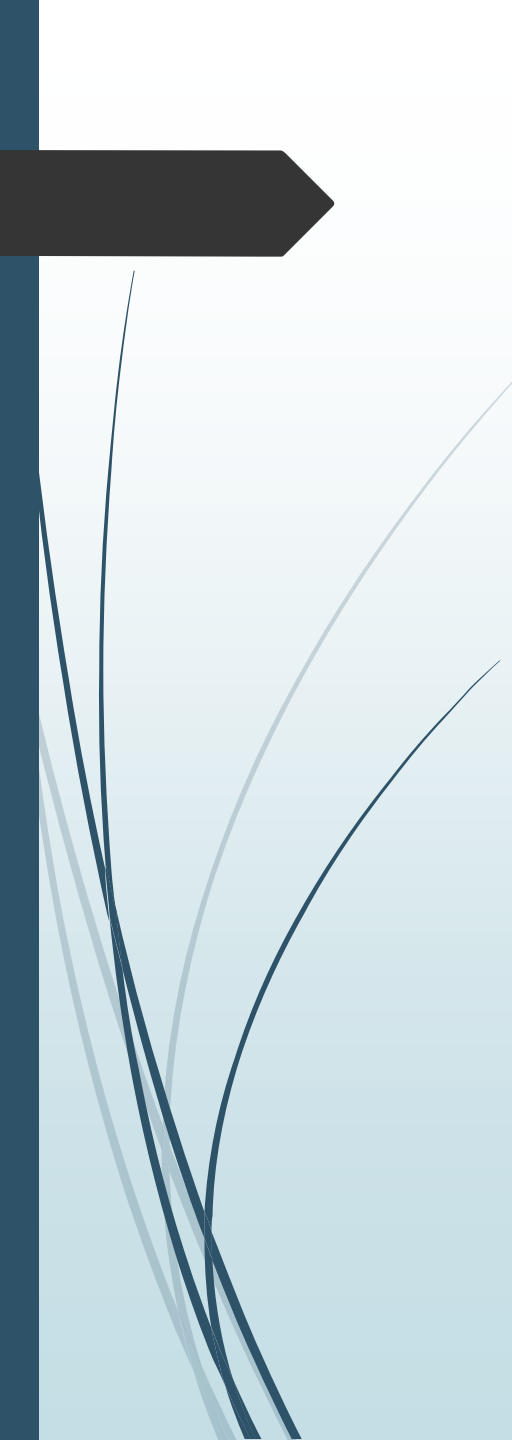
Cumulative GPA 3.7
4th Quarter GPA 2.5
4th Quarter CPA 3.8
AP English - F
AP Calculus BC – C
AP Biology - C



Student B

Cumulative GPA 3.3
4th Quarter GPA 3.8
4th Quarter CPA 3.3
AP English – A
Sec Mathematics – A
Chemistry - A





How Were Each Student's English Grades Determined?

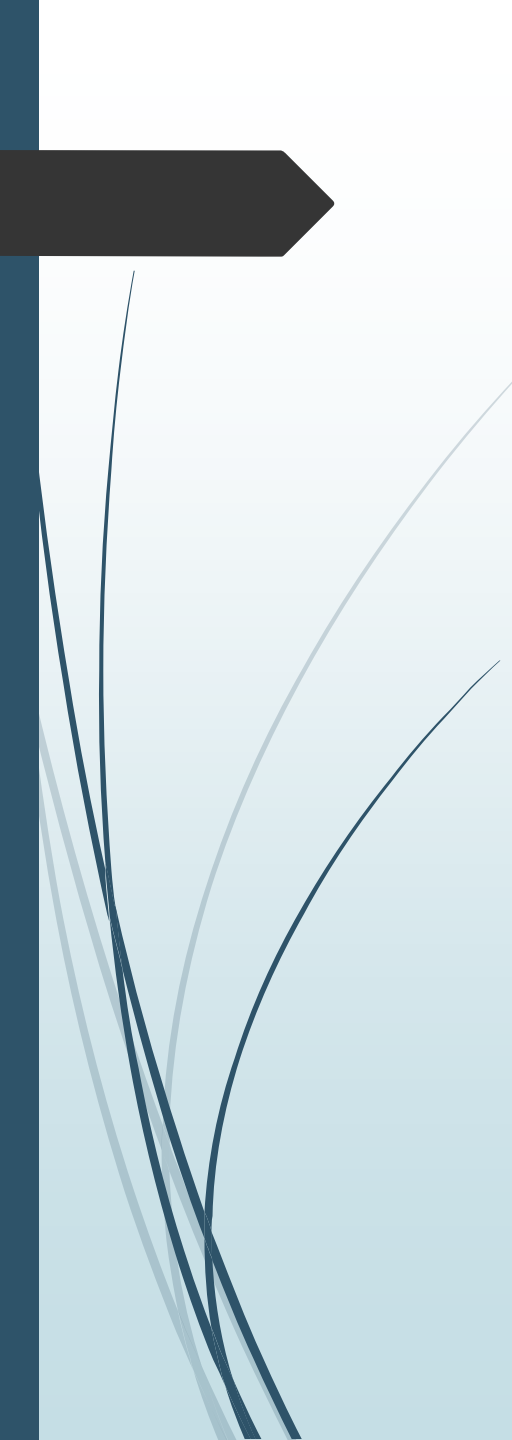
What do you notice about their grades?

Student A

- Learning Activities: Bellwork, practice essays, annotations, video notes – all 0 (0/10, 0/30, 0/45)
- Assessments: Essays, in-class essay, tests, final test – 90/100, 96/100, 95/100, 30/36, 84/98, 30/30
- No extra credit recorded

Student B

- Learning Activities: starters, journals, reading logs, assignments – 70/70, 10/10, 10/10, 50/50, 50/50
- Assessments: Practice multiple choice tests and practice essay tests – 8/13, 17/33, 8/14, 5/14, 16/20
- Extra Credit – Blood Drive 25 pts and Quarter 4 Extra Credit 68 pts



Additional Student Data - What does this data indicate in regards to each student's college readiness?

Student A

- ▶ ACT: Composite Score 35
- ▶ SAGE Scores Grades 7-10 all level 4 Proficiency (Beyond Proficient) except for level 3 in accelerated math in 8th grade
- ▶ SRI – 1806 Advanced
- ▶ English Language AP Test Score - 5

Student B

- ▶ ACT: Composite Score 13
- ▶ SAGE Scores Grades 7-10 all level 1 (Below Proficient) in ELA, math, and science
- ▶ SRI – 901 Intensive, At-Risk
- ▶ English Language AP Test Score - 1



Premise for Proficiency-Based Grading

- Grades are intended to communicate progress toward mastery of articulated course content standards to students and parents. They are intended to indicate at a prescribed moment in time what a student knows and is able to do with respect to course objectives that have been explicitly taught. They encourage the student to act on feedback and the teacher to adjust and individualize instruction.



Issues of student behavior, participation, punctuality, work timeliness and effort are reflected in a citizenship grade rather than an academic grade.



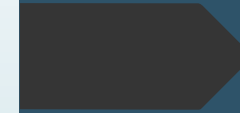
"Extra credit" is not included in the academic grade.



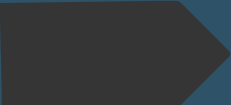
Teachers create frequent opportunities for students to demonstrate concept proficiency.



Teachers utilize a multitude of evidence in multiple modalities to determine a student's level of proficiency: assignments, observations, portfolios, assessments, products, discussions, projects, performance tasks, etc.



Reinforcing Practices of Proficiency- Based Grading



Reinforcing Practices of Proficiency- Based Grading

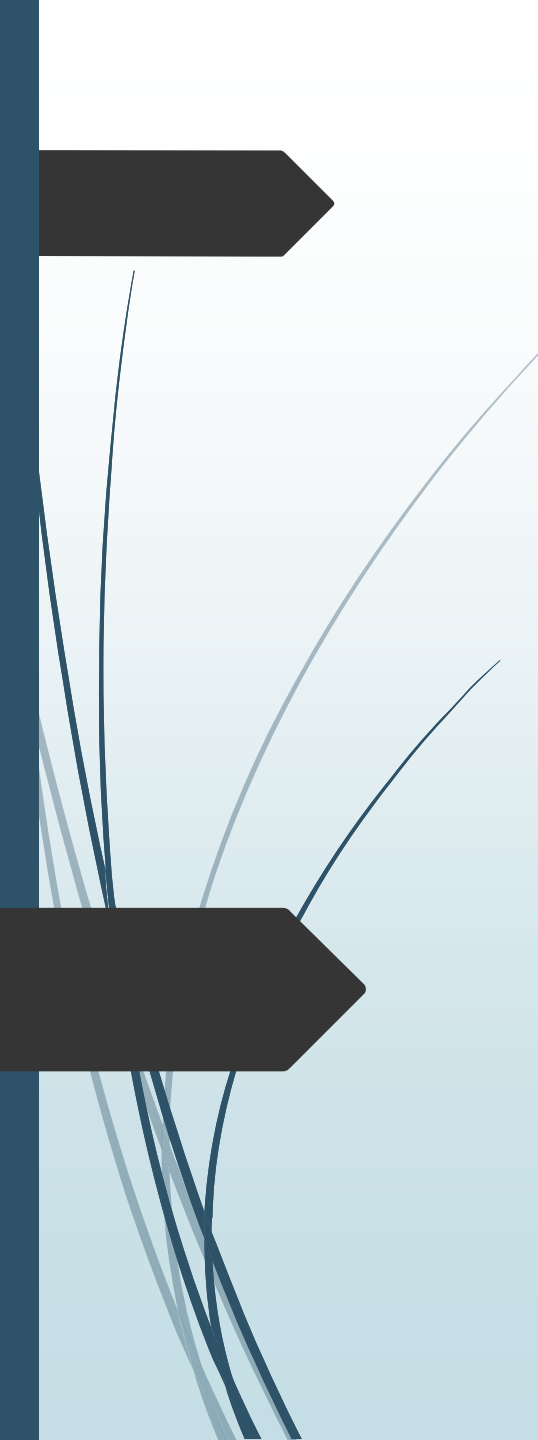
Homework and learning activities provide meaningful independent practice which require time and effort and have an articulated purpose, but are not scored.



Points are not deducted for reasons other than a student's lack of academic proficiency.



Classroom assessments tie directly to specific content standards and objectives.



Traditional Grading System	Proficiency-Based Grading System
Homework is counted toward the grades, even though students are just learning the content.	Homework (learning activities) are given for practice and feedback is provided.
Extra credit may be given or points deducted for late work.	Extra credit is not necessary because students are given multiple opportunities to demonstrate proficiency with opportunities for reassessment.
Gradebook may include every score regardless of when it was collected. Grade calculation varies by teacher.	Final grade calculation places greatest emphasis on most recent evidence of learning. This benefits students by reflecting learning that has occurred throughout the grading period.
Students receive a letter grade that is an average of all grades input into Gradebook.	Students receive a letter grade that is calculated from the average of proficiency scores.

How Do Grading Systems Differ?



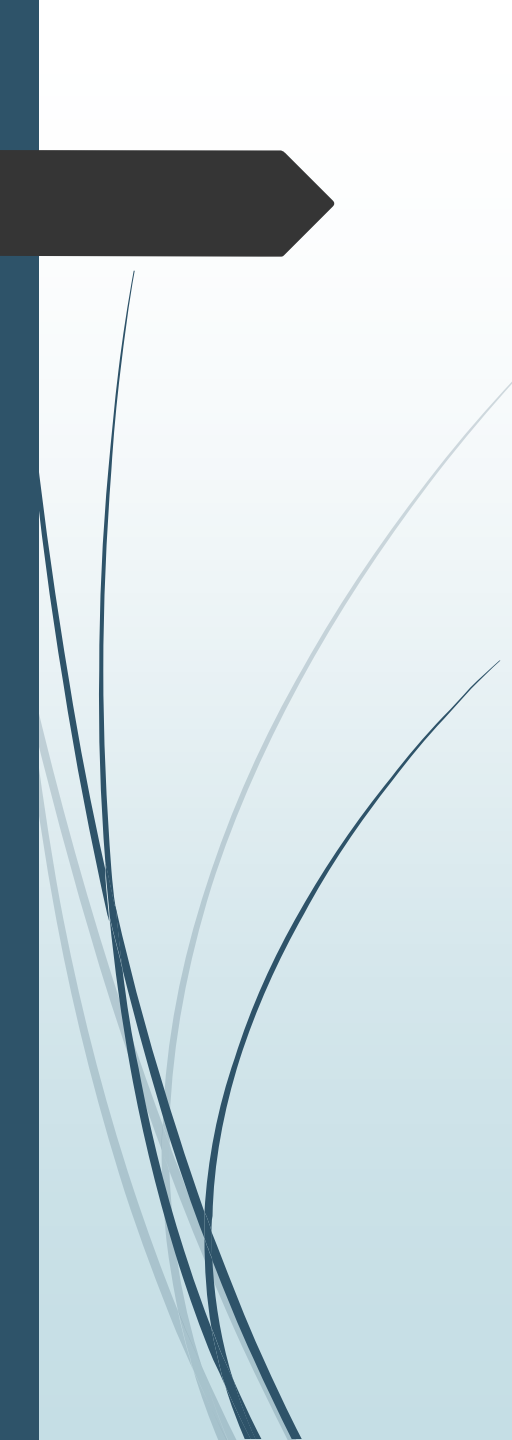
Determining Grades

How are grades determined?

- Summative scores for each standard are determined by decaying average.
- Student grades will be calculated by taking the sum of the content standard final scores divided by the total number of standards assessed at least three times throughout the quarter.

What is decaying average?

- Decaying average puts more weight on the most recent assessment scores. Traditional averaging counts all work equally.
- Parents will not be able to see a calculated letter grade until a minimum of three scores on a standard have been entered into Gradebook.



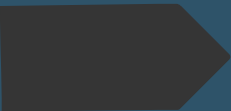
Discussing Gradebook Entries with Your Child

- What standards do you still need to learn?
- What practice, studying, and/or re-teaching opportunities have you completed in preparation for the next assessment on the standard?
- Have you discussed how you might improve a score on an assessment with your teacher?
- If the student demonstrated level 3 proficiency on the standard – How might you demonstrate that you are above proficient on the standard? Have you discussed opportunities to demonstrate that you are above proficient to your teacher?

Discussing Gradebook Entries with Your Child's Teacher

- Has my child completed the learning activities/homework you have provided?
- Will my child have another opportunity to be assessed on the standard?
- What practice, studying, and/or reteaching opportunities should my child take advantage of prior to the next assessment?
- How might my child demonstrate above level proficiency on the standard?





PBG and College/Career Readiness

Students take ownership for their learning.



Students are empowered to improve understanding of a concept and advocate for multiple way to demonstrate knowledge and skills.



Final grades more accurately communicate the degree to which students have mastered the grade-level standards.



Students are less likely to fail classes and are less likely to need remedial classes in their post-secondary experiences.

