



As we wait for the webinar to begin...

Take a moment to introduce yourself. In the chat box, please share the following:

- Your name
- Your current role
- What school/district/organization you represent
- Where you are joining us from

Grading and Reporting in the Era of COVID- 19

APRIL 28, 2020



Webinar etiquette

- Please mute your audio and keep your camera OFF.
- Use the chat feature to:
 - Share your thoughts when questions are posed to the group
 - Ask questions
- Be an active participant.
- Be respectful.
- Provide feedback.



Welcome and Introductions

- Good Afternoon...Welcome!
- Thank you for being here with us today...
- Webinar host: Kathy Dewsbury-White, MAC CEO
- Co-moderators:
 - Terri Portice, MAC BoD
 - Ellen Vorenkamp, Wayne RESA and MAC BoD



What is the MAC?

An education assessment-focused, non-profit organization.

A statewide consortium, governed by a volunteer board, serving our LEA's, ESEA's, education associations, SEA, and the community.

Mission of the MAC... is to improve student learning and achievement through a system of coherent curriculum, balanced assessment and effective instruction. We do this by *collaboratively...*

- Promoting ***assessment knowledge & practice***
- Providing ***professional learning***
- Producing and sharing assessment ***tools and resources.***



The MAC believes...

Assessment Literacy is essential for those making important decisions about students, educators, and educational systems based on student data. Yet, evidence shows that too few educators understand the fundamental concepts and procedures of educational testing, and even fewer policy-makers, students, and families understand the important role of assessment in helping all students achieve at high levels.

The MAC actively engages state and national leaders in exploring what it means to be assessment literate. We continuously develop resources to support assessment knowledge, dispositions, and performance among each education stakeholder group.



Webinar purpose

To support local districts and public-school academies in serving students in accordance with their Continuity of Learning and COVID-19 Response Plan.

See: Important Considerations for Student Assessment and Reporting/Grading Policies and Guidelines in District CLP's published by MAC April 2020



Webinar purpose

Plan Assurances to: *“manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.”*

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning and to provide translations, as necessary.



Webinar objectives

1

Speak to the implications for grading and reporting in today's environment

2

Highlight the essential roles of assessment regardless of where the learning takes place

3

Offer considerations related to guidelines and policies to address grading and reporting

4

Provide examples of possible reporting options

5

Introduce how MAC can help support your work

Implications for grading and reporting in today's environment.

Respond in the chat box to the following question:

What is your biggest concern regarding grading during the Covid-19 online transition?



Ken O'Connor



- Ken O'Connor is an independent education consultant and author. He is regarded as an expert on grading and reporting. He has worked in 47 states in the USA, all provinces and two territories in Canada, as well as 35 countries around the world.
- Ken has been a teacher, a department head, a curriculum coordinator, and a professional learning consultant.
- Ken is the author of ***How to Grade for Learning: Linking Grades to Standards***, 4th Ed, Corwin, 2019; *Standards-Based Grading Quick Reference Guide*, LSI, 2017; *The School Leaders Guide to Grading*, Solution Tree, 2013; *A Repair Kit for Grading: 15 Fixes for Broken Grades*, 2nd Edition, Pearson, 2011; and *Fifteen Fixes for Broken Grades: A Repair Kit*, Pearson, Toronto, 2012.



From your neighbors to the north

What does physical distancing look like?
(also known as “social distancing”)

← stay one caribou apart →



(or 2 metres/6 feet)

Note: please stay at least
90 metres / 300 feet away
from actual caribou.

Yukon



Grading and reporting in today's environment

- Sources – Blogs, webinars, Facebook, Twitter chats, online publications, personal communications
- Initial concerns (sadly) – Grades and academic integrity
- Ongoing concerns – Crisis learning and all it implies
- What really matters – Order of operations
 - Basic needs, relationships/connection, learning, feedback



Ongoing Concerns

[This Is All We've Got](#) by [Pernille Ripp](#) April 13, 2020

- Our youngest daughter has just slammed her door for the fifth time this morning. At least, I think it's the fifth.
- Our other daughter isn't far behind. "I hate Spanish!" "I want to go back to school!" "I don't get this..." but instead of slamming her door, she slams her computer, slinks off the chair, buries her head.
- Our son is happily clicking through as fast as he can, not really reading what he is supposed to do at times, sometimes pausing for just a moment and recognizing what he needs to do... He says he is done within 15 minutes. He is not.
- Our oldest is 5th-grade independent, holed up in her bedroom where she is hopefully doing her schoolwork in between YouTube, zoom hangouts with friends and lots and lots of tutorials on stuff she hopes to do every day.
- My husband? Trying to help us all as he finishes his last semester college classes virtually, helping us take deep breaths.
- And me? I am on my 3rd cup of tea, trying to be present for my own students, answering their emails, planning lessons, reaching out, meeting virtually with colleagues while sitting next to whichever child wants my help. Trying to come up with activity ideas that will sneak learning in without them even knowing it. Taking a deep breath when needed and trying again.



Ongoing concerns – this is a CRISIS

Overall

- Health
- Employment
- Finances
- Stay-at-home/Isolation/Looking after siblings
- How long/uncertainty

Education

- Pressure on educators
- Pressure on students
- Equity issues



What really matters

Order of Operations

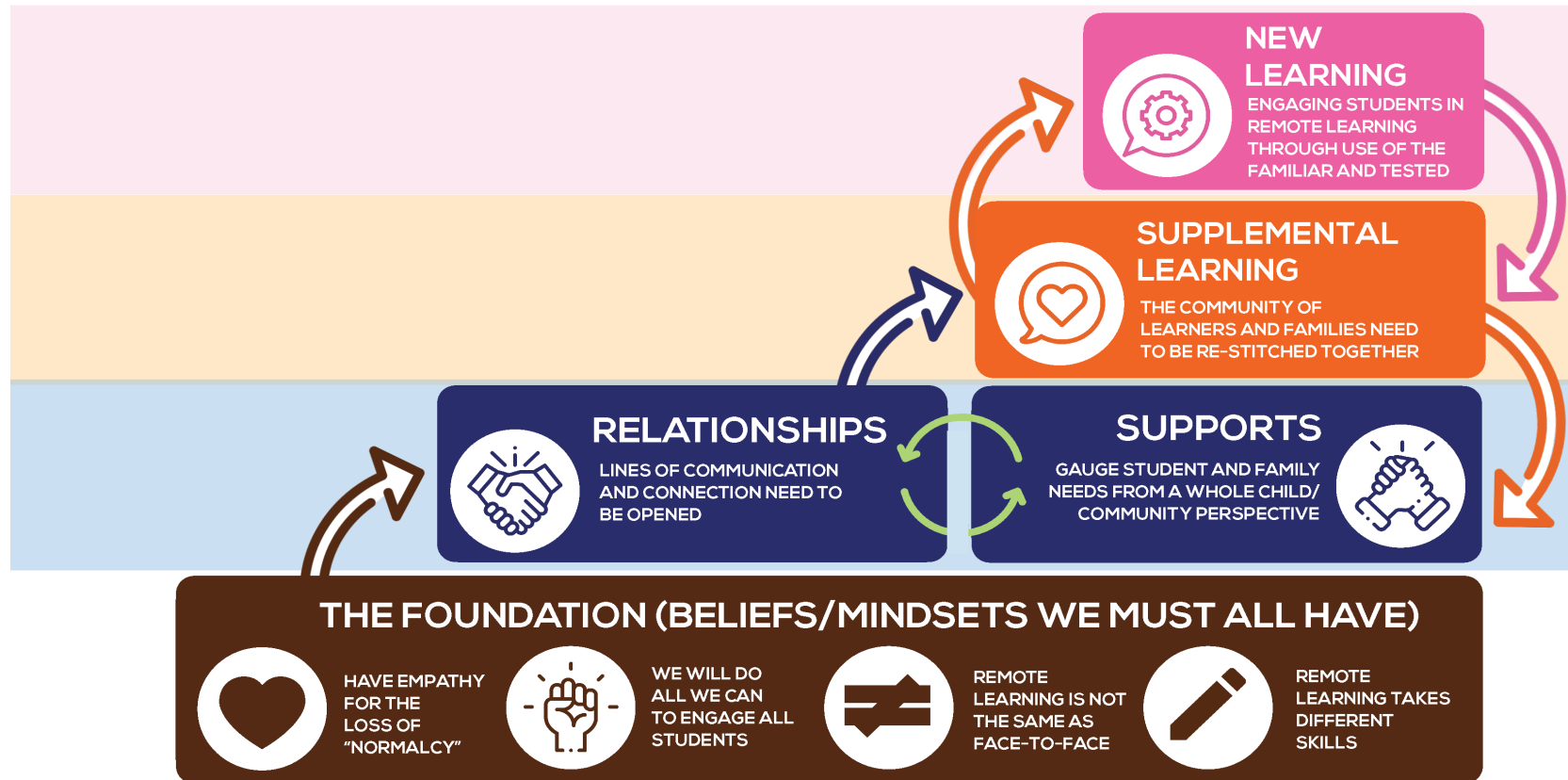
- ✓ Basic needs
- ✓ Relationships/Connection
- ✓ Learning – what, technology/internet access, less is more
- ✓ Engagement and Equity
- ✓ Feedback/Communication
- ✓ Grades (maybe)

“MAC believes our primary responsibilities must be to maintain equitable learning opportunities for all students and to communicate clearly with all stakeholders.”



What really matters

REMOTE LEARNING FRAMEWORK



https://www.oaisd.org/downloads/instructional_services/remote_learning_framework.pdf

What is the essential role of assessment, regardless of where the learning takes place?

Respond in the chat box to the following question:

In five words or less, what do you believe the essential role of assessment is in your learning environment?



Essential roles of assessment

- Assessment = assidere
- “Assessment identifies students' needs, celebrates their strengths, documents learning as it progresses, and verifies and communicates levels of proficiency at the end of an instructional cycle.”
– MAC *Important Considerations Document, 2020*
- *“The primary purpose of classroom assessment is to inform teaching and improve learning, not to sort and select students or to justify a grade.”*
– McTighe, J. and S. Ferrara. “Performance-Based Assessment in the Classroom.” *Pennsylvania Educational Leadership, 1994*
- *“You can learn without grades, but you can't learn without feedback.”*
- Assessment must be done **with** students, not **to** them.

Offer considerations related to guidelines and policies to address grading and reporting

Respond in the chat box to the following question:

What is the one policy or guideline you would like to see changed related to your current grading and reporting practices?



Considerations related to guidelines and policies to address grading and reporting

Basing Grades on Standards

Using Performance Standards

Grading Individual Achievement

Sampling Student Performance

Emphasizing more Recent Evidence

Quality Assessment and Keeping Records

Involving Students in Grading and Assessment



Basing grades on standards

- Essential power standards – select 4-6 per subject
- Profiles of student learning
 - strengths and areas for improvement
 - differentiated instruction now and next year
- Student reflection and goal setting – “I can . . . “
- *“We know that teachers want to communicate clear and accurate statements about student achievement, not only to reflect each learner’s current levels of skill and understanding, but to support future decision-making at the next grade level or in post-secondary settings.”*

—MAC. *Important Considerations Document*



Using performance standards

- 2 levels of proficiency:
 - Pass/Incomplete - real, not symbolic
- No points, letters, or percentages
- Establish clear criteria for each level



Planning template: Example formative assessment process

Standard(s):	
Learning Target(s):	Success Criteria:
Tasks/activities/strategies to help students meet the learning goal	
Formative opportunities in tasks/activities/strategies to gather evidence of student learning	
Questions to gather evidence of student learning	
Opportunities to offer Feedback (Teacher to Student/Student to Student/Student to Self)	



Grading individual achievement

- Still only one name on the report card
- No penalties, no bonuses
- Academic integrity – assign assessments that require higher order thinking, initiative and/or creativity that cannot be easily copied or lifted from Google.
- All evidence submitted should contain a statement like this signed by the student. “**Academic Integrity** means **honesty** and **responsibility** in scholarship. My signature below indicates my commitment to and obligation that all of my academic work is from my own efforts, unaided except where specified by my teacher.” _____ (initial here)” (Source: Crofton House School, Vancouver)
- Attendance – mainly for connecting resources with students with limited participation (*MAC Important Considerations Document*)



Sampling student performance

- Feedback, not scores – emphasize use of formative assessment
- Variety – product, observation, **conversation**
- Limited, if any, summative assessment
- *“As schools move on-line where do we focus our assessment energy? Focus ONLY on what is critical, don't think about traditional assessments, find creative ways of offering feedback that is formative, authentic to the task, and promotes self-regulated learning.” Source: Unknown*



Emphasizing more recent performance

- Applies to students trying to improve sufficiently to pass or improve their grades, if that option is available.
- More recent implies multiple opportunities to demonstrate understanding.



Determine, don't just calculate, grades

- Grace before grades.
- Remember learning is an ongoing process that doesn't necessarily fit with quarters, trimesters, or semesters.
- If you are required to document a grade: mode + more recent + professional judgment.
- Eliminate ranking: Honor Roll, Academic Prizes, Class Rank and GPA.



Quality assessment and keeping records

- Quality assessment
 - clear targets
 - clear purpose
 - sound design - target-method match
 - well written
 - well sampled
 - avoid bias
- Keeping records – more words, less symbols



Involving students in grading & assessment

- Student voice and choice
- Passion projects, interests, issues
- Self Assessment Questions
 - Where am I going?
 - Where am I now?
 - What do I do to get better?

Possible Reporting Options

Respond in the chat box to the following question:

How is your school/district reporting student achievement for the remaining part of the school year?



Reporting options: *MAC Important Considerations Document*

- When it is time to summarize assessment evidence and report results, we know that teachers want to communicate clear and accurate statements about student achievement, not only to reflect each learner's current levels of skill and understanding but to support future decision-making at the next grade level or in post-secondary settings.
- It is imperative that grading and reporting decisions be made within the context of rich instruction, targeted and specific feedback, and opportunities for learners to continue to practice and grow for the remainder of the academic year.

ELEMENTARY AND MIDDLE SCHOOLS

- No grades
- Feedback and narrative reports only regarding competency/mastery of standards/learning targets. This will serve to communicate important information to students, families, and next year's teachers while maintaining a focus on learning.



Reporting options: MAC *Important Considerations Document*

HIGH SCHOOLS

➤ For ongoing learning:

- no grades
- feedback and narrative reports only regarding competency/mastery of standards/learning targets. This will serve to communicate important information to students, families, and next year's teachers while maintaining a focus on learning.

➤ For final summative grading and reporting:

Given the exceptional circumstances facing high school teachers and students, a temporary solution is necessary in the area of grading and reporting. The most efficient and equitable approach in high schools is for teachers to ***use existing and ongoing information about each student to determine a grade of Incomplete or Complete based on evidence of achievement.***

- All students who provide insufficient evidence of achievement (therefore incomplete) both at the time classes were suspended and after being given opportunities to provide evidence throughout the remote learning period, the final grade for this year is Incomplete.



Reporting options

Joe Feldman Recommendations *Educational Leadership* Special Report pp.43-46

- Use Only Pass/Incomplete Grades
- If Grades Are Necessary, Make Them Temporary
- Don't Leave the Choice of Grading to the Student
- Have Students Sign an Integrity Agreement
- Continue Providing Feedback on Performance
- Students, Not Grades, Come First

Why:

1. Stress related to COVID-19 will negatively impact student academic performance.
2. Student academic performance during school closures is more likely to reflect racial, economic, and resource differences.
3. Most teachers have not been adequately prepared to provide high-quality instruction remotely.



Narrative report cards

- Identify the most significant strengths, areas for improvement, and next steps
- Remember “two stars and a wish”
- Minimize fluff, e.g., “A pleasure to teach”

Final Thoughts with Moderated Q &A

Respond in the chat box to the following question:

What final questions might you have for our presenter?



Final thought #1

Good advice from the Kansas Department of Education

1. Focus on essential learning for students – Less is More.
2. Be flexible and ready to adapt when needs arise.
3. Decisions must support all populations of students.
4. Encourage use of familiar materials, resources, and platforms.
5. Extend grace to all in these unique and trying times.



Final thought #2

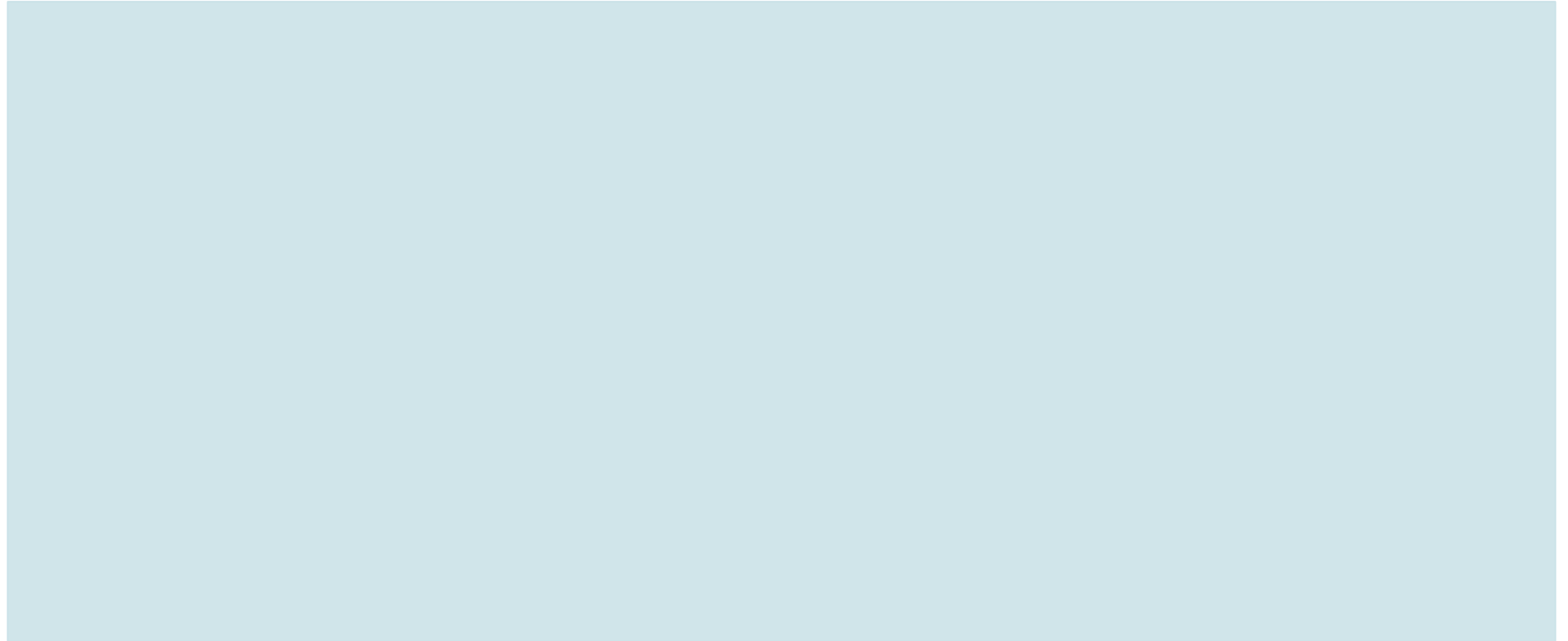
To support students with IEPs during school shutdowns, educators need careful coordination and a focus on what matters most.

- Support the family
- Focus on what learning matters most
- Problem solve to make learning accessible
- Keep friendships going
- Try a routines-based approach
- Take care of yourself

*Lee Ann Jung. “Accommodations, Modifications, and Intervention at a Distance.” *Educational Leadership* Special Report | Volume 77. 16 -21

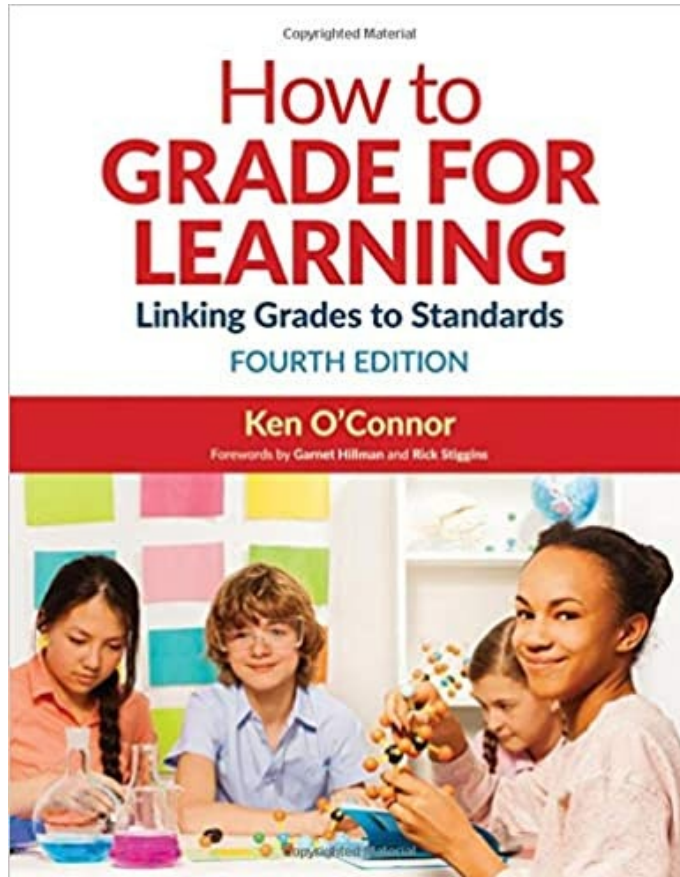


Question and Answer time





How to Grade for Learning: Linking Grades to Standards



“

HTGFL provides the principles and the practical examples that support effective assessment, grading and reporting in crisis learning, in normal times, and whatever the new normal becomes.

”

Ken O'Connor, author

Registration link:

www.michiganassessmentconsortium.org/event/mac-reads-2020



Concluding thoughts

- Don't forget this is crisis learning
- Go slow, less is more, minimal pressure, quality over quantity
- Give and *ask for* feedback often
- Provide for student voice and choice, let students lead their learning
- Grace before grades
- Be patient with students, colleagues and yourself
- Break out of your boxes, e.g., high schools look at the Mastery Consortium Transcript
- As a result of these experiences what are you going to:
 - Keep doing
 - Do differently in the future?

Materials and Resources



Resources referenced during webinar

Facebook groups, especially Standards-Based Learning and Grading

Twitter chats

- #sblchat 9 EDT first and third Wednesdays
- #ATAssessment 9 EDT alternate Tuesday
- #TG2chat 9 EDT Sundays
- #Colchat 9 EDT first and third Mondays

An Educational Leadership Special Report | Volume 77.

A New Reality: Getting Remote Learning Right

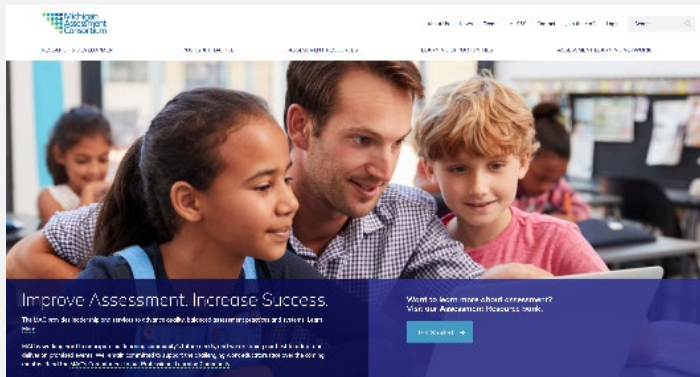
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Where to find additional materials



Visit the [MAC Website](#) for more resources to help you along your journey to support your colleagues in becoming more assessment literate.



Video snippets from the ALN series with Ken O'Connor and Art Chiaravalli

EVENT RESOURCES

- How to Grade for Learning: Linking Grades to Standards
- A Repair Kit for Grading: 15 Fixes for Broken Grades
- What's Worth Fighting for Against in Grading?
- A Case for Standards-Based Grading and Reporting
- Teachers Going Gradeless
- Standards Based Learning and Grading



You say that marks and grades are accurate and meaningful only when they are based on quality assessment and carefully recorded results. What implications does that have for teachers and school leaders?



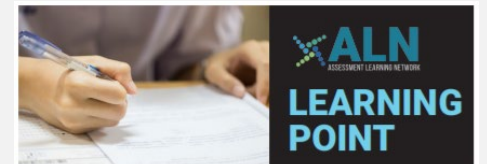
Do you have a favorite report card format? If yes, describe.



You suggest that teachers should determine, not just calculate grades. What do you mean by that?



ALN: Learning Points to use with your colleagues



Grading for learning: Guidelines for supporting student success

What if students could see grades as a means to understand how well they are reaching their learning goals rather than obsessing about points and percentages and grades? What would it take to de-mythify the whole grading process and involve students in a focused approach to learning?

These questions form the core of the movement toward standards-based grading—also known as evidence-based grading. The movement is rooted in the understanding that meeting high education standards should no longer be limited to select groups of students; rather, educators should make it their goal to help all students become successful, self-directed learners.

For grading practices to support that goal, educators must shift from traditional grading practices to those that:

- align with standards and
- support learning.

Based on a premise that the primary purpose of grades should be communication, not competition, author Ken O'Connor offers eight guidelines for grading practices that support learning and encourage student success.

Guideline 1: Relate grading practices to learning goals (i.e. standards)
Grading procedures should align with stated learning goals (which also could be called standards, learning results, expectations, or outcomes). This alignment is direct and, ideally, a grade is determined and reported for each learning goal with no overall grade. Where teachers are required to determine single-subject grades, the contribution of each learning goal to the final grade should be clear and direct. Teachers record learning, therefore, must be based on learning goals, and not assessment methods.

Guideline 2: Use clearly described criterion-referenced performance standards
This guideline supports learning and encourages student success by ensuring that grades depend on clear, public performance standards that are clearly and consistently communicate the achievement status of students. Grades must be based only on achievement on learning goals. Grades should not be used to reward or punish students for behaviors; this means teachers shouldn't provide extra credit and/or bonus questions and shouldn't use mark penalties for inappropriate behaviors such as late submissions of assessment evidence. While important, behaviors such as effort, participation, attitude, or others should be reported separately in a different format. In addition, a student's grades should be based on their individual achievement—not combined with that of other students.

Guideline 3: Limit the valued attributes included in grades to individual achievement
For grades to clearly and consistently communicate the achievement status of students, grades must be based only on achievement on learning goals. Grades should not be used to reward or punish students for behaviors; this means teachers shouldn't provide extra credit and/or bonus questions and shouldn't use mark penalties for inappropriate behaviors such as late submissions of assessment evidence. While important, behaviors such as effort, participation, attitude, or others should be reported separately in a different format. In addition, a student's grades should be based on their individual achievement—not combined with that of other students.

Guideline 4: Sample student performance—do not include all scores in grades
This guideline requires teachers to have a clear understanding of the purpose of each assessment and the need for a variety of assessment strategies. It requires teachers to understand the difference between the formative assessment process and summative assessment and the appropriate use of evidence each.

“The time has come to de-emphasize traditional grades and to demystify the entire grading process. We need to focus instead on the process of learning and the progress of the individual student.”
—KAY BURKE, The Nevada Center for Assessment, HighPoint University, & College 11885

©November 2019 | This information is aligned with the Assessment Literacy Standards at michiganassessment Consortium.org



Upcoming webinar: Social-Emotional Learning

- **Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis**, with Dr. Christina Cipriano
- **May 8, 2020**; 10:45 am - 11:45 am
- **Description:** Emotions matter, perhaps now more than ever before. As we work to navigate our new normal with our families and colleagues and school communities, we can look to the science of social and emotional learning (SEL) for guidance and best practices to regulate our emotions. Webinar participants will learn the basic components of SEL, identify helpful and productive strategies to regulate emotions in their socially-distanced contexts, and explore how to incorporate the assessment of emotions in their interactions with family, peers, and students.
- **Register on MAC's event page:**
www.michiganassessmentconsortium.org/events



Follow-up learning opportunities

Join us for another webinar with Ken O'Connor!

- **Grading & Reporting: What have we learned from COVID-19?**
How to extend into the 2020-21 school year the quality grading and reporting practices we adapted during remote teaching and learning.
- **June 15, 2020; 4 – 5 pm**
- **Register on the MAC Events Page:**
www.MichiganAssessmentConsortium.org/events



Follow-up learning opportunities

Assessment Learning Institute: Improving Practice & Systems

- **August 4-5, 2020** (live in Lansing or virtual, as needed)
- **Description:** equips participants with materials and resources that deepen understanding of effective assessment practice, as well as development of comprehensive, balanced assessment systems
- **Register** on the MAC Events Page:
www.MichiganAssessmentConsortium.org/events



Webinar recording

- Once the webinar is finished and rendered, it will be uploaded to the MAC website and information will be emailed to each participant.
- Until then, if you have any questions, please email us using the contact link in our website header.
- Don't forget to check out our other valuable resources!

www.michiganassessmentconsortium.org

How else might MAC help support your work

Respond in the chat box to the following question:

What additional supports will you need to promote high quality grading and reporting practices in your continuous learning plans?

To leave you smiling...

Pandemic Playlist

© John Atkinson, Wrong Hands

Dist. by Universal Uclick



SIDE ONE

- 1 School's Out
- 2 Shop Around
- 3 Lost in the Supermarket
- 4 Don't Stand So Close to Me
- 5 From A Distance
- 6 Lookin' Out My Back Door
- 7 Everyday Is Like Sunday
- 8 Empty Spaces

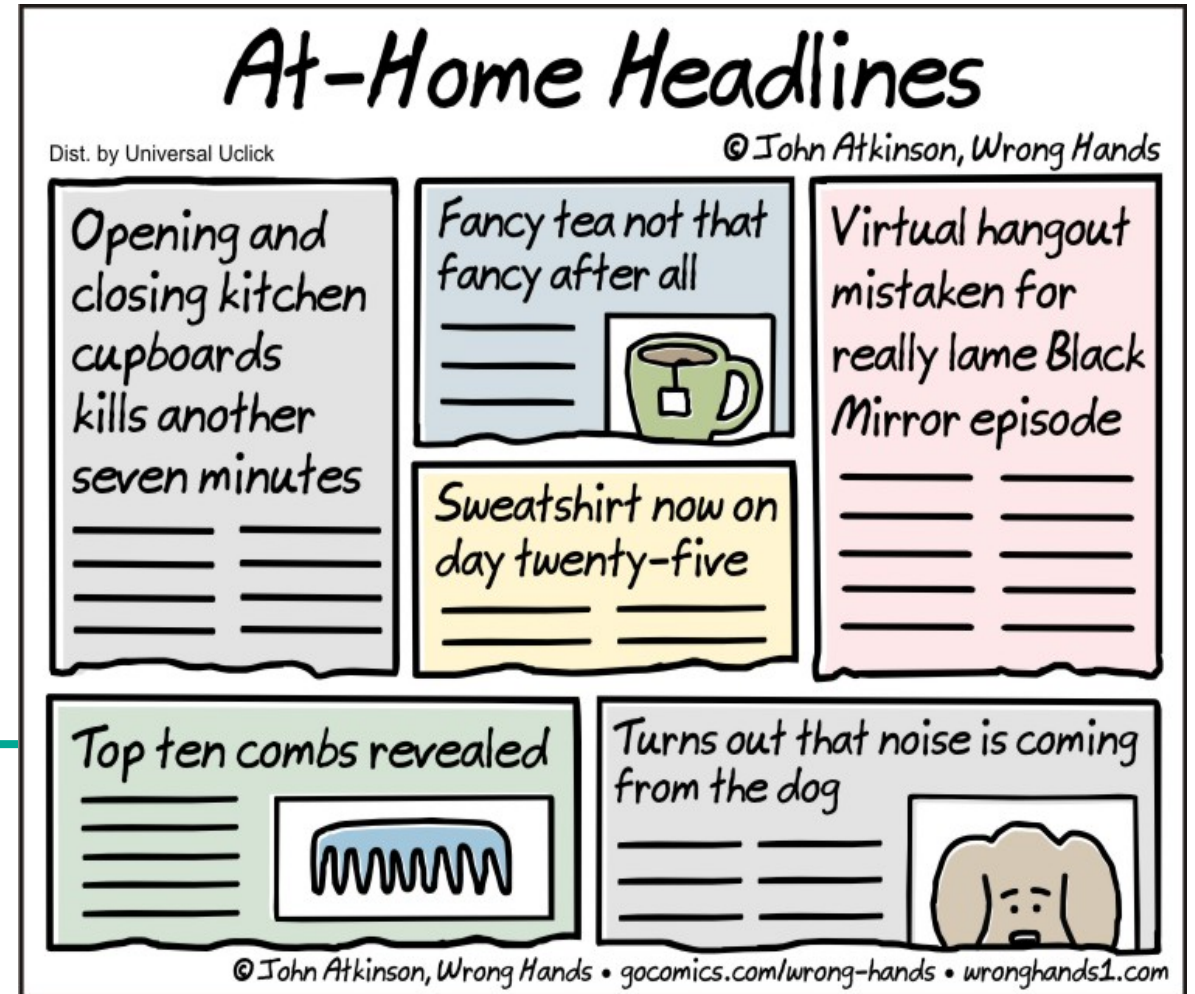


SIDE TWO

- 1 All By Myself
- 2 The Waiting
- 3 Too Much Time On My Hands
- 4 Dancing With Myself
- 5 Unwell
- 6 Fever
- 7 Hot n Cold
- 8 Wake Me Up When September Ends

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...and...



See you next time!

www.MichiganAssessmentConsortium.org



Thank you for joining us!