



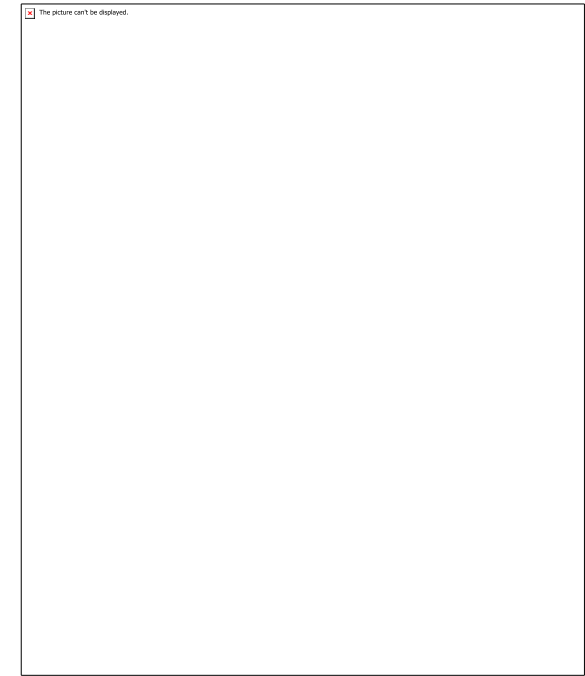
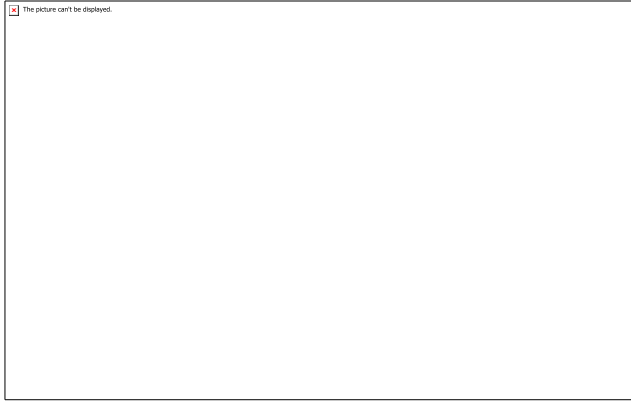
# As we wait for the webinar to begin...

- Take a moment to introduce yourself...
  - In the chat box state your name,
  - Where you are coming to us from,
  - What school/district/organization to represent, and
  - Your current role.



# Webinar Etiquette

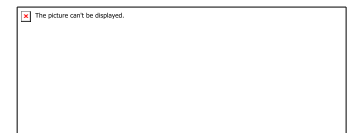
- Mute your audio if lines are open
- Use the chat feature to post thoughts and ask questions
- Be an active participant
- Be respectful



# MAC Reads

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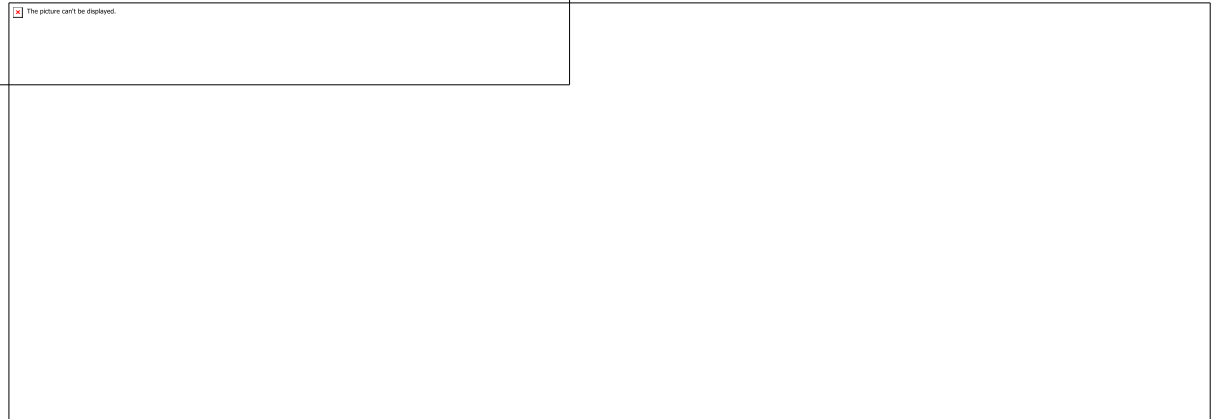
September 24, 2020





# Welcome; Introductions

- Good Afternoon...
- Thank you for being here with us today...





# 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 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. 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.



# Annual MAC Reads Goals...

Encouraging educators from around the state to read and dialogue around a common book and engage in a live virtual conversation with the author.

The goals of MAC Reads are:

**1**

To increase the sense of urgency around increasing assessment literacy across the state,

**2**

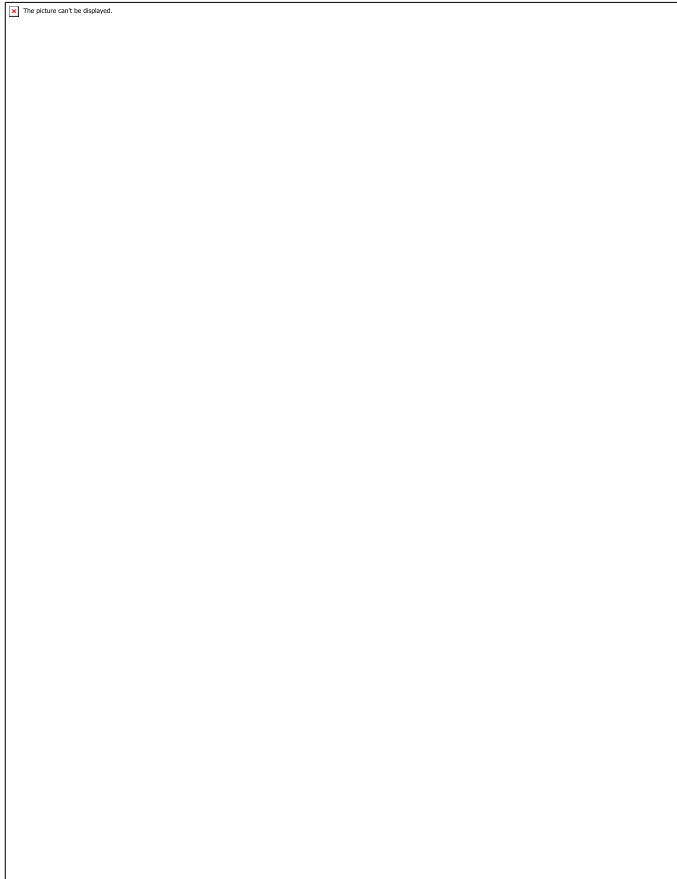
To build common understanding and capacity around assessment related topics and issues, and

**3**

To build awareness of supporting materials that can help educators back in their local context

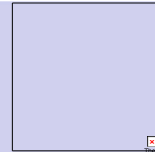


# How to Grade for Learning: Linking Grades to Standards

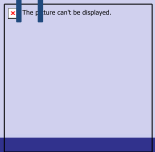


Ken O'Connor

Book: How to Grade for Learning



While there are many publications that address why it is essential for grades to reflect learning, Ken O'Connor goes one step further by adding practical advice and specific examples of how to put those strategies into effective classroom practice.



Garnet Hillman, *Foreword*  
Pg. XI.





# Webinar Purpose

To support local districts and public school academies in thinking around and designing more effective grading and reporting systems to **support** student learning.



# Webinar Objectives

1

Why the book was written and is essential in today's educational landscape?

2

Briefly speak to each of the 8 Guidelines offer considerations related to current climate.

3

Questions and Answers concerning implementation and application of guidelines.

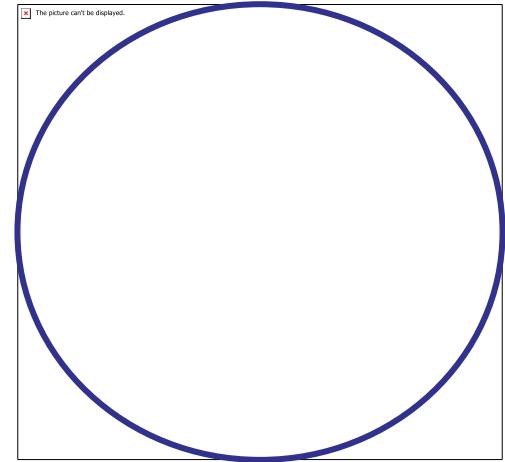
4

Share resources for further exploration and guidance.



# 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: K-12***, Fourth Edition, 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***. Second Edition, Pearson, 2011; and ***Fifteen Fixes for Broken Grades: A Repair Kit***, Pearson, Toronto, 2012.



Why the book was written  
and is essential in today's  
educational landscape.

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# Four Big Ideas



## IDEA #1

**The purpose of grades should be to communicate to parents and students the academic achievement of students.**



## IDEA #2

**Our goal in revising our grading systems is to ensure grades are:**

- **Accurate**
- **Consistent**
- **Meaningful, and**
- **Support Learning**



## IDEA #3

**Educators must realize there is no “right” grade, but all grades must be justifiable**



## IDEA #4

**Grading systems should encourage students to become self-directed learners, not point accumulators.**



# 7 Perspectives

- Grading is not essential
- Grading is complicated
- Grading is subjective—and No apologies are needed
- Grading is inescapable
- Grading has a limited but expanding research base on how to grade
- Grading has an emerging consensus about best practice
- Grading that is faulty damages students and teachers

# Briefly speak to each of the 8 Guidelines offer considerations related to current climate.

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“The most dangerous experiment we can conduct with our children is to keep schooling the same at a time when every other aspect of our society is dramatically changing.”

—Professor Christopher Dede, Harvard Graduate School of Education

1. Basing Grades on Standards

2. Using Performance Standards

3. Grading Individual Achievement

4. Sampling Student Performance

5. Emphasizing more Recent Evidence

6. Determining Grades

7. Quality Assessment and Keeping Records

8. Involving Students in Grading and Assessment

# Eight Grading Guidelines





# 1. Basing Grades on Standards

- Grades should be based on learning goals (standards, expectations, outcomes, etc.), not assessment methods, so teachers should use gradebooks where the columns primarily represent the learning goals and secondarily represent assessment methods.
- Grades should be for standards, not subjects, at least through Grade 8, and preferably until after Grade 10.
- Assessing, grading and reporting by standards is truly grading for learning because it provides specific and detailed information on student's strengths and areas for improvement.
- Important, sometimes difficult, decisions have to be made about how many standards are chosen for grading and reporting, whether standards are grade level specific or span several grades, and how to put educator standards into parent and student friendly language.



## 2. Using Performance Standards

- Teachers should use clearly described, criterion-referenced (or absolute) performance standards based on proficiency, with a limited number of levels (2-7) that are public, based on expert knowledge, clearly stated in words, and supported by exemplars or models.
- Important, sometimes difficult, decisions have to be made about the number of levels, labels and descriptors for each level, when the performance standards apply – at the time of report cards or year-end, and whether reporting is based on achievement, growth, or progress.



# 3. Grading Individual Achievement

*What should be in grades?*

- Grades should include individual achievement only based on the published learning goals for the school/district.

*What should not be in grades?*

- Mark penalties or bonuses
- Effort, attitude, behavior, attendance, punctuality, tardiness, and group work, unless they are specifically stated in the standards for a grade or course. These should be assessed and reported separately.



# 4. Sampling Student Performance

*What should be included in grades?*

Scores from summative assessments.

*What should not be included in grades?*

There should be no scores available from the formative assessment process, so there shouldn't be any scores from formative assessments.

*What are the practical implications?*

- Teachers who use hard-copy gradebooks should have a page in their gradebooks for tracking purposes—the formative page—and a page for grading—the summative page—or they should clearly identify scored assessments in their online gradebooks as either formative or summative. The notations for formative assessment could be \*, +, and – or  $\surd$  and  $\times$  or something similar.
- Homework has little or no place in grades.



# 5. Emphasizing More Recent Evidence

- Grades should be determined by the student's most consistent level of achievement, with emphasis on more recent evidence (mode + more recent + professional judgment).
- Teachers should focus on reteaching and reassessing proficiency on learning goals as a normal classroom practice. However, when appropriate, students should be given second (or more) chances to demonstrate what they know, understand, and can do on varied methods of assessment.



# 6. Determining Grades

- How should teachers crunch numbers? They should reject the use of the average and crunch numbers very carefully, if at all!
- Teachers should consider the following:
  - The advantages of using level scores, instead of percentages or points
  - The use of logic rules based on grades for standards to determine subject grades
  - The effect of various ways of calculating central tendency
  - The effect of extreme marks, especially zeros
  - Whether assessment tasks and/or learning goals should be weighted
  - The effect of mark distribution
  - The use of I grades, or “incompletes”
- The practical implication of Guideline 6 is that teachers need to exercise their professional judgment, not just use mechanical, numerical calculations when assigning grades. The real bottom line is, if Guidelines 2 and 5 are consistently applied, Guideline 6 is almost not needed!



# 7. Quality Assessment and Record Keeping

Accurate assessment and written or electronic record-keeping are essential if grades are to reflect real student achievement.

The following are the practical implications of Guideline 7:

- Teachers need to be aware of and apply each standard of accurate assessment, i.e., clear targets, clear purpose, and sound design .
- Schools/districts should have assessment policies that affirm a commitment to quality assessment.
- Teachers need to keep records on paper or on the computer—not in their heads.



# 8. Involving Students in Grading and Assessment

Student understanding about how teachers assess their academic achievement, including how teachers will determine grades, and student involvement in the assessment process through self-assessment, reflection, and goal setting are essential to support learning and encourage student success.

It is critical that students see assessment not as something that is done *to* them separate and apart from instruction; assessment must be—and must be seen to be—something that is done *with* and *for* students as an integral part of the learning process.



# Q and A

Where would you suggest a school/district begin when considering the implementation of your guidelines?

- First - Purpose(s)
- Second - Principles
- Third - Practices
- Fourth - Policies and Procedures (Guidelines)
  - Guideline 1 or 3 are the best starting point

# Q and A

What training and coaching can we provide parents/community members when thinking about revising our grading policies?

- Provide them with information/get them thinking about purpose, principles, practices and policies/procedures - and college admission.
- Demonstrate how implementation of the guidelines leads to grades that are more accurate, consistent, meaningful and supportive of learning than traditional grades.

# Q and A

Cornelius Minor stated in a recent article that “Pernicious grading practices start out as pernicious pedagogy” what are your thoughts around this idea and how does it relate to the implementation of your guidelines?

- The underlying belief of most current schools and educators is (or should be) that all students can succeed regardless of race, color, creed, gender or sexual orientation.
- This requires:
  - removing systemic barriers,
  - seeing fairness as equity of opportunity, not uniformity, and
  - following the eight guidelines.

# Q and A

If all policy decisions on grading involve trade-offs, according to Dylan Wiliam, can you elaborate on what a school leader might expect those “trade-offs” to be?

Those that emphasize/provide

- zeroes or no zeroes but the consequence for not providing the evidence is providing the evidence
- penalties for late submission or no penalties but better late than never (support)
- % or levels (A B C D or 4 3 2 1) but precision is illusory
- Averaging or more recent but learning is a process

# Q and A

Now more than ever, we need to be aware of the inequities of grading practices in our schools. What thoughts can you offer around this?

- Equity requires equal opportunity, not uniformity.
- All students don't learn in the same way at the same rate so teachers shouldn't expect require students to do the same assessments at the same time.
- All the guidelines can enhance equity, but I think the three that have the greatest impact on equity are Guidelines 3, 5, and 7.

# Q and A

How will we know if we have attained a grading system that is accurate, consistent, meaningful and supportive of learning?

This is a tough question but here are a few thoughts;

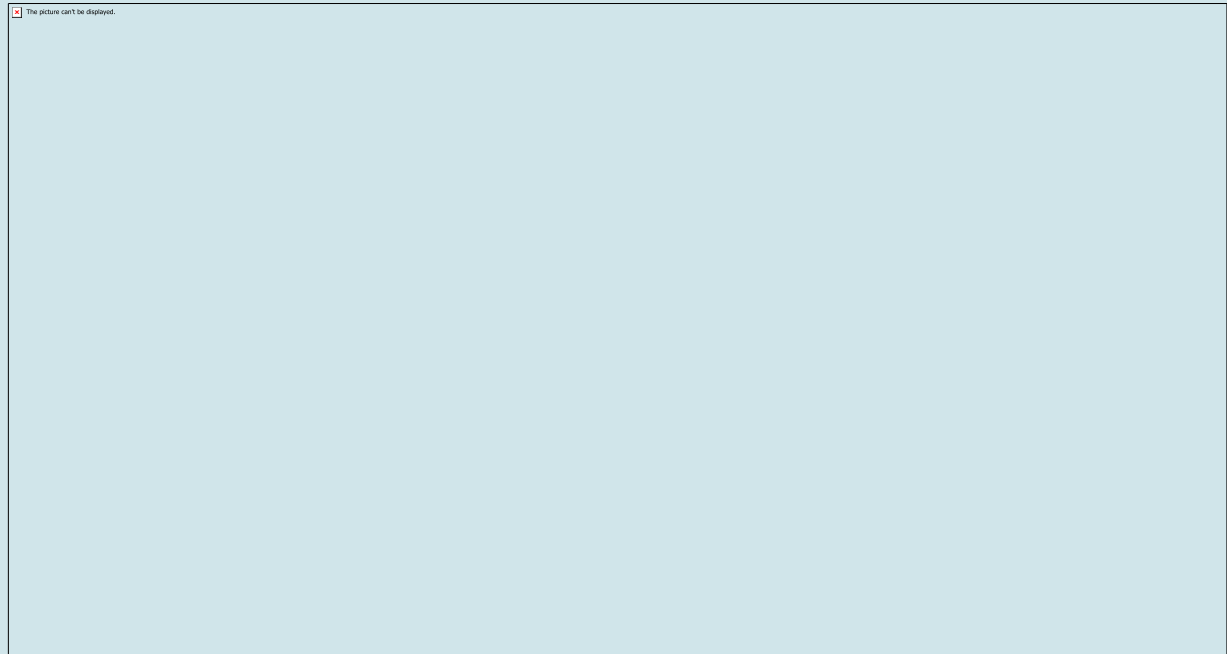
- Satisfaction surveys of all stakeholders, including graduates a few years after graduation
- Teacher/Administrator reflection and dialogue
- Shared marking of student assessment evidence and determining grades
- Acceptance of grades by receiving institutions
- For high schools, success of graduates in college



# Questions and Answers

What questions might you have for our presenter?

Write them in the chat box and we will pick a few to discuss.





# Reporting/Grading Guidance Document

<https://www.michiganassessmentconsortium.org/wp-content/uploads/Reporting-Grading-Guidance-Document.pdf>

The picture can't be displayed.





# Study Guide: How to Grade for Learning

## USE

The MAC Reads Study Guide was developed to allow for meaningful activities and dialogue while reading the book.

It is designed for teams of educators reading together and can also be utilized by individuals reading alone.

All resources to implement the discussions and activities have been included in the document.

## ACCESS

The student guide and related resources can be found at the following url:

**[Bit.ly/MAC-Reads-Resources2020](https://bit.ly/MAC-Reads-Resources2020)**

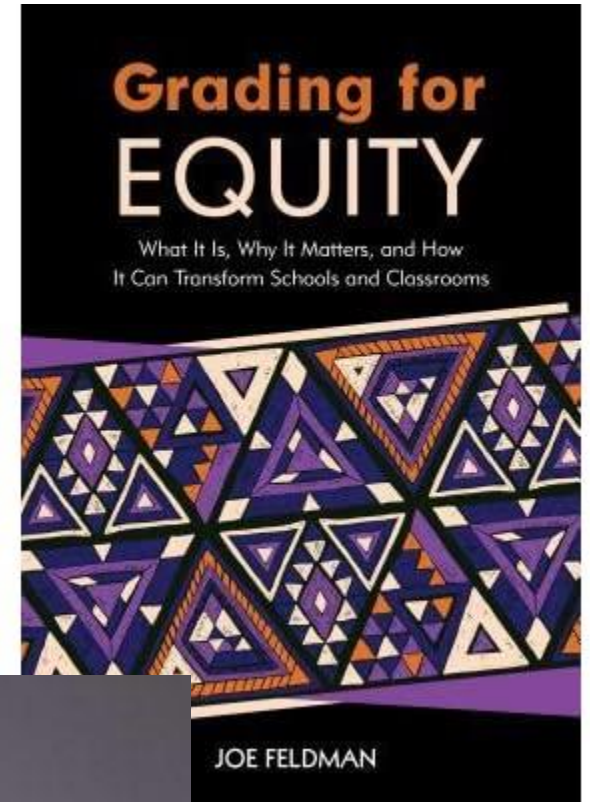
# Upcoming Event

**Grading for Equity** by Joe Feldman

3 Hour Presentation on

**March 2<sup>nd</sup> from 2-5 pm**

Check back to the MAC Website for  
registration information



Joe Feldman

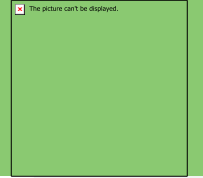


# Additional Resources

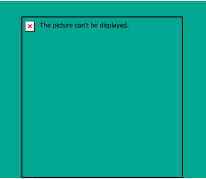
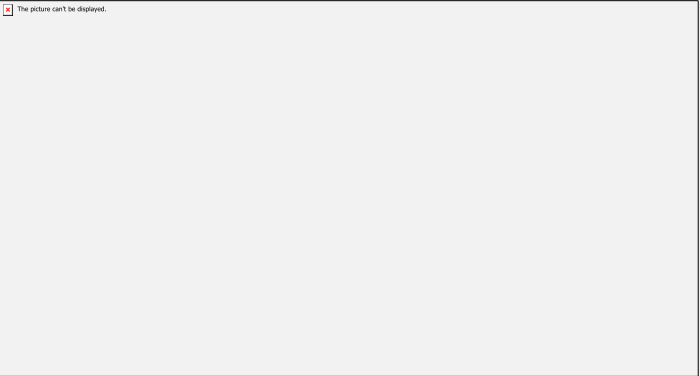
- Facebook groups, especially Standards-Based Learning and Grading
- Twitter chats
  - #sblchat 9 EDT first and third Wednesdays
  - #ATAssessment 9 EDT alternate Tuesday
  - #TG2chat 9 EDT Sundays
  - #Colchat 9 EDT first and third Mondays
- *Educational Leadership* September, 2020 Volume 76.



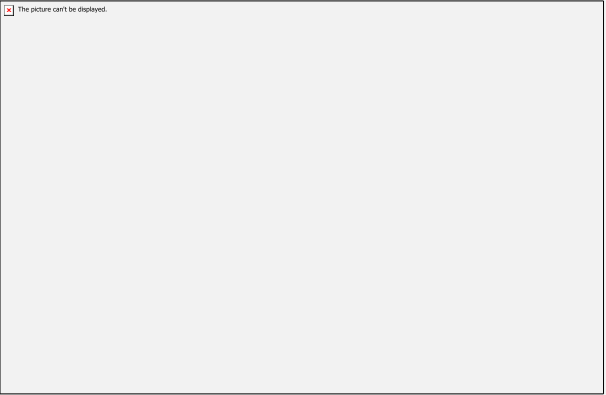
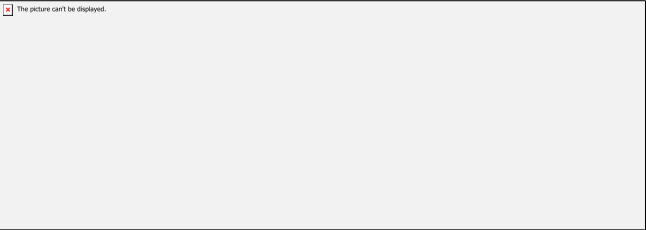
# Where to Find Additional MAC Materials



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



ALN: Learning Points to use with your colleagues





# Webinar Location

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

<https://www.michiganassessmentconsortium.org/>

# MAC Reads 2021

We will see you next year for another session of MAC Reads! Be sure to visit the MAC website for upcoming details.

<https://www.michiganassessmentconsortium.org/>



Thank you for joining us!