



Walla Walla Public Schools

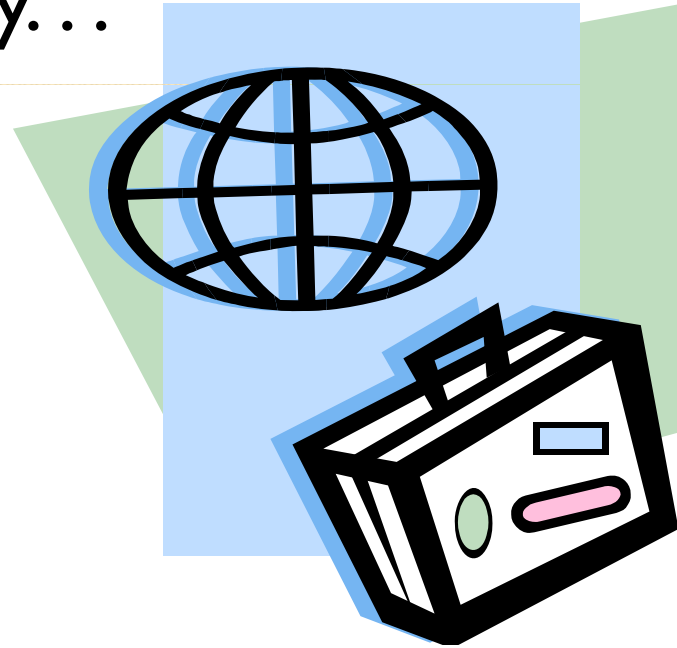
Standards Based Grading and Reporting

June 22, 2011

Dr. Karen Kay Harvey

Welcome.....

To the journey...





Outcomes:

- Understand the importance of time in the process
- Understand the need for collective beliefs about standards based grading and reporting
 - Develop a draft of beliefs about standards based grading and reporting
- Understand the importance of policy and regulation to the implementation
 - Develop a draft policy and regulation on standards based grading and reporting
- Understand the importance of a roll out plan
 - Complete a roll out plan for full implementation of a standards based grading and reporting system



What does it take to implement a successful standards based system?

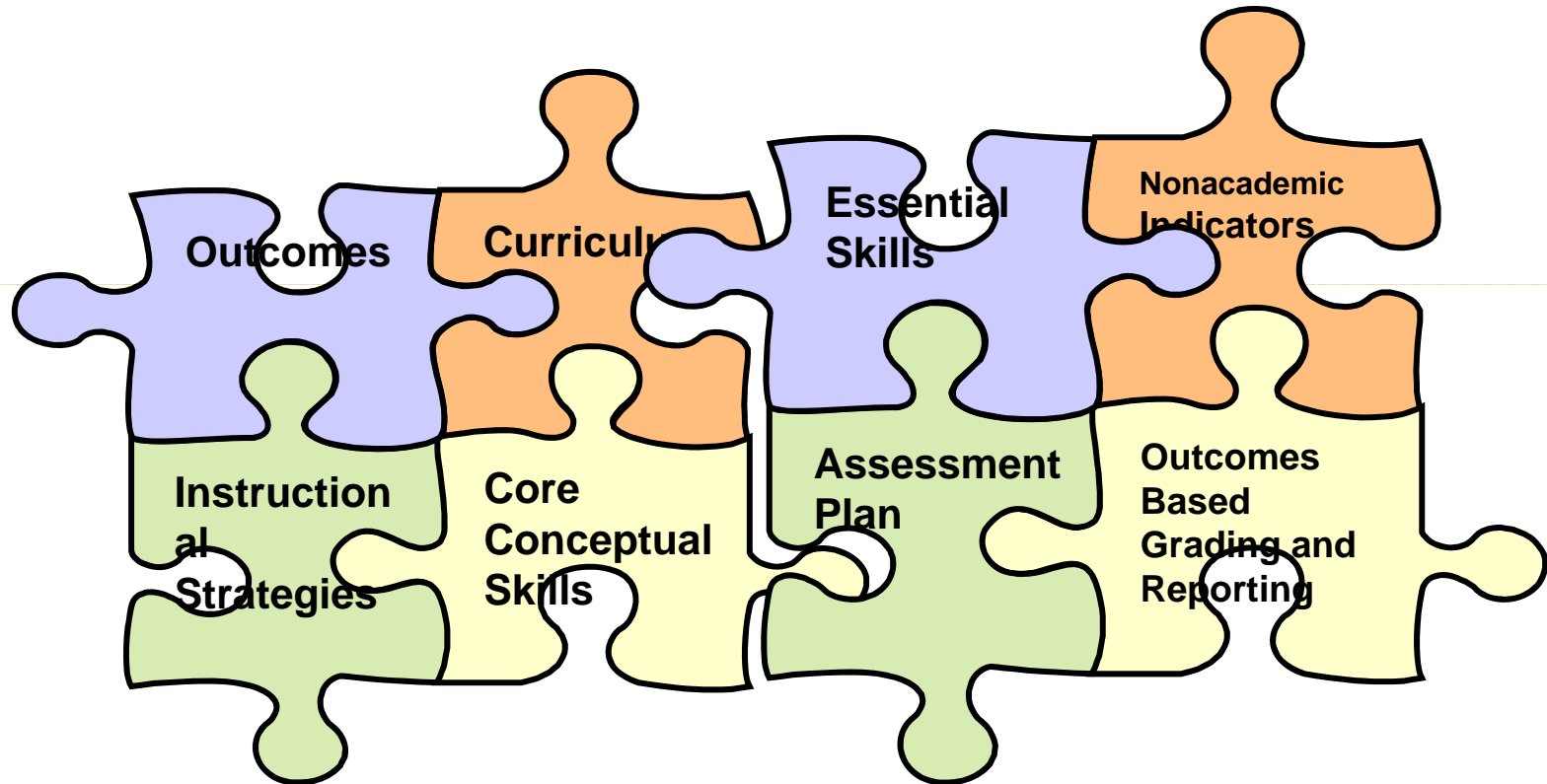
- Focused Vision
- Policy
- Supportive Board of Education
- Knowledgeable Leadership
- Commitment versus Compliance
- Provide Teachers with Necessary Tools
- Professional Development

What is the Goal?

- Increased Student Achievement



What are the Key Pieces to the Standards Based Puzzle?





Foundational Requirements

- Outcomes adopted for all curricular areas
- Outcomes based curriculum
- Differentiated Instruction
- Research based instructional strategies
- Variety of Assessments
- Consistent Grading Practices
- Focus on Academic Meaning of the Grade
- Report separately on Nonacademic Indicators

Outcomes Based Grading/Traditional Grading

- Outcomes Based
 - Directly related to outcomes
 - Achievement only
 - Individual marks
 - Quality assessments
 - Targets known to students/parents
 - Data is important/public
 - Traditional
 - Related to assessment methods
 - Includes achievement, behavior, effort, etc.
 - Includes group marks
 - Variation in assessment quality
 - Targets known to teachers
 - Data is owned by the teacher
-



Current Purpose of Grades as Identified by Educators

- Communicate achievement status
- Provide information for self evaluation
- Select, identify, or group students for certain paths or programs
- Provide incentives for students to learn
- Evaluate effectiveness of instructional programs
- Provide evidence of students lack of effort or responsibility
 - Developing Grading and Reporting Systems for Student Learning P. 143

Grading and Reporting Beliefs Assessment

This Systemic Reform is about changing:

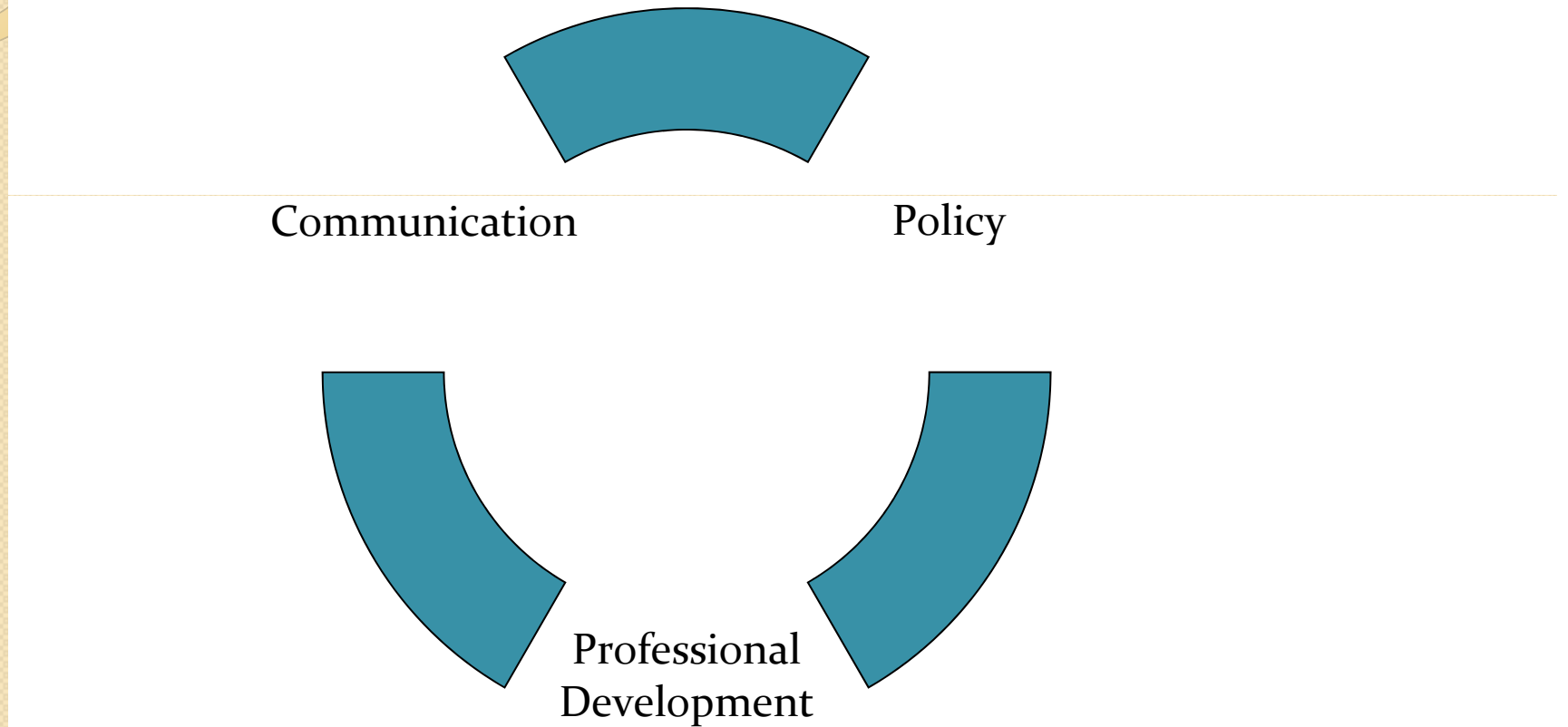
- Attitudes
- Beliefs



12 Step Process

- ▶ 1. Assess Readiness of Stakeholders
- ▶ 2. Develop or Revise Policy /Develop Guidelines or Regulations to Specify the Requirements of the Policy
- ▶ 3. Develop and Disseminate Consistent Definitions Regarding Grading and Reporting
- ▶ 4. Purchase or Modify Electronic Grading Program
- ▶ 5. Convene a Development and Advisory Committee
- ▶ 6. Separate Academic and Non-Academic Indicators in the Reporting Process
- ▶ 7. Develop a Roll Out Plan for Implementation
- ▶ 8. Develop a Professional Development Plan
- ▶ 9. Develop the Report Card Format
- ▶ 10. Develop Supporting Documents i.e. assessment plans, rubrics, essential skills, etc.
- ▶ 11. Implement and Evaluate Mid-Year and End of Year
- ▶ 12. Revise and Continue in the Roll Out Plan

Outcomes Based Grading and Reporting: Key Elements





Policy

- Policy. . .
 - Sets the stage for development, implementation, and accountability
 - Directs the work of the committees
 - Supports the staff in implementing the process
 - Provides clarity and direction for all stakeholders



Policy

- Starts with “Belief Statements”
 - Includes
 - Academic
 - Non-Academic Indicators
-



System Beliefs About Grading and Reporting

- Built into policy
- Supports the regulation
- Supports student achievement
- Road map for our work



Walla Walla Beliefs About Outcomes Based Grading and Reporting

- **Activity for Building Consensus:**
 - **Generate individual beliefs**
 - Index card with your belief statement
 - As a table discuss the beliefs
 - Write the beliefs on chart paper
 - Post Paper
 - **Each individual receives 5 dots**
 - Place dots on the beliefs that are non-negotiables for you



Group Work

- Policy Draft
 - Using belief statements draft a sample policy
 - Post the samples
 - Gallery Walk
 - Refinement and Consensus
-



Regulation

- Aligned to the Policy
- Provides a Roadmap to Implementation
- User Friendly
- Short, Concise, and Provides Clarity
- Modified as the Rollout Plan is Implemented



Regulation

- Specific Information as to how to implement the items delineated in the “Policy”

- Addendum to the Regulation
 - Position Statements/White Papers
 - Zeros
 - Late Work
 - Homework
 - Attendance
 - Reteach/Reassess
 - Grading Process
 - Most Recent; Mean/Median/Mode; Most Frequent



Professional Development

- Professional Development provides...
 - Consistent and timely training on key components
 - Support prior to each stage of development
 - Alignment to other key learnings in the district
 - Focus tied to the roll out plan
 - Drives the successful implementation of the systemic reform



Communication

- Communication provides...
 - Consistent and timely information to all stakeholders
 - Transparency to the process
 - A variety of electronic and print opportunities for information
 - Unifies the learning communities
 - Credibility and trust



Timelines

- Realistic
- Build Common Core of Knowledge
- Build Understanding
- Provide Stakeholders Opportunity for Feedback
- Provide Organized and Systematic Professional Development
- Sample Timeline

Sample Timeline

Year 1	Year 2	Year 3	Year 4	Year 5
Develop a policy and regulation	Implement Policy and Regulation	Review adherence to policy and impact		
Adopt policy and regulation	Review additional policies for conflicts and revise as needed	Module 3	Module 4	Module 5
Develop/implement consistent definitions		Implement new Equal Interval Grading Scale Prek-12 Implement the positions made in the Position Papers at all levels		
Complete position papers on key reporting elements	Module 2 Academic Meaning of the Grade and Learning Skills with Rubrics	Implement Academic Meaning of the Grade and Learning Skills k-12 w/rubrics		
Review and Revise elementary standards based reporting system	Implement Revised Report Card	Collect Feedback on Revised Elementary Report Card and Revise		
Module 1 Develop and Imp. Overview of Policy, Adm. Procedures, and Belief Statements	Middle School Report Card Committee begin work on Middle School Standards Based Grading and Reporting	Implement Middle School Standards Based Grading and Reporting System	Collect Feedback on 6-8 Report Card and Revise	
			High School Report Card Committee begin work on High School Standards Based Grading and Reporting	Implement High School Standards Based Grading and Reporting System



Putting It All Together

The grading and reporting process is consistent with and supports the cycle of instruction.

- Assess
- Plan
- Implement
- Feedback
- Refine



Next Steps:

Development Committee:

- Regulation Refinement
- Definitions
- Communication Plan
- White Papers
- Timeline
- Nonacademic Indicators
- Common Report Terms
- Equal Interval Scale



Next Steps:

Advisory Committee:

Provide Feedback on:

- Regulation Refinement
- Definitions
- White Papers
- Timeline
- Development of Products
- Represent stakeholders with feedback



Next Steps:

Board of Education:

- Finalize Policy and Approve
- Review Regulation
- Receive Periodic Updates from the Administration