


Typical Development Process

1. They appoint a "Report Card Committee."
2. Committee members meet to discuss problems with the current report card.
3. A few committee members search the Internet for examples of report cards from other schools/districts.
4. Committee members review the examples, chose what they like, and combine those elements into a "hybrid" report card.
5. The committee presents their work to fellow teachers and makes plans for implementation.



Problem:

Every example considered was developed in **exactly** the same way.

The Result:

Not shared expertise.
Instead, we have shared naiveté or shared ignorance!



Steps in Developing a Standards-Based Reporting System



1. Define the **Purpose** of the report card and grades !

Key questions in defining the **Purpose** of report cards:

1. What information will be included in the report card?
2. Who is the primary audience for that information?
3. How should the information be used?

What is the purpose of the report card?

1. Have we reached consensus on the purpose ?
2. Are we clear about:
 - a. What information will be included in the report card?
 - b. Who is the primary audience for that information?
 - c. How should the information be used?
3. Have we included a "Statement of Purpose" on the report card?

#1 Example of a Purpose Statement:


The purpose of this report card is to describe students' learning progress to their parents and others, based on our school's learning expectations for each grade level. It is intended to inform parents and guardians about learning successes and to guide improvements when needed.

#2 Example of a Purpose Statement:

The purpose of this report card is to communicate with parents and students about the achievement of specific learning goals. It identifies students' levels of progress with regard to those goals, areas of strength, and areas where additional time and effort are needed.

#3 Example of a Purpose Statement:

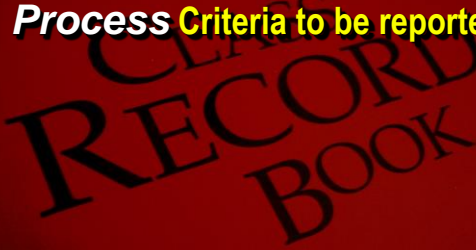
The purpose of this report card is to inform students of teachers' judgments of their academic performance in each of their classes. Grades reflect how well students have met the established learning goals in the class, areas of outstanding performance, and areas where additional effort is required.



Task #1:
Determine the purpose of the report card.

1. Can we reach consensus about the purpose of the report card and what a grade represents?
2. Are we clear about:
 - a. What information will be included in the report card?
 - b. Who is the primary audience for that information?
 - c. How should the information be used?

2. Determine the *Product* and *Process* Criteria to be reported!




Differences in Standards

Curriculum Standards	Reporting Standards
1. Designed for Planning Instruction and Assessments	1. Designed for Reporting on Student Learning
2. Many in Number (10 - 50 per subject)	2. Relatively Few in Number (Usually 4-6 per subject)
3. Highly Specific	3. Broad and More General
4. Complicated and Detailed	4. Clear and Understandable
5. Expressed in Complex, Educator Language	5. Expressed in Parent-Friendly Language

Requirements for selecting *Criteria*:

1. Keep to 4-6 criteria / areas
2. *Product criteria*: Focus on strands or domains
3. *Process criteria*: Base on evidence of student behavior
4. A rubric with 3-4 levels *must* be developed for each.




Examples of *Process* Criteria

1. Attitude in Class	13. Initiative
2. Behavior in Class	14. Interaction
3. Class Attendance	15. Motivation
4. Citizenship	16. Neatness of Work
5. Class Participation	17. Notebook / Journal Completion
6. Class Quizzes or "Spot-Checks"	18. Organization
7. Cooperation	19. Punctuality in Assignments
8. Cooperation with Classmates	20. Punctuality to Class
9. Daily Work in Class	21. Respect
10. Effort	22. Responsibility
11. Formative assessments	23. Study Skills
12. Homework (Completion / Quality)	24. Work Habits

Example: Language Arts

Language Arts	
1. Reading:	Text complexity and the growth of comprehension
2. Writing:	Text types, responding to reading, and research
3. Speaking:	Flexible communication and interpersonal skills.
4. Listening:	Integrate information and evaluate what is heard
5. Language:	Conventions, effective use, and vocabulary

From: <http://www.corestandards.org/ela-literacy>



Example: Algebra I

Mathematics – Algebra I

1. Seeing structure in expressions
2. Arithmetic with polynomials and rational functions
3. Create equations that describe numbers or relationships
4. Reasoning with equations and inequalities
5. Mathematical practices

From: <http://www.corestandards.org/Math/Content/HSA/Introduction>

Task #2: Determine the **Product** and **Process Criteria** (standards) to include on the report card.

1. Can we reach consensus about the **Product** criteria (standard strands) to list for each course?
2. Can we reach consensus about the **Process** criteria (standards) to include for our department? Our school?
3. Can we explain these criteria (standards) to students? To parents? To other teachers? To community members?

3. Base records of students' learning on **Rubrics**!

What is a **Rubric**?

"A coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria."

(Brookhart, 2013)

Essential Aspects a **Rubric**:

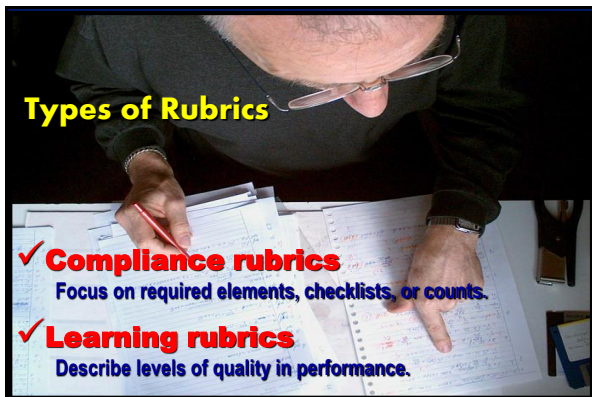
1. Set of criteria for a performance or piece of work:
"What counts?"
2. Descriptions of levels of quality for each criterion:
"What is 'Excellent'? What is 'Poor'?"

Main Purpose of a **Rubric**:

To assess **student performance!**

"Rubrics don't judge the performance; they describe the performance."

(Brookhart, 2013)



Example of a Compliance Rubric

Homework (Process Criterion) [Count / Frequency]				
Criteria	4	3	2	1
Completion	All assignments completed and turned in on time.	1-2 assignments missing or turned in late.	3-4 assignments missing or turned in late.	Multiple assignments missing or turned in late.

Example of a Compliance Rubric

Class Participation (Process Criterion) [Count / Frequency]				
Criteria	4	3	2	1
Discussion	Contributes daily to class discussions.	Contributes regularly to class discussions.	Contributes occasionally to class discussions.	Contributes only rarely to class discussions.
Activities	Enthusiastically takes part in all class activities.	Regularly takes part in class activities.	Occasionally takes part in class activities.	Rarely takes part in class activities.

Example of a Compliance Rubric
(Brookhart, 2013)

Poster Project (Product Criterion) [Number / Count]				
Criteria	4	3	2	1
1. Facts	Poster includes at least 6 facts and is interesting to read.	Poster includes 4-5 facts and is interesting to read.	Poster includes at least 2-3 facts.	Several facts are missing.
2. Graphics	All graphics are related to the topic and make it easy to understand.	One graphic is not related to the topic.	Two graphics are not related to the topic.	Graphics do not relate to the topic.
3. Grammar	There are no mistakes in grammar, punctuation, or spelling.	There are 1-2 mistakes in grammar, punctuation, or spelling.	There are 3-4 mistakes in grammar, punctuation, or spelling.	There are more than 4 mistakes in grammar, punctuation, or spelling.
4. Neatness	Poster is exceptionally attractive in terms of design, layout, and neatness.	Poster is attractive in terms of design, layout, and neatness.	Poster is acceptably attractive, although parts are messy.	The poster is messy or very poorly designed.

Example of a Learning Rubric
(Brookhart, 2013)

Writing Projects (Product Criterion) [Levels of Quality]				
Criteria	4	3	2	1
1. Content	Thesis is clear. A large amount and variety of evidence supports the thesis. All materials are relevant. Information is accurate. Appropriate sources were consulted.	Thesis is clear. An adequate amount and variety of evidence supports the thesis. Material includes details. Information is mostly accurate. Appropriate sources were consulted.	Thesis is somewhat unclear. Some evidence supports the thesis. Some material is relevant. Information includes some inaccuracies. Some resources were appropriate.	Thesis is not clear. Much of the evidence is irrelevant to the topic or inaccurate. Details are lacking. Appropriate sources were not consulted.

Writing Projects (Product Criterion)
[Levels of Quality]

Criteria	4	3	2	1
2. Reasoning and Evidence	Information is clearly and explicitly related to the points in the material. Information is organized in a logical manner and presented concisely. Flow is good.	Information is clearly related to the points in the material, although not all connections are explained. Information is organized in a logical manner. Flow is adequate.	Some information is related to the points in the material, but connections are not explained. Information is not entirely organized in a logical manner. Flow is choppy.	Information is not related to the points in the material. Information is not organized in a logical manner. Material does not flow.
3. Clarity	Few errors of grammar and usage; any minor errors do not interfere with meaning. Language style and word choice are highly effective and enhance meaning.	Some errors of grammar and usage; errors do not interfere with meaning. Language style and word choice are generally effective and appropriate to the project.	Major errors of grammar and usage begin to interfere with meaning. Language style and word choice are simple bland, and not very effective or appropriate.	Major errors of grammar and usage make meaning unclear. Language style and word choice are ineffective and/or inappropriate.

Example of a Learning Rubric (Brookhart, 2013)

Group Participation (Process Criterion) [Levels of Quality for Student Self-Assessment]

Criteria	4	3	2	1
1. Goal-setting and focus	I helped set my group's goals and helped keep the group focused.	I helped set my group's goals and stayed focused on them.	I accepted the goals that other group members set.	I resisted the goals we set and got the group off-task.
2. Personal contribution	I contributed something very important to our work.	I contributed something important to our work.	I contributed something to our work.	I didn't contribute to our work, or I did contribute but the group made me do it.
3. Attention	I listened to other group members and responded in a helpful way.	I listened to other group members.	I talked to much or didn't listen to other group members.	I distracted the group by what I said and did.

Task #3: Develop rubrics for all Product and Process Criteria (standards).

1. Can we develop compliance and/or learning rubrics for the *Product* criteria (standard strands) for each course?
2. Can we develop compliance and/or learning rubrics for the *Process* criteria (standards) for each course?
3. Can we explain our rubrics to students? To parents? To other teachers? To community members?

4.1 Score assessments according to Rubrics, not percentages!

Example of a Mathematics Problem Scored with a Task-Specific Rubric (Brookhart, 2013)

An amusement park has a total of 70 games, rides, and shows.
There are 34 rides. There are two times as many games as shows.

How many games are there? _____

How many shows are there? _____

Use numbers, words, or drawings to show how you got your answer.

4	3	2	1
24 games and 12 shows with correct explanation or work. Sample: 70-34=36 shows and games. # of games is twice the # of shows; there must be 24 games and 12 shows.	Has subtraction error but has games and shows in correct ratio (2:1) OR Has 12 games and 24 with work. OR Has 24 games and 12 with no work.	Finds 36, and has ratio of 2:1 (but not 24:12) and sum of games and shows is less than 36. OR Has 36 games and 18 shows with or without work. OR Shows a process that reflects understanding of the question, but does not find the correct ratio.	Has computation errors and/or incorrect ratio . Incorrect response.

Example of a Science Question Scored with a Task-Specific Rubric (Brookhart, 2013)

Lightning and thunder happen at the same time, but you see the lightning before you hear the thunder. Explain why this is so.

4	3	2	1
Student responds that although the lightning and thunder occur at the same time, light travels faster than sound, so the light gets to your eye before the sound reaches your ear AND offers another example (e.g., hearing the bat hit the ball at a baseball game.)	Student responds that although the lightning and thunder occur at the same time, light travels faster than sound, so the light gets to your eye before the sound reaches your ear.	Student response address speed and uses terminology such as lightning for light and thunder for sound, or makes a general statement about speed but does not tell which is faster.	Student response does not relate the speeds at which light and sound travel.

4.2 Summarize rubric scores based on thoughtful and informed professional judgment of the evidence!

Arriving at Proficiency Grades on Standards

Student	Standard #1						Summary
	9/9	9/14	9/22	9/27	10/3	10/6	Std. #1
Greg	1	1	1	1	4	4	4

Mathematical algorithms:

Average: 2
Median: 1
Mode: 1
Trend: 2.7

Professional judgment:

What best describes the student's level of proficiency at this time?

Score: 4

Arriving at Final Proficiency Grades on Standards

Student	Standard #1						Standard #2						Add sections for other standards	Summary		
	9/9	9/14	9/22	9/27	10/3	10/6	9/9	9/14	9/23	9/27	10/3	10/8		Std. #1	Std. #2	Std. #3
Greg	1	1	1	1	4	4								4		
Rachel	2	1	2	3	3	3										
Andrew	2	2	4	4	4	3										
David	3	1	3	2	3	1										
Elaine	2	3	2	3	4	4										
(etc.)																

Arriving at Final Proficiency Grades on Standards

Student	Standard #1						Standard #2						Add sections for other standards	Summary		
	9/9	9/14	9/22	9/27	10/3	10/6	9/9	9/14	9/23	9/27	10/3	10/8		Std. #1	Std. #2	Std. #3
Greg	1	1	1	1	4	4								4		
Rachel	2	1	2	3	3	3								3		
Andrew	2	2	4	4	4	3										
David	3	1	3	2	3	1										
Elaine	2	3	2	3	4	4										
(etc.)																

Arriving at Final Proficiency Grades on Standards


Student	Standard #1						Standard #2						Add sections for other standards	Summary		
	9/9	9/14	9/22	9/27	10/3	10/6	9/9	9/14	9/23	9/27	10/3	10/8		Std. #1	Std. #2	Std. #3
Greg	1	1	1	1	4	4								4		
Rachel	2	1	2	3	3	3								3		
Andrew	2	2	4	4	4	3								4		
David	3	1	3	2	3	1										
Elaine	2	3	2	3	4	4										
(etc.)																

Arriving at Final Proficiency Grades on Standards

Student	Standard #1						Standard #2						Add sections for other standards	Summary		
	9/9	9/14	9/22	9/27	10/3	10/6	9/9	9/14	9/23	9/27	10/3	10/8		Std. #1	Std. #2	Std. #3
Greg	1	1	1	1	4	4								4		
Rachel	2	1	2	3	3	3								3		
Andrew	2	2	4	4	4	3								4		
David	3	1	3	2	3	1								2		
Elaine	2	3	2	3	4	4										
(etc.)																

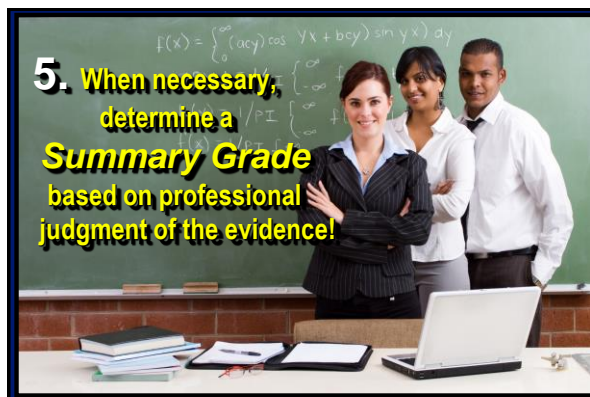
Arriving at Final Proficiency Grades on Standards

Student	Standard #1						Standard #2						Add sections for other standards	Summary		
	9/9	9/14	9/22	9/27	10/3	10/6	9/9	9/14	9/23	9/27	10/3	10/8		Std. #1	Std. #2	Std. #3
Greg	1	1	1	1	4	4								4		
Rachel	2	1	2	3	3	3								3		
Andrew	2	2	4	4	4	3								4		
David	3	1	3	2	3	1								2		
Elaine	2	3	2	3	4	4								4		
(etc.)																



Task #4:
Revise our gradebooks to record rubric scores rather than percentages.

1. Can we determine how to score all forms of assessments on rubrics rather than percentages?
2. Can we decide how to restructure our gradebooks to record rubric-based evidence on criteria (standards)?
3. Can we explain how we summarized evidence from students to determine criteria (standards) scores or grades?




5. When necessary, determine a Summary Grade based on professional judgment of the evidence!

Arriving at Summary Grades in Courses

Student	Course					Summary
	Std. #1	Std. #2	Std. #3	Std. #4	Std. #5	
Gertrude	2	3	3	2	4	3 or B

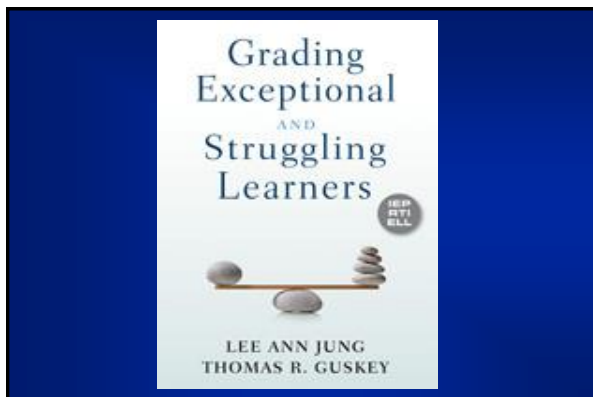
Guidelines:

1. Which standards were most emphasized or most important?
2. What relative weight should be attached to each standard?
3. In most cases, the best summary is the median (middle score).
4. Cases when the median does not work:
 - a. Pattern of performance shows steady improvement.
 - b. Borderline patterns of performance.
5. Does this number/symbol best represent this student's achievement?



Task #5:
Clarify procedures for determining course grades.

1. Can we reach consensus about the procedures we use to combine evidence from criteria (standards) to determine course grades?
2. Can we explain how we summarized evidence from students to determine course grades?
3. Can we explain why *Process* criteria (standards), while important, are distinct from *Product* criteria (standards)?



Grading Exceptional AND Struggling Learners
LEE ANN JUNG
THOMAS R. GUSKEY

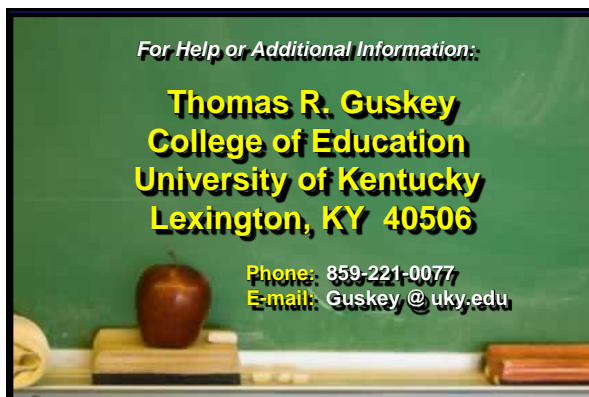


6. Consider policies that need to be revised with the new reporting procedures.

A woman with long brown hair and black-rimmed glasses is looking upwards with a focused expression. A single red apple is balanced perfectly on top of her head.

Task #6:
What policies may need to be revised with new grading procedures?

1. Course credit?
2. Promotion?
3. Honor societies and other recognitions?
4. Athletic eligibility?
5. GPA and class rank?
6. Selecting the class valedictorian?

A green chalkboard with a wooden desk in front of it. On the desk is a red apple, a white eraser, and some chalk. The text is written on the chalkboard in yellow.

For Help or Additional Information::

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