

Grading and Assessment Question and Answer Session

San Ramon Valley Unified School District

May 17, 2023



innovative
equitable
inclusive
excellent

Welcome



Brief Introduction



Purpose and Norms



Your Questions and Answers

Norms



Please wait patiently to ask questions or use the chat feature to type questions.



Please mute yourself when not speaking



Positive, productive discussions

What Our Community Has Asked For

- **Clarity** and **Accuracy** around grading
- **Consistency** across courses and sites
- Knowledge of the **impact of grades** on their students
- Information about **changes and impact** on students' futures

What We Will See in 2023-2024



- Continued professional development for staff around grading practices
 - Enhanced collaboration
 - Working with SRVEA Partners
 - Parent and Community Engagement
 - Student Engagement
-

2023-24 Policy Review and Updates

Grading Policy

Homework Policy

**Academic Integrity
Policy**

**Grade Challenge
Policy**

Staff, student, and parent collaborative opportunities will be available to assist with these efforts in 2023-2024 School Year.

Expanding Parent Engagement: May-December 2023

May 2023

Smaller focus groups: questions and answers about grading and assessment

Summer 2023

Resources available on srvusd.net
Ongoing *Frequently Asked Questions*

Fall 2023

Informational and input nights; Policy review committee opportunities

Ongoing

Grade Reform Committee Meetings

What's Next?

Upcoming Engagement Opportunities

Smaller Virtual Conversations with Question and Answer Sessions

Friday	May 5, 2023	9 a.m.
Wednesday	May 10, 2023	3 p.m.
Tuesday	May 16, 2023	2 p.m.
Wednesday	May 17, 2023	6 p.m.

Sessions may be added as needed. Registration will be required and we will be sending info out soon.

Questions from the Thought Exchange

Christopher George
Courtney Konopacky, Stone Valley Middle School

Thank you for your participation!



Questions or concerns: cgeorge@srvusd.net
Christopher George: Director of Instruction- Secondary

Welcome

Thank you for
joining us.



slido



Which of these helps a student learn the class material?

① Start presenting to display the poll results on this slide.

GRADING SCALES

- Grading scales, above all need to be **accurate** and have a **clear meaning**
- Our traditional grading scale is an arbitrary one
- Changing a grading scale does not change **instruction** nor **learning**
- **Less** delineation in a scale is **more** accurate and clearer to students
- **Averaging** is one of the **least accurate** ways to describe learning

Different Systems

We all have experience with different systems of grading and assessment.

- Grade Point Averages
- Elementary Standards Based
- Traditional Points Based Systems
- Raw SAT scores

Let's talk about some of these

What Might This Look Like In Practice?

Practices that Support Learning

- Greater student choice of methods of assessment
- Sharing examples of proficient work
- Providing students with clarity around learning targets
- Providing timely, descriptive, and actionable feedback
- Providing multiple opportunities to demonstrate learning without limitation

Practices that Don't Support Student Learning

- Assigning a grade or score without descriptive feedback
- Assigning a grade or score based only on completion of a learning activity or assessment
- Assigning a grade or score that is not directly connected to a learning target
- Awarding points for activities not relating to a learning target
- Not allowing a student to make up lost learning

Traditional Grading Systems: 'Points' assigned for tasks, behavior, assessments are averaged together in a cumulative A-F system

- Commonly understood by all
- Typically understood as:
 - 90-100% = A
 - 80 - 89% = B
 - 70 - 79% = C
 - 60 - 69% = D
 - 0 - 59% = F
- Mixes behavior, compliance, work completion and assessment of learning
- Difficult to delineate between percentages

How Grades might be calculated in a Traditional System:

Points are accumulated and averaged into on cumulative grade

Different categories of points may be assigned different weights.

Points may be rewarded or deducted based on a variety of factors.

Standards Based Grading: Student performance is measured against pre-determined and clearly defined standards.

- Used in elementary schools, including in the SRVUSD
- Proficiency levels are used to measure student progress
 - 'E' for excellent, "S" for Satisfactory, "N" Needs Improvement
 - 4, 3, 2, 1 Scale
- In use in many secondary classrooms
- Complications when converting to an 'A - F' scale

How a grade might be calculated in a Standards Based System:

Mode Frequency

Assign a point value to proficiency levels and mathematically calculate.

Narratively

Other Terms You May Hear

Evidence Based Grading	Grades are communicated solely around evidence of learning. Closely related to Standards Based Grading
Mastery v. Proficiency	Different ways of discussing levels of student achievement against a clearly defined standards
Essential Standards	The standards a student MUST demonstrate proficiency in to be considered successful in a course
Summative Assessment	Assessment given at the end of a unit or year to measure total learning
Formative Assessment	Assessments given while learning to determine current progress and inform what a student may need to learn next

Assessment in the SRVUSD is a tool to provide consistent, meaningful and accurate feedback that reflects progress toward master of specific and required standards to inform students, parents and teachers about student learning.

SRVUSD Grading Reform Commitment Statement

What Will We See In 2023-24

- **Evolving Practices**
 - Continued work at the site level to evolve grading policies
- **Enhanced Collaboration**
 - Collaboration in grade level and course-alike groups around District Wide Essential Standards and assessment to bring greater consistency
- **Working with our SRVEA Partners**
 - Enhancing the role of SRVEA and our teaching staffs in our practices
- **Parent and Community Engagement**
 - Information and Input from our parent community
- **Report Cards and LMS**
 - Continued discussion around the usefulness and improvement of our report cards and Learning Management Systems

Meaningful Grades Are Not:

A collection of points

Punishments

Rewards

Averages of Performance

Meaningful Grades Are:

An accurate description of
student learning

What Will Change As We Apply Our Beliefs

Grading and assessment is focused on learning over compliance.

Collaboration around essential standards and assessment is an expectation.

Students have multiple opportunities to show their learning, and are not be penalized for the time it takes them to learn.

Grading and Assessment is beneficial to both students' and staff social emotional well-being.

Learner Feedback and Deep Learning

Which is most important? Which do we talk about?

INTERACTIVE QUESTION

SRVUSD GRADING AND ASSESSMENT HANDBOOK

- During the 2021-2022 school year, the Grading Reform Committee, comprised of SRVUSD certificated teachers, curated, collected and created a shared resource for us to use as we move forward with grading work.
- We will be using this handbook as a guide for future professional development sessions.

The Role of Feedback

INTERACTIVE QUESTION:

What do students pay most attention to?

Multiple Opportunities: Students have multiple opportunities to show their learning, and we don't penalize students for the time it takes students to learn

- We universally agree that students learn at different paces
- Why do we demonize failure
- Do we get to re-take and re-do?
- How averaging grades hurts students of all levels.

Multiple Opportunities

‘Averaging grades over time for a final grade all but ensures that students who start with skill gaps will never achieve the success of students who did not.

It’s absurd that at the end of a grade period that we say ‘Remember when you made a mistake, even though you’ve learned since then, well, you’re grade does.’”

- Tyler Rablin

The Role of Homework in Grading

Should homework be graded?

INTERACTIVE QUESTION

What is the role of Homework?

Supporting Learning and Grading as a Parent

Are your conversations about learning or are they about getting the grade?

Are your conversations with teachers about learning or about grade calculation?

Is your student clear on what learning is expected of them before assignments and work?

Traditional Practices

- ▷ Can be unclear and inaccurate
- ▷ Do not communicate progress towards mastery
- ▷ Grades vary from teacher to teacher
- ▷ Inequitable
- ▷ Emphasis on compliance over learning
- ▷ Does not allow for mistakes
- ▷ Based on behaviors, not learning
- ▷ Zeros that demotivate students
- ▷ Do not adjust for the time it takes to learn
- ▷ Creates stress for teachers and students

Tonight's Breakdown

1. Purpose of Tonight
2. What grades mean to us
 - a. History
3. What grades should mean
 - a. Justification for change
4. Different Systems
 - a. Traditional, SBG, EBG
 - b. Grading scales
 - c. District wide master/proficiency
 - d. Standards
 - e. Assessment
5. What are we trying to do?
 - a. Mindset, practice, policy
 - b. essentials/tenets
6. What doesn't change?
 - a. Consistency
 - b. Rigor
7. Practices
 - a. Specifics
 - b. Participation
 - c. Student choice
8. Parent's Role
 - a. Support learning
 - b. Cheating
 - c. Conflicts around grading
 - d. Schoology
9. What's next?
 - a. Opportunities for engagement
 - b. Next year
 - c. Policy (HW, grading, challenge academic integrity)