

# Competency-Based Grading: *Promoting a Culture of Redemption and Revision*

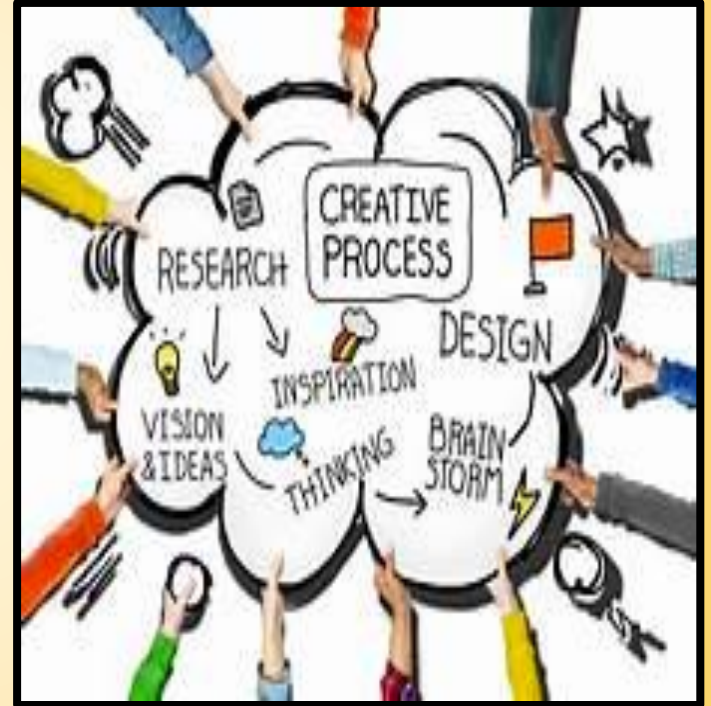
January 29, 2019

# Session Flow

- Our Journey Toward Widening the Sphere of Success
- Our Current Reality
  - Data
  - Policies and Ed. Code
  - Student Voice & Discussion
- Developing a Vision for Competency-Based Grading
  - Research
  - Our beliefs & vision for the future
  - Bright spots
- Recommendations to the Board
- Board and Staff Dialogue

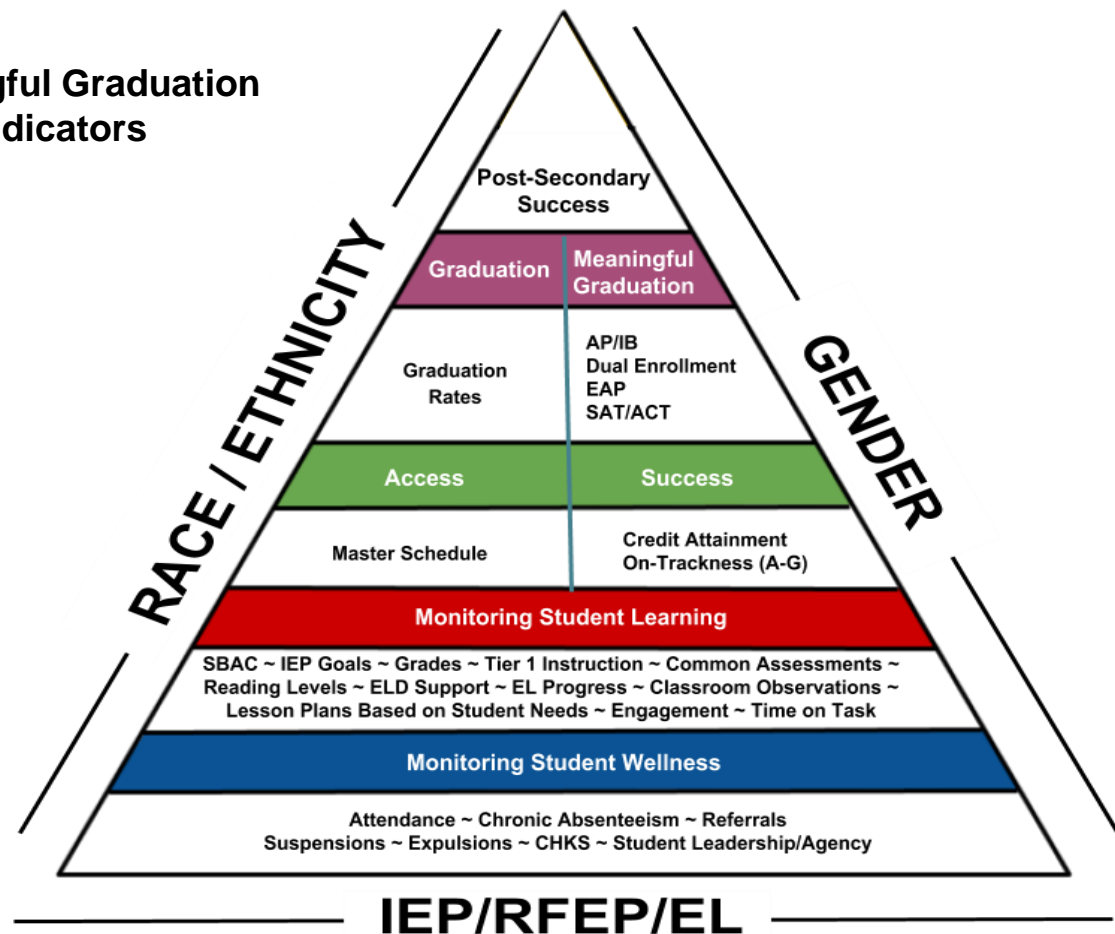
# Workshop Outcomes

- Develop a shared understanding of competency-based systems and impact on student learning
- Share belief statements and recommendations to guide a competency-based system





## Meaningful Graduation Indicators



# Our Journey

Phase One

Equity and  
Access for  
All Students



Phase  
Two

Interrupting  
Bias With  
Skill and  
Grace



Phase  
Three

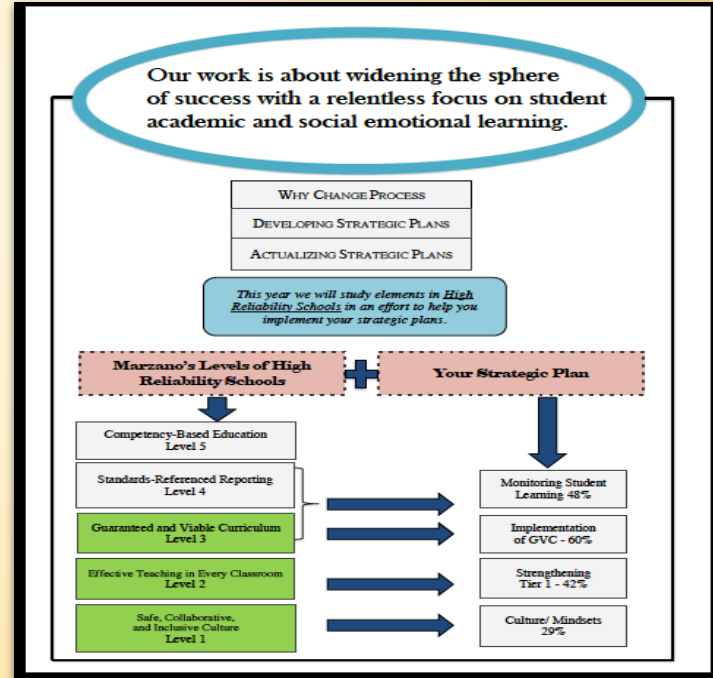
Widening  
the Sphere  
of Success

# Widening the Sphere of Success

## Strategic Plans



## Marzano's High Reliability Schools



The background of the slide features a light blue gradient. In the upper half, several dark grey graduation caps are shown in mid-air, as if being tossed. In the lower half, the dark grey silhouettes of a crowd of people are visible, with many arms raised in celebration. The word "Data" is centered in the middle of the slide in a large, bold, black serif font.

# Data

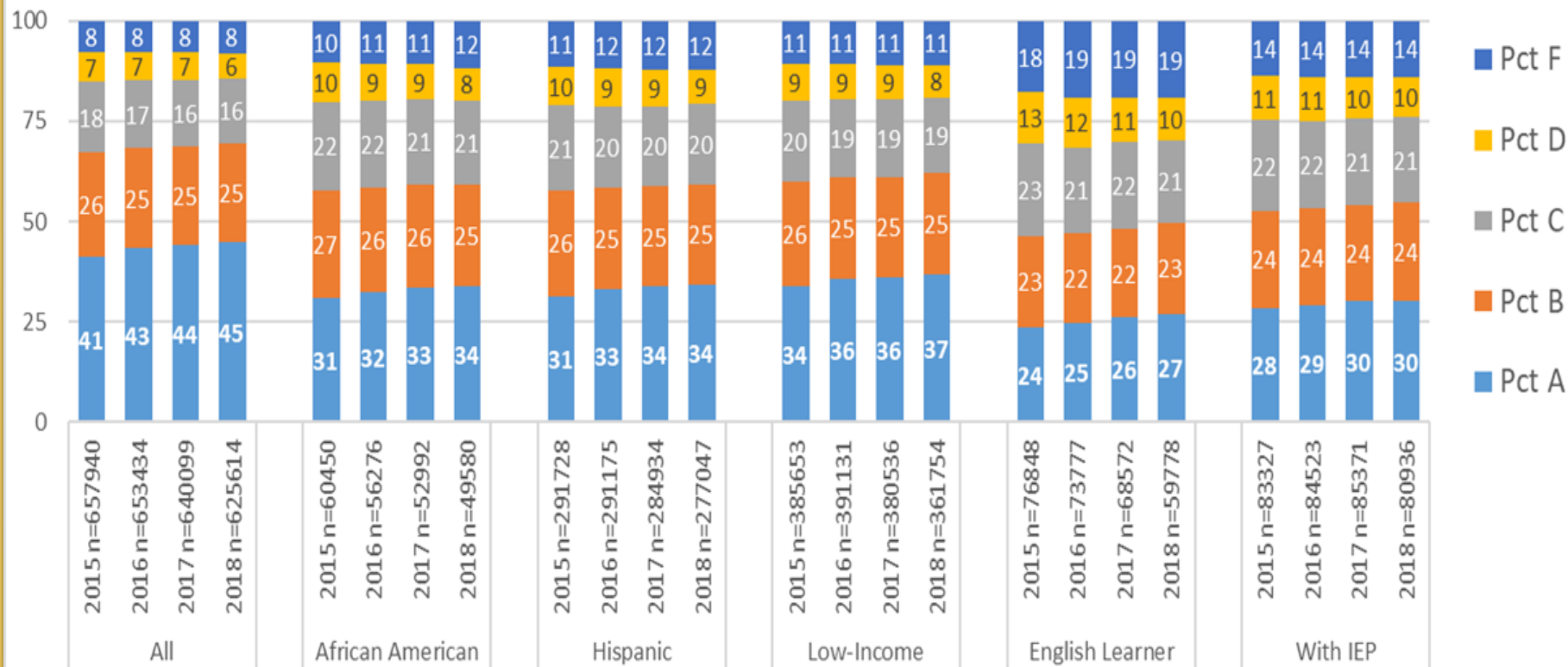
# **Grade Distribution, 2015 - 2018**

Overall and by Selected Student Group



# Distribution of Marks in Grades 6 to 12, 2015 to 2018

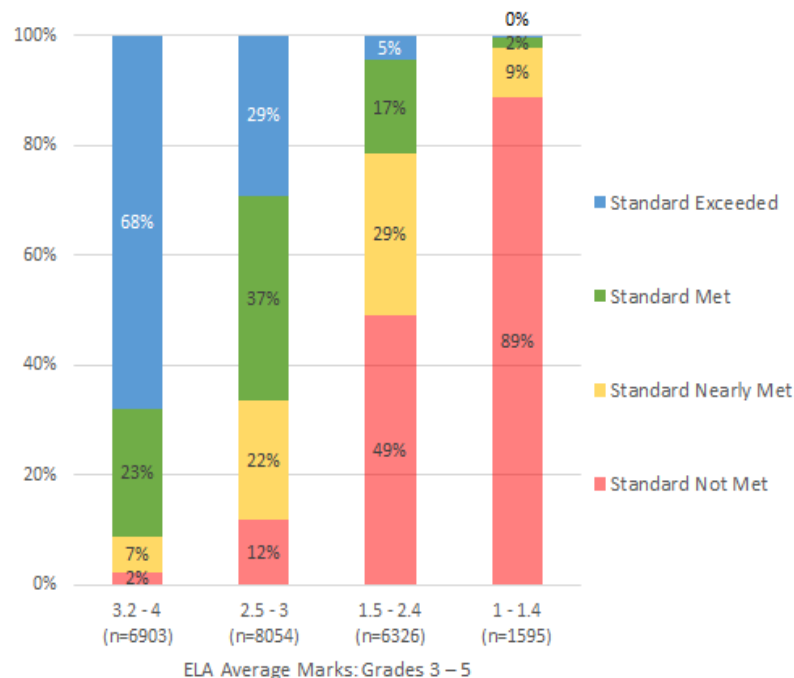
## Overall and Selected Student Groups



# Smarter Balanced Assessment (SBAC) Results by Academic Marks Earned in ELA, 2018: Overall

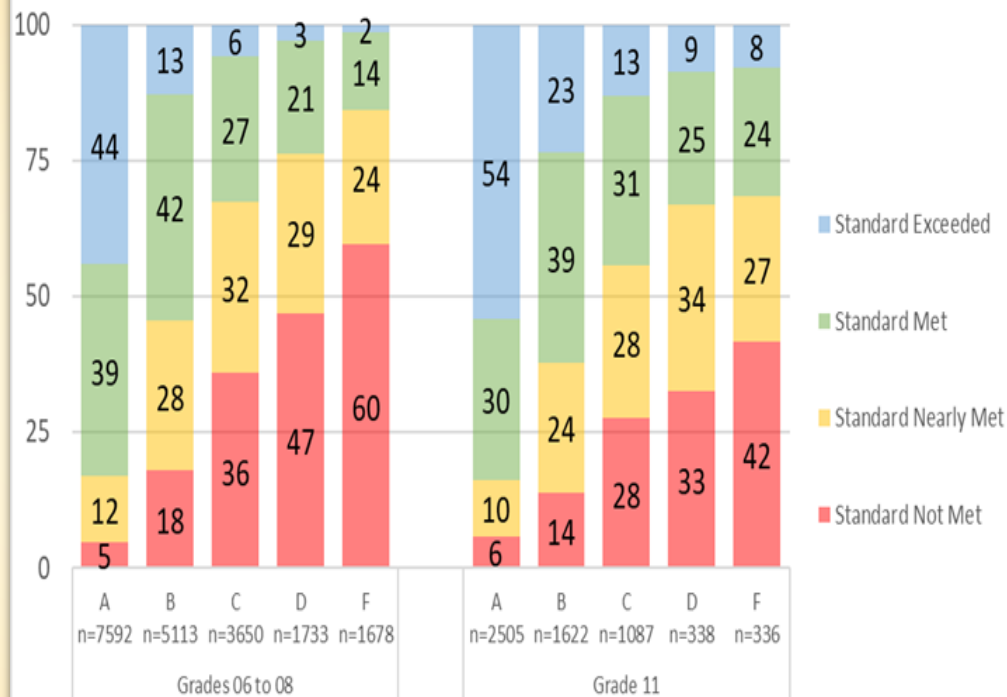
Distribution of SBAC Results by Academic Mark  
Earned

2018 ELA Course Marks and SBA ELA Levels  
for Grades 3 - 5



*Note: Includes all Grade 3 - 5 students in elementary schools who had end-of-year marks in all five reported topic areas.*

2018 ELA EOY Course Marks and SBA ELA Levels  
at Grades 6 to 8 and 11

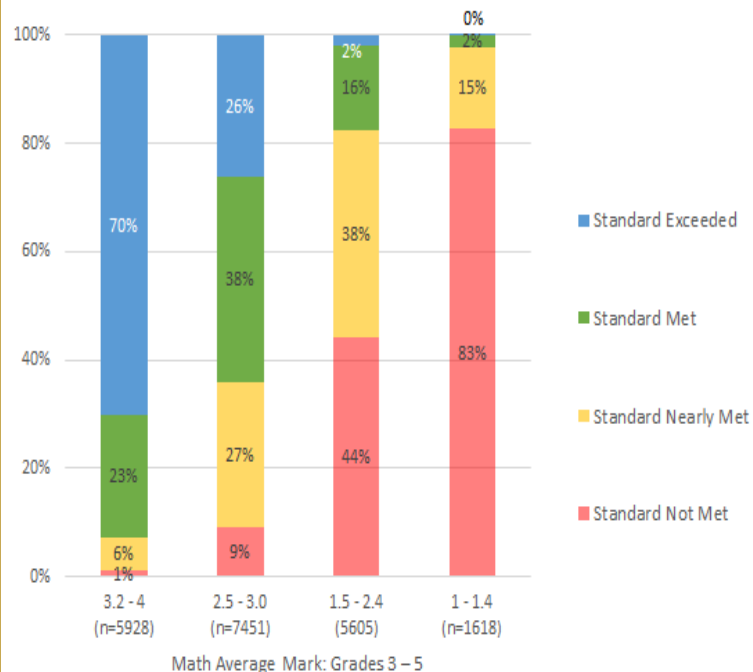


*Note: For Grades 6 to 8, only end-of-year marks in courses identified in the Course of Study ELA Sequence of Districtwide Courses for grades 6 to 8 were considered; Journalism, Yearbook, and support courses are excluded. For Grade 11, only "end-of-year" (Q2, Q4, S2) academic marks in courses identified in PowerSchool as eligible for English graduation credit were considered.*

# Smarter Balanced Assessment (SBAC) Results by Academic Marks Earned in Math, 2018: Overall

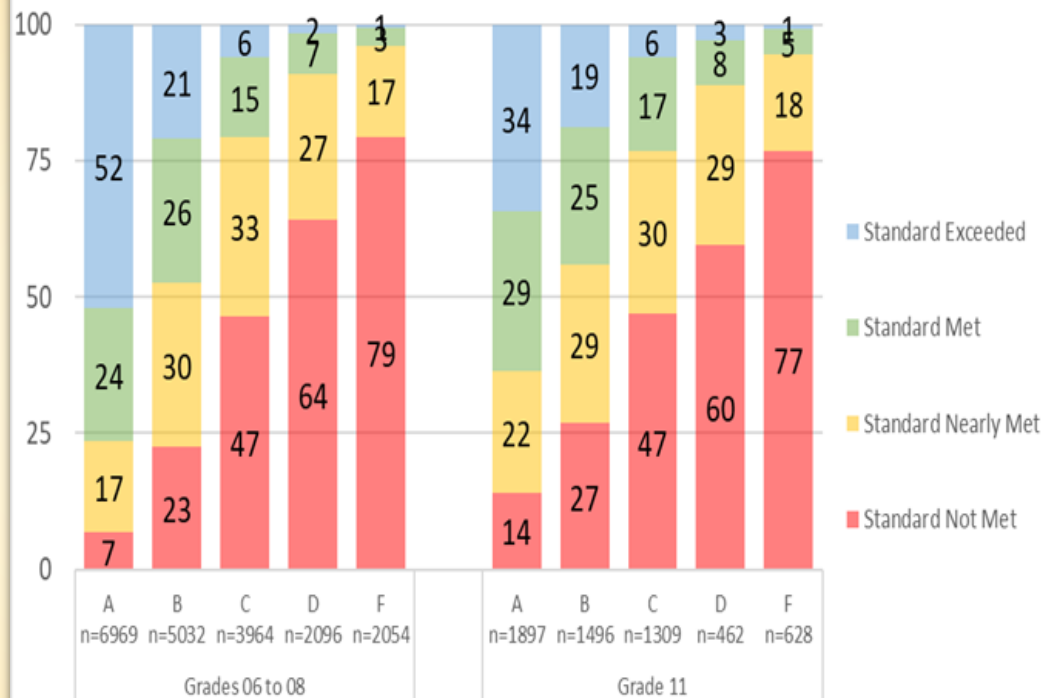
Distribution of SBA Results by Academic Mark Earned

2018 Math Course Marks and SBA Math Levels  
for Grades 3 - 5



Note: Includes all Grade 3 - 5 students in elementary schools who had end-of-year marks in all six reported topic areas.

2018 Math EOY Course Marks and SBA Math Levels  
at Grades 6 to 8 and 11



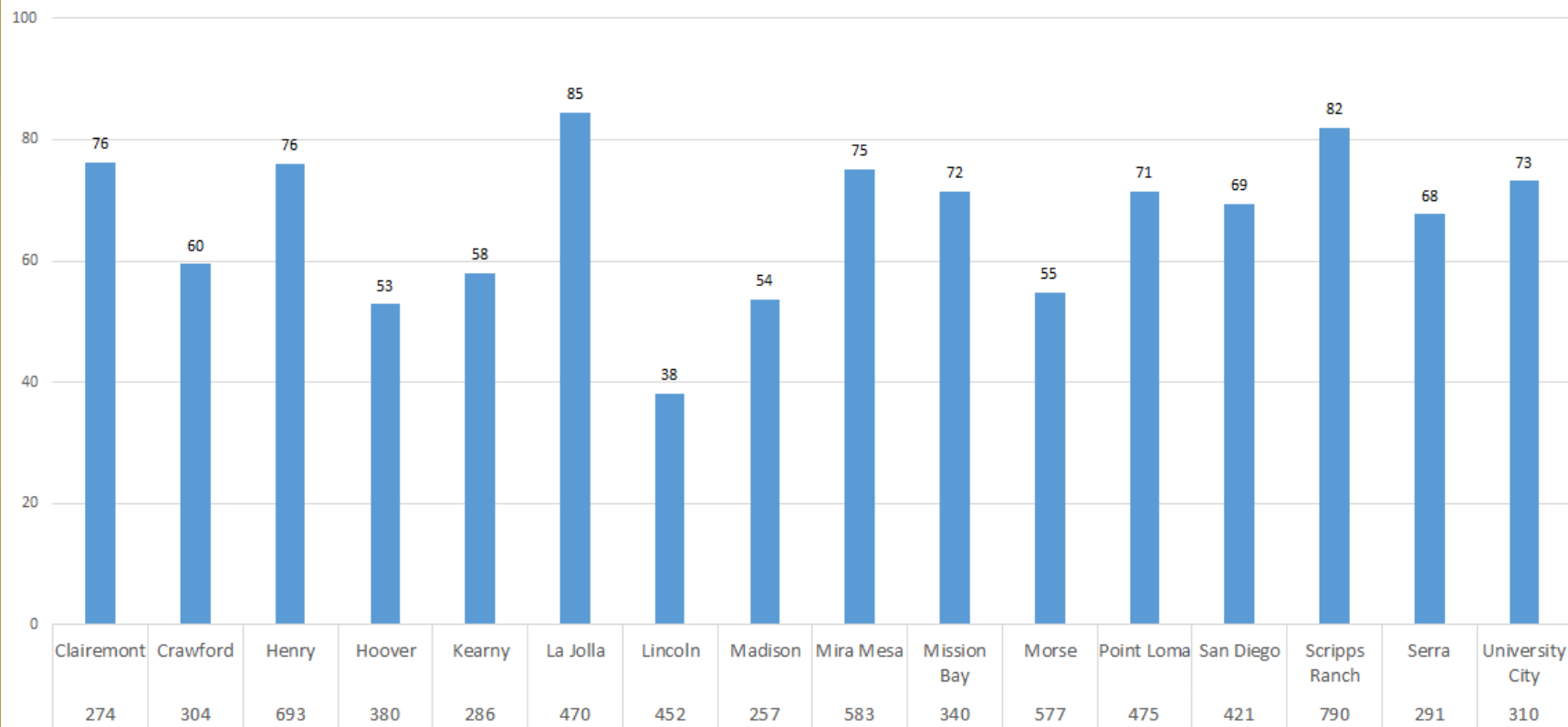
Note: For Grades 6 to 8, only end-of-year marks in courses identified in the Course of Study Secondary Math Course Sequence for grades 6 to 8 were considered. For Grade 11, only "end-of-year" (Q2, Q4, S2) academic marks in courses identified in PowerSchool as eligible for mathematics graduation credit were considered.

# “A” Students and SBAC Results ELA 2018: Cluster and School

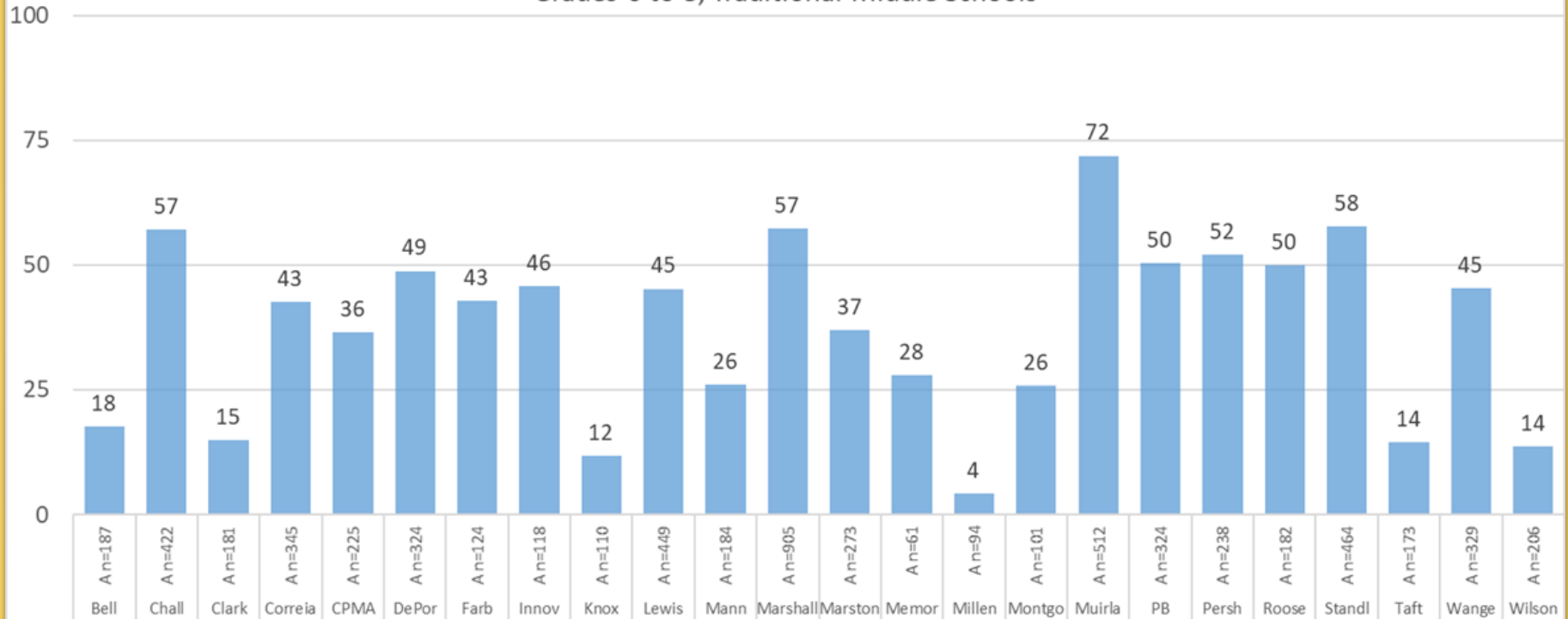
Elementary: Percent of “3.5 – 4” Students Scoring “Standards Exceeded” on SBA

Secondary: Percent of “A” Students Scoring “Standards Exceeded” on SBA

# Percent of Grade 3 – 5 Students, by Cluster, Earning Average ELA Grades of 3.2 – 4 And Who Scored "Standard Exceeded" on the 2018 SBA ELA Test



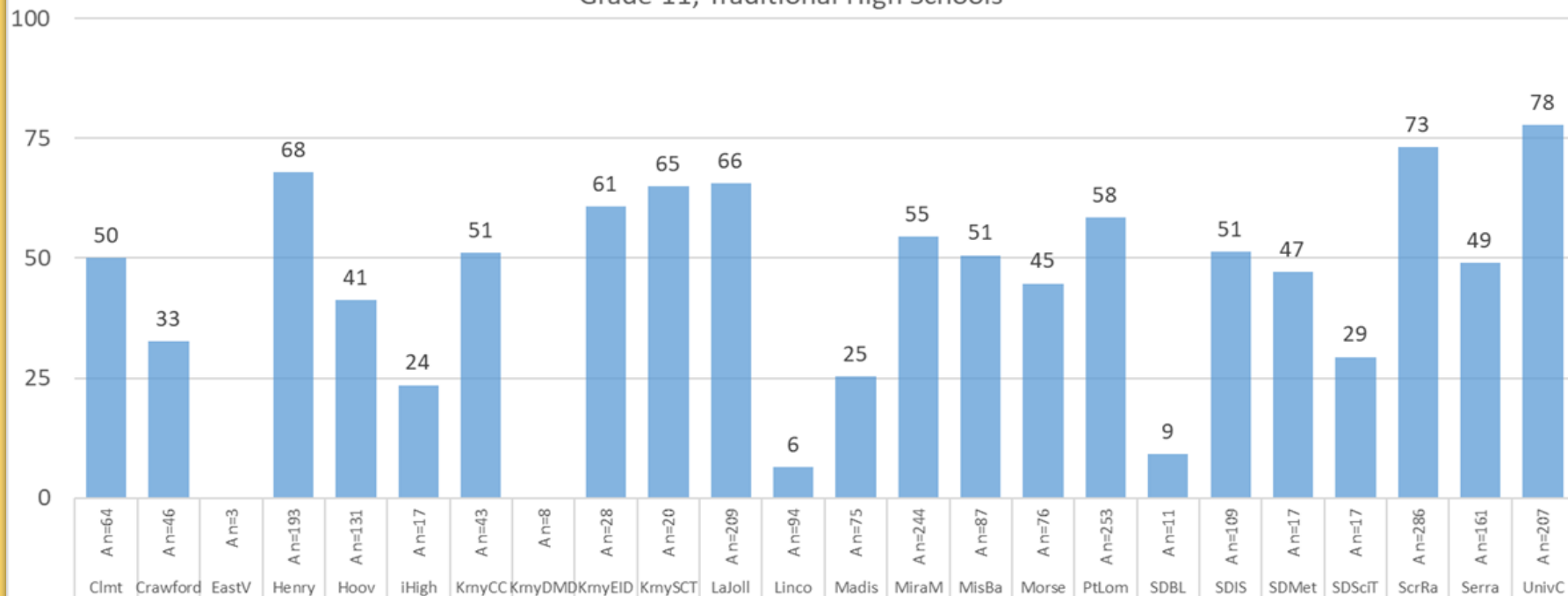
Percent of 2018 Students Earning an "A" in Selected ELA Courses at EOY  
Who Scored "Standards Exceeded" in the 2018 SBA ELA Test  
Grades 6 to 8, Traditional Middle Schools



*Note: Only end-of-year marks in courses identified in the Course of Study ELA Sequence of Districtwide Courses for grades 6 to 8 were considered; Journalism, Yearbook, and support courses are excluded.*



Percent of 2018 Students Earning an "A" in Selected ELA Courses at EOY  
Who Scored "Standards Exceeded" in the 2018 SBA ELA Test  
Grade 11, Traditional High Schools



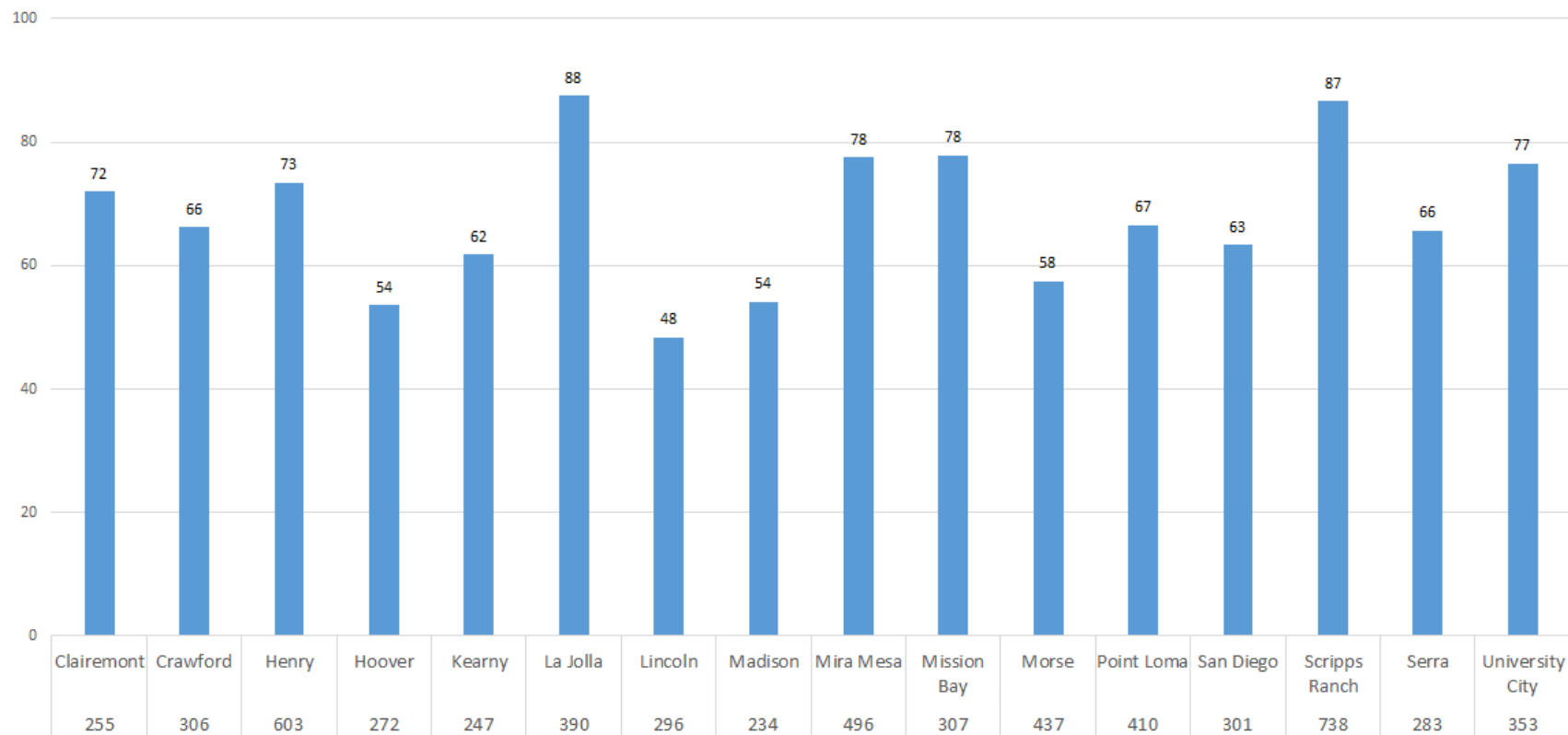
Note: Only "end-of-year" (Q2, Q4, S2) academic marks in courses identified in PowerSchool as eligible for English graduation credit were considered.

# “A” Students and SBAC Results Math 2018: Cluster and School

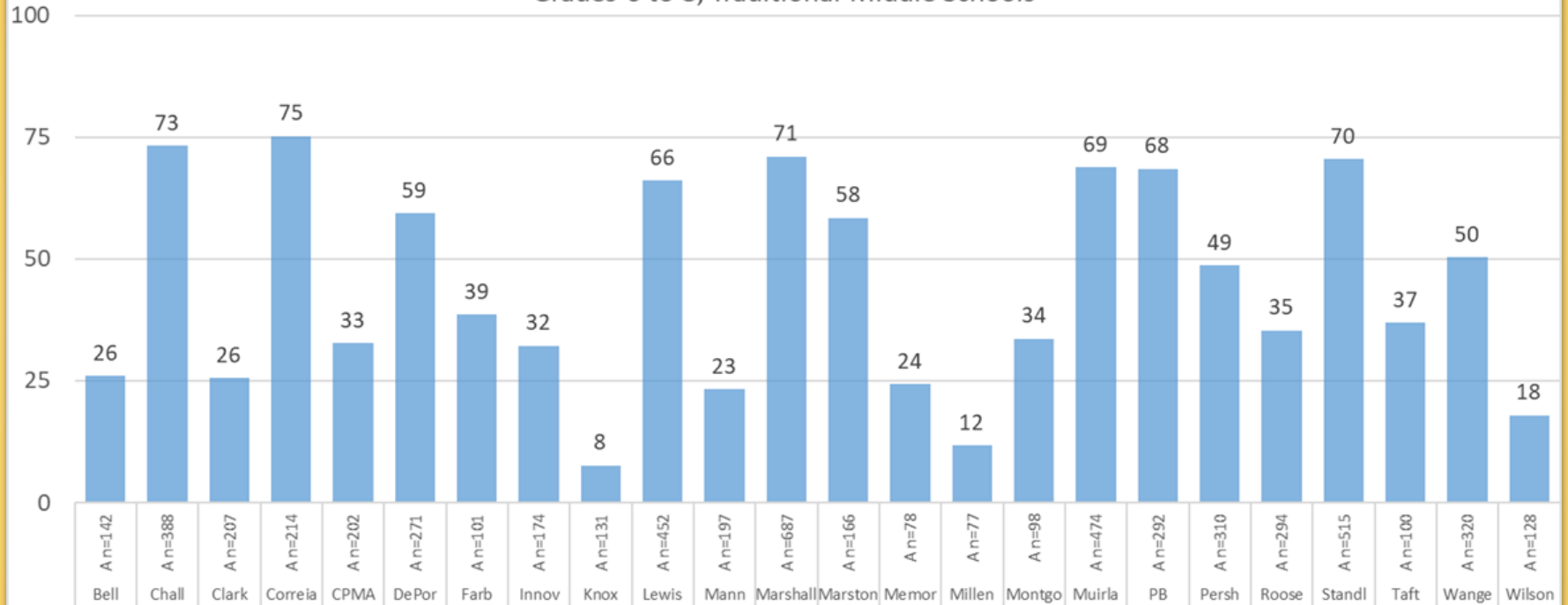
Elementary: Percent of “3.5 – 4” Students Scoring “Standards Exceeded” on SBAC

Secondary: Percent of “A” Students Scoring “Standards Exceeded” on SBAC

# Percent of Grade 3 – 5 Students, by Cluster, Earning Average Math Grades of 3.2 – 4 And Who Scored "Standard Exceeded" on the 2018 SBA Math Test

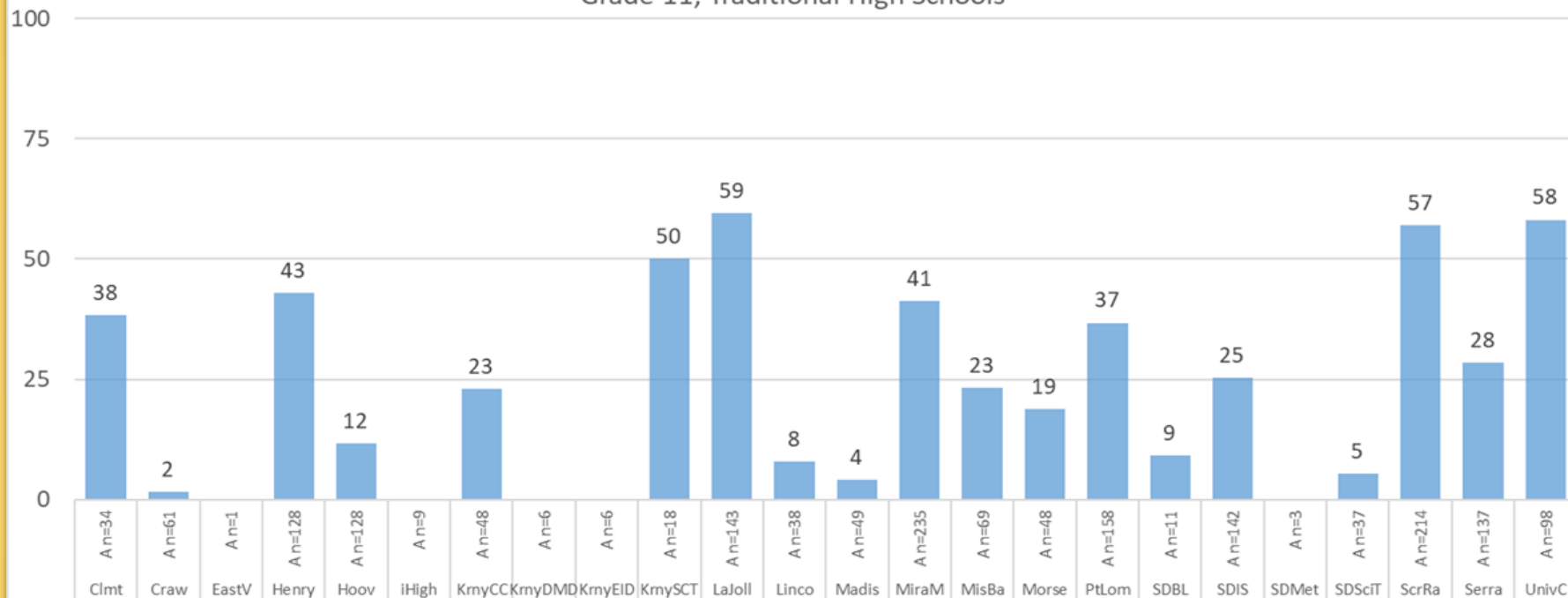


Percent of 2018 Students Earning an "A" in Selected Math Courses at EOY SBA Math Standards  
Who Scored "Standards Exceeded" in the 2018 SBA Math Test  
Grades 6 to 8, Traditional Middle Schools



*Note: Only end-of-year marks in courses identified in the Course of Study Secondary Math Course Sequence for grades 6 to 8 were considered.*

Percent of 2018 Students Earning an "A" in Selected Math Courses at EOY  
Who Scored "Standards Exceeded" in the 2018 SBA Math Test  
Grade 11, Traditional High Schools



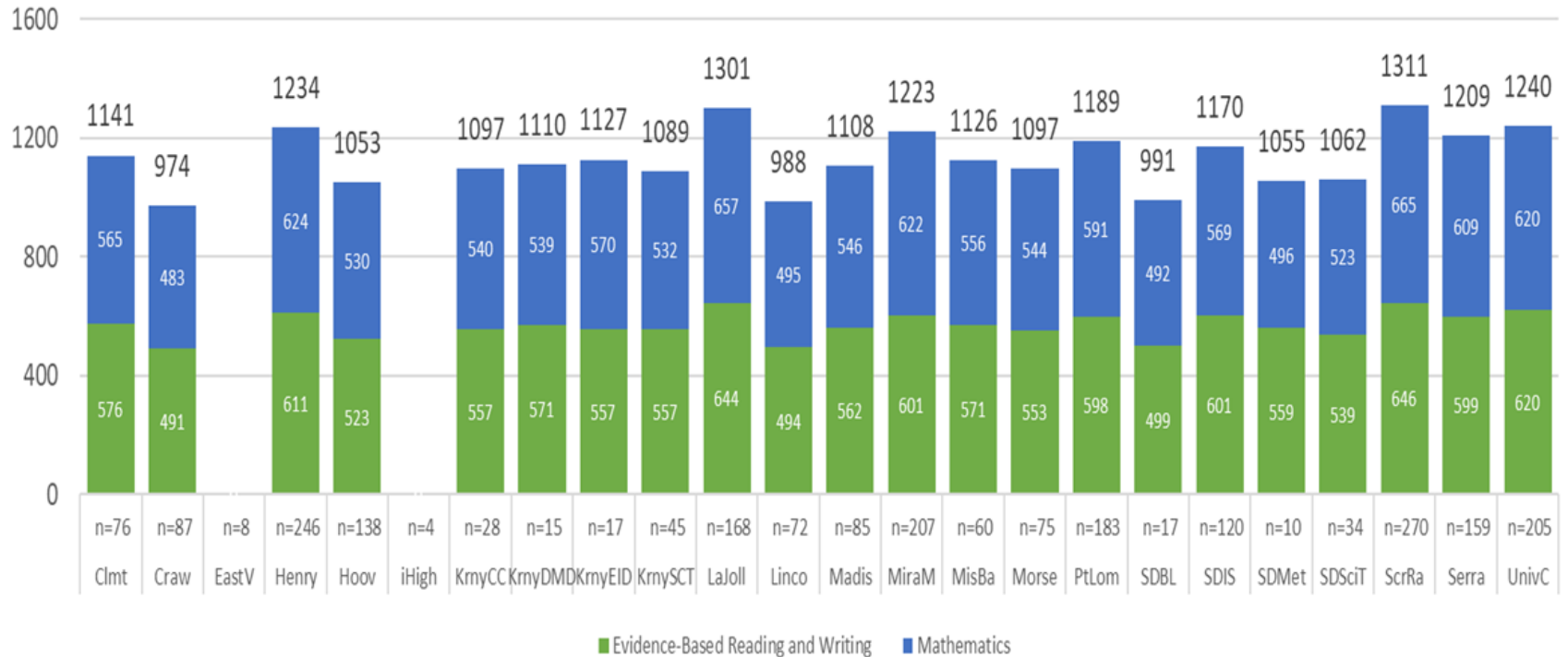
Note: Only "end-of-year" (Q2, Q4, S2) academic marks in courses identified in PowerSchool as eligible for mathematics graduation credit were considered.

# SAT Performance of 2018 Graduates by WGPA

Average SAT Scores of Graduates by WGPA

Average SAT Scores of Graduates with a WGPA  $\geq 3.50$

## SAT Performance of 2018 Graduates with a WGPA of at Least 3.50 SELECTED HIGH SCHOOLS



Note: Roughly 65% of 2018 graduates took the SAT at some point during high school, roughly 30% took the ACT, and roughly 70% took either the SAT or ACT or both.

The background of the slide features a light blue gradient. At the top, several dark grey graduation caps are shown in mid-air, as if being tossed. At the bottom, a dark grey silhouette of a crowd of people is visible, with many arms raised in a cheering gesture. Centered over this background is the title text in a large, bold, black serif font.

# **Current Policies & Grades**



# Ed. Code - *paraphrased*

- Ed Code 49066:
  - Teachers grades are final unless clerical/mechanical mistake, fraud, bad faith or incompetency.
  - BOE/Superintendent shall not order the change of grade unless teacher of record is given an opportunity to state orally, in writing, or both reasons for which such grade was given...
  - PE grades cannot be affected by students who do not wear standardized PE apparel
- Ed Code 49067:
  - BOE shall prescribe regulations requiring the evaluation of each pupil's achievement for each marking period and requiring a conference with, or a written report to, the parent of pupils who may fail at the end of the grading period [Link to Ed Code](#)
  - BOE may adopt regulations authorizing a teacher to assign a failing grade to pupils whose absences are not excused pursuant to section 48205 equal or exceed a maximum number specified by the board.
- Ed Code 49069
  - Accurate and updated pupil record

# Our Policies

- AR 5121
  - Standards shall be used to guide instruction and assignment of grades
  - Superintendent or designee shall inform teachers of grading policy—including expectations that grades be based on factors that directly measure students' knowledge and skills in content area and shall not include non-academic factors
  - Elementary and Secondary report cards include scholarship and citizenship
  - Weighted credit/End-of-course exams
  - Learning contracts
  - Citizenship marks –behavior, attitude, values, habits
  - 2.0 GPA--grades and citizenship

# Our Policies

- AR 5121:
  - Grade suppression—repeating D and F courses
  - Grade replacement—Spanish/Integrated Math--F first semester
  - Withdrawal or drop: First 4-6 weeks drop courses without transcript mark
  - IEP/504 frequency of progress reporting in plan
  - Foster students--grades cannot be lowered for absences
  - Partial credits
- SOC 2028: Grade Change Appeal
- SOC: 2032: Changing Grades and Changing Course on a Transcript
- AC 217: Enrollment in courses without educational content/repeating courses where A-C has been earned

# Our Current Reality: Grades/Evaluation of Student Achievement

Mark	Explanation	Weighted	Unweighted (CIF)
A	Superior	5	4
B	Above Average	4	3
C	Satisfactory	3	2
D	Below Average	1	1
F	Failure	0	0
I	Incomplete (illness)	0	0
IP	In Progress (add. time)	0	0
NC	No Credit (excess abs)	Excluded from GPA	Excluded from GPA
NG	No Grade (EL, college, 60 hours, SS drop, advisory)	Excluded from GPA	Excluded from GPA
P*	Pass (Out of district)	Excluded from GPA	Excluded from GPA
NP*	No Pass (Out of district)	Excluded from GPA	Excluded from GPA

# Current Reality:

## Grades/Evaluation of Student Citizenship

Mark	Explanation	Citizenship Scale
Excellent (E)	Outstanding citizen	4
Good (G)	Above-Average citizen	3
Satisfactory (S)	Meets citizenship standards	2
Needs to Improve (N)	Needs to help meet citizenship standards	1
Unsatisfactory (U)	Fails to meet citizenship standards	0

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# **Student Voice**

# Equity Ambassadors & ASB President of Presidents



# Discussion



Opportunity for  
reflection by  
dialogue between  
students and  
Board.



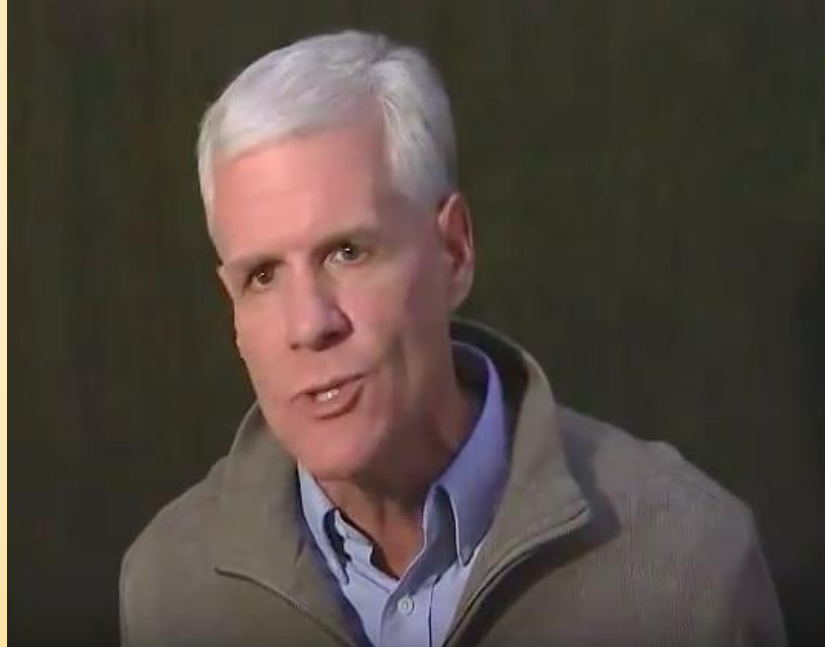


# **Developing a Vision for Competency-Based Grading**

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# Research

# Assessing and Grading in the Differentiated Classroom



[Rick Wormeli: Redos, Retakes, and Do-Overs, Part One](#)

# What the Research Says

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November 2011 | Volume 69 | Number 3  
**Effective Grading Practices** Pages 10-14  
[Issue Table of Contents](#) | [Read Article Abstract](#)

## Starting the Conversation About Grading

*Susan M. Brookhart*

The first task in successful grading reform is to reach consensus on the purpose of grades.

When I talk with teachers about grading, feelings often run high. Teachers tend to assume that others agree with their positions, but in fact I hear a range of opinions. Some talk about the academic meaning of grades:

Our state test scores were rising, but our grades weren't. Aren't we supposed to be measuring the same standards?


Our kids used to complain that with some teachers they'd get an A, and with others they'd get a B. We're trying to be more consistent.

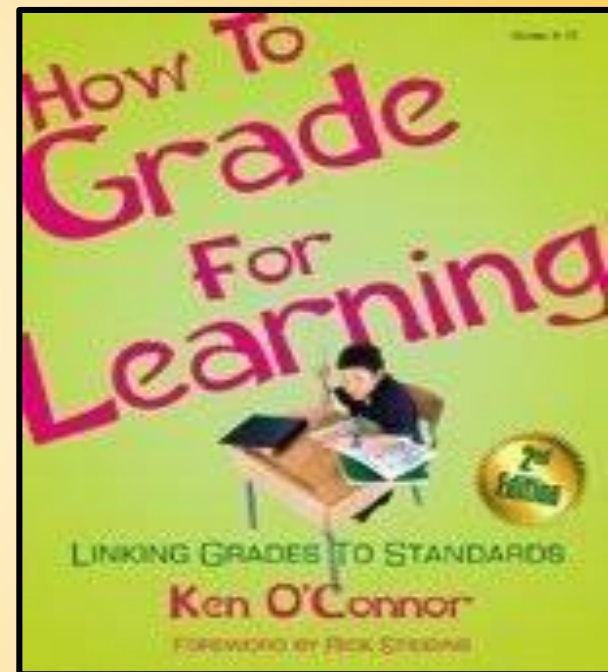
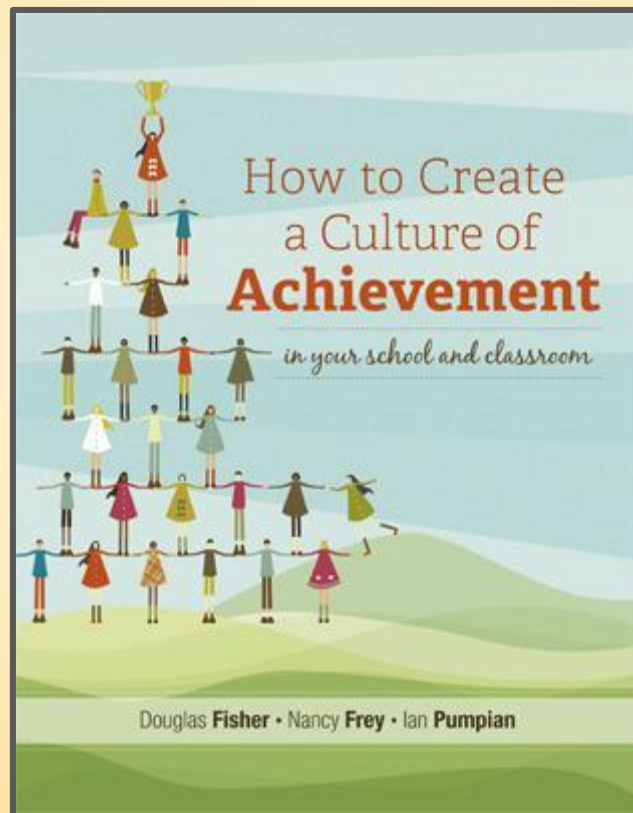
Some address the importance of effort:

They can't get an A if they don't do the homework. If you only do half the work on your job, you get fired.

Everything students do counts in my classroom.

Some think about the motivational aspect of grades:

  
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# Marzano Standards-Based Learning

- Obtrusive Assessment: Unit or chapter quizzes, tests, projects, in class assignments
  - Effective: Probing discussions, observations, demonstrations
  - Allowing students to recommend how they are assessed
- Unobtrusive Assessment: Teacher-student conferences, journal entries, inside-outside circle, line-ups, student notebooks, tallies of contributions to discussions, think-pair-share
  - not formal/not test-like—high degree of accuracy (less anxiety)
  - Student may be unaware they are being assessed
  - Observation and personal communication

# Marzano Standards-Based Learning

- Student Generated Assessment: Student generates an idea for how he or she wants to demonstrate understanding of the content

Write a set of steps for comparing two fractions with different denominators	Choose two of the five problems provided for comparing fractions	Create a mathematics rap or rhyme that explains how to compare two fractions with different denominators
Create and solve a word problem that requires the learner to compare two fractions with different denominators	Do student-choice activity (with teacher approval)	Create a word puzzle using the vocabulary related to comparing fractions
Complete page 37 in your mathematics workbook	Develop a game that requires the players to compare fractions with like and unlike denominators	Identify three examples of how to use the skill of comparing fractions in the real world

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# Bright Spots

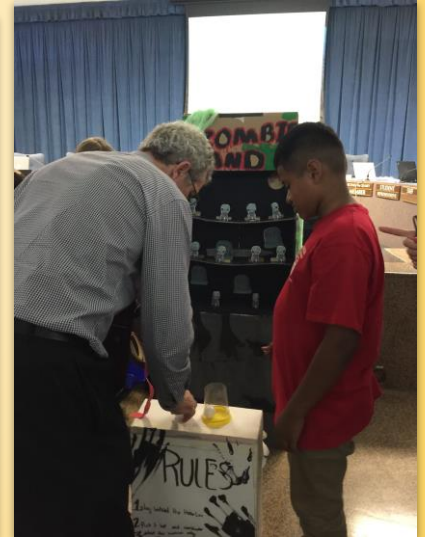


# What We Are Currently Doing

Students use the **Design Thinking Process** to:

- Empathize
- Define
- Ideate
- Prototype
- Test their design

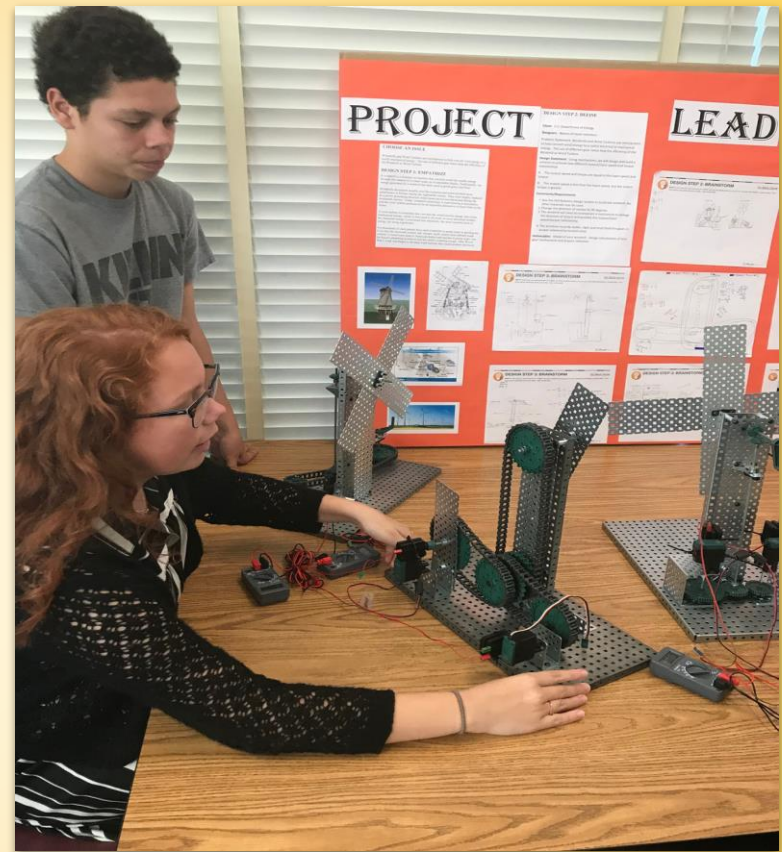
= **Deeper Learning + Mastery**





# What We Are Currently Doing

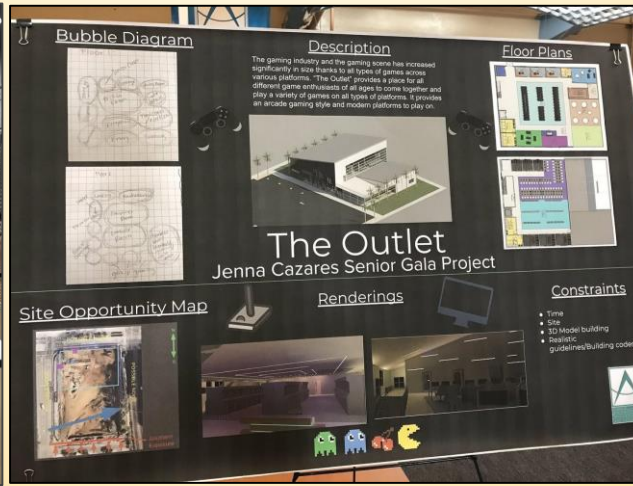
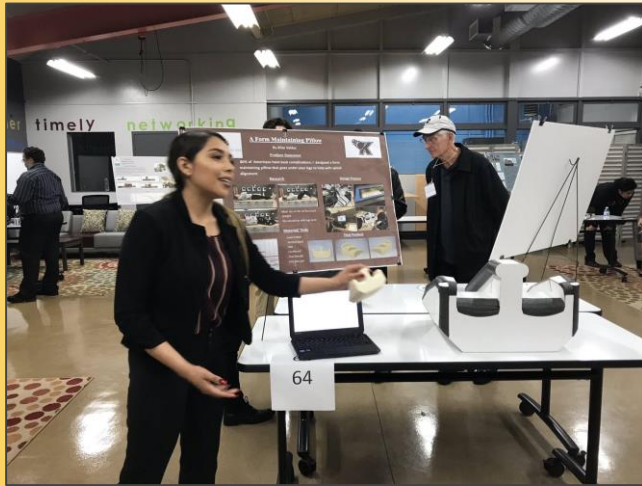
- Teachers plan real-world learning experiences based on the ELA, Math and Science Critical Concepts.
- Students clearly know the success criteria to demonstrate mastery.
- Students determine how they will demonstrate mastery.
- Students reflect and revise their learning.
- Teachers cultivate a culture of revision and redemption.



Montgomery Middle STEAM School students share their understanding of the mechanics of wind turbines for clean energy.

# What We Are Currently Doing

When students are **agents of their learning**, and grow from their mistakes, they are **prepared for college, career** and ready to make a **positive difference in the world**.



*Kearny DMD senior shares her learning around serving a real client through the design process.*

# Kearny Senior Defense

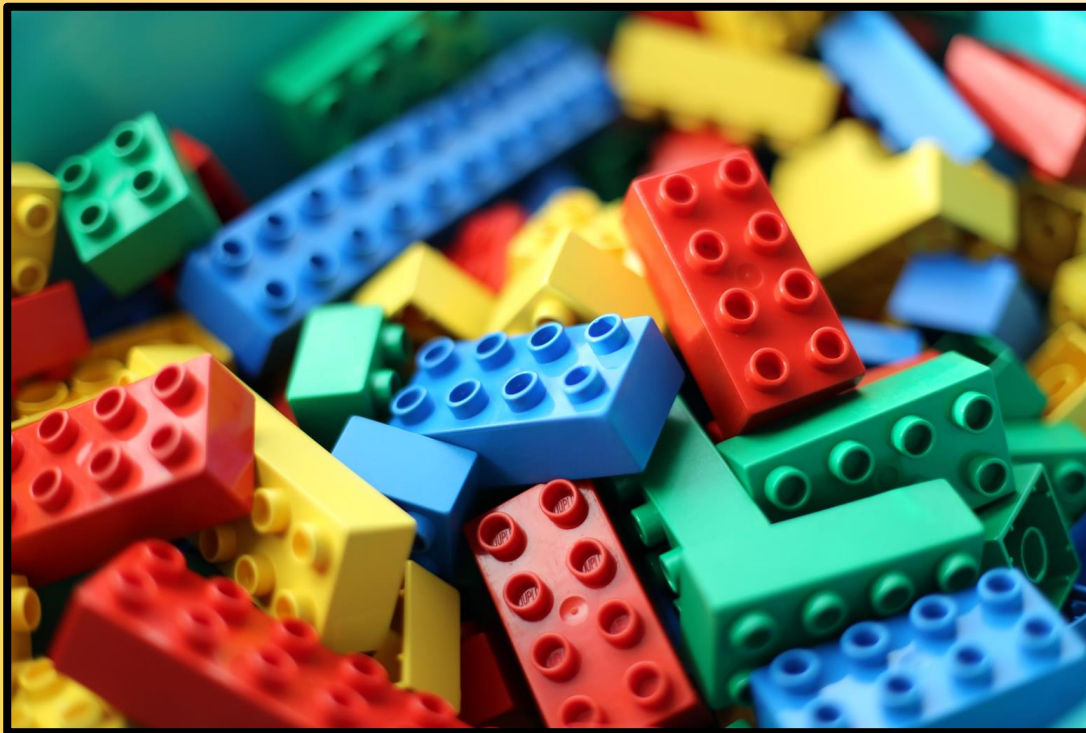
Students defend their way out of high school by providing examples from their high school coursework that demonstrate how they have mastered academic and industry standards as they relate to the Expected Schoolwide Learning Results. Students are required to make connections to critical thinking, innovative thinking, and civic engagement skills as they relate to their personal growth.

# Senior Defense Introduction

Kearny Senior  
Defense:  
Jenny Garcia  
Hernandez



# Bayln: Jones Elementary



The background of the slide features a light blue gradient. In the upper half, several dark grey graduation caps (mortarboards) are shown in various orientations, appearing to float or be tossed. In the lower half, there are dark grey silhouettes of a crowd of people with their arms raised in celebration, suggesting a graduation ceremony.

# **Our Beliefs & Developing a Vision**

# A Balanced Approach

## Grading for Mastery

- Grading learning vs doing
- Culture of revision and redemption



## Strengthening Curriculum, Instruction and Assessments

- Standards based rigorous curriculum
- Instruction that constantly checks for understanding
- Assessments that measure mastery.

# We Believe....

- All students have the brilliance and potential to master grade level standards.
- Grades should promote student reflection and offer multiple opportunities for revision.
- In shifting from a culture of doing to a culture of learning.
- Grades should be part of a process that supports student feedback, promotes student agency and motivates students to continually demonstrate a mastery in their learning.
- Grades are not about what students earn; they are about what they learn.
- A student should never reach a place where failure is inevitable.
- Students are agents of their own learning.
- A student's learning community should empower students to become agents of their own academic success, social-emotional well-being, and college/career readiness.



# We Believe

## Assessments...

- Are given frequently to monitor growth
- Are mastery-aligned measures and practices based on standards
- Valid and reliable
- Separate what students know from how they behave
- Limit the use of zeros in our grading practices
- Give more weight to more recent information
- Measure product and process

# Our Recommendations

Mark	Explanation	Weighted	Unweighted (CIF)
A	Superior	5	4
B	Above Average	4	3
C	Satisfactory	3	2
F	Failure	0	0
I	Incomplete (illness)	0	0
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# Recommendations for the Board of Education

- Draft a resolution around SDUSD becoming a competency-based district
- Consider a policy change which would identify our grading marks as A, B, C, In Progress (IP) or F



# Board and Staff Dialogue

