

# Preventing Failure Through Grading Reform

Session 3

6/30/2021

1:00-3:00

# Today's Agenda

1. Discussion: Which do you believe?
2. Implementing the 4-point scale
  - i. Overview of the process
  - ii. Team time: planning for implementation
3. The reassessment process
  - i. Overview of the process
  - ii. Looking to the literature
  - iii. Team time: discussion & planning
4. Group share & next steps

## Our Continued Focus

- Addressing student failure
- Addressing problems w/ grading accuracy caused by the use of:
  - Zeros
  - The percentage scale

# What is Accurate Grading?

- *Grading that uses calculations that are mathematically sound, easy to understand, and correctly describe a student's level of academic performance. (Feldman, 2019)*
- *Grading practices that align with your established grading purpose.*

# Revisiting your Grading Purpose

- Agree or disagree? Why?



[Main](#) | [Current Issue](#) | [Archives](#) | [Upcoming Themes](#) | [Write for EL](#) | [Contact](#) | [Subscribe](#)

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.



[BUY THIS ISSUE](#)

[Share](#) | [Facebook](#) | [Twitter](#) | [LinkedIn](#)

## Read it here



## Which Do You Believe?

Use these discussion points to start a conversation about grading.

- Grades should reflect achievement of intended learning outcomes—whether the school is using a conventional, subject-based report card or a report card that represents these intended learning outcomes as standards.
- The primary audiences for the message conveyed in grades are students and their parents; grading policies should aim to give them useful, timely, actionable information. Teachers, administrators, and other educators are secondary audiences.
- Grades should reflect a particular student's individual achievement. Group and cooperative skills are important, but they should be reflected elsewhere, not in an individual's academic grade.
- Grading policies should be set up to support student motivation to learn. A student should never reach a place where there is no point doing any more work because failure is inevitable.

# Revisiting your Grading Purpose:

***Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree? Why?***

- 1) Grades should reflect achievement of intended learning outcomes
- 2) The primary audience for the message conveyed in grades is students and their parents; grading policies should aim to give them useful, timely, actionable information. Teachers, administrators, and other educators are secondary audiences.
- 3) Grades should reflect a particular students' individual achievement. Group and cooperative skills are important, but they should be reflected elsewhere, not in an individual's academic grade.
- 4) Grading policies should be set up to support student motivation to learn. A student should never reach a place where there is no point doing any more work because failure is inevitable.

# Review: Accuracy Issues w/ the Zero & Percentage Scale

## Assigning Zeros

- The meaning is unclear: Zero learning? Zero evidence of learning? Poor behavior?
- Zeros are harsh punishment—especially in the 100-point percentage scale
- Can lead to excessive failures (it's hard to recover)

## The Percentage Scale

- Too many performance levels (101)
- Imprecise (e.g., What's the difference between 71% & 74%?)
- Often emphasizes quantity over quality
- Disproportionately favors failure (60 levels)

# **Solution:** Employ a 4-pt scale

## Benefits

- Increase accuracy, precision, & clarity of grades
- Rubric scores can go directly into the gradebook w/o a percentage translation
- Smaller failure zone

## Challenges

- Setting up your gradebook
- Calculating a final grade



# Implementation: The 4-pt Scale

Traditional Percentage Scale		
A	90-100%	11 levels
B	80-89%	10 levels
C	70-79%	10 levels
D	60-69%	10 levels
F	0-59%	60 levels



4-pt Scale		
A	4	1 level
B	3	1 level
C	2	1 level
D	1	1 level
F	0	1 level

## **Table Talk:** Implementing the 4-pt Scale

- Thoughts?
- Questions?
- Concerns?

## **Implementation:** The 4-pt Scale

*Including examples of:*

1. Renaming grades
2. Prioritizing standards
3. Creating rubrics
4. Using Synergy

# Renaming Grades

From just this... (in Synergy)

## REPORT CARD

### Grade Legend

<b>A</b>	Excellent
<b>B</b>	Above Average
<b>C</b>	Average
<b>D</b>	Below Average
<b>F</b>	Failure
<b>I</b>	Incomplete
<b>NC</b>	No Credit

# Renaming Grades ...to something like this

Report Card Letter Grade Meanings		4-pt Scale	
<b>A</b>	The student showed mastery of the priority standards in the semester.	<b>A</b>	<b>4</b>
<b>B</b>	The student showed proficiency of the priority standards in the semester.	<b>B</b>	<b>3</b>
<b>C</b>	The student showed a developing level of proficiency on the priority standards in the semester.	<b>C</b>	<b>2</b>
<b>D</b>	The student showed a beginning level of proficiency on the priority standards in the semester.	<b>D</b>	<b>1</b>
<b>F</b>	The student showed no learning of the priority standards in the semester.	<b>F</b>	<b>0</b>

# Standards, Rubrics, & the 4-point scale

Criteria	Mastery	Proficient	Developing	Beginning
<b>Line of Reasoning (REO6A)</b>	The thesis is well-supported by valid reasons; all reasons are well-supported by valid evidence, demonstrating sophisticated thought and/or a complex understanding of the issue.	The thesis is logically supported by reasons; all reasons are logically supported by evidence.	Claims and evidence may overlap or unclearly support the thesis.	Claims and evidence do not logically support the thesis. May be missing a part of the line of reasoning.
<b>Commentary (REO6A)</b>	Clearly connects evidence to claims; explains the significance and relevance of evidence in relation to the line of reasoning; demonstrates sophisticated thought and/or a complex understanding of the issue.	Clearly displays a clear connection of all evidence to reasons and the thesis.	The connection of the evidence to reasons and the thesis is unclear or displays areas of inaccuracy.	Only summarizes or paraphrases the evidence; may display a misunderstanding of the evidence.

# Synergy & the 4-pt Scale

# Create your assignment types/standards

Assignment Types

(SS1) Kunnath, J /Romero ENGLISH 9-12(1-5) SEC:0025-1-0002 / SS1 Grade ▾

Grade Book Setup Class Settings **Assignment Types** Grade Book Score Types Report Card Score Types Grade Book Comments Scoring Rubrics

## Assignment Types

Options ▾ 48 items

+ NEW

Edit	Assignment Type	Sequence	Due Date	Locked	Assignment Type Color Picker	Hide My Types
	<b>RHS1A: Rhetorical Sit. (Reading)</b> Joshua Kunnath	1	No	No	<b>RHS1A:</b> Rhetorical Sit. (Reading)	Secure Measure Type
	<b>RI2: Understanding of Info. Texts (Reading)</b> Joshua Kunnath	1	No	No	<b>RI2:</b> Understanding of Info. Texts (Reading)	Secure Measure Type
	<b>Student Engagement</b> Joshua Kunnath	1	No	No	<b>Student Engagement</b>	Secure Measure Type
	<b>RI4: Analyzing Words &amp; Phrases (Reading)</b> Joshua Kunnath	2	No	No	<b>RI4: Analyzing Words &amp; Phrases (Reading)</b>	Secure Measure Type
	<b>CLE3A: Claims &amp; Evid. (Reading)</b> Joshua Kunnath	2	No	No	<b>CLE3A: Claims &amp; Evid. (Reading)</b>	Secure Measure Type



Weight your assignment types/standards as desired (I manually create grades w/ a logic rule, so my weights are 0)

SS1 Kunnath, J /Romero ENGLISH 9-12(1-5) SEC:0025-1-0002 / SS1 Grade

Grade Book Setup Class Settings Assignment Types Grade Book Score Types Report Card Score Types Grade Book Comments Scoring

Assignment Weighting Grade Book Settings Standards

Which Assignment Types would you like to use for this class? Only Show My Types Update

Assignment Type	Weight (%)	Drop Scores	Default Points Possible	Display Color
CLE3A: Claims & Evid. (Reading)	0	0	1.00	CLE3A: Claims & Evid. (Reading)
CLE3B: Thesis (Reading)	0	0	1.00	CLE3B: Thesis (Reading)
CLE3C: Analysis of Complexities (Reading)	0	0	1.00	CLE3C: Analysis of Complexities (Reading)
CLE4A: Claims & Evid. (Writing)	0	0	1.00	CLE4A: Claims & Evid. (Writing)
CLE4B: Thesis (Writing)	0	0	1.00	CLE4B: Thesis (Writing)

# Input the 4-pt scale/rubric into gradebook score types

👤 (SS1) Kunnath, J /Romero ENGLISH 9-12(1-5) SEC:0025-1-0002 / SS1 Grade ▾

[Grade Book Setup](#) [Class Settings](#) [Assignment Types](#) [Grade Book Score Types](#) [Report Card Score Types](#) [Grade Book Comments](#) [Scoring Rubrics](#)

## Grade Book Score Types

⚙️ Options ▾ 20 items

[+ ADD SCORE TYPE](#)

Score	Value	Sequence	Legend Text
Mastery	4.0000	1	Mastery
Proficient	3.0000	2	Procificent
Developing	2.0000	3	Developing
Beginning	1.0000	4	Beginning
.5	0.5000	5	Minimum Grade
Missing	0.0000	6	No Evidence

# Add a report card score type

New score types must be duplicated from existing score types. Once duplicated you may rename and change ranges only.

GenesisGrading  
DISTRICT WIDE  
Hide Final Score: no  
**Duplicate**

## Report Card Score Types

(SS1) Kunnath, J /Romero ENGLISH 9-12(1-5) SEC:0025-1-0002 / SS1 Grade

Grade Book Setup

Class Settings

Assignment Types

Grade Book Score Types

Report Card Score Types

Grade Book Comments

Scoring Rubric

Options

Instructions

34 items

+ ADD SCORE TYPE

2021

Joshua Kunnath

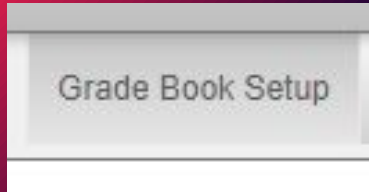
Hide Final Score: no

Secure Report Card Score Type

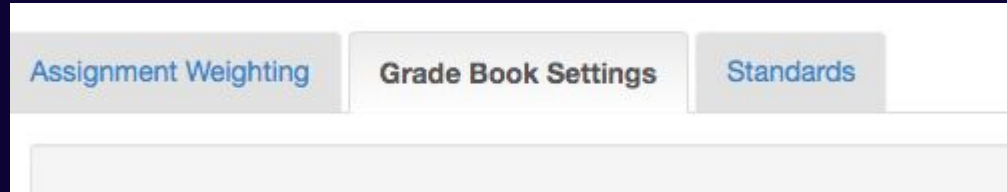
Score	Low Score	High Score	Value	Sequence	Legend Text
A	3.01	4.00	4.00	1	Mastery
B	2.01	3.00	3.00	2	Proficient
C	1.01	2.00	2.00	3	Developing
D	0.01	1.00	1.00	4	Beginning
F	0.00	0.00	0.00	5	No Learning

Select your 4-pt scale from “report card score types” to interpret grades

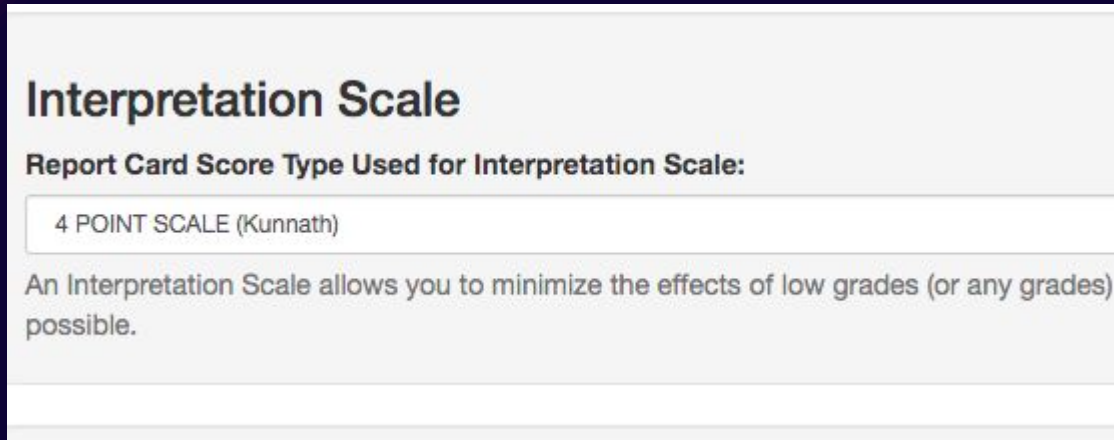
(1)



(2)



(3)

A screenshot of the "Interpretation Scale" configuration screen. It features a title "Interpretation Scale" and a label "Report Card Score Type Used for Interpretation Scale:". Below this is a dropdown menu showing "4 POINT SCALE (Kunnath)". A descriptive text block states: "An Interpretation Scale allows you to minimize the effects of low grades (or any grades) possible." The screen has a light gray background and a white border.

### Interpretation Scale

**Report Card Score Type Used for Interpretation Scale:**

4 POINT SCALE (Kunnath)

An Interpretation Scale allows you to minimize the effects of low grades (or any grades) possible.

# Select your final score config from the drop down menu

👤 (SS1) Kunnath, J /Romero ENGLISH 9-12(1-5) SEC:0025-1-0002 / SS1 Grade ▼

(1) Final Score Config Final Grade Defaults Manage Final Grade Calculations

Current Class: Kunnath, J /Romero ENGLISH 9-12(1-5)

(2) Set final score type for ☒ Entire enrollment period ☐ grading period

Enrollment Period: SS1 ▼

(4)

Set all students to score type: 2021 ▼

Student Name	Grading Period	Score Type
Andrade Fuller, Crystal	SS1 Grade	2021 ▼
Andrade Fuller, Crystal	SS1 Exam	2021 ▼
Andrade Hernandez, Joel	SS1 Grade	2021 ▼

# Example Gradebook Applying these Practices

(S2) Kunnath, J AP ENGLISH/LANGUAGE(2) SEC:0407-2-0003 / Semester 2 Grade ▾ Filters & Options ▾ Search by Asgn Name

		Summative Performance Level MAX:4.00 PTS:1.00 6/10/2021	Unit 6 CSA: Claims and Evidence MAX:4.00 PTS:0.00 6/4/2021	Unit 5 CSA: Transitions MAX:4.00 PTS:0.00 5/12/2021	Unit 5 CSA: Commentary MAX:4.00 PTS:0.00 5/12/2021	Unit 5 CSA: Line of Reasoning MAX:4.00 PTS:0.00 5/11/2021	Unit 4 CSA: REO5C - Methods of MAX:4.00 PTS:0.00 3/10/2021	Unit 4 CSA: RHS1A - Rhetorical Choices & MAX:4.00 PTS:0.00 3/10/2021
Student	Grade	Summative Perform	CLE4A: Claims & E	STL8B: Writing Cla	REO6A: LOR & Col	REO6A: LOR & Col	REO5C: Analyze R	RHS1A: Rhetorical
[REDACTED]	C	Developi	Beginnin	Proficie	Proficie	Developi	Developi	Developi
M [REDACTED]	C	Developi	Missing	Developi	Developi	Developi	Developi	Developi
M [REDACTED]	A	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery	Mastery
K [REDACTED]	B	Proficie	Developi	Mastery	Proficie	Proficie	Proficie	Proficie
M [REDACTED]	B	Proficie	Proficie	Proficie	Proficie	Proficie	Mastery	Mastery
F [REDACTED]	<span style="background-color: red; color: white;">D</span>	Missing	Missing	Missing	Missing	Missing	Missing	Missing
P [REDACTED]	C	Developi	Developi	Developi	Developi	Developi	Developi	Developi
P [REDACTED]	<span style="background-color: red; color: white;">D</span>	Beginnin	Developi	Beginnin	Beginnin	Beginnin	Missing	Developi
G [REDACTED]	A	Mastery	Mastery	Mastery	Proficie	Mastery	Mastery	Mastery
S [REDACTED]	C	Developi	Developi	Proficie	Developi	Developi	Developi	Developi
T [REDACTED]	C	Developi	Missing	Developi	Developi	Developi	Developi	Developi
V [REDACTED]	B	Proficie	Proficie	Mastery	Proficie	Proficie	Proficie	Proficie
M [REDACTED]	C	Developi	Developi	Proficie	Developi	Developi	Developi	Developi
M [REDACTED]	B	Proficie	Proficie	Proficie	Proficie	Proficie	Developi	Developi
V [REDACTED]	C	Developi	Developi	Proficie	Developi	Developi	Developi	Developi
Student	Grade	Summative Perform	Unit 6 CSA: Claims	Unit 5 CSA: Transiti	Unit 5 CSA: Comm	Unit 5 CSA: Line of	Unit 4 CSA: REO5C	Unit 4 CSA: RHS1A
28 student(s)	Avg: 2.3	Avg:2.3 Med:2.0	Avg:0.0 Med:0.0	Avg:0.0 Med:0.0	Avg:0.0 Med:0.0	Avg:0.0 Med:0.0	Avg:0.0 Med:0.0	Avg:0.0 Med:0.0



# Example Gradebook Applying these Practices

	Summative Performance Level MAX:4.00 PTS:1.00 7/2/2021	Writing an Argument MAX:4.00 PTS:0.00 6/18/2021	Reading Complex Texts MAX:4.00 PTS:0.00 6/18/2021	Word Analysis (Reading) MAX:4.00 PTS:0.00 6/18/2021	Identifying Main Idea & Theme MAX:4.00 PTS:0.00 6/18/2021	Making Inferences from Texts MAX:4.00 PTS:0.00 6/18/2021
Grade	Summative Perform	W1: Argumentative	RI/RL: 10 Reading C	RI/RL4: Word Anal	RI/RL2: Main Idea	RI/RL1: Making Inf
A	Mastery	Mastery	Mastery	Proficie	Mastery	Proficie
A	Mastery	Mastery	Mastery	Proficie	Mastery	Mastery
A	Mastery	Mastery	Mastery	Proficie	Mastery	Mastery
C	Developi	Missing	Developi	Developi	Proficie	Proficie
C	Developi	Developi	Missing	Beginnin	Developi	Proficie
B	Proficie	Proficie	Proficie	Proficie	Proficie	Proficie
C	Developi	Missing	Proficie	Proficie	Mastery	Proficie
B	Proficie	Proficie	Proficie	Proficie	Developi	Proficie
C	Developi	Proficie	Missing	Missing	Proficie	Developi
C	Developi	Developi	Missing	Proficie	Proficie	Proficie
B	Proficie	Developi	Mastery	Proficie	Mastery	Mastery
C	Developi	Developi	Missing	Proficie	Proficie	Proficie
C	Developi	Developi	Missing	Developi	Developi	Developi
C	Developi	Developi	Developi	Missing	Developi	Proficie
C	Developi	Proficie	Proficie	Missing	Developi	Developi
D	Beginnin	Beginnin	Missing	Missing	Beginnin	Beginnin
B	Proficie	Proficie	Proficie	Proficie	Developi	Proficie

# Using a Logic Rule

## Summer School Final Grade Calculations (5-6 standards)

<b>A</b>	The student achieved <i>mastery</i> on priority standards, with up to two <i>proficient</i> scores (3).
<b>B</b>	The student achieved <i>proficient</i> (3) or higher on priority standards, with up to two <i>developing</i> (2) scores.
<b>C</b>	The student achieved <i>developing</i> (2) or higher on priority standards, with up to two <i>beginning</i> (1) scores.
<b>D</b>	The student achieved <i>beginning</i> (1) on three or more priority standards or at least one <i>no learning</i> on a priority standard.
<b>F</b>	The student showed <i>no learning</i> (0) on all priority standards in the semester.



A  
4.0

# Student View

## Assignments



Date	Assignment	Assignment Type	Resources	Score	Score Type	Points
06/18/2021	Identifying Main Idea & Theme	RI/RL2: Main Idea & Theme (Reading)	0	Mastery	4-pt Rubric 2020-21	0.00/0.0000
06/18/2021	Making Inferences from Texts	RI/RL1: Making Inferences (Reading)	0	Proficient	4-pt Rubric 2020-21	0.00/0.0000
06/18/2021	Reading Complex Texts	RI/RL 10 Reading Complex Texts (Reading)	0	Mastery	4-pt Rubric 2020-21	0.00/0.0000
06/18/2021	Research	W7 Research (Reading & Writing)	0	Not Graded	4-pt Rubric 2020-21	0.0000 Points Possible
06/18/2021	Word Analysis (Reading)	RI/RL4: Word Analysis (Reading)	0	Proficient	4-pt Rubric 2020-21	0.00/0.0000
06/18/2021	Writing an Argument	W1: Argumentative Writing	0	Mastery	4-pt Rubric 2020-21	0.00/0.0000

Totals

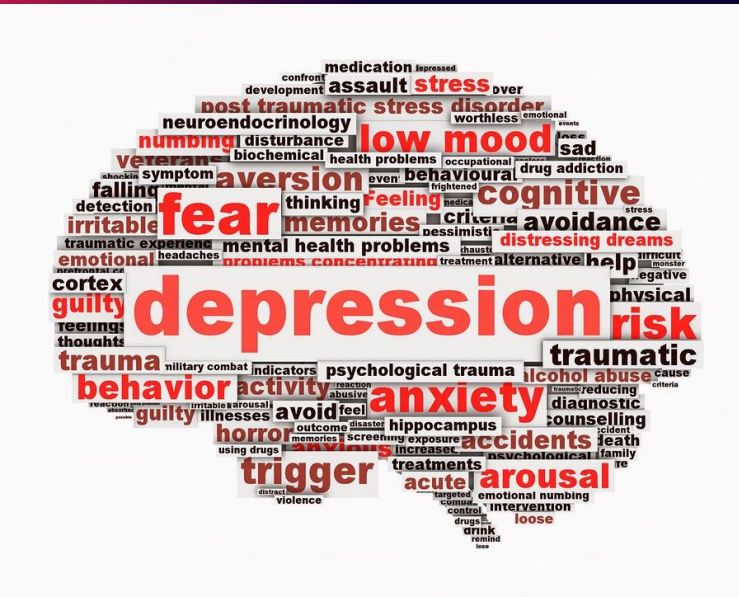
A (4.0)

## **Table Talk:** Implementing the 4-pt Scale

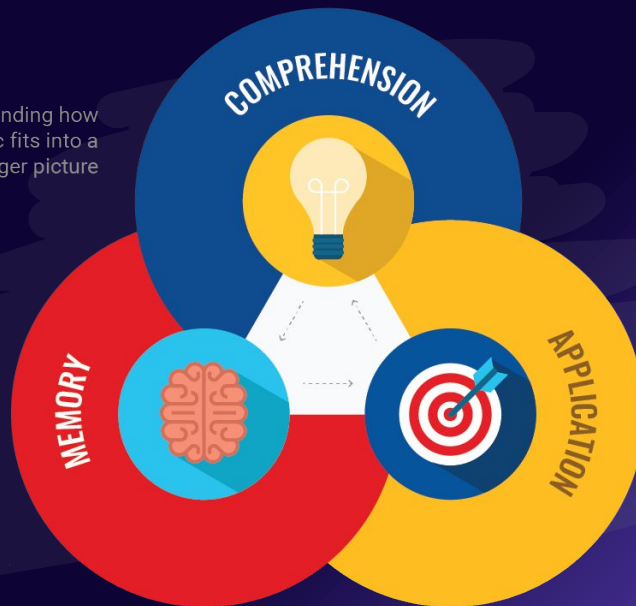
- Thoughts?
- Questions?
- Concerns?

# The Reassessment Process

- What is it?
  - Allowing students multiple opportunities to display their learning
  - Commonly known as retakes
- Why do it?
  - To provide grace & understanding to our **teenage students**
  - Not everyone learns at the same pace
  - Sometimes students make bad decisions



Understanding how  
a topic fits into a  
larger picture



Building on past knowledge to improve recall

# Table Talk: The Reassessment Process

- Thoughts?
- Questions?
- Concerns?

# The Reassessment Process

- Common Implementation Problems
  - A focus on testing, not learning
  - Test validity
  - Management of the process
- Common Teacher Concerns
  - How do I find the time?
  - Won't kids just *game* the system?

# The Reassessment Process:

## Implementation

- **Focus on the learning:** Require additional practice first, provide feedback as necessary
- **Test validity:** Use multiple versions of the test
- **Management:**
  - Create & communicate *your* system/policy
  - Provide *some* in-class opportunities
  - Set a reasonable schedule for out-of-class retakes
  - Spiral curriculum to allow natural reassessment

## **Table Talk:** The Reassessment Process

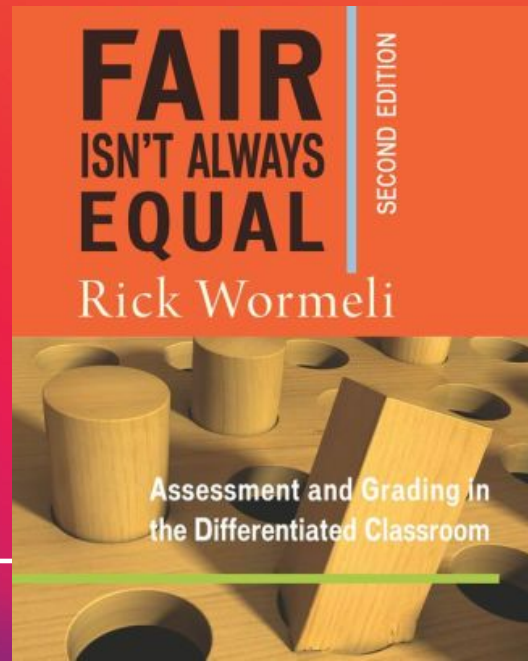
- Thoughts?
- Questions?
- Concerns?



# Looking to the Literature:

## "Redos and Retakes Done Right"

By Rick Wormeli



# **“Redos and Retakes Done Right” Team Share-out**

- Something you:
  - learned
  - question or want to know more about
  - resonate with

Read one of my past blog posts on the topic here: “The Strategic Assessment Process”

## Team Time

- Revisit & share your purpose statement; revise as necessary
- Decide on & plan for implementation of your chosen reformed grading practices (avoiding zeros, minimum grading, 4-pt scale, reassessment)
- Synergy sandbox time

## Whole-group Share-outs

- What is your grading purpose statement?
- What grading practice will you be working to implement?
- What's your current feeling about the work?
- Exit ticket

## Next Steps

- Finish your grading purpose statement (as needed)
- Plan for implementation of your grading practice
- Plan for how you communicate the grading practice to students and parents
- Share your work with your learning team

Thanks for being part of this work!

Please contact me about grading  
questions and/or concerns!

[joshua\\_kunnath@kernhigh.org](mailto:joshua_kunnath@kernhigh.org)