

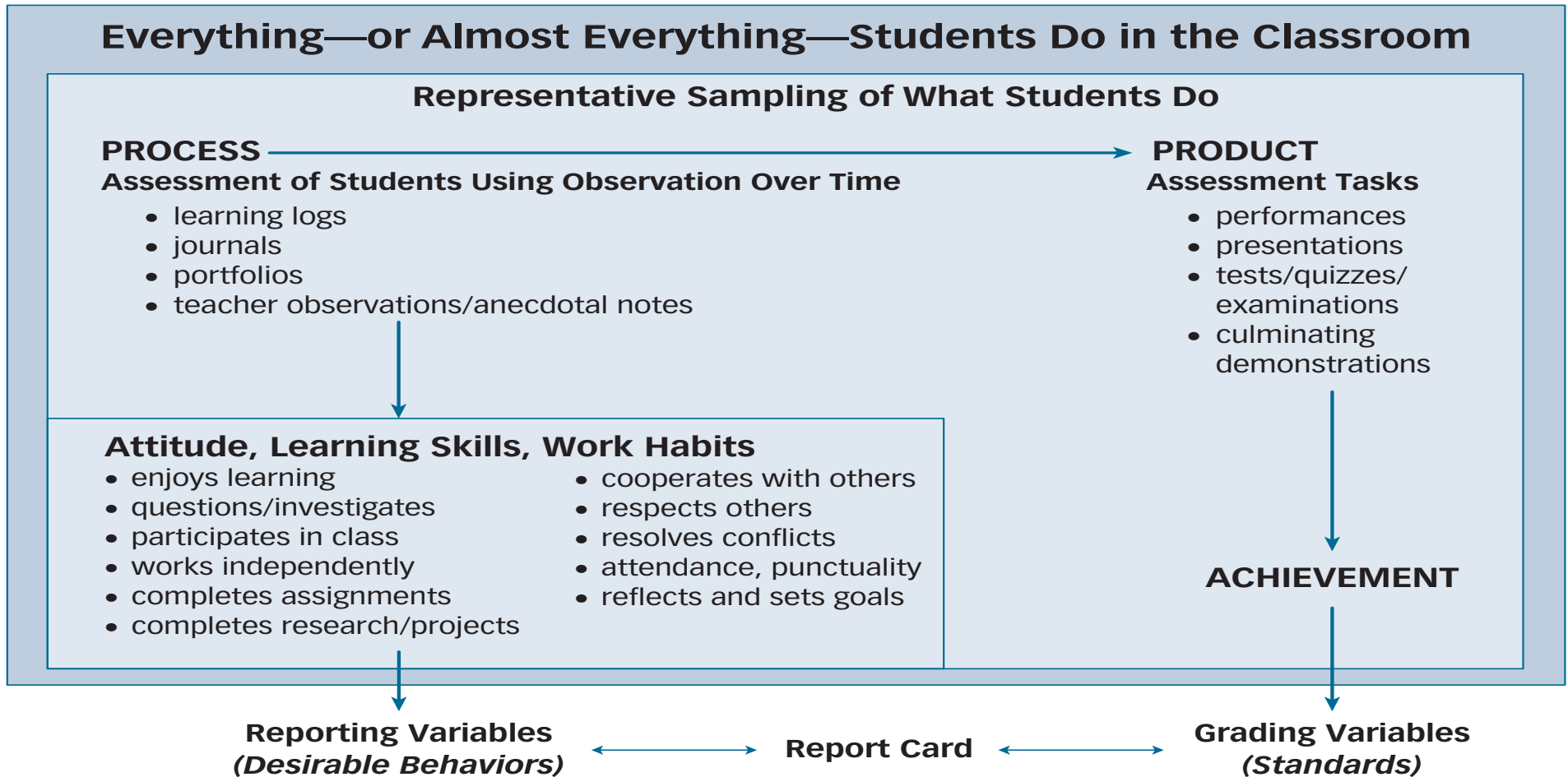
How to Grade for Learning Using Fifteen Fixes for Broken Grades: Parts 1 and 2

**CEESA Fall Assessment Summit
Skopje
October 5th, 2018**

**Presented by
Ken O'Connor
Assess for Success Consulting
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Fix #1

FIGURE 0.13 Sum Total of Everything Students Do in School/Classroom



SOURCE: Adapted with permission from the work of Ken O'Connor and Damian Cooper, President, Plan, Teach, Assess Consulting, Mississauga, Ontario.

O'Connor, K. *How to Grade for Learning*. Fourth Edition. Corwin. 2018, 40

Fargo Public Schools - Behaviors

FIFTH GRADE APPROACH TO LEARNING

APPROACH TO LEARNING	1st	2nd	3rd
Follows class and school rules			
Follows directions			
Respects self, others, and property			
Accepts responsibility for actions			
Participates in classroom activities			
Works cooperatively in groups			
Works independently to complete classwork			
Uses time appropriately			
Completes homework on time			
Produces and maintains quality work/writes legibly			
Keeps material organized			
Your child's absences/tardies negatively affect your child's progress. (Yes/No)			15

Fix #1



The Winnipeg School Division Student Effort & Behaviour Report Grade 7 - 8

Home Room Teacher:

Student Name:

Grade: 07

Key to Terms	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
Organizational Skills	Consistently sets goals. Collects and organizes information and uses time effectively.	Usually sets goals, collects and organizes information and uses time effectively.	Frequently needs assistance in setting goals, organizing information and using time effectively.	Rarely sets goals, information disorganized and frequently wastes time.
Homework	Consistently completes homework.	Usually completes homework.	Frequently does not complete homework.	Rarely completes homework.
Assignments	Consistently brings materials and completes assignments.	Usually brings materials and completes assignments.	Frequently needs to be reminded to complete assignments.	Rarely brings materials and completes assignments.
Citizenship	Consistently respects the rights of others.	Usually respects the rights of others.	Frequently needs teacher guidance in appropriate behaviour.	Rarely demonstrates respectful behaviour.
Teamwork	Consistently participates well in class/group activities.	Usually participates well in class/group activities.	Sometimes participates well in class/group activities.	Rarely participates in class/group activities.
Interpersonal Skills	Consistently resolves conflict in constructive manner.	Usually resolves conflict in constructive manner.	Frequently needs reminder on how to resolve conflict.	Rarely resolves conflict appropriately.

ART 7 Nixon, C					
	Term	1	2	3	4
Organizational Skills	3				
Homework	4				
Assignments	4				
Citizenship	3				
Teamwork	3				
Interpersonal Skills	3				

ENGLISH 7 Pulcrum, U					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	3				
Teamwork	3				
Interpersonal Skills	3				

MATH 7 Nixon, C					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	4				
Teamwork	4				
Interpersonal Skills	3				

MUSIC 7 Dunstone, G					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	3				
Teamwork	3				
Interpersonal Skills	3				

PHYS ED 7 Pauls, T					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	3				
Teamwork	4				
Interpersonal Skills	3				

PRACT ARTS 7 Practical Arts Churchill					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	3				
Teamwork	3				
Interpersonal Skills	3				

SCIENCE 7 Nixon, C					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	3				
Teamwork	3				
Interpersonal Skills	3				

SOCIAL STDY 7 Pauls, T					
	Term	1	2	3	4
Organizational Skills	4				
Homework	4				
Assignments	4				
Citizenship	3				
Teamwork	4				
Interpersonal Skills	4				

Fix #1



Ontario

Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
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STUDENT: _____ OEN: _____ Grade: _____ Homeroom: _____ Principal: _____

Address: _____ School Council Chair: _____

SCHOOL:	Telephone:	BOARD:	Email/Website:
Address:	Fax:	Address:	

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits					Comments Strengths/Next Steps for Improvement	Attendance		
					Responsibility	Organization	Independent Work	Collaboration	Initiative		Self-Regulation	Classes Missed	Times Late
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First										RESPONSIBILITY <small>Teacher requests an interview <input type="checkbox"/></small>		
	Final												
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First										WORKS INDEPENDENTLY <small>Teacher requests an interview <input type="checkbox"/></small>		
	Final												
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First										ORGANIZATION COLLABORATION <small>Teacher requests an interview <input type="checkbox"/></small>		
	Final												
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First										SELF-REGULATION <small>Teacher requests an interview <input type="checkbox"/></small>		
	Final												

Principal's Signature ➡ _____

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school. To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca.

Summary of Evidence for Pilot Certification

Student: _____

Fix #7

	Achievement Evidence												Summary
Assessments →	15/9 Test	23/9 PA											
Competencies ↓													
Takeoffs	14/20	2											
In the air		1											
Landings	19/20	4											
?????????													
Comments:													
	Final Grade												

Fix #7

Common Core Math Grade 5

Student: _____

ACHIEVEMENT EVIDENCE								
Strands	Assessments							Summary
	10/1 Test	10/15 PA	11/7 PA	11/18 PA	12/8 PA	12/17 Test	Strengths, Areas for Improvement/ Observations	
Operations and Algebraic Thinking (3)	3 (17/20)	3		3	3	3 (17/20)		3
Number and Operations in Base Ten (7)					1			NA
Number and Operations – Fractions (7)	2 (15/20)		4	2	2	2 (15/20)		2
Measurement and Data (5)	4 (19/20)	4	4	1		4 (19/20)		4
Geometry (4)		1	2	3	4	4 (20/20)		4
Comments:								

Fix #7

McLoughlin Middle School 2012-13 8th grade Honors English

Ms. Kiernan Hodge

The standards that will be assessed this first quarter in Honors English are the following: Category:	What you will see in Gradebook for this standard:	Description of Standard: <i>I Can</i> statement	Standard Codes:
WRITING	Inform.Organize	<i>I can</i> write an informational literary analysis paragraph/essay that is well-organized, which means the topic is clearly introduced, the order of ideas makes sense, appropriate transitions are used, & a concluding statement or section is provided.	<i>W.8.2 (W.8.2a, W.8.2 c, W.8.2f)</i>
WRITING	Inform.Ideas/Content	<i>I can</i> write an informational literary analysis paragraph/essay that thoroughly examines a topic/concept/idea, which means that I develop the topic by providing relevant details and examples.	<i>W.8.2 (W.8.2b)</i>
READING	Textual Evidence	<i>I can</i> support my analysis of what I am reading by citing (giving) several pieces of evidence from the text.	<i>RL.8.1</i>
READING	Line.Event Analysis	<i>I can</i> analyze how specific lines of dialogue and specific incidents in a story reveal aspects of a character. <i>I can</i> analyze how specific lines of dialogue and specific incidents in a story propel the action or provoke a decision.	<i>RL.8.3</i>
READING	PointView Analysis	<i>I can</i> identify the point of view of the story and analyze its effects.	<i>RL.8.6</i>
LANGUAGE	Conventions	<i>I can</i> write using correct capitalization, punctuation, and spelling.	<i>L.8.2</i>

Fix #7

English

Student: _____

ACHIEVEMENT EVIDENCE								
Standards	Assessments						Strengths, Areas for Improvement/ Observations	Summary
	10/1 Test	10/15 PA	11/7 PA	11/18 PA	12/8 PA	12/17 Test		
Writing – Organization	3 (17/20)	3		3	3	3 (13/20)		3
Writing – Analysis					1			NA
Reading - Textual Evidence	2 (15/20)		4	2	2	2 (10/20)		2
Reading – Line Event Analysis	4 (19/20)	4	4	1		4 (15/20)		4
Reading – Point of View Analysis		NS		NS		4 (20/20)		1
Language - Conventions		1	2	3	4	4		4
Comments:								
								49

Brent Content/Concept Standards

Student: _____

ACHIEVEMENT EVIDENCE								
Categories	Assessments						Strengths, Areas for Improvement/ Observations	Summary
	10/1 Test	10/15 PA	11/7 PA	11/18 PA	12/8 PA	12/17 Test		
Knowledge and Understanding	³ (17/20)	3		3	3	³ (17/20)		3
Application and Analysis	² (15/20)		4	2	2	² (15/20)		2
Synthesis and Evaluation	⁴ (19/20)	4	4	1		⁴ (19/20)		4
Appropriate Skills and Techniques		1	2	3	4	⁴ (20/20)		4
							Subject Grade	?
Comments:								

Fix #7

Stiggins, et al,
*Classroom
 Assessment
 for Student
 Learning*, ETS,
 Portland, OR,
 2004, 289

Table 9.2 Elementary Gradebook Arranged by Learning Target

Number Sense																				
	Identifies place value to 10,000s				Reads, writes common fractions				Reads whole numbers through 4 digits				Writes whole numbers through 4 digits				Orders and compares whole numbers through 4 digits			
Date																				
Task																				
F/S																				
Students																				
1.																				
2.																				
3.																				

Computation											
	Addition		Subtraction		Multiplication		Division		Uses calculator to + or - 4 or more digits		Estimation Skills
	+ with 3 or more digits		- with 3 or more digits		Facts to 10		Fact Families		Facts to 10		Fact families
Date											
Task											
F/S											
Students											
1.											
2.											
3.											

Task: SR = Selected Response; PA = Performance Assessment; O = Oral; HA = Homework Assignment;
 Q = Quiz
F/S: F = Formative; S = Summative

Source: Adapted from the work of Ken O'Connor, Scarborough, Ontario. Personal communication, June 1, 2004. Adapted by permission.

Fix #7

Stiggins, et al,
*Classroom
 Assessment
 for Student
 Learning*, ETS,
 Portland, OR,
 2004, 289

Table 9.3 Standards-Based Gradebook for Mathematics

Standard	Math Process	Number Ops & Rels				Geometry				Measure-ment				Stats & Prob				Algebraic Rels			
		G				G				G				G				G			
Date		R				R				R				R				R			
Task		A				A				A				A				A			
F/S		D				D				D				D				D			
Students		E				E				E				E				E			
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
8.																					
9.																					
10.																					
11.																					
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14.																					
15.																					
16.																					
17.																					
18.																					
19.																					
20.																					
21.																					
22.																					
23.																					

Task: SR = Selected Response; PA = Performance Assessment; O = Oral; HA = Homework Assignment;
 Q = Quiz
F/S: F = Formative; S = Summative

Source: Adapted from the work of Ken O'Connor, Scarborough, Ontario. Personal communication, June 1, 2004. Adapted by permission.

Fix #7

Language Arts Strands Summative

Grade	A	B	C	D	E	Total
No. of students	30	30	10	20	20	
%	30	30	10	20	20	

PAGE #

SEMESTER DISTRIBUTION						Total
Grade	No.	%				

SL/EF Test		P. Henry, free Essay		SL Present		USA vs. Brits		SL Content		Daily Average		Unit Test		Grade		Period Marks		Final	
10th Week		11th Week		12th Week		13th Week		14th Week											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1440	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1442	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1641	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1740	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1137	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1246	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1543	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1447	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1649	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
2047	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1740	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1545	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
230	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1344	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1344	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
2050	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1948	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1749	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44
1541	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44

Note: "Period distribution" at top reflects grade weighting by Sunshine State Standard Strand for Lang. Arts.

- A - Reading 20%
- B - Writing 30%
- C - Listening/Speaking/Viewing 10%
- D - Language 20%
- E - Literature 20%

Assessments that involve more than one strand are split - such as:

- ① SL/EF Test between reading and literature
- ② SL presentation between 1/5/v and literature

Fix #7

HMR Elementary
1025 North 3rd Street
Fargo, ND 58102
446-4600
2015 - 2016

10/19/15 2:32:44 pm

Fargo Public Schools, ND

FIFTH GRADE APPROACH TO LEARNING

APPROACH TO LEARNING	1st	2nd	3rd
Follows class and school rules			
Follows directions			
Respects self, others, and property			
Accepts responsibility for actions			
Participates in classroom activities			
Works cooperatively in groups			
Works independently to complete classwork			
Uses time appropriately			
Completes homework on time			
Produces and maintains quality work/writes legibly			
Keeps material organized			

Your child's absences/tardies negatively affect your child's progress. (Yes/No)			
---	--	--	--

FIFTH GRADE LANGUAGE ARTS STANDARDS

READING: LITERATURE	1st	2nd	3rd
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			
Range of Reading and Level of Text Complexity			
READING: INFORMATIONAL TEXT	1st	2nd	3rd
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			
Range of Reading and Level of Text Complexity			
READING: FOUNDATIONAL SKILLS	1st	2nd	3rd
Phonics and Word Recognition			
Fluency			

WRITING	1st	2nd	3rd
Text Types and Purposes			
Production and Distribution of Writing			
Research to Build and Present Knowledge			
Range of Writing			
SPEAKING AND LISTENING	1st	2nd	3rd
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
LANGUAGE	1st	2nd	3rd
Conventions of Standard English			
Knowledge of Language			
Vocabulary Acquisition and Use			

FIFTH GRADE MATH STANDARDS

OPERATIONS AND ALGEBRAIC THINKING	1st	2nd	3rd
Write and interpret numerical expressions			
Analyze patterns and relationships			
NUMBER AND OPERATIONS IN BASE TEN	1st	2nd	3rd
Understand the place value system			
Perform operations with multi-digit whole numbers and with decimals to hundredths			
NUMBER AND OPERATIONS--FRACTIONS	1st	2nd	3rd
Use equivalent fractions as a strategy to add and subtract fractions			
Apply and extend previous understandings of multiplication and division to multiply and divide fractions			
MEASUREMENT AND DATA	1st	2nd	3rd
Convert like measurement units within a given measurement system			
Represent and interpret data			
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition			
GEOMETRY	1st	2nd	3rd
Graph points on the coordinate plane to solve real-world and mathematical problems			
Classify two-dimensional figures into categories based on their properties			
SCIENCE/HEALTH	1st	2nd	3rd
Demonstrates and applies knowledge of key concepts			
Uses the process of inquiry in investigations			

Knowledge of Language			
Vocabulary Acquisition and Use			

Fix #7

FIFTH GRADE MATH STANDARDS

OPERATIONS AND ALGEBRAIC THINKING	1st	2nd	3rd
Write and interpret numerical expressions			
Analyze patterns and relationships			
NUMBER AND OPERATIONS IN BASE TEN	1st	2nd	3rd
Understand the place value system			
Perform operations with multi-digit whole numbers and with decimals to hundredths			
NUMBER AND OPERATIONS--FRACTIONS	1st	2nd	3rd
Use equivalent fractions as a strategy to add and subtract fractions			
Apply and extend previous understandings of multiplication and division to multiply and divide fractions			
MEASUREMENT AND DATA	1st	2nd	3rd
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Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition			
GEOMETRY	1st	2nd	3rd
Graph points on the coordinate plane to solve real-world and mathematical problems			
Classify two-dimensional figures into categories based on their properties			
SCIENCE/HEALTH	1st	2nd	3rd
Demonstrates and applies knowledge of key concepts			
Uses the process of inquiry in investigations			

Fix #7

TRIMESTER 1						
Class: Music 7 Teacher: Wanamaker			Student: Sample Student School Year: 2012-2013			
Class Narrative Grade seven students had a productive trimester of music making! They studied elements including rhythm, timbre, form, texture and melody. In addition they practiced at using and improving their vocal range through head and chest voice. The unit "Our World Our Concern" was integrated into music class as they studied their chosen countries music, giving oral presentations on the research. Incorporating all they had studied, they composed a folk piece using traditional instruments, Garageband loops, and live performances. They can be proud of their creations and all they have learned these past few months. Keep singing and making music!						
Music Standards	BEGINNING		DEVELOPING		PROFICIENT	
Perform music independently and with others						●
Create music with purpose and imagination						●
Listen to Music with Understanding and Appreciation						●
Gain fluency in the unique Languages of Music					●	
					Expected Level of Achievement	
Learning Habits	BEGINNING		DEVELOPING		PROFICIENT	
Works Independently						
Self-Directed					●	
Well prepared					●	
Manages time well					●	
Works Cooperatively						
Collaborates and Contributes						●
Listens and Responds					●	
Teacher Narrative has shown good basic music skills throughout the entire trimester. She developed her listening skills and has been successful in both hearing form and creating with well thought out form. She has frequently demonstrated her vocal ability and enthusiasm for singing. I have appreciated her contributions to the class and hope she will continue to find outlets for her musical growth and enjoyment!						

SOUTH MEDFORD HIGH SCHOOL
1551 CUNNINGHAM AVE
MEDFORD OR 97501

Grade Report

Medford School District 549C
Medford, Oregon



Fix #7

**TO THE
PARENT /
GAURDIAN OF:** APRIL MAY
123 MAIN STREET
MEDFORD OR 97501

The purpose of this report card is to communicate with parents and students about the achievement or progress toward established learning goals. Grades reflect how well students have met these goals in each class, indicating areas of strength and areas where additional time and effort are required.

Student Name			ID	Grade	Counselor	Term	Period End Date	School Year	
April May			111111	10	Staci Fischer	4	June 7, 2013	2012-2013	
Period / Term(s)		Course	Teacher	Term					
1	1234	English 4	Davis	1	2	3	4		
Overall Grades				B	B	B	B		
Achievement Standards	Reading Informational Text			MAS	MAS	MAS	MAS		
	Reading Literary Text			MTS	MTS	MTS	MTS		
	Writing			MTS	MTS	MTS	ADV		
	Language			MAS	MAS	MAS	MAS		
CRL Standards	Speaking and Listening			MTS	MTS	MTS	MTS		
	Independence & Initiative			M	M	M	M		
	Work Completion & Work Habits			NI	M	NI	M		
	Cooperation & Participation			M	M	M	M		
Absences			4/M	2/M	12/NI	1M			
2	1234	Anatomy / Phys	Warren	1	2	3	4		
Overall Grades				C	C	B	C		
Achievement Standards	Organization of Living Systems			BEG	BEG	ADV	ADV		
	Matter and Energy			ADV	BEG	ADV	BEG		
	Interdependence			BEG	BEG	BEG	ADV		
	Scientific Writing			ADV	MTS	MTS	MTS		
	Reading Scientific Texts			MTS	MTS	MTS	MTS		
	Scientific Writing			APP	APP	ADV	APP		
CRL Standards	Independence & Initiative			M	M	M	M		
	Work Completion & Work Habits			NI	M	NI	M		
	Cooperation & Participation			M	M	M	M		
	Absences			4/M	2/M	12/NI	1M		
3	1234	Women's Choir	Weller	1	2	3	4		
Overall Grades				A	B	A	B		
Achievement Standards	Vocal Performance			MAS	MAS	MAS	MAS		
	Music Reading			MTS	MTS	MTS	MTS		
	Musical Concept Analysis			ADV	ADV	ADV	ADV		
CRL Standards	Independence & Initiative			M	M	M	M		
	Work Completion & Work Habits			NI	M	NI	M		
	Cooperation & Participation			M	M	M	M		
	Absences			4/M	2/M	12/NI	1M		
4	1234	Spanish 2	Wallace	1	2	3	4		
Overall Grades				A	B	A	B		
Achievement Standards	Communication			MAS	MAS	MAS	MAS		
	Knowledge of Culture & Viewpoints			MTS	MTS	MTS	MTS		
	Language (Vocab, Conjugation, etc.)			MTS	MTS	MTS	ADV		
	Independence & Initiative			M	M	M	M		
CRL Standards	Work Completion & Work Habits			NI	M	NI	M		
	Cooperation & Participation			M	M	M	M		
	Absences			4/M	2/M	12/NI	1M		

Period / Term(s)	Course	Teacher	Term						
5	1	Basic Compt 2	Mr. Richmond	1	2	3	4		
Overall Grades				A	A				
Achievement Standards	Typing			MAS	MAS				
	Application Management			MTS	MTS				
CRL Standards	Basic Skills			MTS	MTS				
	Independence & Initiative			M	M				
	Work Completion & Work Habits			NI	M				
	Cooperation & Participation			M	M				
Absences			4/M	2/M					
5	24	Algebra Intermed	Reed	1	2	3	4		
Overall Grades					A		A		
Achievement Standards	Number and Quantity				MTS		MTS		
	Interpreting and Building Functions				MTS		MAS		
	The Real Number System				MTS		MTS		
	Linear, Quadratic, & Exponential Models				MTS		MTS		
	Statistics and Probability				MTS		ADV		
CRL Standards	Independence & Initiative				M		M		
	Work Completion & Work Habits				M		M		
	Cooperation & Participation				M		M		
	Absences				4/M		1M		
5	4	Auto Service 1	Veverka	1	2	3	4		
Overall Grades					B				
Achievement Standards	Mechanics				MTS				
	Functional Skills				MTS				
CRL Standards	Independence & Initiative				M				
	Work Completion & Work Habits				NI				
	Cooperation & Participation				M				
	Absences				12/NI				
6	13	Algebra Intermed	Reed	1	2	3	4		
Overall Grades									
Achievement Standards	Number and Quantity				MTS		MTS		
	Interpreting and Building Functions				MAS		MAS		
	The Real Number System				MTS		MTS		
	Linear, Quadratic, & Exponential Models				MTS		MTS		
	Statistics and Probability				ADV		ADV		
CRL Standards	Independence & Initiative				M		M		
	Work Completion & Work Habits				M		M		
	Cooperation & Participation				M		M		
	Absences				2/M		1M		

MAS – Mastery

ADV – Advanced

MTS – Meets

APP – Approaching

BEG – Beginning

N/A – Not Assessed

* – Modified

MAS – Mastery
ADV – Advanced
MTS – Meets
APP – Approaching
BEG – Beginning
N/A – Not Assessed
*** – Modified**

Fix #8

Anglo American School of Moscow Middle School Proficiency Language

PROFICIENCY LANGUAGE
for students

EXEMPLARY

My final result is far above the targeted learning. Exemplary can happen when work shows deeper than normal understanding, when learning is applied to new situations, or when I go to the next level or step on my own. Exemplary work stands out.

MEETING STANDARD

Mission accomplished!! I have met the goal. I clearly demonstrated that I can apply the targeted skills, knowledge, and/or understandings.

APPROACHING

I am learning but am not quite there yet. Either I am missing some understanding or I cannot apply my learning correctly every time. I am moving in the right direction but need to find out how to meet the target(s).

NOT MEETING

There is a problem. I am not demonstrating the learning and I am not making progress. Big changes need to happen when I am here. I should consult with my teacher as soon as possible.

INSUFFICIENT EVIDENCE

I cannot be given an accurate assessment of my learning. This happens when I have been absent for much of the class time or I have not been submitting my work. It is time to work with my teacher and parents so I can demonstrate my learning.

PROFICIENCY LANGUAGE
for teachers

EXEMPLARY

Learner demonstrates and communicates a high-level understanding of learning outcomes. This may include an application of significant concepts, knowledge and skills in real world contexts, across transdisciplinary opportunities, and/or within a set of curricular standards beyond those targeted.

MEETING STANDARD

Learner independently demonstrates and communicates a clear understanding of targeted learning outcomes, including proficient application of significant concepts, knowledge, and skills.

APPROACHING

Learner demonstrates progress towards meeting targeted learning outcomes but may require various degrees of additional instruction, teacher support, and time in order to show understanding and application of significant concepts, knowledge, and skills.

NOT MEETING

Learner was not able to adequately demonstrate and communicate a sufficient understanding or application of the learning goals, requiring immediate intervention.

INSUFFICIENT EVIDENCE

Insufficient evidence is available to accurately determine the learner's progress toward attainment of the learning goals, which may be due to late enrollment, attendance, or inconsistent completion of significant coursework.

Fix #8

III. Academic Achievement

- The Academic Achievement grade is an indicator of a student's mastery of

grade-level Power Standards. Students demonstrate what they know, understand

and can do as measured through multiple assessments and observations.

4	3	2	1
<i>Exemplary</i> (exceeds)	<i>Proficient</i> (meets)	<i>Partially Proficient</i> (approaching)	<i>Non-Proficient</i> (below)

4 Exemplary: The student demonstrates mastery, with excellence, of the grade level standards with relative ease and consistency, and often exceeds the cognitive level of the standards. The student applies and extends the key concepts, processes and skills. The student is working **at** grade level yet at a higher level of Bloom's Taxonomy. There is no mark of 4+ or 4_.

3 Proficient: The student demonstrates mastery of the grade level standards at the cognitive level the standard is written. The student consistently grasps and applies key concepts, processes and skills with limited errors. There is no mark of 3+ or 3_.

2 Partially Proficient: The student demonstrates mastery of some grade level standards. The student inconsistently grasps and applies some of the key concepts, processes and skills with significant errors. There is no mark of 2+ or 2_.

1 Non-Proficient: The student has not demonstrated mastery of grade level standards and is not yet performing at grade level. There is no mark of 1+ or 1_.

Fix #8

IV. Progress Toward Proficiency

These marks represent the measurement of a student's growth toward and attainment of mastery of each district Power Standard in Reading, Writing and Math. Progress is measured by a variety of evidence, which include quality standards-aligned assessments, portfolios and other multiple measures.

✓ Meets Standard	^ Adequate Progress	— Insufficient Progress	X Standard Not Assessed
----------------------------	-------------------------------	-----------------------------------	-----------------------------------

✓ **Meets or Exceeds Standard** –The student has mastered the entire standard. Unless reassessment indicates otherwise, the ✓ is repeated in subsequent trimesters.

^ **Adequate Progress** (Used 1st and 2nd Trimester only) – Based on what has been taught and assessed, the student is on track to master the standard by the end of the year. **This symbol is not used third trimester.**

— **Insufficient Progress** – Based on what has been taught and assessed, the student has not demonstrated that s/he is on track to master the standard by the end of the year. **For third trimester, this symbol represents that the student has NOT demonstrated mastery of the standard in its entirety.**

X **Standard Not Assessed** – (Used 1st and 2nd Trimester only) Standard has not been taught and/or measured to date. **This symbol is not used third trimester.**

Right Method -Target-Method Match

	<i>SR</i>	<i>WR</i>	<i>PA</i>	<i>PC</i>
<i>Knowledge</i>	<i>Good</i>	<i>Strong</i>	<i>Partial</i>	<i>Strong</i>
<i>Reasoning</i>	<i>Good</i>	<i>Strong</i>	<i>Partial</i>	<i>Strong</i>
<i>Skills</i>	<i>Partial</i>	<i>Poor</i>	<i>Strong</i>	<i>Partial</i>
<i>Products</i>	<i>Poor</i>	<i>Poor</i>	<i>Strong</i>	<i>Poor</i>

Adapted from Stiggins et al – *Classroom Assessment FOR Student Learning*,
Assessment Training Institute, 2004, 124

					Conversion Scale Example
IB	Descriptor	Letter	Percentage	GPA	
7	Excellent	A+	97-100	4.0	
6		A	93-96	4.0	
	Very Good	A-	90-92	3.7	
		B+	87-89	3.3	
5	Good	B	83-86	3.0	
		B-	80-82	2.7	
4	Satisfactory	C+	77-79	2.3	
		C	73-76	2.0	
3	Mediocre	C-	70-72	1.7	
		D+	67-70	1.3	
	Poor	D	63-66	1.0	
2		D-	60-62	0.7	
1	Very Poor	F	59 and below	0.0	

FIGURE 6.8 Arts and Technology High School, Beaverton, Oregon, Logic Rule

ATHS LETTER GRADE CONVERSION

- A**
- An **A** in a course is determined by the student presenting sufficient examples of work and assessments demonstrating level 3 and 4 for each long-term learning target, with a majority of 4s.
 - The student may not have any level 0, 1, or 2 for a long-term learning target.
- B**
- A **B** in a course is determined by student presenting sufficient examples of work and assessments demonstrating a mix of level 3 and 4 for each long-term learning target, with a majority of 3s.
 - The student may not have any level 0, 1, or 2 for a long-term learning target.
- C**
- A **C** in a course is determined student by student presenting sufficient examples of work and assessments demonstrating level 3 and 2 for each long-term learning target, with a majority of 3s.
 - The student may not have any level 0 or 1 for a long-term learning target.
- NP** Not Proficient
- If a student has not earned a C or higher in the class at the endpoint of the term, an **NP** will be reported on the progress report and online. When the student demonstrates proficiency for all targets at level 2 or 3 at a later date, the **NP** will change to the appropriate letter grade, and credit will be awarded as appropriate. The **NP** will remain on the student's transcript until proficiency is demonstrated. **NPs** that remain on a student's transcript at graduation or at the time of transfer to another school will be automatically converted to an **F**.
- F**
- An **F** is only reported on the transcript when a student abandons the opportunity to show proficiency.

SOURCE: West Linn-Wilsonville School District (2017).

Fix #13

Grade 9 English

List of Assignments Unit 2 (Voices)

WEEK	ASSIGNMENT	PURPOSE	
		STUDENT	TEACHER
1	1. Write a persuasive essay on a given topic within a 30 minute time limit.		
	2. Write responses to questions and a learning log/journal entry about short stories.		
	3. Write a persuasive essay outline.		
	4. Write responses to questions and a journal entry re “Is there life after welfare?”		
	5. Complete a crossword assignment.		
2	6. Write an outline based on Point/Counterpoint, identifying author’s opinion, major arguments and types of support, and complete a credibility checklist.		
	7. Write a personal opinion piece in journal.		
3	8. Write responses to questions and a journal entry on “Montreal Trees.”		
	9. Write a poem or song.		
4	10. Write a persuasive essay.		
	11. Complete a “Works Cited.”		
	12. Engage in a formal debate.		
1-4	13. Maintain Independent Reading response journal and conference with teacher.		

Student purposes – practice, learning, initial demonstration, performance

Teacher purposes – diagnostic, formative, summative

Source: OTF Summer Institute, 2000

129-1

or, 2018

Fix #13

Formative

SUBJECT AP Language PAGE 2 PERIOD BEGINNING PERIOD ENDING

CLASS

TIME

NAME	Resource Mgr.	Comp. Work	A 1st Week					B 2nd Week					C 3rd Week					D 4th Week					E 5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
7			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
8			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
9			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
10			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
11			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
12			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
13			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
14			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
15			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
16			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
17			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
18			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
19			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
20			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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34																											

Standards-based grade book - aligned with Principle 4 (a)

* These pages should be viewed next to each other, as they would appear in a gradebook

Tally marks for selected Goal 3 Stats indicate infractions against accepted standard.

Fix #13**Sample Assessment Plan
Formative Assessment for “Unit 1”**

TASK	METHOD(S)	STRATEGY(IES)	SCORING TOOL	ASSESSOR
ROLE PLAY Practice(s)	Performance Ass't	Performance	Rubric	self/peer
QUIZ(ZES)	Paper and Pencil	Selected Response	Marking Scheme	Teacher
BROCHURE Draft	Performance Ass't	Product	Rubric	peer
BROCHURE Near Final	Performance Ass't	Product	Rubric	self/peer

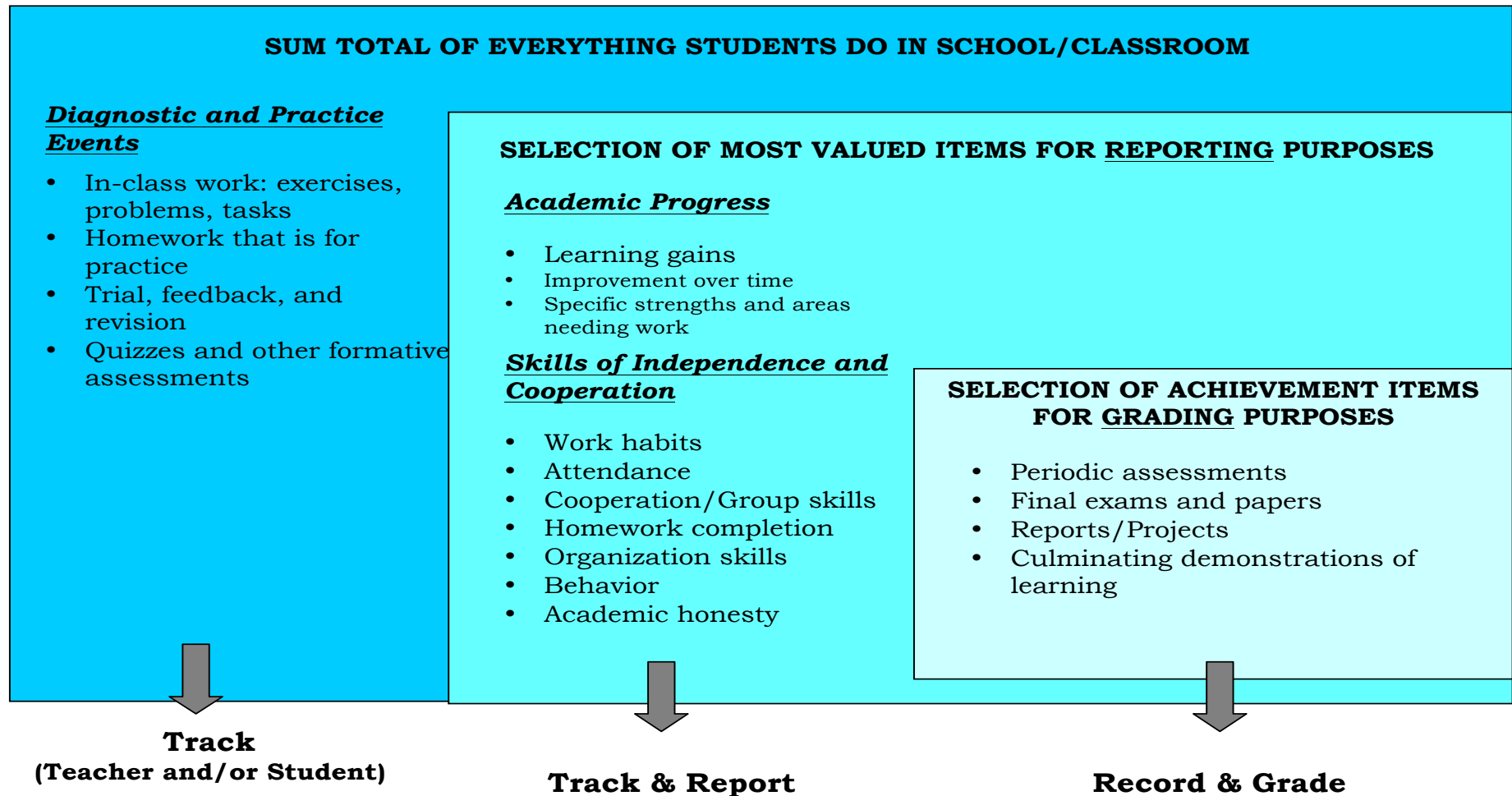
Summative Assessment for “Unit 1”

TASK	METHOD(S)	STRATEGY(IES)	SCORING TOOL	ASSESSOR
ROLE PLAY	Performance Ass't	Performance assessment	Rubric	Teacher
TEST(S)	Paper and Pencil	Selected & Constructed Reponse	Marking Scheme	Teacher
BROCHURE	Performance Ass't	Product	Rubric	Teacher

**O'Connor, K., *A Repair Kit for Grading*, Second Edition.
Pearson ATI, 2011. 113**

Fix(es) #13 (& 3 & 8)

Figure 9.2 Deciding What to Keep Track of, What to Report, and How to Report It

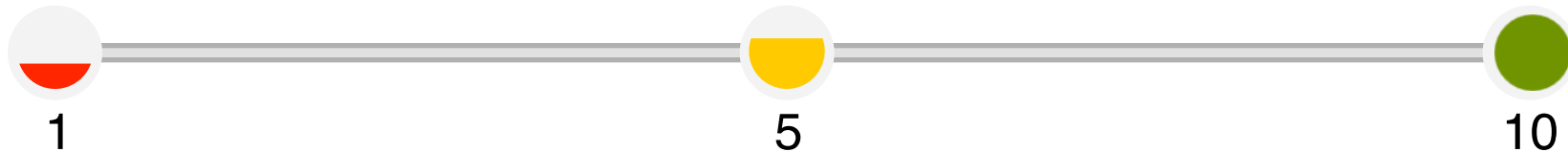


Chappuis, J. et al. *Classroom Assessment for Student Learning*.
Second Edition. Pearson. 2012. 300

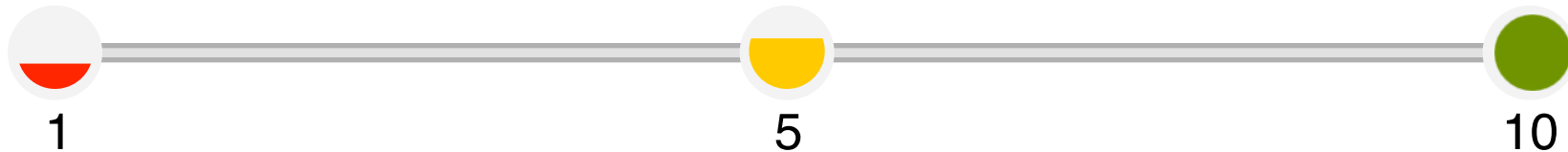
21005.3A

How confident are you that the grades students receive in your school/district are:

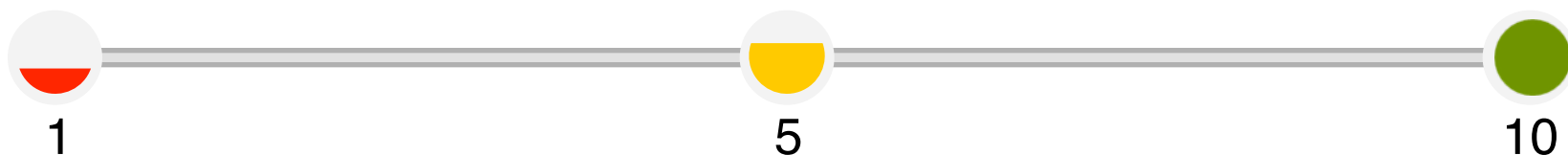
ACCURATE



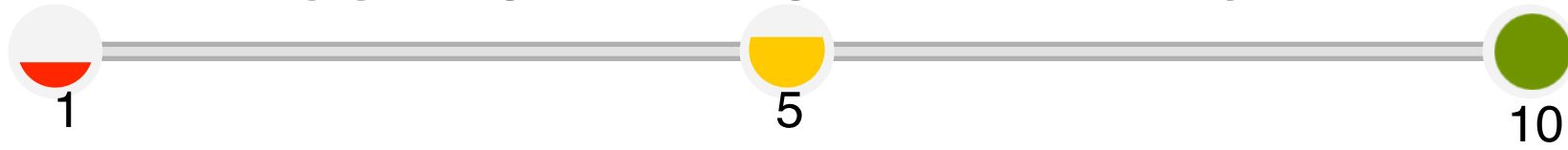
CONSISTENT



MEANINGFUL



SUPPORTIVE OF LEARNING



Not at all

Somewhat

Very

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Continuums for Grading

Fixes	Traditional Grading	Standards-Based Grading
1–6	Achievement/ behavior mixed	Achievement separated from behaviors
7	Recorded by assessment methods	Recorded by standards
8–9	Teachers' personal performance standard	Published criterion-referenced performance standards
10	Poor quality assessment	High quality assessment
11	Calculation (only mean)	Calculation (mean, median, mode, etc.) informs professional judgment
12	Zeros for missing assessment evidence	Incomplete, no zeros
13	Everything included	Summative only
14	All data cumulative, similar significance	More recent emphasized
14	One opportunity only	Multiple opportunities
15	Teacher centered with clear targets	Student involvement and understanding

Source: Pearson ATI, 2013 – Used with permission

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Grading/Reporting Reflections

Reflect on what you have learned and consider the grading and reporting practices in place in your classroom, school and/or district.

Fix		In place	On the way	Not at all
1	Grades based only on achievement; behaviors reported separately			
2	Provide support not punishment for "late work"!			
3	Use evidence of higher achievement, not extra credit or bonus points			
4	Alternative consequences for academic dishonesty, not zeros			
5	Absences reported separately			
6	Use only individual achievement evidence			
7	Organize and report by standards/learning goals			
8	Provide clear descriptions of performance standard			
9	Use criterion referenced performance standards			
10	Use only quality assessments			
11	Use professional judgment informed by multiple measures			
12	When evidence is missing use incomplete, not zeros			
13	Use summative assessment evidence to determine goals			
14	Emphasize more recent evidence and provide multiple opportunities			
15	Involve students in the assessment and grading process			

Possible revisions in grading/reporting practices: _____

Actions/next step (you, school, district): _____

Source: Pearson ATI, 2013 – Used with permission