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WSWHE BOCES DATA ANALYSIS
SERVICES 5th ANNUAL SPRING
DATA CONFERENCE
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LCI
learner-centered
initiatives

Session Title: From Theory to Practice: Developing a Standards-Based Gradebook

The PowerPoint can be downloaded from: http://www.lciltd.org/conferences-and-appearances after today

Today's Goals
Our goal today is to share our experiences in how the use of clear expectations can assist teachers in designing classroom assessments and recording.. We will share the process we've used to design standards-based gradebooks and how different districts have adopted them, as well as lessons learned from teachers who participated in their development. Finally, we will tap our collective knowledge and understanding of the grading process and how we go about quantifying and documenting this messy thing called learning.

Let us put our heads together and see what life we will make for our children.
Tatanka Iotanka (Sitting Bull, Lakota Leader)

Angela DiMichele Lalor

Angela is a staff consultant at Learner-Centered Initiatives. Her work includes facilitating school-wide initiatives in the areas of curriculum, instruction and assessment. Her primary focus has been on assisting teachers in creating structures to link standards with instructional, assessment and reporting practices. Ms. Lalor's work involves teachers in aligning formal curriculum with taught curriculum, and analyzing student work to determine student learning. Her strengths lie in her ability to help groups of teachers work collaboratively to rethink and reflect upon their practices. Ms. Lalor began her work in education as a seventh grade social studies teacher. She is a certified Fellow at Communities for Learning: Leading Lasting Change. She has presented nationally at the Association for Supervision and Curriculum Development (ASCD) on managing standards for special education teachers, co-teaching, and using multiple measures to determine student performance. Angela has presented nationally at the Association for Supervision and Curriculum Development (ASCD) on managing standards for special education teachers, co-teaching, and using multiple measures to determine student performance.

Jennifer Borgioli

Jennifer joined LCI in 2006, after several years as part of a school improvement team supported by the New York State Department of Education. A former middle school special education, her work with schools address multiple aspects of student learning and assessment. The programs she facilitates are designed to help participants create meaning out of numbers, implementing an inquiry cycle that includes the data from standardized state tests as well district- and classroom-level data. Knowing that data analysis can be an intimidating ordeal for schools and teachers, Jennifer's primary goals are to make the experience of engaging in data analysis meaningful, relevant, powerful, and whenever possible, enjoyable and to help directly connect the analysis of data to classrooms and students. Jennifer also assists districts in designing comprehensive assessment systems, paying special attention to ensuring reliability and validity. Published in the fields of data, special, gifted and middle-level education, Jennifer is currently working on her Ph. D. in Special Education.

Notes from the Session

Content I want to remember	Implications for my district

Reflection Question 1: What implications do you see from today's session for your school?

Reflection Question 2: What questions has this session raised for you?

Summative Question: What about today's structure worked well for you? What challenges, if any, did today's structure present for you?

Connections Activity

Directions:

- Examine the documents found below.
- Answer the question found at the bottom of each document.
- Highlight any information that shows how the document is connected to the previous document.
- Answer the processing questions found on page 7.

Document #1: Teacher-Designed Learning Experience

New York State Standards and Performance Indicators:
- Identify literary elements, such as setting, plot, and character, of different genres
- Recognize how different authors treat similar themes

The teacher reads the picture book *The Pain and the Great One* by Judy Blume. As she reads the book, each student identifies the literary elements in the book using a graphic organizer. At the end the individual students summarize the theme of the book. The students reread the book independently and record evidence from the text that supports the theme they identified in their summary. The students share their summaries with the class and create a class list of themes. Each student chooses a novel related to one of the familial themes identified by the class. As he/she reads the novel of their choice, the student gathers examples of how the novel treats the same theme found in *The Pain and the Great One*. The students use their examples during a small group text-based discussion.

What types of assessments will the teacher use to determine what the students know and are able to do? Why?

Document #2: Gradebook

	Written Expression/ Genres	Idea and Content	Organization	Sentence Fluency	Conventions	Writing Process	Spelling	Literary Elements
Pain and Great One Graphic Organizer								
Theme Summary		3			√		√	√
Novel Essay	3	3	3	2	3	√	3	
Native American Research						√		
Compare/Contrast Essay	3	3	2	2	3	√	3	
Spelling /Vocabulary Test							90%	
Native American Unit Test								

How did the teacher document student learning?

Document # 3: Multiple Measures Chart

Writing Standard	1	2	3	4
Written Expression (Unit of Study - Ideas and Content, Organization, Voice, Word Usage, Sentence Fluency, Conventions)	Below Level • 1st Quarter: Rubric Level 1 • 2nd Quarter: Rubric Level 1 • 3rd Quarter: Rubric Level 1 • 4th Quarter: Rubric Level 1	Below Level • 1st Quarter: Rubric Level 1/2 • 2nd Quarter: Rubric Level 1/2 • 3rd Quarter: Rubric Level 2 • 4th Quarter: Rubric Level 2	On Level • 1st Quarter: Rubric Level 2/3 • 2nd Quarter: Rubric Level 2/3 • ***3rd Quarter: Rubric Level 3*** • 4th Quarter: Rubric Level 3	Above Level • 1st Quarter: Rubric Level 3 • 2nd Quarter: Rubric Level 3 • 3rd Quarter: Rubric Level 3/4 • 4th Quarter: Rubric Level 4
Writes paragraphs on topic using main idea, supporting details, introduction and conclusion (Ideas and Content, Organization)	Below Level • 1st Quarter: Rubric Level 1 • 2nd Quarter: Rubric Level 1 • 3rd Quarter: Rubric Level 1 • 4th Quarter: Rubric Level 1	Below Level • 1st Quarter: Rubric Level 1/2 • 2nd Quarter: Rubric Level 1/2 • 3rd Quarter: Rubric Level 2 • 4th Quarter: Rubric Level 2	On Level • 1st Quarter: Rubric Level 2/3 • 2nd Quarter: Rubric Level 2/3 • ***3rd Quarter: Rubric Level 3*** • 4th Quarter: Rubric Level 3	Above Level • 1st Quarter: Rubric Level 3 • 2nd Quarter: Rubric Level 3 • 3rd Quarter: Rubric Level 3/4 • 4th Quarter: Rubric Level 3/4
Understands and applies the writing process • Writer's Notebook • Writer's Folders • Conferences • Anecdotal records • Observations of students at work	Below Level - The student needs one-on-one assistance to engage in the writing process	Below Level √- The student needs additional support in using tools that support the writing process	On Level √ ***The student uses tools to go through the writing process including conferencing, feedback, notebooks, organizers***	Above Level √+ The student uses a variety of tools to engage in the writing process that respond to the demands of the task
Writes for different purposes in a variety of genres • Writing samples from all genres and content areas • Writing workshop pieces	Below Level Written Expression Levels: The student writes the same way regardless of genre.	Below Level Written Expression Levels: The student is most comfortable writing in a particular genre and approaches other genres in a similar fashion.	On Level ***Written Expression Levels: The student includes the traits of writing appropriate to the different genres.***	Above Level Written Expression: The student applies their knowledge of the traits of writing to enhance the different genres.
Applies grammar, sentence structure, punctuation and capitalization (Conventions, Sentence Fluency – as stated in guide and rubric) • Writing Samples (from all genres and content areas)	Below Level • Rubric Score 1 • Student work is recorded as a minus indicating that he/she needs 1:1 support in demonstrating the criteria in the grammar guide	Below Level • Rubric Score 2 • Student work is recorded as a √- indicating that he/she needs additional support in demonstrating the criteria included in the grammar guide	On Level • ***Rubric Score 3*** • ***Student work is recorded as a √ to reflect the criteria included in the grammar guide***	Above Level • Rubric Score 4 • Student work is recorded as a √+ to reflect application of the criteria in the grammar guide that enhances the quality of his/her work.
Learns and applies spelling strategies in writing • Conventions (from Rubric) • Spelling Tests • Writing Folders • Classroom Projects • Classroom Activities	Below Level • Rubric Score 1 • Test Score Below 65% • Student work is recorded as – (minus) indicating that the student is unable to transfer spelling strategies to independent writing	Below Level • Rubric Score 2 • Test Score Range 65- 75% • Student work is recorded as a √ – indicating difficulty transferring spelling strategies to independent writing	On Level • ***Rubric Score 3*** • ***Test Score Range 75 – 100%*** • ***Student work is recorded as a √ indicating transfer of spelling principles to independent writing***	Above Level • Rubric Score 4 • Test Score Range 90 – 100% • Student work is recorded as √ + indicating transfer of spelling principles to independent work and application to new words

How did the teacher connect the different types of assessments to the report card?

Document #4: Report Card

Writing	3
• Written Expression	√
• Writes paragraphs on topic using main idea, supporting details, introduction and conclusion	√
• Understands and applies the writing process	√
• Writes for different purposes in a variety of genres	√
• Applies grammar, sentence structure, punctuation and capitalization	√
• Learns and applies spelling strategies in writing	√

Social Studies	3
• Concepts	√
• Principles and vocabulary	√
• Applies skills and processes	√
• Reads and interprets documents	√

Code:
◊ Below Level
√ On Level
+ Above Level

How is the report card connected to the assessment, grade book and multiple measures chart?

Processing Questions:

1. How are the documents created?

2. How does the standards-based grade book connect the assessment system with the grading and reporting system?

3. How could you use a standards-based grade book in your classroom, school or district?

4. What questions/concerns do you have about using a standards-based grade book?