Competency-Based and Personalized Learning in SAU 17

An historical overview

Outcomes

Participants will understand....

The rules governing our use of Competency-Based Learning and its associated practices (including State laws and regulations for School Approval);

The system that our district has developed to implement CBL and how the components of the system are interrelated;

The shortcomings of a traditional grading system; and

The steps that we've taken to design an assessment and grading system that addresses those shortcomings.

Genesis

In 2006, the Minimum Standards for School Approval were amended.

New Hampshire Department of Education

Technical Advisory #12

Subject: Competency Assessment of Student Mastery	School Approval Standard: Ed 306.04 and Ed 306.27(b) & (d)

Genesis

The new Standards mandated a movement to Competency-Based Assessment of Student Mastery by the 2008-2009 school year.

(d) By the 2008-2009 school year, the local school board shall require that a high school credit can be earned by demonstrating mastery of required competencies for the course, as approved by certified school personnel. Until the 2008-2009 school year, the local school board shall require that a high school credit can be earned as provided in (1) or (2) below, or both:

(1) Attendance at a course scheduled to meet for no less than 135 clock hours of instructional time if the school operates on an 8-period schedule or for no less than 150 clock hours of instructional time if the school operates on a 7-period schedule; or

(2) If a competency assessment is in place as provided in (i) below, by demonstrating mastery of required competencies for the course, as approved by certified school personnel.

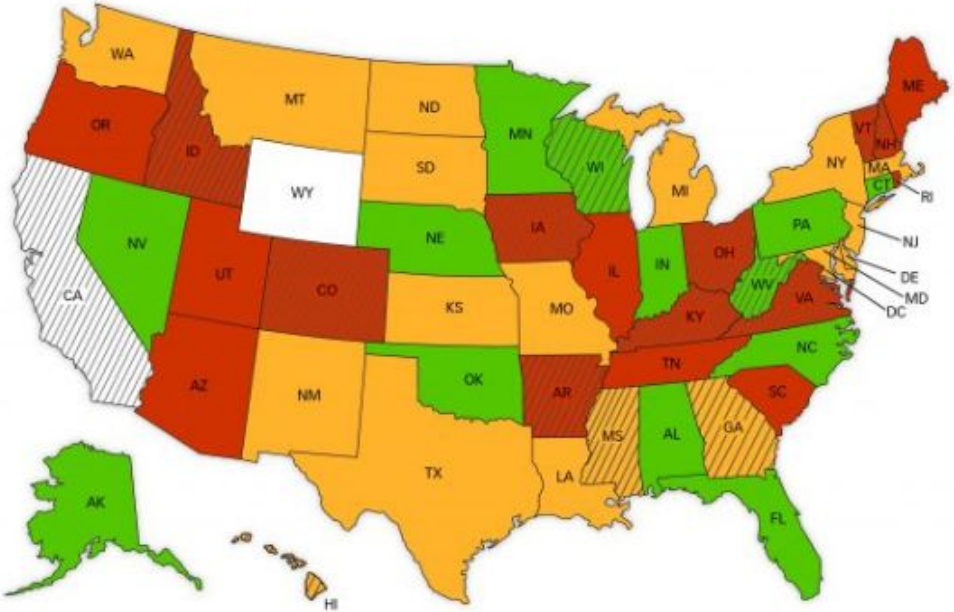
Genesis

This change in Minimum Approval Standards unleashed a flurry of activity in the State, at the high school level first, followed subsequently at the elementary and middle levels.

Genesis

In 2014, the Minimum Standards were applied to the K-12 system.

"District competencies inform the progression of curriculum K-12 and result in a continuum of learning expectations leading up to graduation."



Advanced States
Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.

Developing States
Those states with open state policy flexibility for local school systems to transition to competency education.

Emerging States
Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.

No Policies in Competency Education
States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.

ILN States
The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.

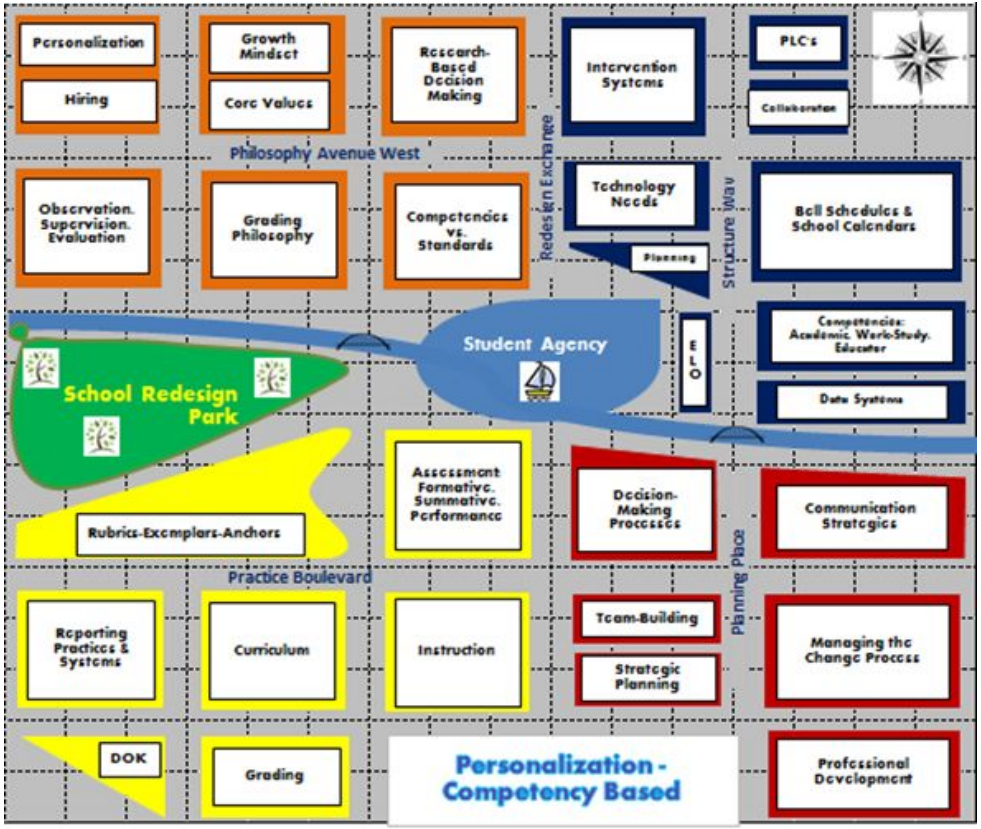
SRSD Competency Based and Personalized Learning

School Redesign Elements

Teaching Point

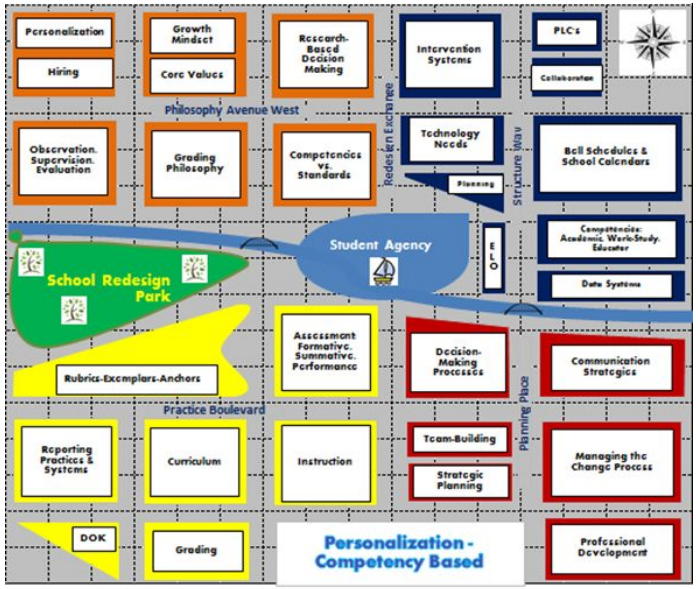
Competency-Based and Personalized Learning in SAU 17 operates as a system, with interconnected and interdependent elements.

How Is the System Designed?



Personalized Learning Neighborhoods

This is not a road-map! It is, however, a graphic representation of a CBL Landscape.



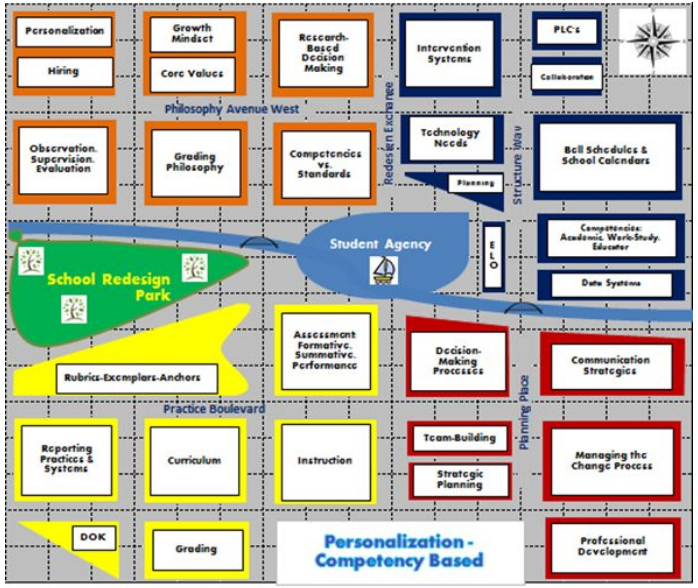
Personalized Learning Neighborhoods

The landscape provides an overview of the design elements that should be considered by schools and districts moving to a CBL system.

The landscape represents the practical working knowledge gathered through school redesign efforts in our schools and across the country.

The landscape represents four domains, or “neighborhoods” with student agency in the middle of the landscape.

What makes this landscape unique?



Personalized Learning Neighborhoods

The design elements in the landscape are interconnected;

The landscape, as a whole, is more like an ecosystem, where each design element impacts other design elements in a sort of “web”;

Regardless of where you enter this landscape, due to its interconnectedness, you will be led to the other design elements and domains.

Imagine that the CBL design elements are individual strands of silk on a spider’s web or one component of an ecosystem’s complex food web.

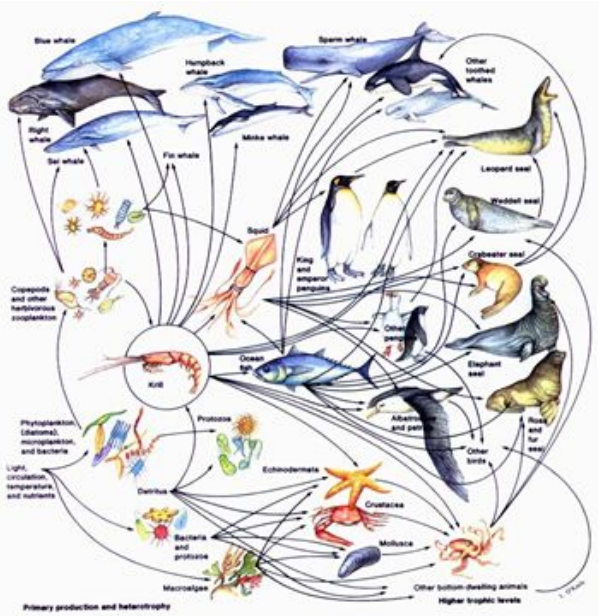
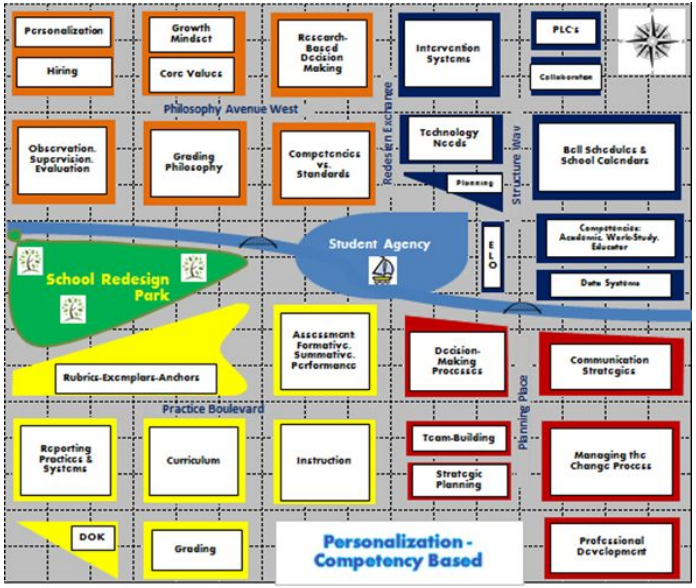
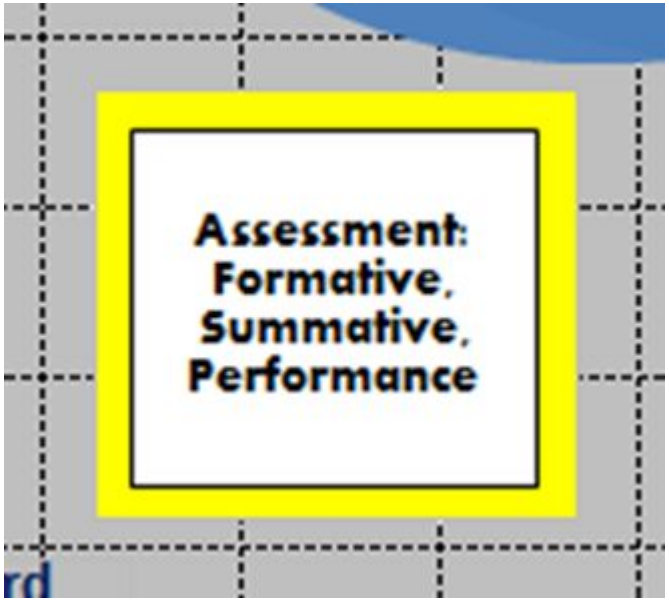


FIGURE 15.3 Food Webs. An Antarctic food web. Small crustaceans called krill support nearly all life in Antarctica. Krill are eaten by 6 species of baleen whales, 20 species of squid, over 100 species of fish, 15 species of birds, and 2 species of seals. Krill feed on algae, protozoa, other small crustaceans, and various larvae.

Let’s explore the interconnectedness of the CBL “system” by looking closely at one design element, Assessment.



Personalized Learning Neighborhoods



Extensive Research on Design Elements

As SRSD began its school redesign journey to become a Competency Based and Personalized Learning system, extensive research was conducted on the school redesign elements. This was a years-long process (more on that later).

Questions to be Answered

As we delve into the topic of Assessment, consider some of the questions that had to be researched before the system was developed:

1. What types of assessment are being used in my school today?

2. Do I fully understand the strengths and weaknesses of each type of Assessment?

- Where do traditional tests excel and how do they fit into our assessment system?

- Where do standardized tests excel and where do they fit?

- What are performance assessments?

- Why are performance assessments well-suited to measuring "competency?"

3. How will our school use formative assessments and summative assessments?

4. How will formative assessments and summative assessments be weighted in our grading scale?

5. What is Depth of Knowledge?

6. What are Rigor Matrices?

7. How are Depth of Knowledge and Rigor Matrices connected to the construction of high quality performance assessments?

8. How are rubrics used to determine proficiency on performance assessments?

9. What strategies will our school utilize to make certain that our performance assessments are “high quality?”

- Validity
- Reliability
- Comparability
- Equity

10. How will our school assure a high degree of consistency in scoring high quality performance assessments (calibration)?

11. Where do we start first, rubrics or performance assessments?

12. What sorts of scales or performance level indicators will we use on our rubrics and in our grading system?

13. After we've developed our scales or performance level descriptors, how will we determine the criteria used in our Rubrics?

14. At what level of performance will we set *proficiency*?

15. What will we do for students who complete an assessment but did not or can not demonstrate proficiency?

16. How are instruction and assessment connected in a CBL system?

17. Should we <u>allow</u> students to reassess?

18. Should we <u>expect</u> students to reassess?

19. What will we do for students who can demonstrate proficiency immediately?

20. Will we develop a complete system of intervention?

21. How will we track and schedule students for interventions?

22. Who will maintain and track data on the success of interventions?

23. Should our assessments be geared toward measuring proficiency on only academic competencies? What about measuring proficiency on non-academic cognitive competencies (work-study practices)?

24. How will assessments be connected to competencies for reporting purposes (progress reports, report cards, transcripts)?

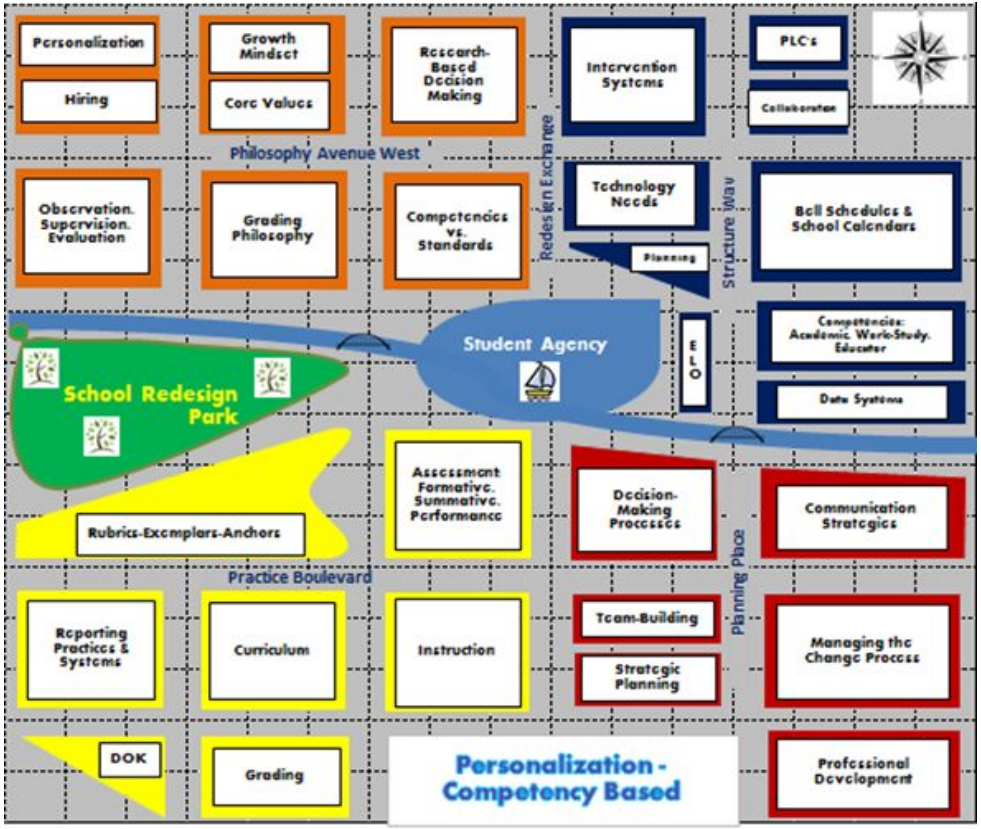
25. Will proficiency on assessments be tracked using averages (Mean)? Median? Mode? Learning Trend?

26. Does the design of our assessment system have implications for our most vulnerable learners (Special Education, 504, ELL, Low SES)?

27. How will we carve out time in our work day to work on our assessment system?

28. Who will coordinate this effort?

Let's conduct a brief experiment!

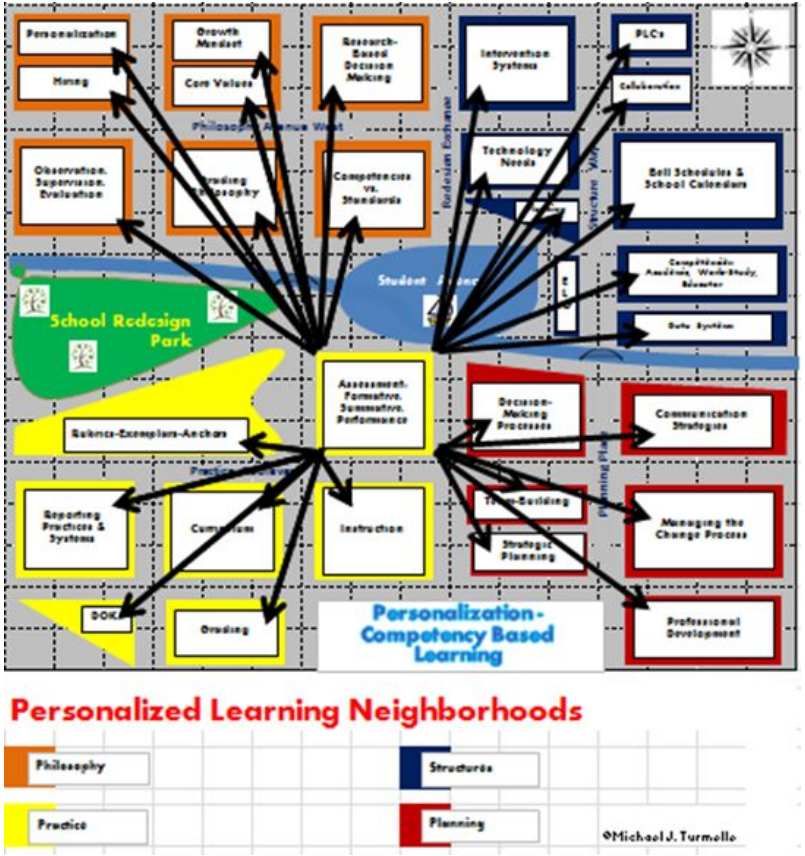


Personalized Learning Neighborhoods

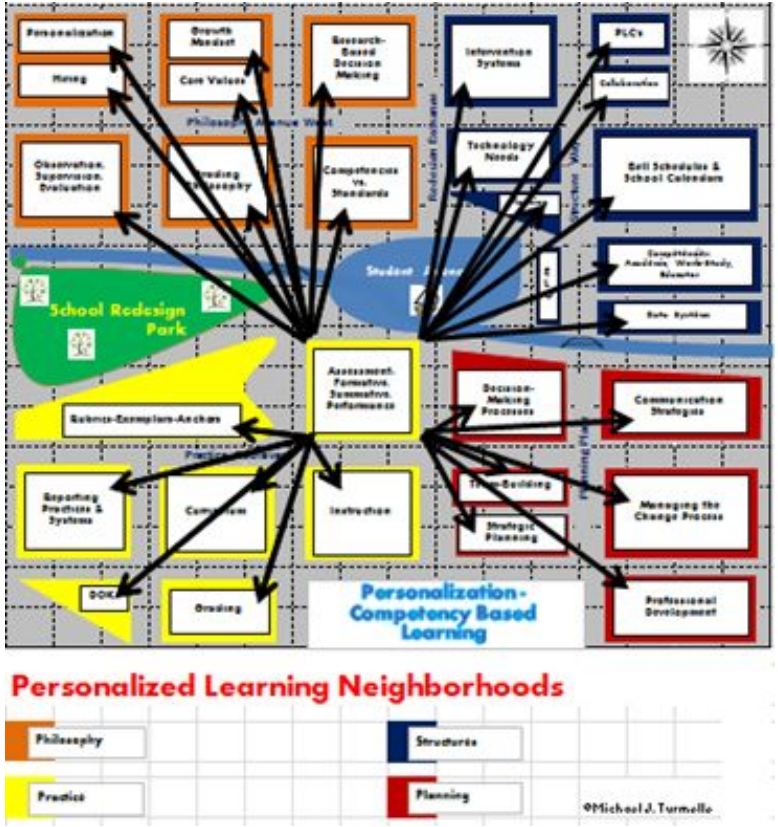
Let’s conduct a brief experiment!

Let’s draw a line from the “Assessment” school redesign element to each element that must be considered in order to answer one of our 28 Assessment questions.

Let’s conduct a brief experiment!



Let's conduct a brief experiment!

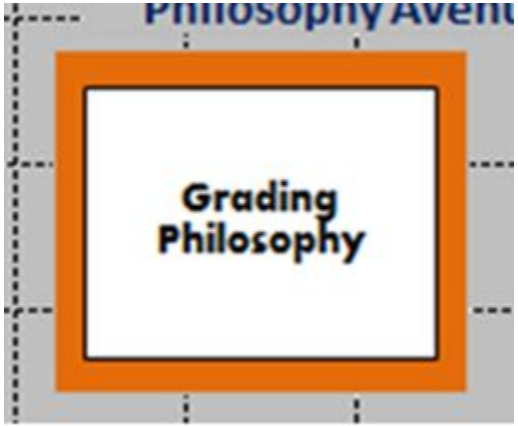


In our experiment, the design element, Assessment, can be connected in some way to each of the other design elements.

When "Assessment" implementation decisions are made, there are implications for all of the other design elements.

You must consider the "system" as a whole during implementation.

Imagine that we are going to generate a list of questions for the Grading Philosophy design element.

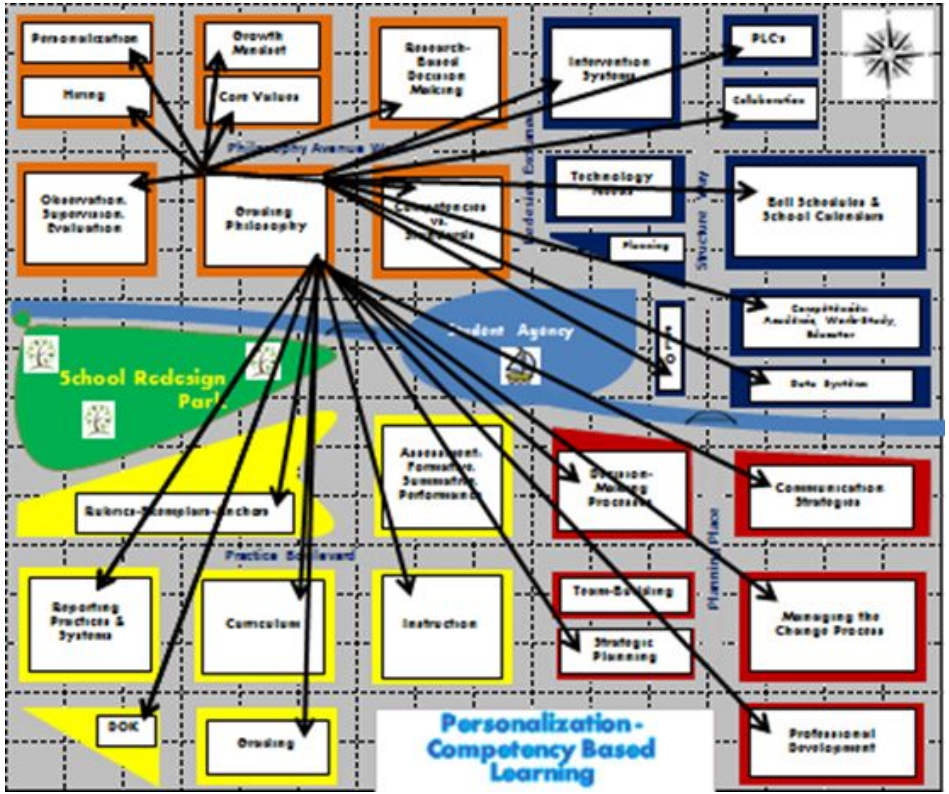


Let's go ahead and do that...

Generate a list of questions that you might want to know about Grading Philosophy in a CBL system ---

1. How will late work be graded?
2. What types of grading categories will we use?
3. Is there a maximum grade that can be earned on a reassessment?
4. What is the purpose of grading?
5. **YOUR QUESTION HERE**

If we connect the Grading Philosophy design element to each of its related elements……



In this example:

The design element, Grading Philosophy, can be connected in some way to each of the other design elements.

When “Grading Philosophy” decisions are made, there are implications for all of the other design elements.

You must consider the “system” as a whole during CBL implementation.

SRSD Competency Based and Personalized Learning

Historical Timeline

Teaching Point

The SAU 17 Competency-Based and Personalized Learning system redesign has been a decade-long process

Historical Timeline for CBL Implementation

https://drive.google.com/file/d/1UceD6nP2y6_6kCm8_6gY_BfurNFgKQfE/view?usp=sharing

Historical Timeline for CBL Implementation

In 2017-2018, our implementation was focused on:

1. Defense of Learning/Student Exhibitions;
2. Defining College and Career Readiness;
3. Alignment of deeper learning competencies to the New Hampshire Work-Study Practice competencies;
4. Multi-Grade Learning Progressions (K-2 ALP Project);
5. Move-When-Ready Mathematics (High School)

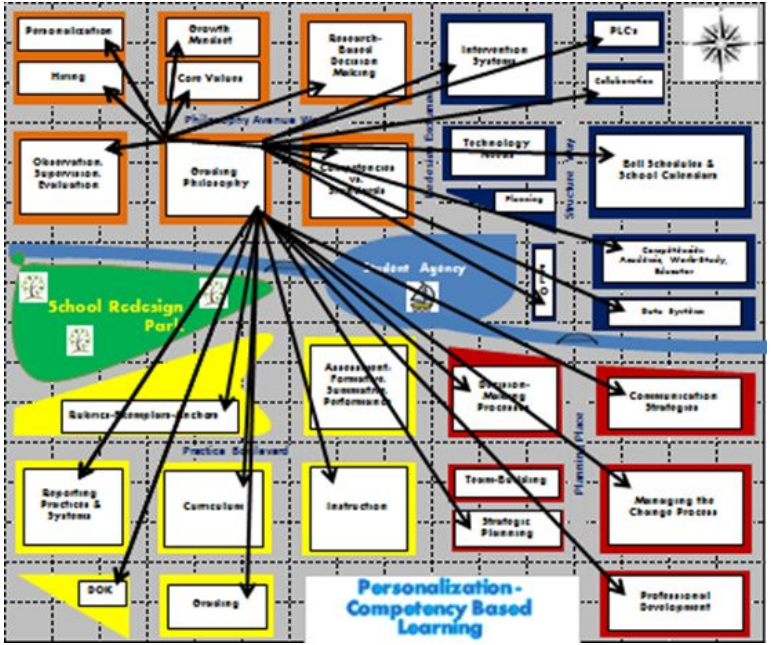
SRSD Competency Based and Personalized Learning

Grading Overview

Teaching Point

As we review the Competency-Based and Personalized Learning element of “Grading”, we must remember that grading exists as part of a greater, interconnected, and interdependent system. We must also remember that it is deeply connected to an historical past and a future design.

System



Plan

Sanborn Regional School District

Steps to Becoming a Competency Based System

Level		2009-2010	2010-2011	2011-2012	2012-2013
Elementary	Grading	- Teachers begin to identify the standards that are assessed on all their assignments. - The Power Standards created from the GLEs are used in the GRADEBOOK. - Teachers create Common Assessments in the Grade-Level Teams using 4 point rubrics. - Teachers review the Common Core Standards and review comparisons between the Common Core and GLEs using Crosswalk documents.	- Teachers align the NH GLEs with the Common Core Standards. - Common Core Standards for ELA, Mathematics, and College and Career Readiness are included in the standards for assessment in the teachers GRADEBOOK. - Teachers work with the standards during the year identifying areas to be assessed and creating appropriate assessments. - Teachers discuss their assessments and identify questions that provide opportunities for students to exceed the standard.	- Use of checklists of skills for progress monitoring assessments in Grade book - Inclusion of DIAGNOSTIC scores for tracking standards in Grade Book	- FOUNTAS & PINNELL Guided Reading Assessment included as a diagnostic score in the grade book. - Summative, Formative, Diagnostic tracking of standards
	Reporting	- The Report Card expands to include more detailed information about student achievement. - The Report Card is aligned with standards for learning rather than topics studied. - Behaviors are separated from academic achievement and reported out as separate information for parents. - The Report Card provides proficiency language for student achievement. - Parent feedback is used to edit the reporting legend - Competencies reported using E, M, IP, LP, NM scale	- Elementary Grading Guidelines include retakes-reassessment - Required notes piloted in the report card	- Required Notes added to the report card	- Competency Categories added to Allied Arts and PE/Health - Creating Assignments for CARES in Grade book to track behavior - Learning trend used for calculating grades by trimester
Middle	Grading	- The Power Standards created from the GLEs are used in the GRADEBOOK. - Teachers create common assessments for courses - Teachers attached standards to their assessments in the GRADEBOOK. - Course competencies calculated separately from overall course average.	- Grading policies are explored and research is conducted to find the best policies that support competency based learning. - Common Core Standards for ELA, Mathematics, and College and Career Readiness are included in the standards for assessment in the teachers GRADEBOOK. - Weighting of Summative and Formative Assessments is discussed and determined for the 2011-12 year. - Competency Recovery courses are developed blending online and school course work. - Middle School revises retakes-reassessment	- Assessment Weights set 80/20 Summative/Formative. - Retake-Reassessment policies are explored and piloted within the school. - Retake-Reassessment policies are developed for the 2012-13 year. - Inclusion of DIAGNOSTIC scores for tracking standards in Grade Book	- Assessment Weights set 90/10 Summative/Formative.
	Reporting	- The Report Card expands to include more detailed information about student achievement. - The Report Card is aligned with standards for learning rather than topics studied. - Behaviors are separated from academic achievement and reported out as separate information for parents. - The Report Card provides proficiency language for student achievement. - Parent feedback is used to edit the reporting legend	- Report card competencies align with the elementary level competencies - Competencies reported using E, M, IP, LP, NM scale	- College and Career Readiness Competency added to Science and Social Studies reporting - Development of the online Student Explorer to include additional information including student demographics for parents	- Required notes piloted in the report card - Creating Assignments for GLOs in Grade book to track behavior
High	Grading	- Teachers create competency statements for each course they teach. - Teachers attached competencies to their assessments in the GRADEBOOK. - Rolling grade calculating for the grade book. ...competencies calculated all year separate from overall numerical course average.	- Common Core Standards for ELA, Mathematics, and College and Career Readiness are included in the standards for assessment in the teachers GRADEBOOK. - Grading policies are explored and research is conducted to find the best policies that support competency based learning. - Weighting of Summative and Formative Assessments is discussed and determined for the 2011-12 year. - Competency Recovery courses are developed blending online and school course work.	- Assessment Weights set 80/10 Summative/Formative. - Retake-Reassessment policies are explored and piloted within the school. - Retake-Reassessment policies are developed for the 2012-13 year. - Inclusion of DIAGNOSTIC scores for tracking standards in Grade Book	- Assessment Weights set 90/10 Summative/Formative. - 8 courses pilot using the 4 point rubric - The School adopts the State of NH Competencies for ELA and MATHEMATICS developed using the Common Core Standards. - Staff request a more detailed process for identifying work not completed - Summative, Formative, Diagnostic tracking of standards
	Reporting	- The Report Card expands to include more detailed information about student achievement. - The Report Card is aligned with standards for learning rather than topics studied. - Behaviors are separated from academic achievement and reported out as separate information for parents. - The Report Card provides proficiency language for student achievement. - Parent feedback is used to edit the reporting legend	- Development of an expanded online Student Explorer to include additional information including student demographics for parents	- Competency discussion regarding reporting categories and - Competencies reported using E, M, IP, LP, NM scale	- Diploma Policies reviewed and researched. - Competency descriptors on report card are reviewed and deemed too long for the report card and better listed in the program of studies and course syllabi - College and Career Readiness Competency added to Science and Social Studies reporting

Grading and Reporting

A Deep Look at Traditional Grading Practices

Teaching Point

Traditional grading practices are inaccurate and inadequate for a system designed to determine proficiency/mastery/competency.

What are the attributes of a “Traditional” grading system?

Often, the system is based on a Letter Grade or % Scale:

A+	97% +
A	93%-96%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	63%-66%
D-	60%-62%
F	0%-59%

In this example, 60% is considered “passing” and there are 59 degress of F-titude!

Prior to our conversion to a rubric-based grading scale, 65% was considered “passing” in SAU 17.

What are the attributes of a “Traditional” grading system?

The Traditional grading system is a “points accumulation” system.

It is the student’s job to amass as many points as possible.

There are always formulas involved.

Sometimes, the formula used to calculate a student’s grade is dependent upon which teacher is assigned.

[See real world example from SRSD]

What are the attributes of a “Traditional” grading system?

Often, there is a high degree of variability, teacher to teacher

Teacher A			Teacher B			Teacher C		
						Tests	=	25%
			Tests	=	20%	Quizzes	=	10%
Tests	=	30%	Quizzes	=	15%	Homework	=	10%
Quizzes	=	20%	Homework	=	20%	Projects	=	20%
Homework	=	30%	Projects	=	25%	Essays	=	15%
Participation	=	20%	Participation	=	20%	Participation	=	20%

What are the attributes of a “Traditional” grading system?

Potential problems caused by such variability:

Because the grade calculation formulas are not uniform, there is inequity in the system.

There is a high degree of variability in the final outcome for students.

It is very difficult to compare scores across students or across teachers.

It is difficult --- or impossible --- to define Proficiency, Mastery, or Competency.

What are the attributes of a “Traditional” grading system?

The variability in grade calculation formulas compounds other structural issues. Consider the Traditional grading scale computation for final grades:

In a typical, Traditional grading system, there are “parking lots” that house grades.

One “parking lot” is called Quarter 1.

Other “parking lots” are called Quarter 2, Mid-Term Exam, Quarter 3, Quarter 4, and Final Exam.

What are the attributes of a “Traditional” grading system?

At the end of each marking period, the points that students have accumulated are “parked” in the appropriate “parking lot.” Remember, in the Traditional grading system, it is the student’s job to amass as many points as possible in each marking period.

Most Common Calculation Method for Determining Final Course Grades

Quarter 1	=	20% of the overall course grade
Quarter 2	=	20% of the overall course grade
Mid-Term	=	10% of the overall course grade
Quarter 3	=	20% of the overall course grade
Quarter 4	=	20% of the overall course grade
Final	=	10% of the overall course grade

What are the attributes of a “Traditional” grading system?

Points that are stored in each “parking lot” are added together to make a final course grade.

Quarter 1	=	20% of the overall course grade	Average = 80%,	16.0 points stored
Quarter 2	=	20% of the overall course grade	Average = 77%	15.4 points stored
Mid-Term	=	10% of the overall course grade	Grade = 68%	6.8 points stored
Quarter 3	=	20% of the overall course grade	Average = 90%	18.0 points stored
Quarter 4	=	20% of the overall course grade	Average = 88%	17.6 points stored
Final	=	10% of the overall course grade	Grade = 74%	7.4 points stored
				---
			Overall Course Grade	81.2 points

What are the attributes of a “Traditional” grading system?

PROBLEM

If you have three students who have all accumulated points to earn an 81 in Biology, are there assumptions that you can make about their learning?

Unless they had the same teacher, had participated in exactly the same assessments, got exactly the same questions incorrect/correct on those assessments, had the same “behavioral grades” calculated, and had their points parsed out using exactly the same distribution formula, you cannot compare the outcomes for the three students.

This poses a significant problem for anyone assessing college and career readiness.

This poses a significant problem for anyone tasked with making a final determination of competency.

Traditional Grading Systems & “Behavioral” Grades:

Another Issue Compounds the Problem

Participation Grades
Extra Credit Points
Behavior Grades

These grades or points confound, pollute, and water down the academic grade and lead to an even higher degree of inaccuracy and grade inflation.

Teacher A

Tests	=	30%
Quizzes	=	20%
Homework	=	30%
Participation	=	20%

Teacher B

Tests	=	20%
Quizzes	=	15%
Homework	=	20%
Projects	=	25%
Participation	=	20%

Teacher C

Tests	=	25%
Quizzes	=	10%
Homework	=	10%
Projects	=	20%
Essays	=	15%
Participation	=	20%

Traditional Grading Systems: A Word About Grade Inflation

Have you ever heard of the Sanborn “A?”

To be fair, there is a version of the Sanborn “A” in all school systems using a traditional grading model.

The problem is that there is a large percentage of kids accumulating enough points to earn an A, without being academically prepared or “competent.”

These students show up quarterly on the honor roll. They graduate with honors or high honors, despite being ill-prepared, academically, for college.

How do they earn the points without the academic performance?

Traditional Grading Systems: A Word About Grade Inflation

Have you ever heard about the Sanborn "A?"

Teacher D

Tests	=	25%
Quizzes	=	10%
Homework	=	25%
Projects	=	10%
Essays	=	10%
Participation	=	20%

In this Traditional grading scenario:

- **Only 35% of the points available are likely monitored by the teacher**
- **65% of the points are unmonitored or subjective**
- **20% of the points are a subjective "fudge factor"**
- **The adacemic grade is probably tainted with behavioral grades and "extra credit"**
- **There is a reliance on paper and pencil "tests" that measure low Depth of Knowledge**

Traditional Grading Systems: A Word About Grade Inflation

Have you ever heard about the Sanborn "A?"

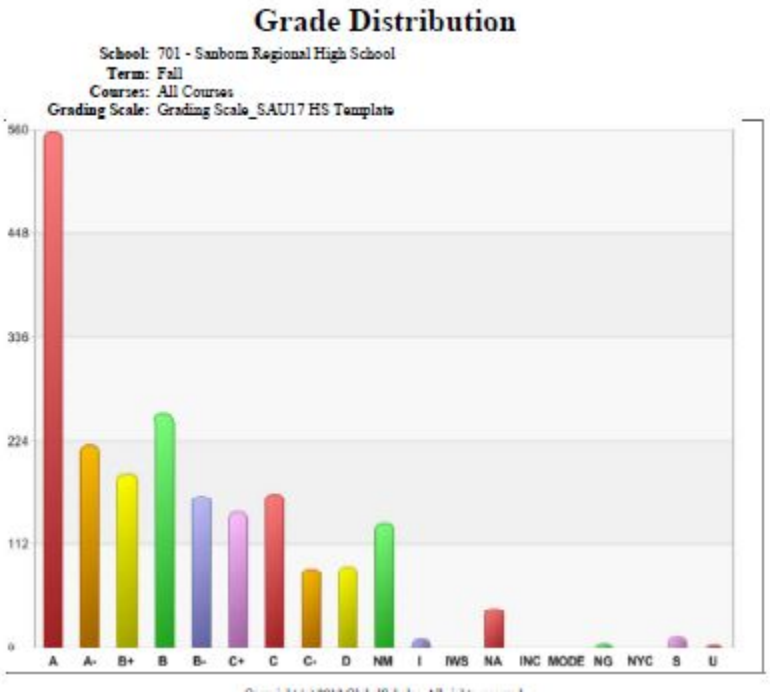
Initial reaction to the notion that we had a Sanborn A?

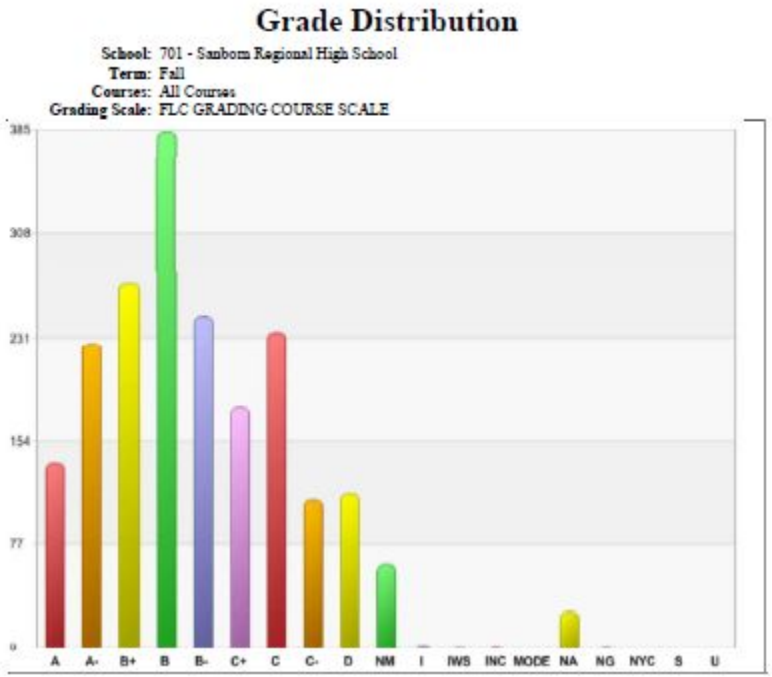
I was furious!

1. Are teachers "giving away" grades? No way! Our teachers are working too hard to give away grades!
2. In this system, what is the student's job? To earn or to learn?
3. How does a Traditional grading system contribute to grade inflation?
4. How are students amassing points?
5. Did the Sanborn A exist?

Traditional Grading Systems: A Word About Grade Inflation

Have you ever heard about the Sanborn "A?"
The perfect storm - 2013





Traditional Grading Systems: A Word About Grade Inflation

Have you ever heard about the Sanborn "A?"

After conducting a review of teachers' gradebooks (Traditional vs. Rubric-Competency).....

....we discovered what we believed to be the problem. Teachers utilizing the Traditional grading system relied (heavily) on only traditional assessment formats, specifically pencil and paper tests. These assessments measure a Depth of Knowledge level 1 or 2. These are assessments that you can "cram" for, memorize answers, and then promptly forget the information after the test. It is relatively easy to earn a high score, even if you didn't learn the material to the level where it can be applied to an actual real world problem, be replicated, or transferred.

Traditional Grading Systems: A Word About Grade Inflation

After conducting a review of teachers' gradebooks (Traditional vs. Rubric-Competency).....

Conversely, teachers utilizing the rubric-competency grading system relied heavily on *performance assessments* to collect evidence of learning.

Performance Assessments are defined as multi-step, complex, and culturally responsive tasks with clear criteria that measure students' knowledge and skills within real world contexts. **(Center for Collaborative Education)**

Performace Assessments can be designed to incorporate higher Depth of Knowledge expectations.

Performance Assessments and Depth of Knowledge

We use Hess Rigor Matrices, which marry Bloom's Taxonomy with Webbs's Depth of Knowledge.

Sample (HS English Language Arts)

http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf

A comment on rigor - Rigor does not mean more difficult. What does it mean?

One Definition of Grading

Paul Dressel (1976) defined a grade as *"an inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material."*

Building a Competency - Based Grading System

The Sanborn Model

[With more than a little help from national experts]

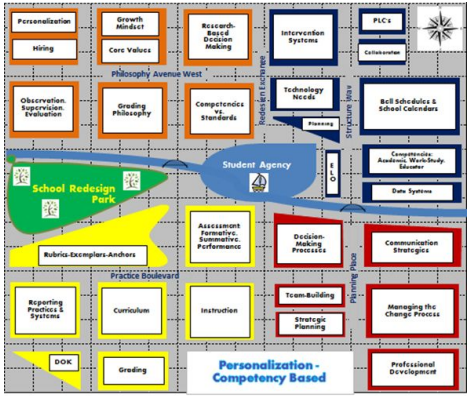
–

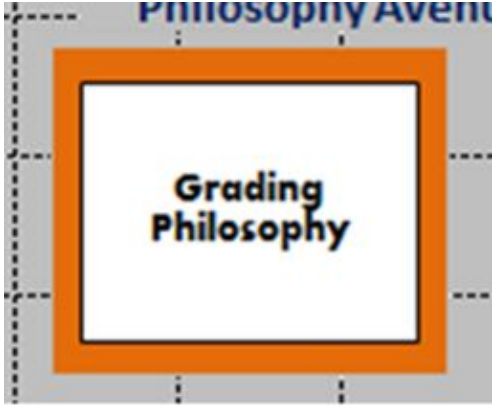
Teaching Point

The Sanborn grading model seeks to address all of the problems associated with a Traditional grading system.

Guidelines for a Competency Based Learning Grading System

An important note about research ---





As SRSD began its school redesign journey to become a Competency Based and Personalized Learning system, extensive research was conducted on the school redesign elements.

Guidelines for a Competency Based Learning Grading System

An important note about research ---

Below is a partial list of education researchers and authors studied by SRSD staff when researching competency-based grading practices:

Ken O'Connor	Rick DuFour	Karin Hess
Robert Marzano	Rebecca DuFour	Scott Marion
Douglas Reeves	Rick Wormelli	Susan Patrick
Thomas Guskey	Linda Darling-Hammond	Chris Sturgis
Ken Stiggins	Susan Brookhart	Virgel Hammonds

Guidelines for a Competency Based Learning Grading System

15 Fixes for Broken Grades - Ken O'Connor

https://static1.squarespace.com/static/5a8854b480bd5e5ec38872fc/t/5aad1956352f533ca53a4c0e/1521293654936/15+Fixes_Broken+Grades_Ken+O%27Connor.pdf

Guidelines for a Competency Based Learning Grading System

An important note about research ---

Here is a small sample of research and papers by **Tom Guskey** from the University of Kentucky:

https://motivislearning.com/wp-content/uploads/2016/08/Tom-Guskey-Grading-and-Reporting.pdf

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

Consistency - Removing Variability from the Grading System

All teachers adhere to the same grading practices

Elementary https://drive.google.com/file/d/1saGKa4UnzjyLCUu0YPCyKEbTl6vLFsjS/view?usp=sharing

Middle School https://drive.google.com/file/d/1NSmLYXJJZIr8WJ0ZZBR6haUJE-FAAiIq/view?usp=sharing

High school https://drive.google.com/file/d/1VXTWWsb5pOL6uooTc90Xthpn__CyQrnQ/view?usp=sharing

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

Consistency - Removing Variability from the Grading System

All teachers utilize a mixture of traditional assessments and performance-based assessments.

Teachers have received invaluable professional development on building high quality performance assessments --- classroom initiated and PACE.

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

Consistency - Removing Variability from the Grading System

All teachers utilize the same assignment-level categories

Summative	**(90% of overall grade)**
Formative	**(10% of overall grade)**
Diagnostic	**(Not weighted)**

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

Consistency - Removing Variability from the Grading System

All teachers track assignments to course or grade level competencies and standards:

Academic Competencies and Standards (Discipline Specific)

Work-Study Practice Competencies and Standards (Same)

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

Consistency - Removing Variability from the Grading System

All Elementary teachers utilize the same performance level scales

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

Sanborn Regional Elementary School Grading Scale

	Level	Code	Performance Descriptor
Competent	Exemplary	E	The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task.
	Proficient	P	The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge and skills in a new task.
Not Competent	In Progress	IP	At the elementary level, the student demonstrates the emerging ability to apply and transfer essential content, knowledge and skills.
	Limited Proficiency	LP	The student is not demonstrating the application and transfer of essential content, knowledge and skills.
	Override Codes	NYC	NYC: The student is not yet competent in the performance standard(s).
		IWS	IWS: The student has not produced a sufficient amount of evidence to determine the level for which they have met the performance standard(s).

Four variables

1. **Consistency: requires repeated performance over time;**
2. **Independence;**
3. **Depth of Knowledge 3 or 4; and**
4. **Application to unpracticed or novel settings.**

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

Consistency - Removing Variability from the Grading System

All Middle and High School teachers utilize the same performance level scales

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

Sanborn Regional High & Middle School Grading Scale

	Level	Code	Performance Descriptor
Competent	Exemplary	E	The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task.
	Proficient	P	The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge and skills in a new task.
	Basic Proficiency	BP	At the secondary level, the student demonstrates the ability to comprehend and apply essential content, knowledge and skills in a familiar task.
Not Competent	Limited Proficiency	LP	The student is not demonstrating the application and transfer of essential content, knowledge and skills.
	Override Codes	NYC	NYC: The student is not yet competent in the performance standard(s).
		IWS	IWS: The student has not produced a sufficient amount of evidence to determine the level for which they have met the performance standard(s).

Four variables

1. **Consistency: requires repeated performance over time;**
2. **Independence;**
3. **Depth of Knowledge 3 or 4; and**
4. **Application to unpracticed or novel settings.**

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

There is a consistent reporting structure at all grade levels.

Report cards are formatted in the same manner:

1. A section that describes the performance levels;
2. Academic grades reported on a four-point rubric scale;
3. CARES and Work-Study Practice grades reported on a separate four-point rubric scale (separation of Academic and Behavior Grades); and
4. A section for comments by the teacher.

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

There is a consistent reporting structure at all grade levels.

Report cards are formatted in the same manner:

Grade 1 Report Card (2017-2018) Actual Student
https://drive.google.com/file/d/0B5CJoCfFO5l9M0ZFUDBjWlFwdm9ieVJfbHREeDlHYWRsblk4/view?usp=sharing

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

The heart of the four-point rubric system:

Rubrics

Sanborn's Competency Based Learning Grading System

Addressing the Inherent Flaws in a Traditional Grading System

In a competency-based grading system, rubrics are used to:

1. define attributes of quality work;
2. describe criteria used to measure performance;
3. define what evidence is sought;
4. establish a baseline for "proficiency" or "competency";
5. link an assessment to course/grade competencies & standards; and
6. provide feedback to students.

Sanborn's Competency Based Learning Grading System

PACE Accountability Grade 4 Narrative Writing Rubric 2017-18

	4	3	2	1	NS
Focus CCSS.ELA-Literacy.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	☐ Creatively and skillfully develops a vivid real or imagined situation which hooks the readers' interest through vivid and well-chosen details. ☐ Integrates the development and organization to establish a unique voice that engages the reader.	☐ Establishes a real or imagined situation using relevant and well-chosen details. ☐ Development and organization create a clear and coherent narrative; content focuses on the situation appropriate to the task, purpose, and audience.	☐ Establishes a real or imagined situation using some relevant details. ☐ Development and organization lack coherence and unity; content inconsistently focuses on the established situation.	☐ Does not establish a situation related to the task, uses unrelated or disconnected details. ☐ Development and/or organization are weak and incoherent; content does not clearly focus on the expected situation.	☐ No response ☐ Too brief to determine accuracy and depth of response ☐ Off task/topic ☐ Response in language other than English ☐ Illegible
Organization CCSS.ELA-Literacy.W.4.3a: Orient readers by establishing situations and introducing a narrator and/or characters; organize an event sequences that unfolds naturally. CCSS.ELA-Literacy.W.4.3c: Use a variety of transitional words and phrases to manage sequences of events. CCSS.ELA-Literacy.W.4.3e: Provide a conclusion that follows from the narrated experience or events.	☐ Coherently organizes a clear event sequence that unfolds naturally introducing dynamic character(s) and/or believable narrator. ☐ Skillfully uses a variety of transitional words and phrases to manage sequence of events, both within and across paragraphs. ☐ Provides a satisfying conclusion that clearly follows from narrated experience or events.	☐ Organizes a clear event sequence that unfolds naturally introducing characters and/or narrator. ☐ Uses a variety of transitional words and phrases to manage sequence of events within paragraphs. ☐ Provides a conclusion that follows from narrated experience or events.	☐ Some events are not clearly sequenced and it is not always clear who is telling the story, and/or the character(s) are flat. ☐ Uses limited transitional words and phrases to manage sequence of events. ☐ Attempts a conclusion that partially follows from narrated experience or events.	☐ Events are a series of disconnected ideas that are not in a logical order or do not flow together, and it is unclear who is telling the story. ☐ Uses few to no transitional words and phrases to manage sequence of events. ☐ Does not provide discernible conclusion or the conclusion does not follow from the experience or events.	
Development/ Narrative Techniques CCSS.ELA-Literacy.W.4.3b: Use dialogue and description to develop experiences and events or show characters' responses to situations. CCSS.ELA-Literacy.W.4.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS.ELA.L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	☐ Uses dialogue to show characters' responses to situations and other characters showing external and internal responses. ☐ Uses concrete words and sensory details to make experiences and events come to life. ☐ Uses vivid and sophisticated figurative language, word nuances, and relationships to develop experiences and events, characters, and setting.	☐ Uses mostly outer dialogue to show characters' responses to situations and/or other characters. ☐ Uses concrete words and sensory details to clearly convey experiences and events. ☐ Uses figurative language and/or nuanced vocabulary to develop experiences and events, characters, and setting.	☐ Uses minimal and/or unnecessary dialogue to support the plot. ☐ Uses a combination of generic and concrete words and sensory details to describe experiences and events. ☐ Uses limited figurative language and/or nuanced vocabulary which minimally develops experiences, events, characters and/or setting.	☐ Does not use dialogue to support plot or uses dialogue inappropriately. ☐ Uses generic vocabulary to describe experiences and events. ☐ Does not use figurative language or nuanced vocabulary to develop experiences, events, characters, or setting.	
Language/Conventions CCSS.ELA-Literacy.L.4.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.4.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	☐ Uses sophisticated and varied sentence structures. ☐ Demonstrates creativity and flexibility when using conventions (i.e., grammar, punctuation, capitalization, spelling) to enhance meaning and readability.	☐ Uses correct and varied sentence structures. ☐ Demonstrates grade-level appropriate conventions; errors are minor and do not interfere with meaning and readability.	☐ Uses some repetitive yet correct sentence structures. ☐ Demonstrates some grade-level appropriate conventions, but errors interfere with meaning and readability.	☐ Uses few to no correct sentence structures. ☐ Demonstrates limited understanding of grade-level appropriate conventions, and errors significantly interfere with meaning and readability.	

This rubric has the following characteristics:

Criteria are clearly listed;

Competencies/Standards are clearly listed;

Performance levels are provided (4, 3, 2, 1, Not Scored);

All expectations are clearly delineated. Must achieve all expectations in the criteria to receive that score;

Competency and Standards scores are entered into the gradebook separately and individually, so that they can be tracked over time.

Sanborn's Competency Based Learning Grading System

Actual Student Competency and Standard Report

(Historic)

https://docs.google.com/spreadsheets/d/1Ch1dRLb6wpr2-Sh2OtFGdoOBOfpgd3ajBcOr8jEHgnE/edit?usp=sharing

Sanborn's Competency Based Learning Grading System

Actual Student Competency and Standard Report

In order to "pass" this Ceramics class, a student must demonstrate proficiency in all competencies <u>and</u> receive a passing overall course grade.

Sanborn's Competency Based Learning Grading System

Actual Student Competency and Standard Report

(Live, 2018)

https://drive.google.com/file/d/0B5CJoCfFO5l9Vl9JWTdEM2ZuSTNkSGc0UDRzOGlYM0MxLWxj/view?usp=sharing

Sanborn's Competency Based Learning Grading System

Our current grading and reporting model was designed to solve the problems inherent in a traditional grading system:

1. It is Standards and Competency-Based, which meets standards set forth in NH statute and regulations.

2. The model is deeply integrated with all other elements in our redesign system.

3. All components are research-based and were studied extensively before implementation.

Sanborn's Competency Based Learning Grading System

Our current grading and reporting model was designed to solve the problems inherent in a traditional grading system:

4. Variability has been largely eliminated from the model allowing for consistency and uniformity in scoring and reporting. We now have a system that meets the highest standards for validity, reliability, comparability, and equity.

5. Student work is measured against Standards and Competencies through the use of rubrics, anchor papers, and exemplars.

Sanborn's Competency Based Learning Grading System

Our current grading and reporting model was designed to solve the problems inherent in a traditional grading system:

6. **The district's grading scales and rubrics utilize the same performance level indicators, pK-12.**

7. **Performance Assessments and Rubrics share common expectations for high quality work, Depth of Knowledge, and rigor.**

8. **Academic and "Behavior" grades are separate and are never comingled, providing a purity in the reporting of academic performance.**

Sanborn's Competency Based Learning Grading System

Our current grading and reporting model was designed to solve the problems inherent in a traditional grading system:

9. Our reporting system allows for the development of clearly articulated performance criteria charted against Standards and Competencies, which makes the establishment of proficiency / competency determinations possible.

10. We have no "parking lots" for points. We have one continuous reporting term. This allows us to track a key performance variable: Consistency.

Sanborn's Competency Based Learning Grading System

Our current grading and reporting model was designed to solve the problems inherent in a traditional grading system:

11. We have addressed grade inflation issues inherent in a traditional grading model.

12. Our current system mirrors a college 4-point scale, which allows for easy comparison and the generation of a grade point average (GPA) that mirrors a college GPA.

13. There is equal distance between each performance level (4, 3, 2, 1, 0). We no longer have 59 degrees of F-titude!

Sanborn's Competency Based Learning Grading System

Our current grading and reporting model was designed to solve the problems inherent in a traditional grading system:

14. An incredibly high degree of rigor is built into the system.

15. We can track student performance on the Standard Level, the Competency Level, and the Overall Grade Level.

Sanborn's Competency Based Learning Grading System

And, speaking of colleges and GPA's.....

Colleges receive the following document:

School Profile

http://www.sau17.org/userfiles/86/my%20files/2018_2019%20srhs%20profile.pdf?id=2195

Sanborn's Competency Based Learning Grading System

And, speaking of college.....

After meeting with more than 140 admissions officers over the last 8 years, reviewing our model, we've received nothing but positive feedback. What they like ---

1. We've maintained Grade Point Average on our transcripts;
2. We've maintained Class Rank on our transcripts;
3. They like the ease of comparing the 4 point scale;
4. They like the separation in reporting academic and behavior grades; and
5. They like seeing attendance records reported.

–

Dr. Rick Dufour

The Radial Keratotomy Story

Competency-Based and Personalized Learning in SAU 17

Thank you!