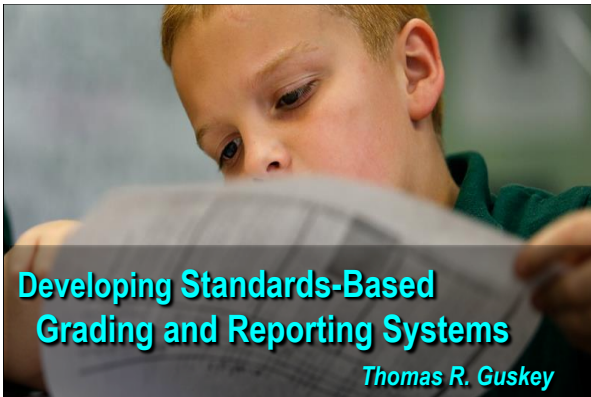




Developing Report Cards:

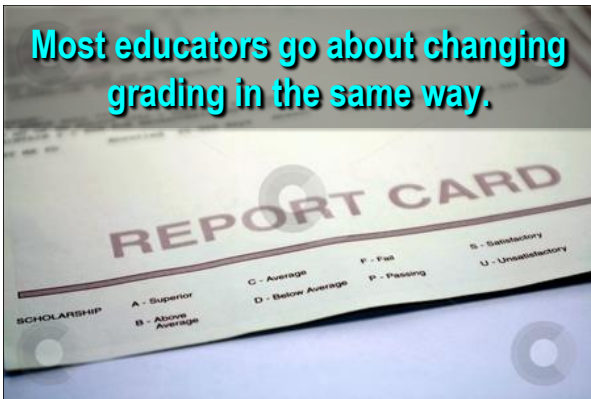
Steps for Successful Implementation

Thomas R. Guskey



Elements of a *Grading System*

Element	Gradebook	Report Card	Permanent Record / Transcript
What does it include?	Scores	Grades	Summary Grades
Purpose?	Ongoing record of performance	Interim summary of performance	Summary judgments of performance
Who has access?	Families & Students	Families & Students	Families, Students, & 3 rd Parties



Typical Development Process

1. Appoint a "Report Card Committee."
2. The Committee meets to discuss *problems and concerns*.
3. Committee members *search the Internet* for examples from other schools/districts.
4. Committee members review examples, chose what they like, and combine elements to *create a "hybrid"* report card.
5. The committee *presents their work* to fellow teachers and makes plans for implementation.



Problem:

Nearly every example was developed in exactly the same way!

Result:

Not shared expertise.

Instead, we have shared naiveté or shared ignorance!





Key to Success in Standards-Based Grading:
Product, Process, and Progress
must be reported separately!

Three Types of Grading Criteria:

- 1. Product** (Achievement)
How well have students mastered specific learning goals?
- 2. Process** (Behavior)
Have students displayed skills that enable learning?
- 3. Progress** (Improvement)
How much have students gained?



Steps in developing

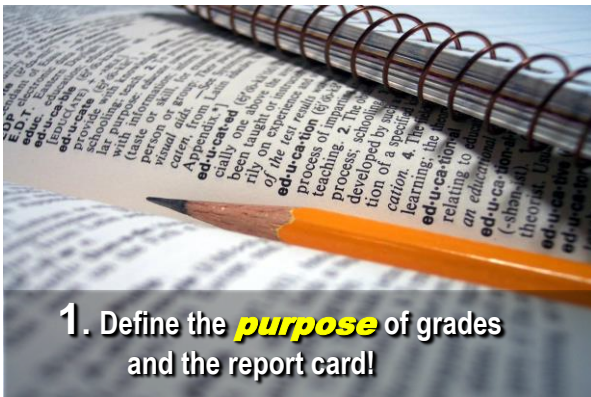
Standards-Based Reporting Systems

Crucial Development Questions

1. What is the **purpose** of the report card?
2. **How often** will report cards be completed?
3. Will a report card be developed for **each grade level**, or a more general one for use across several grade levels?
4. **How many standards** will be included for each subject/course?
5. Will standards be **end-of-year** or end of grading period?
6. What **product** strands will be reported?
7. What **process** standards will be reported?
8. How will **progress** be reflected?

Crucial Development Questions

9. How many **levels of performance** will be reported for each standard?
10. How will the levels be **labeled**?
11. Will **teachers' comments** be included?
12. How will information be **arranged** on the report?
13. What are parents and students **expected to do** with the information?
14. What **policies** need to be changed to support the new report card?
15. Should **families be involved** in revising the report card?



1. Define the **purpose** of grades and the report card!

Key questions in defining the Purpose of report cards:

- 1. What information will be included?
- 2. Who is the primary audience?
- 3. How should the information be used?

What is the purpose of the report card?

- 1. Have we reached consensus on the purpose ?
- 2. Are we clear about:
 - a. What information will be included?
 - b. Who is the primary audience?
 - c. How should the information be used?
- 3. Have we included a "Statement of Purpose" on the report card?

#1 Example of a Purpose Statement:

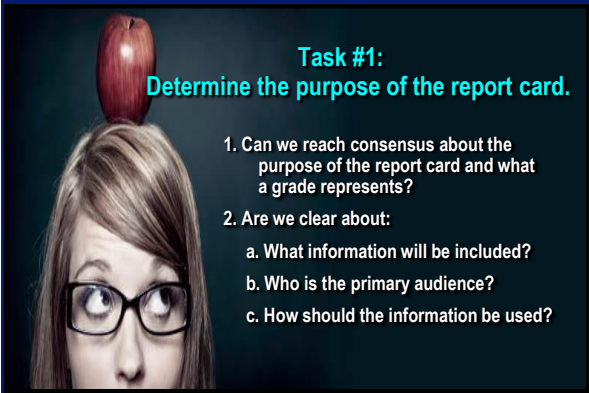
The purpose of this report card is to describe students' learning progress to their parents and others, based on our school's learning expectations for each grade level. It is intended to inform parents and guardians about learning successes and to guide improvements when needed.

#2 Example of a Purpose Statement:

The purpose of this report card is to communicate with parents and students about the achievement of specific learning goals. It identifies students' levels of progress with regard to those goals, areas of strength, and areas where additional time and effort are needed.

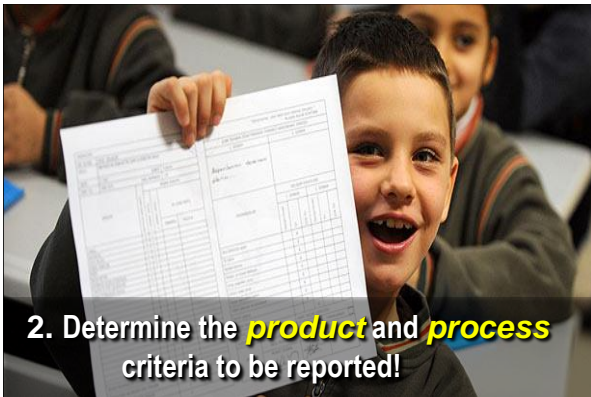
#3 Example of a Purpose Statement:

The purpose of this report card is to inform students of teachers' judgments of their academic performance in each of their classes. Grades reflect how well students have met the established learning goals in the class, areas of outstanding performance, and areas where additional effort is required.



Task #1: Determine the purpose of the report card.

1. Can we reach consensus about the purpose of the report card and what a grade represents?
2. Are we clear about:
 - a. What information will be included?
 - b. Who is the primary audience?
 - c. How should the information be used?




Differences in Standards

Curriculum Standards	Reporting Standards
1. Designed for planning instruction & assessments	1. Designed for reporting on student learning
2. Many in number (10-50 per subject)	2. Relatively few in number (Usually 4-6 per subject)
3. Highly specific	3. Broad & more general
4. Complicated & detailed	4. Clear & understandable
5. Expressed in complex, educator language	5. Expressed in parent-friendly language

Requirements for selecting **Criteria**:

1. Keep to 4-6 criteria / areas
2. **Product criteria**: Focus on strands or domains
3. **Process criteria**: Base on evidence of student behavior
4. A rubric with 3-4 levels **must** be developed for each.



Examples of **Process Skills/Behaviors**

- | | |
|-----------------------------------|-------------------------------------|
| 1. Attitude in Class | 14. Homework (Completion / Quality) |
| 2. Behavior in Class | 15. Initiative |
| 3. Class Attendance | 16. Interaction |
| 4. Citizenship | 17. Integrity |
| 5. Class participation | 18. Motivation |
| 6. Class quizzes or "Spot-Checks" | 19. Neatness of work |
| 7. Collaboration | 20. Notebook / journal completion |
| 8. Compassion | 21. Organization |
| 9. Cooperation with classmates | 22. Punctuality in assignments |
| 10. Daily work in class | 23. Punctuality to class |
| 11. Effort | 24. Respect |
| 12. Empathy | 25. Responsibility |
| 13. Engagement | 26. Study skills |
| 14. Formative assessments | 27. Tolerance |
| 15. Habits of mind | 28. Work habits |

Example: Language Arts


Language Arts	
1. Reading: Text complexity and the growth of comprehension	
2. Writing: Text types, responding to reading, and research	
3. Speaking: Flexible communication and interpersonal skills.	
4. Listening: Integrate information and evaluate what is heard	
5. Language: Conventions, effective use, and vocabulary	
From: http://www.corestandards.org/ela-literacy	



Example: Algebra I

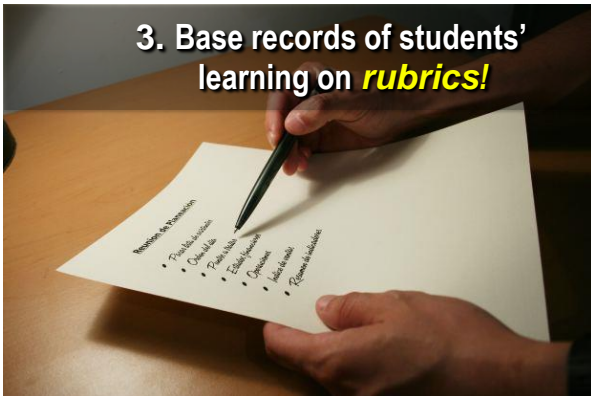
Mathematics – Algebra I	
1. Seeing structure in expressions	
2. Arithmetic with polynomials and rational functions	
3. Create equations that describe numbers or relationships	
4. Reasoning with equations and inequalities	
5. Mathematical practices	
From: http://www.corestandards.org/Math/Content/HSA/introduction	






Task #2:
Determine the **Product** and **Process** criteria (standards) to include on the report card.

1. Can we reach consensus about the **Product** criteria (standard strands) to list for each course?
2. Can we reach consensus about the **Process** criteria (standards) to include for our department? Our school?
3. Can we explain these criteria (standards) to students? To parents? To other teachers? To community members?



3. Base records of students' learning on *rubrics*!

- To provide information
- Check for
- Provide feedback
- Explain/justify
- Document
- Help to learn
- Plan for the future



What is a *rubric*?

“A coherent **set of criteria** for students' work that includes descriptions of **levels of performance quality** on the criteria.”

(Brookhart, 2013)

Essential aspects a *rubric*:

1. Set of criteria for a performance or piece of work:
“What counts?”
2. Descriptions of levels of quality for each criterion:
“What is ‘Excellent’? What is ‘Poor’?”

Simple Guideline for Developing *Graduations of Quality*:

- 4 Yes
- 3 Yes, but ...
- 2 No, but ...
- 1 No

See: Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom*. Thousand Oaks, CA: Corwin Press.

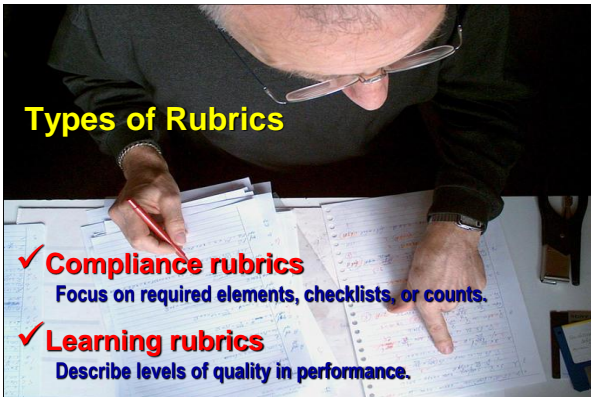
Purpose of a *rubric*:

To assess
student performance!

“Rubrics don’t *judge* the performance;
they *describe* the performance.”

(Brookhart, 2013)





Example of a Compliance Rubric

Homework (Process Criterion) [Count / Frequency]				
Criteria	4	3	2	1
Completion	All assignments completed and turned in on time.	1-2 assignments missing or turned in late.	3-4 assignments missing or turned in late.	Multiple assignments missing or turned in late.

Example of a Compliance Rubric

Class Participation (Process Criterion) [Count / Frequency]				
Criteria	4	3	2	1
Discussion	Contributes daily to class discussions.	Contributes regularly to class discussions.	Contributes occasionally to class discussions.	Contributes only rarely to class discussions.
Activities	Enthusiastically takes part in all class activities.	Regularly takes part in class activities.	Occasionally takes part in class activities.	Rarely takes part in class activities.

Example of a *Compliance Rubric*

(Brookhart, 2013)

Poster Project (Product Criterion)				
[Number / Count]				
Criteria	4	3	2	1
1. Facts	Poster includes at least 6 facts and is interesting to read.	Poster includes 4-5 facts and is interesting to read.	Poster includes at least 2-3 facts.	Several facts are missing.
2. Graphics	All graphics are related to the topic and make it easy to understand.	One graphic is not related to the topic.	Two graphics are not related to the topic.	Graphics do not relate to the topic.
3. Grammar	There are no mistakes in grammar, punctuation, or spelling.	There are 1-2 mistakes in grammar, punctuation, or spelling.	There are 3-4 mistakes in grammar, punctuation, or spelling.	There are more than 4 mistakes in grammar, punctuation, or spelling.
4. Neatness	Poster is exceptionally attractive in terms of design, layout, and neatness.	Poster is attractive in terms of design, layout, and neatness.	Poster is acceptably attractive, although parts are messy.	The poster is messy or very poorly designed.

Example of a *Learning Rubric*


(Brookhart, 2013)

Writing Projects (Product Criterion)				
[Levels of Quality]				
Criteria	4	3	2	1
1. Content	This is clear. A large amount and variety of evidence supports the thesis. All materials are relevant. Information is accurate. Appropriate sources were consulted.	This is clear. An adequate amount and variety of evidence supports the thesis. Material includes details. Information is mostly accurate. Appropriate sources were consulted.	This is somewhat unclear. Some evidence supports the thesis. Some material is relevant. Details are lacking. Information includes some inaccuracies. Some resources were appropriate.	This is not clear. Much of the evidence is irrelevant to the topic or inaccurate. Details are lacking. Appropriate sources were not consulted.

Writing Projects (Product Criterion)


[Levels of Quality]

Criteria	4	3	2	1
2. Reasoning and Evidence	Information is clearly and explicitly related to the points in the material. Information is organized in a logical manner and presented concisely. Flow is good.	Information is clearly related to the points in the material, although not all connections are explained. Information is organized in a logical manner. Flow is adequate.	Some information is related to the points in the material, but connections are not explained. Information is not entirely organized in a logical manner. Flow is choppy.	Information is not related to the points in the material. Information is not organized in a logical manner. Material does not flow.
3. Clarity	Few errors of grammar and usage; any minor errors do not interfere with meaning. Language style and word choice are highly effective and enhance meaning.	Some errors of grammar and usage; errors do not interfere with meaning. Language style and word choice are generally effective and appropriate to the project.	Major errors of grammar and usage begin to interfere with meaning. Language style and word choice are simple bland, and not very effective or appropriate.	Major errors of grammar and usage make meaning unclear. Language style and word choice are ineffective and/or inappropriate.



Task #3:
 Develop rubrics for all **Product** and **Process** criteria (standards).

1. Can we develop compliance and/or learning rubrics for the *Product* criteria (standard strands) for each course?
2. Can we develop compliance and/or learning rubrics for the *Process* criteria (standards) for each course?
3. Can we explain our rubrics to students?
 To parents? To other teachers?
 To community members?



4.1: Score and record assessment results with rubrics, not percentages!

Example of a *mathematics problem* scored with a task-specific rubric (Brookhart, 2013)

An amusement park has a total of 70 games, rides, and shows.
 There are 34 rides. There are two times as many games as shows.

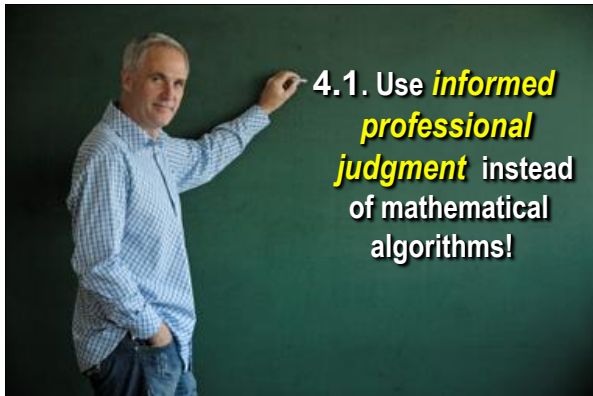
How many games are there? _____
 How many shows are there? _____
 Use numbers, words, or drawings to show how you got your answer.

4	3	2	1
24 games and 12 shows with correct explanation or work. Sample: 70-34=36 shows and games. # of games is twice the # of shows; there must be 24 games and 12 shows.	Has subtraction error but has games and shows in correct ratio (2:1) OR Has 12 games and 24 with work. OR Has 24 games and 12 with no work.	Finds 36, and has ratio of 2:1 (but not 24:12) and sum of games and shows is less than 36. OR Has 36 games and 18 shows with or without work. OR Shows a process that reflects understanding of the question, but does not find the correct ratio.	Has computation errors and/or incorrect ratio. Incorrect response.


Example of a *science question* scored with a task-specific rubric (Brookhart, 2013)

Lightning and thunder happen at the same time, but you see the lightning before you hear the thunder. Explain why this is so.

4	3	2	1
Student responds that although the lightning and thunder occur at the same time, light travels faster than sound, so the light gets to your eye before the sound reaches your ear AND offers another example (e.g., hearing the bat hit the ball at a baseball game.)	Student responds that although the lightning and thunder occur at the same time, light travels faster than sound, so the light gets to your eye before the sound reaches your ear.	Student response address speed and uses terminology such as lightning for light and thunder for sound, or makes a general statement about speed but does not tell which is faster.	Student response does not relate the speeds at which light and sound travel.







Task #4:
 Revise our gradebooks to record rubric scores rather than percentages.

1. Can we determine how to score all forms of assessments on rubrics rather than percentages?
2. Can we decide how to restructure our gradebooks to record rubric-based evidence on criteria (standards)?
3. Can we explain how we summarized evidence from students to determine criteria (standards) scores or grades?

When necessary, determine a **Summary Grade** based on professional judgment of the evidence!



Arriving at Summary Grades in Courses

Student	Course					Summary Grade
	Std. #1	Std. #2	Std. #3	Std. #4	Std. #5	
Gertrude	2	3	3	2	4	3 or B

Guidelines:

1. Which standards are emphasized or most important?
2. What relative weight should be attached to each standard?
3. In most cases, the best summary is the median (middle score).
4. Cases when the median does not work:
 - a. Pattern of performance shows steady improvement.
 - b. Borderline patterns of performance.
5. Does this number/symbol best represent this student's achievement?




Task #5:
Clarify procedures for determining course grades.

1. Can we reach consensus about the procedures we use to combine evidence from criteria (standards) to determine course grades?
2. Can we explain how we summarized evidence from students to determine course grades?
3. Can we explain why *Process* criteria (standards), while important, are distinct from *Product* criteria (standards)?



6. Consider policies that need to be revised with the new reporting procedures.



Task #6:
What policies may need to be revised with new grading procedures?

1. Course credit?
2. Promotion?
3. Honor societies and other recognitions?
4. Athletic eligibility?
5. GPA and class rank?
6. Selecting the class valedictorian?



We Started with the Common Core:

Mathematics	
Operations and Algebraic Thinking	
Number and Operations – Base 10	
Number and Operations – Fractions	
Measurement and Data	
Geometry	
Mathematical Practices	

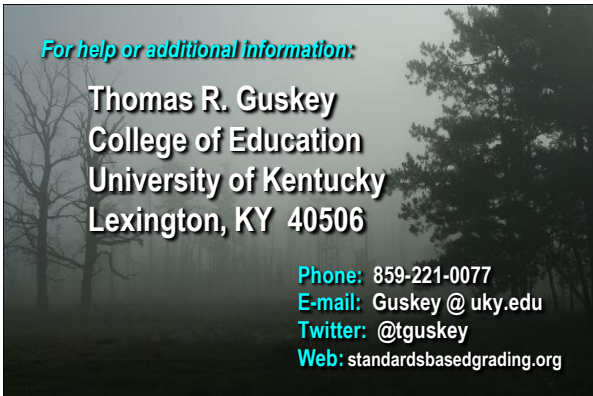
Language Arts		
Reading	Foundational Skills	
	Key Ideas and Details	
	Craft and Structure	
	Integration of Knowledge and Ideas	
	Range of Reading and Level of Text Complexity	
Writing	Text Types and Purposes	
	Production and Distribution of Writing	
	Research to Build and Present Knowledge	
Speaking/ Listening	Range of Writing	
	Comprehension and Collaboration	
Language	Presentation of Knowledge and Ideas	
	Conventions of Standard English	
	Knowledge of Language	
	Vocabulary Acquisition and Use	



Important Distinction:

Managers know how to do things right.

Leaders know the right things to do!



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