



Supt. Advisory – Board Goal 1 Assessment & Grading



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May 4, 2018 Supt. Advisory for Board Goal 1 – Assessment and Grading



Board Planning for 2018-19 Focus on Student Growth

Meeting Date
01.27.18



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Communication with Board of Education

1. Board Planning Meeting for 2018-19 school year
2. Updates on work of Assessment and Grading Committee on Dec. 13, Jan. 24, Feb. 28.



Accountability: Measuring School Quality for P-8 Schools

Academic Indicators (75%)

- PARCC and Dynamic Learning Maps Alternate Assessment (2018-19: English Language Arts 10%; Math 10%) (thereafter: ELA 7.5%; Math 7.5%)
- Growth: Linear Regression (50%)*
- English Learner Proficiency (ACCESS) (5%)
- Science (2018-19: 0%) (thereafter: 5%)

School Quality/Student Success Indicators (25%)

- Chronic Absenteeism (10%)
- Climate Survey (5%)
- Fine Arts (2018-19: 0%) (>0% by 2021-22)
- P-2 Indicator (5%)
- Elementary/Middle Indicator (5%)

**See next slide.*

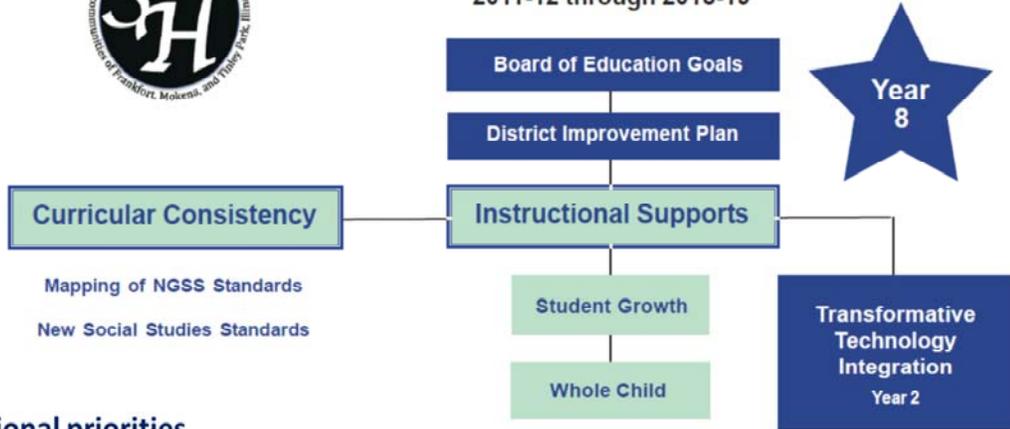
New Education Law: Every Student Succeeds Act (ESSA)

2018-19 accountability measures for schools include student growth measure (50%) and student achievement measure - PARCC (English/Language Arts 10% and Math 10%)



Plan for Student Achievement

2011-12 through 2018-19



Educational priorities

drive use of financial resources

We budget and invest in Board Goals for Student Achievement. Our Board Goals drive our plan.

Focus for 2018-19 continues to be instructional practices.

Overview

Board Goal 1 – Achievement & Growth Instructional support



Board Policy 6:340 – Student Testing and Assessment Program
Board Policy 6:60 – Curriculum Content

Math benchmark data: local, state assessments and PSAT scores

Focal areas:

- ELA with support from Tech teachers
- Student growth (math focus) with support from Instructional Coach
(new)

In 2018-19, instructional specialists will support student growth in math. Tech teachers will continue to support student growth in English/Language Arts.

Academic Indicators

Purpose of Assessment

- New Benchmark assessment: NWEA Map

MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

MAP Growth
Help your students soar
Putting assessment into action means using MAP Growth data to pinpoint the instructional areas your students are ready to tackle—whether they're on, above, or below grade level.



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Board Policy 6:340 – Student Testing and Assessment Program
Board Policy 6:130 – Program for the Gifted
Board Policy 6:60 – Curriculum Content

A new local assessment will be utilized beginning this fall: NWEA-MAP. This new assessment replaces the STAR assessment. A committee of teachers and administrators reviewed several benchmark assessments and overwhelmingly supported use of NWEA-MAP. MAP will be administered three times/year to measure student growth and guide instruction. Communication to parents about assessment reporting features will begin in August.

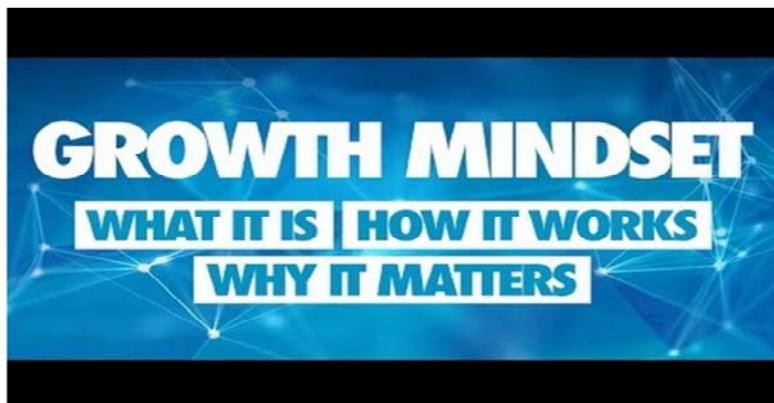
Academic Indicators

Student growth mindset

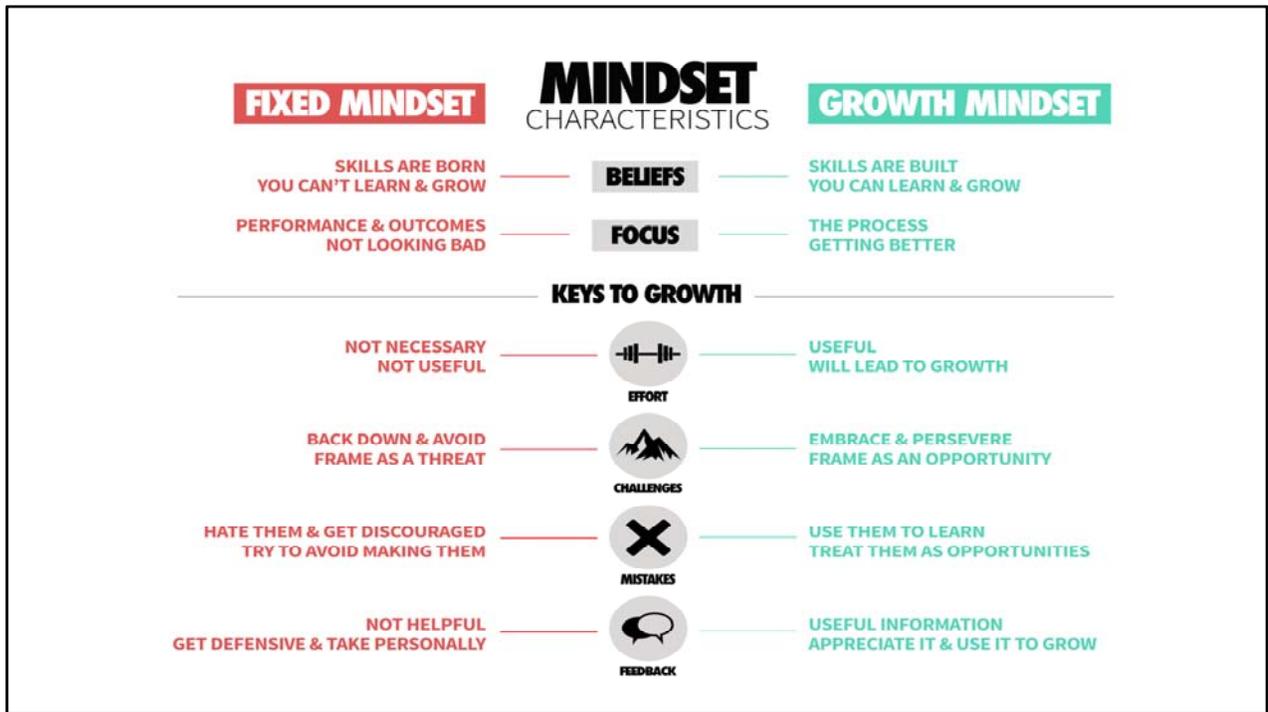
<https://www.youtube.com/watch?v=75GFzikhmRY0>



Board Policy 6:340 – Student Testing and Assessment Program
Board Policy 6:60 – Curriculum Content



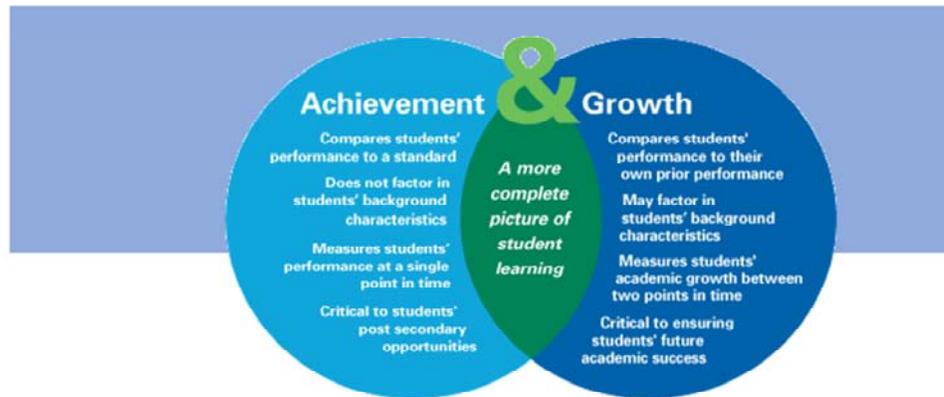
Please copy and paste the link into your browser to view the 8-minute video to learn about a fixed mindset (belief that abilities, intelligence, and talents are fixed traits) and a growth mindset (belief that abilities, intelligence, and talents can be developed).



Keys to a growth mindset: what you can already do and what you can't do YET.



Teacher Meetings Focus on Student Growth



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Assessment and Grading team members met periodically during the 2016-17 school year and monthly throughout the 2017-18 school year.

Meeting Dates

- **Assessment & Grading Team**

- October 3, 2017
- November 7, 2017
- December 20, 2017
- January 23, 2018
- March 2, 2018 with Consultant
- March 21, 2018
- April 26, 2018

- **All Staff**

- February 6, 2018 – Faculty Meeting
- March 2, 2018 – Training with Consultant

Meeting dates are listed. Members shared notes from committee meetings with colleagues and then brought questions and comments to the team.

Gathering Input and Offering Support

- Q&A for SHJH
- Opinions
- Survey of Readiness
 - The area teacher respondents are looking for the most support is in the area of Standards Based Grading.
 - 63% of teachers who completed the survey are ready to implement an equal interval reporting scale
- 100% Support from Teachers on the Committee
- 100% Support from Administrators

Input was gathered from teachers throughout the process.



Supt. Advisory Board Goal 1 Parent Meetings Assessment & Grading

Meeting Dates
10.16.17
02.15.18
05.03.18



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Supt. Advisory Committee meetings were held on Oct. 16, Feb. 15, and May 3.

2018-19 Assessment and Grading Guidelines

Our current grading system provides a mixed measure by combining academic proficiency and academic behaviors. To clearly focus on student learning, we need a clear measure what students know based on our learning standards.

The purposes of the initiative:

- to support a growth mindset
- to report actual student learning outcomes

The purpose of the initiative is to support a growth mindset and report actual student learning outcomes.

Summit Hill School District 161 - Grading & Assessment Overview

Our Beliefs about Grading

We Believe	Formative & Summative Assessments	Standards Mindset	Summative Reassessments	Reporting System
<ul style="list-style-type: none"> Learning is a priority Learning is a process Learning, rather than grades, will be emphasized with a focus on improving student growth Promote continuity and consistency across District 161 Growth Mindset – skills and intelligence can grow and develop 	<ul style="list-style-type: none"> Formative: 25% of quarterly grade Formative Tasks are practice for learning. They guide the next steps in the learning process. Summative: 75% of quarterly grade Summative Tasks provide evidence of mastery of skills. These are often given at the end of a unit, chapter, or skill. 	<ul style="list-style-type: none"> Focus areas: <ul style="list-style-type: none"> Learning Standards Evidence We will explore options for reporting student growth toward the standards to provide greater detail about student learning and stronger communication with families Standards-Based Grading: Hybrid Combinations; Focus Standards; and Grade Levels will be considered 	<ul style="list-style-type: none"> We believe learning about a particular topic extends beyond the due date or test date Teacher discretion for procedures D / F = require a reassessment A / B / C = one, or more, reassessments per subject, per quarter The most recent score will be recorded 	<ul style="list-style-type: none"> The reporting system is adjusted to equalize the influence of each score - an equal increment will be used: 50%-100% Teacher discretion for procedures We learn by making mistakes - a 50% will be the lowest score possible – an F An F is an F – behavior comments will be included Applies to Formative & Summative tasks

Beginning 2018-2019

Assessment and Grading Overview: Beliefs about grading, assessments, standards, reassessments, and our reporting system

Current reporting system	Reporting guidelines 2018-19	
<p>Reports academic proficiency and student behaviors on a 100 point scale of unequal intervals:</p> <p>A (90-100%): Student achievement is outstanding and demonstrates continuous excellence B (80-89%): Student achievement is above average C (70-79%): Student achievement meets expectations D (60-69%): Student achievement does not meet expectations; student needs reinforcement F (0-59%): Student achievement represents failure of student to meet minimal academic expectations</p>	<p>Reports academic proficiency on a 50 point scale of equal intervals:</p> <p>A (90-100%): Student achievement is outstanding and demonstrates continuous excellence B (80-89%): Student achievement is above average C (70-79%): Student achievement meets expectations D (60-69%): Student achievement does not meet expectations; student needs reinforcement F (50-59%): Student achievement represents failure of student to meet minimal academic expectations</p> <p>Adjusting the grading scale reduces the negative impact of zeros on a student's grade. Each grade will have an appropriate and equal amount of influence on the student's final grade.</p>	<p>Reports student behaviors i.e., non-completion = M (missing) + comment in PowerSchool; repeated refusals of work completion results in parent notification of noncompliance and discipline referral</p> <p>Teachers may record a comment in PowerSchool to indicate whether the grade was due to lack of mastery or failure to submit/lack of evidence.</p>
<p>Reassessments No guidelines; teacher discretion</p>	<p>Reassessment guidelines Criteria established; method of implementation is at teacher discretion</p>	
<p>Static reporting system</p>	<p>Guidelines to be monitored, reviewed, and assessed throughout the school year by the assessment and grading committee.</p>	

The current system:

1. reports academic proficiency and student behaviors together on a 100 point scale of unequal intervals.
2. There are 10 points for an A, 10 points for a B, 10 points for a C, 10 points for a D, and 60 points for an F.
3. There are no guidelines for reassessments.

Assessment and Grading guidelines for 2018-19:

1. report academic proficiency alone on a 50 point scale of equal intervals. Student behaviors are reported via comments in PowerSchool.
2. There are 10 points for an A, 10 points for a B, 10 points for a C, 10 points for a D, and 10 points for an F. 50 points is the lowest score on the scale; 50 points is an F, just like a zero is an F on the traditional 100-point scale. Adjusting the grading scale to 50 points allows for each grade to have an equal amount of influence on a student's final grade.
3. Criteria has been established for reassessments.

- ▲ **Limitations of Powerschool**
- ▲ **Experiencing the exercise teachers went through regarding an equal interval scale**



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Next steps:

- **Follow up information to parents**
- **Additional meeting dates**

Information is being sent to parents.
Additional meeting dates will be set.

A link is active on the District website for Assessment and Grading:

http://www.summithill.org/documents/1525461787Assessment_and_Grading_1819.pdf