

PTCNET SURVEY RESULTS - 2018

Topic: Grading	Date conducted: 12-4-2018
Number of responses: 39	Submitted by: Daniel Machacek

What grade scale do you use on your report cards? How long have you used this scale?

- Exemplary Proficient Approaching Not Yet- **7 years**
- 1-7 and secure, developing, needs attention for tasks that don't reach the higher levels of the rubrics ie. comprehension questions etc.- **one semester**
- exceeding, meeting, approaching, below- **unknown**
- Concern, Approaching, Proficient, Exemplary- **10 years**
- For achievement 7-1, the IB scale- **Since 2010**
- ABCD- **Forever**
- Not Yet, Approaching, Consolidating, Mastery, Exemplary- **2 years**
- 1 - 4 for ES and MS, 1 - 8 for HS. These refer to 1: beginning, 2: developing, 3: competent, 4: accomplished. In ES there are comments on all reports (interim and end of semester). In MS and HS comments are given only on interim reports.- **2 years**
- Elementary only-we do not use grade scales. Instead we use developmental continuums and report on what the child has achieved and next steps. Parents refer to the continuum to identify what age band their child is working in.- **5 years**
- Emerging Proficiency, Developing Proficiency, Proficient, Extending Proficiency- **1 year**
- 7,6,5,4,3,2,1- **5 years**
- Achieving, Approaching, Beginning- **3 years**
- 1-7 scale- **4 years**
- Secure, Progressing, Concern- **7 years**
- 1-7 for Academic, For AtL: Good, needs improving, excellent or something like that- **2 years**
- MYP. 4 criteria for each class. A number 1 through 8 for each criteria. A final grade 1 through 7 is calculated using grade boundaries. In addition, a narrative comment of 100-200 words is written for each class.- **14 years**
- Grading Key : Beginning – Beginning to acquire the basic skills and concepts, this is an area the student needs to focus on Developing – Developing an understanding of skills and concepts with teacher support, the student needs teacher support to meet grade level expectations Proficient – Proficiently applies skills and concepts with increased independence, the student fully meets grade level expectations Extending – Extends and transfers skills and concepts independently, the student is consistently working beyond grade level expectations- **unknown**
- 1-7 in the PYP; possibly too many levels for grades 1-5, but scale could align with the IB's 1- 7; each number is connected to a narrative descriptor (4 is grade level; 1-3 are with support); we are standards-based reporting.- **2 years**
- Not Yet Meeting, Approaching, Meeting, Extending- **4 years**
- 0-7 as per the IB grades- **since the onset of the school**
- EYS/ES- developing, approaching, meets, exceeds; MS/HS- A,B,C,D- **4 years**
- Just transitioning to 1-7 Scale- **this year**
- 1-10 with numbers corresponding to the descriptors respectively: unsatisfactory, almost satisfactory, satisfactory, almost good, good, very good, excellent, with distinction- **3 years**
- 1234, Not Yet, Approaching, Meeting, Exceeding (as related to grade level standards)- **10 years**
- transitioning to 4 level Standards-based - Beginning - Developing - Meeting – Extending- **transition year**
- Beginning-->progressing-->achieving-->extending- **2 years**

- NM = Not Meeting, A=Approaching M=Meeting B=Beyond Meeting; IE=Insufficient Evidence (not on the scale)- **this year**
- 4 point scale- **7+ years**
- 0-100, moving to 1-4 (beginning, developing, meeting, extending) next school year. Also developing a dispositions scale to assess separately from the academic.- **forever**
- We use the descriptors: Emerging, Approaching, Consolidating, Proficient, Exceeding- **2 years**
- 0-100- **12+ years**
- beginning, developing, partially proficient, proficient, highly proficient- **5 years**
- Emerging, Developing, Meeting, Secure – **7 years**
- Extends, Meets, Approaches, Does Not Meet- **5 years**
- We currently report on ATLs with Below Expectations, Approaches Expectations, and Meets Expectations,. We are moving to Standards Based Grading for 2018-19. This will be a four point scale, and we do not have the exact wording for each category yet.- **This Year**
- Standards based - extending, achieving, approaching, beginning- **2nd year**
- IB Scale 1-7 for Criteria-Based reporting, As well as EMAN (Exceeds, Meets, Approaches, Needs improvement) for Skills.- **19+ years**
- Letter grades on report cards but moving to proficiency indicators for assignment feedback and the grade book. Exemplary, Proficient, Developing, Beginning, Insufficient- **1 year**

Research links that may be helpful:

- Brookhart, S.M. (2013). How to create and use rubrics for formative assessment and grading. Alexandria, VA: Association for Supervision and Curriculum and Development.
- Daro, P., Mosher, F.A., & Corcoran, T. (2011). Learning trajectories in mathematics (Research Report #RR-68). Philadelphia, PA: Consortium for Policy Research in Education.
- Guskey, T.R. & Bailey, J.M. (2010). Developing standards-based report cards. Thousand Oaks, CA: Corwin.
- Guskey, T.R. (2012, March). Standards-based assessment and grading. Session presented at the Leadership that Influences Student Performance Conference at the International School of Prague, Czech Republic.
- Heflebower, T., Hoegh, J.K., & Warrick, P. (2014). A school leader's guide to standards-based grading. Bloomington, IN: Marzano Research Laboratory.
- Heritage, M. (2008). Learning progressions: Supporting instruction and formative assessment. Washington, DC: Council of Chief State School Officers.
- Marzano, R.J. (2007). The art and science of teaching: a comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum and Development.
- Marzano, R.J. (2010). Formative assessment & standards-based grading. Bloomington, IN: Marzano Research Laboratory.
- Quinn, T. (2013). On grades and grading. Lanham, MD: Rowman & Littlefield Education.
- Smith, J.K. (2003). Reconsidering reliability in classroom assessment and grading. Educational Measurement: Issues and Practice, 22(4), 26-33.
- Tomlinson, C.A., & Moon, T.R. (2013). Assessment and student success in a differentiated Classroom. Alexandria, VA: Association for Supervision and Curriculum and Development.
- Vatterott, Cathy, (2015). Meaningful assessment for standards-based learning: rethinking grading. Alexandria, VA: Association for Supervision and Curriculum and Development.
- <https://drive.google.com/a/acs.sch.ae/file/d/1MQEknvavo2sZOdADSIbI4eRQUEWJCGKY/view?usp=sharing>
- Alignment with IBO. Ken O'Conner "The problem with percentage grades"
- Guskeys presentation at NESA <https://drive.google.com/file/d/1ho4U49tc4AdPoedKPIZaL2y5swMz179I/view?usp=sharing>
- <https://www.ibo.org/myip>
- https://docs.google.com/document/d/1eP1kyz04YAjzGobG8NEKihK0SbQz1J2igYCXU6b0pKU/e_dit?usp=sharing
- <https://www.youtube.com/watch?v=N8QfkT8L9lo>
- <https://www.alfiekohn.org/blogs/getting-rid-grades-case-studies/>

Additional information provided by schools in survey:

- You should separate achievement grades and learning attitudes. We use a 4-point descriptor scale for learning attitudes.
- We use developmental continuums because students in a single grade level are not the same age. In some cases the difference could be up to 12 months. Often younger students in the grade do poorly compared to their classmates and this affects how able/smart they view themselves as being. In some cases if they had just been born slightly later, been placed one grade lower, they would grow-up with a totally different mindset because they would be able to be more successful in class.
- For us, as an IB DP school it works well to set students and parents up for understanding of the final product (IB certificates and diplomas)
- We battle with having an "extending" or "exemplifying" label in our community - the desire for the "A" type grade. That said, it might also encourage teachers to challenge highly able students.
- We use standards-based grading, and the 1-7 scale is the same as our HS scale. We also have words that go with each "band", so 1-2 is Emerging, 3 is Approaching, 4-5 is Meeting, and 6-7 is Excelling. Most of our teachers would prefer to go to words only, as they see too much focus (by students and parents) on the numbers.
- Our move to SBG is a really big pedagogical step for many of our teachers. Trying to manage this change as best as possible.
- As we are nationally accredited we are held to the ministry of education's assessment scale. In the future we plan to review the alignment and improve the wording of the descriptors
- Interestingly, the students (and parents) who reacted the most to the change from A-E to the descriptors were those used to receiving A's. Other students have reacted positively to the descriptors but the 'A' students want to keep the label of being an 'A' student.
- We are currently reviewing and rewriting our Assessment Philosophy and examining reporting system, as we are an IB school but we also need to adhere to Mexican Secretary of Education requirements (0-100). I would be really interested to see the results of other schools as well. Thank you!