Why Change Traditional Grading?

• Core standards are prescribed by USBE. The expectation in Granite is “Fidelity to the Core.”

• Our assessments of learning are based on standards.

• Our grading practices should align with content standards to more accurately measure and report on students’ proficiency in meeting those standards.
Grades are intended to communicate progress towards mastery of articulated course content standards to students and parents. They are intended to indicate what a student knows and is able to do with respect to course objectives that have been explicitly taught. They encourage the student to act on feedback and the teacher to adjust and individualize student instruction.
• Homework is a meaningful independent practice which requires time and effort outside the classroom and has an articulated purpose tied to content standards, but is not scored.

• Classroom assessments tie directly to specific content standards and objectives.

• Teachers utilize a multitude of evidence in multiple modalities to determine a student’s level of proficiency: assignments, observations, portfolios, assessments, products, discussions, projects, performance tasks, etc.

• Issues of student behavior, participation, punctuality, work timeliness and effort are reflected in a citizenship grade rather than an academic grade.

• “Extra credit” is not included in the academic grade.
Advantages of PBG

• Personalized and individualized education.
• Students are empowered to take ownership of their learning.
• Students are less likely to become discouraged and give up.
Moving Towards District Implementation of Proficiency-Based Grading (PBG)
Educating Stakeholders

• PBG presentations with school leadership teams, teachers, School Community Councils, and administrators.
Supporting Teachers in Implementing PBG

- Inclusion of proficiency-based grading practices in trainings.
- Development of proficiency scales to guide instructional planning.
- Development of sample assessments and scoring rubrics for teacher use.
- Elementary Report Card committee made changes to elementary report card to support move towards PBG.
PBG
Gradebook
Beta Test

Information Systems developed Gradebook to support district model of PBG.

Nineteen teachers beta began beta testing PBG Gradebook second semester 2016-17.

Forty-five teachers continued beta test first semester 2017-18.

130+ teachers will participate in beta test second semester.

Quarterly meetings are held with beta testers to seek input.
Communicating with Parents
Communicating with Parents

- Parent overview of PBG has been developed for teachers and administrators to educate parents.
- Curriculum Department will continue to work with the Communication Department to further develop informational materials.
- Gradebook designed for parent view.
A parent: logs in, clicks on gradebook, and sees all of the students attached to them...
Parent Portal...

Once the parent selects a student, this is the screen that appears – the student’s current schedule.
Parents click on Standards to see student courses that are identified as Proficiency Based Grading...PBG...rather than assignments (in the regular Gradebook!)
Parent Portal...

Expanding the COURSE will yield which standards are being assessed for the Grading Period!
Expanding each standard will display a list of the assessments given for each one. These scores determine the calculated score in that particular area.
Revising Citizenship Policy

Citizenship should reflect work habits and timeliness, soft skills, behavior, etc.

Citizenship grades should also reflect student participation in service and leadership opportunities.