ENVISION 21

DEEP LEARNING

CATALINA FOOTHILLS SCHOOL DISTRICT

Standards-Based Grading in CFSD

Presented by Leah Glashow-Mandel, Director of Professional Learning

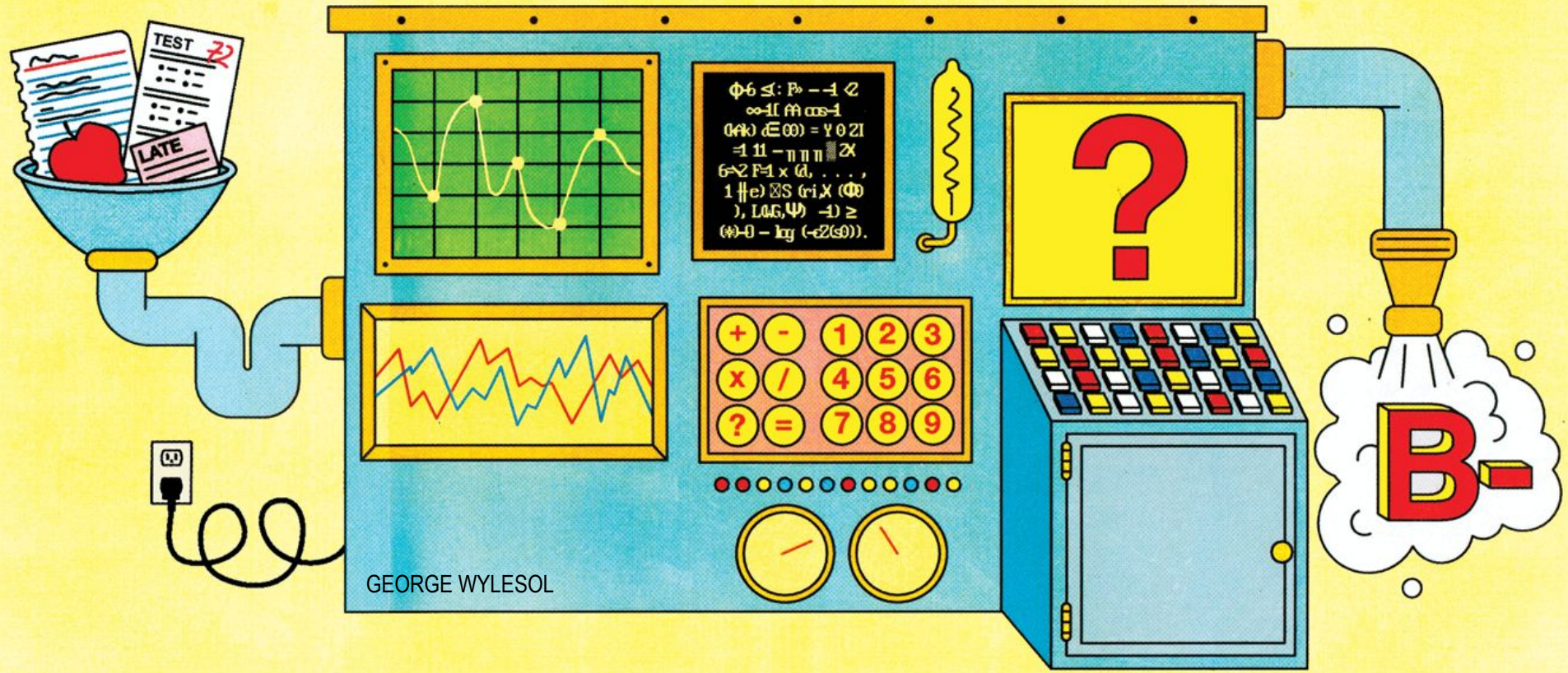
“Much of grading is based on tradition, not evidence, and there is still much room for improvement.”

2020 National Panel on the Future of Assessment Practices:
Grading in a Comprehensive and Balanced Assessment System

Topics

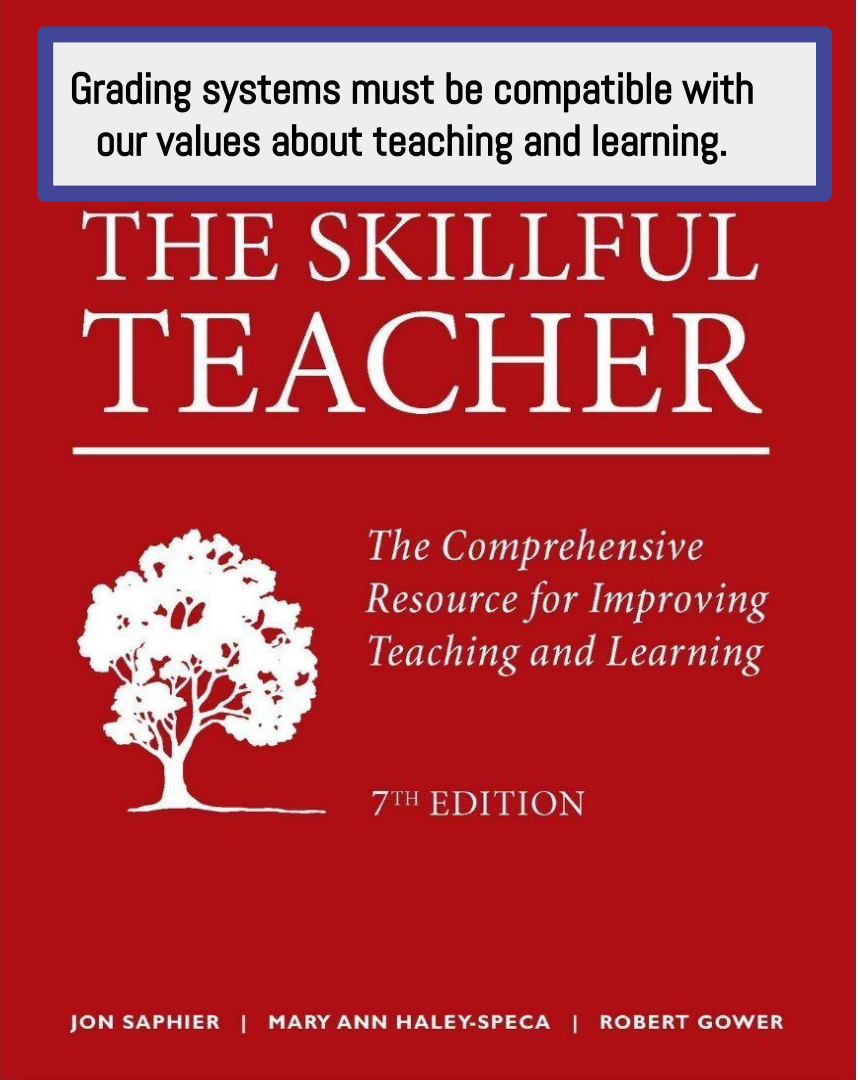
- Rationale for CFSD's SBG Practices
- CFSD's SBG Implementation Process
- Recommendations for Deliberate, Systemic Implementation

Rationale for Making the Shift



What are grades for? What does a grade represent?

Grading systems must be compatible with our values about teaching and learning.

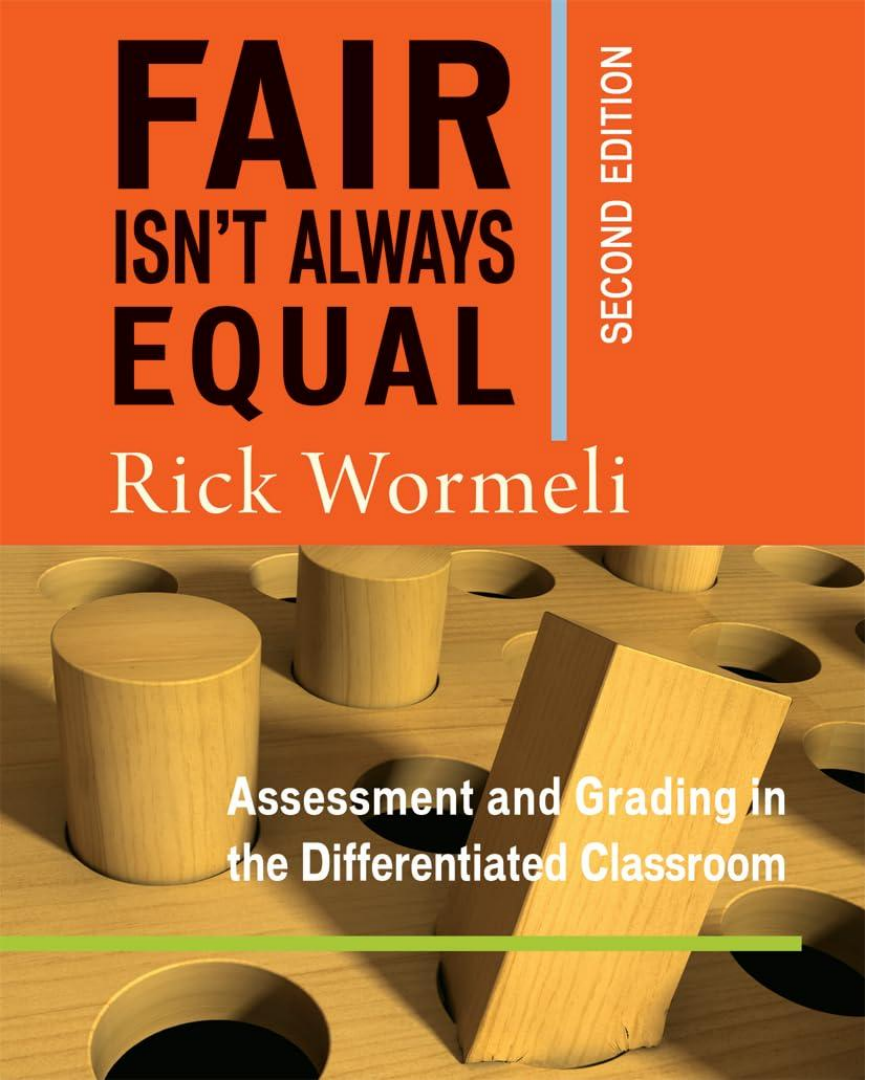


This is important.

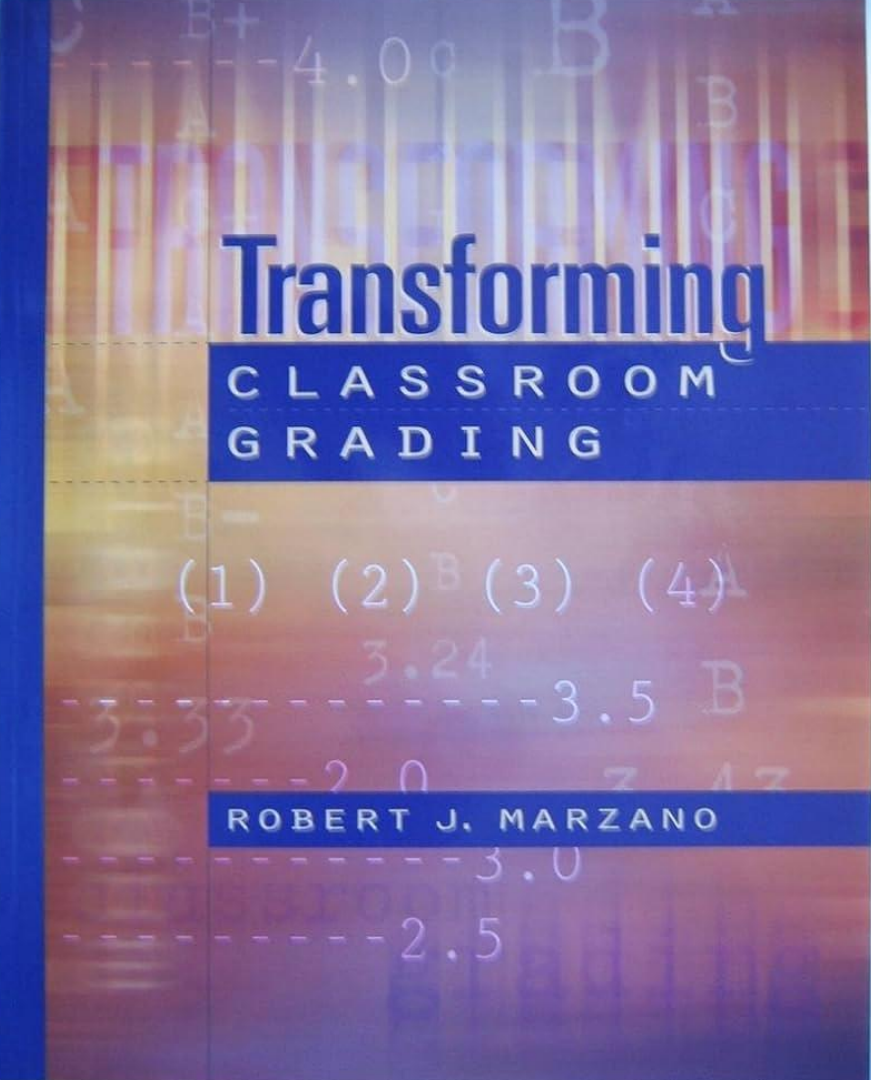
You can do it.

I won't give up on you.

–Studying Skillful Teaching

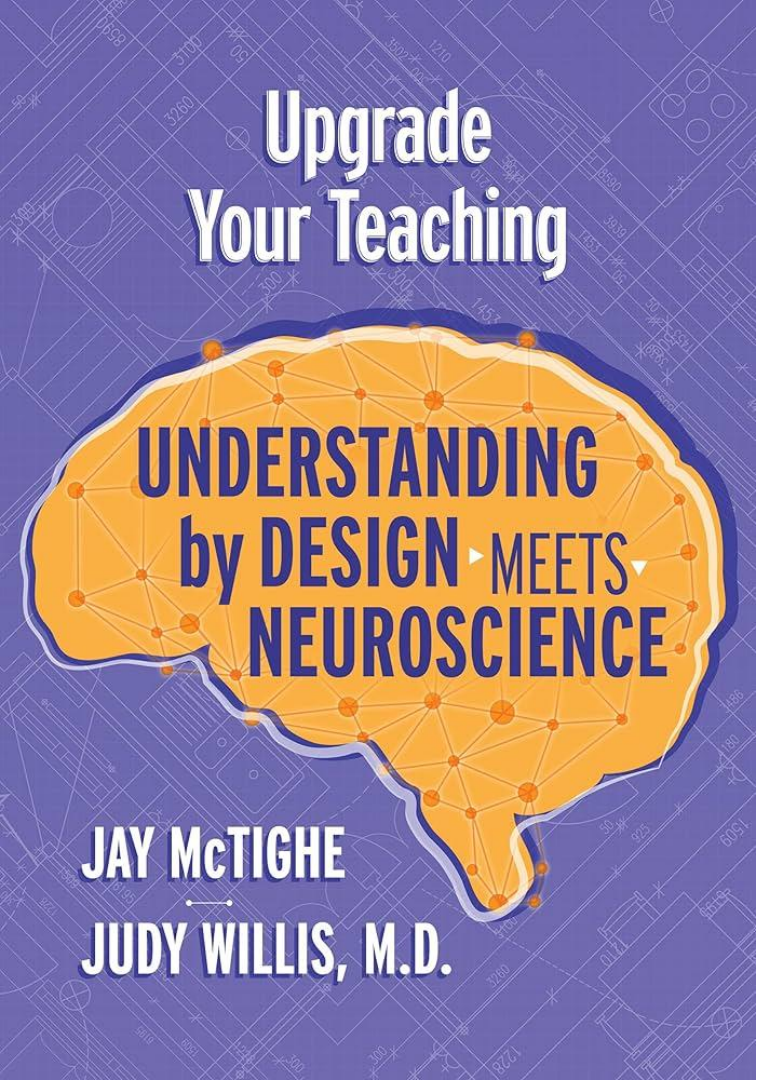


"Grades are inferences, personal interpretations on the part of the teacher, not infallible truths about students' mastery. We err when we attach too much self-worth and celebration to so fleeting a moment, so inaccurate a tool, so subjective an overworked teacher's judgment. Grades are fragile things on which to base so much. It's worth keeping them in perspective" (Wormeli, 2006, p. 95).

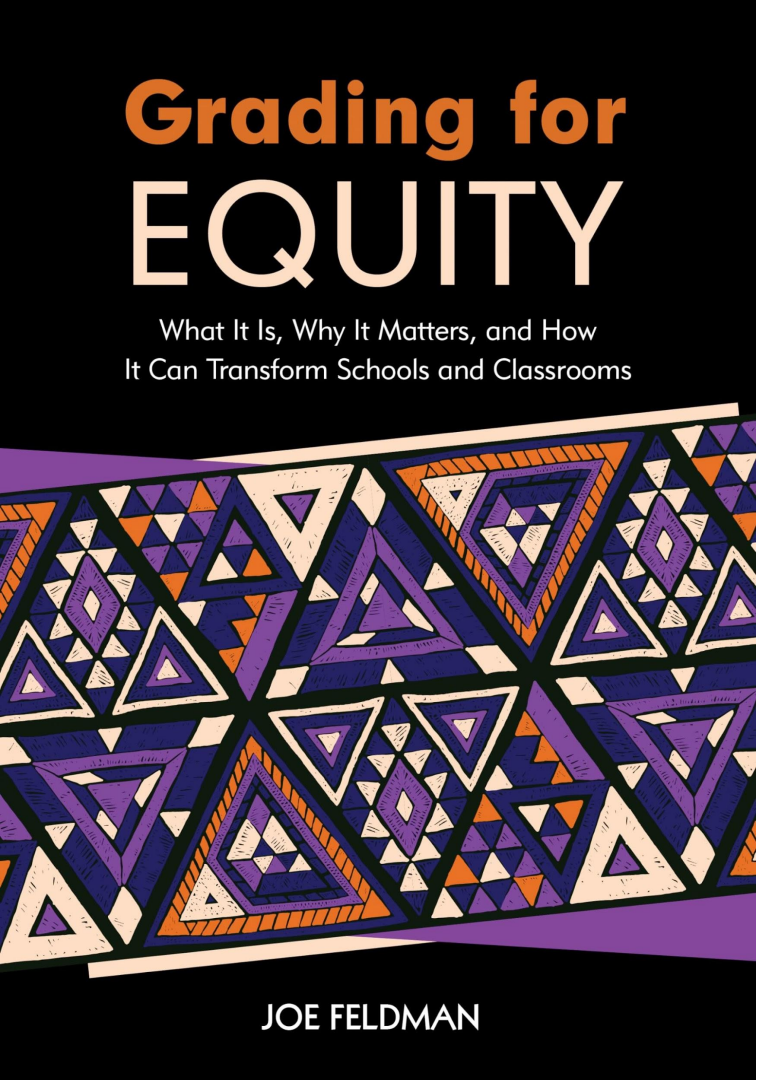


"Virtually all criticisms [of the traditional grading system] focus on one or more of the three problem areas: (1) teachers consider many factors other than academic achievement when they assign grades, (2) teachers weight assessments differently, and (3) teachers misinterpret single scores on classroom assessments" (Marzano, 2000, p. 3).


FAST FORWARD



"Even as the prefrontal cortex of the brain develops during the school years, the goal-directed executive functions such as prioritizing, systematic planning, self-monitoring, and deferring gratification do not automatically emerge. Students need ongoing opportunities to develop these critical skills–and the neural networks that underpin them" (McTighe and Willis, 2019, p. 66).



"Making our grading practices more accurate and fair is the most important kind of equity work; it confronts a deeply ingrained part of our education system, and transforms it so that instead of perpetuating disparate outcomes, it supports success for every student."

Joe Feldman, 2015

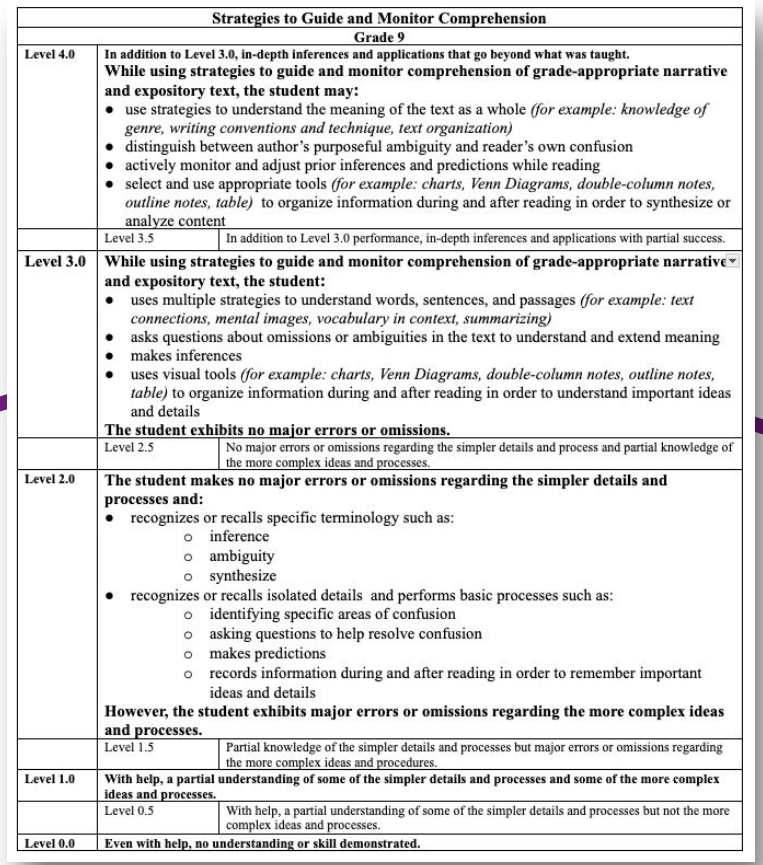
CFSD's Standards-Based Grading Implementation Timeline

Dates are approximate

CFSD's Standards-Based Grading Implementation Timeline

Worked with Bob Marzano to develop performance scales as part of SS + ELA curriculum revision

2006



Strategies to Guide and Monitor Comprehension		
Grade 9		
Level 4.0	**In addition to Level 3.0, in-depth inferences and applications that go beyond what was taught.** **While using strategies to guide and monitor comprehension of grade-appropriate narrative and expository text, the student may:** • use strategies to understand the meaning of the text as a whole *(for example: knowledge of genre, writing conventions and technique, text organization)* • distinguish between author's purposeful ambiguity and reader's own confusion • actively monitor and adjust prior inferences and predictions while reading • select and use appropriate tools *(for example: charts, Venn Diagrams, double-column notes, outline notes, table)* to organize information during and after reading in order to synthesize or analyze content	
	Level 3.5	In addition to Level 3.0 performance, in-depth inferences and applications with partial success.
Level 3.0	**While using strategies to guide and monitor comprehension of grade-appropriate narrative and expository text, the student:** • uses multiple strategies to understand words, sentences, and passages *(for example: text connections, mental images, vocabulary in context, summarizing)* • asks questions about omissions or ambiguities in the text to understand and extend meaning • makes inferences • uses visual tools *(for example: charts, Venn Diagrams, double-column notes, outline notes, table)* to organize information during and after reading in order to understand important ideas and details **The student exhibits no major errors or omissions.**	
	Level 2.5	No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes.

Level 2.0	**The student makes no major errors or omissions regarding the simpler details and processes and:**
	• recognizes or recalls specific terminology such as:
	  ○ inference
	  ○ ambiguity
	  ○ synthesize
	• recognizes or recalls isolated details and performs basic processes such as:
	  ○ identifying specific areas of confusion
	  ○ asking questions to help resolve confusion
	  ○ makes predictions
	  ○ records information during and after reading in order to remember important ideas and details
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	

	Level 1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.
Level 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	Level 0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
Level 0.0	**Even with help, no understanding or skill demonstrated.**	

CFSD's Standards-Based Grading Implementation Timeline

Worked with Bob Marzano to develop performance scales as part of SS + ELA curriculum revision

2006

2007

Piloted standards-based / rubric grades through 9 early adopters in high school ELA/Humanities

"Rubrics give my students hope, whereas before they were flunking because they wouldn't turn things in, now they were enable themselves to succeed for the sake of success."

"I realized that a lot of my previous reading quizzes were truly only addressing Level 2 skills, and I did not allow my students the opportunity for higher-order thinking on such assessments."

"I really saw them change the way they [approached] revisions and the skills...they really liked the feedback, and felt like they could concretely focus on...[specific] skills [for] revision...ultimately, this gave them greater control of their learning."

Benefits / realizations identified by early adopters.

CFSD's Standards-Based Grading Implementation Timeline

Challenges identified by early adopters.

2006

Worked with Bob Marzano to develop performance scales as part of SS + ELA curriculum revision

"A major obstacle with the new grading scale is the paradigm shift that the students and the parents need to make."

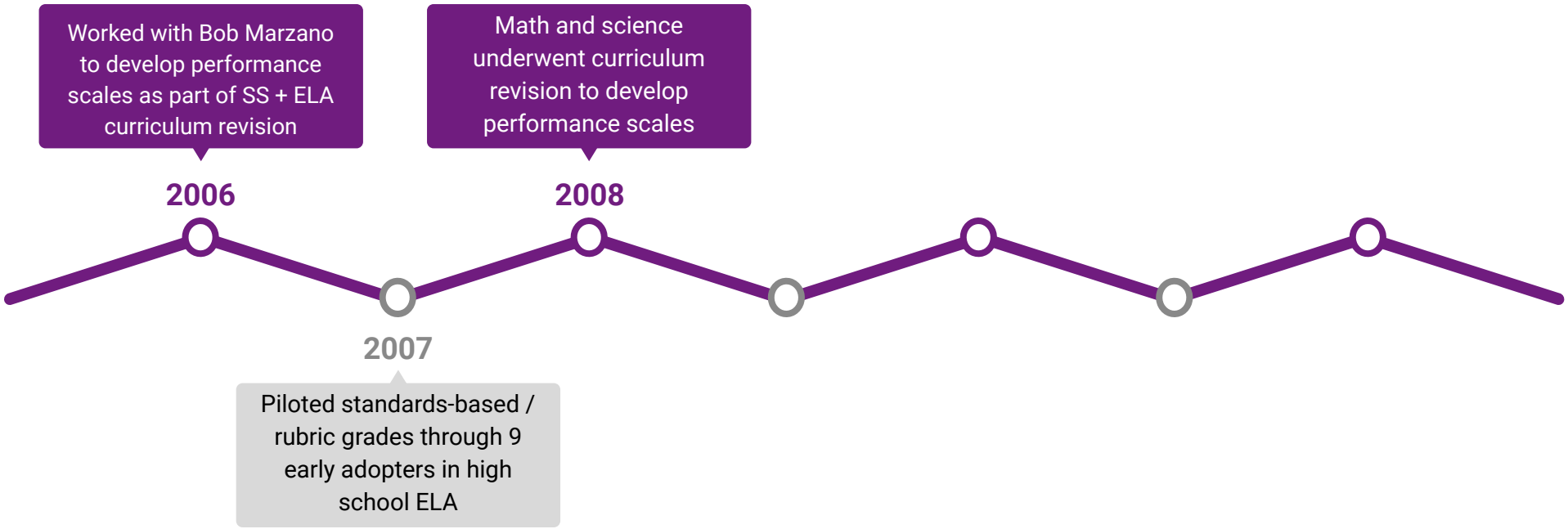
2007

Piloted standards-based / rubric grades through 9 early adopters in high school ELA

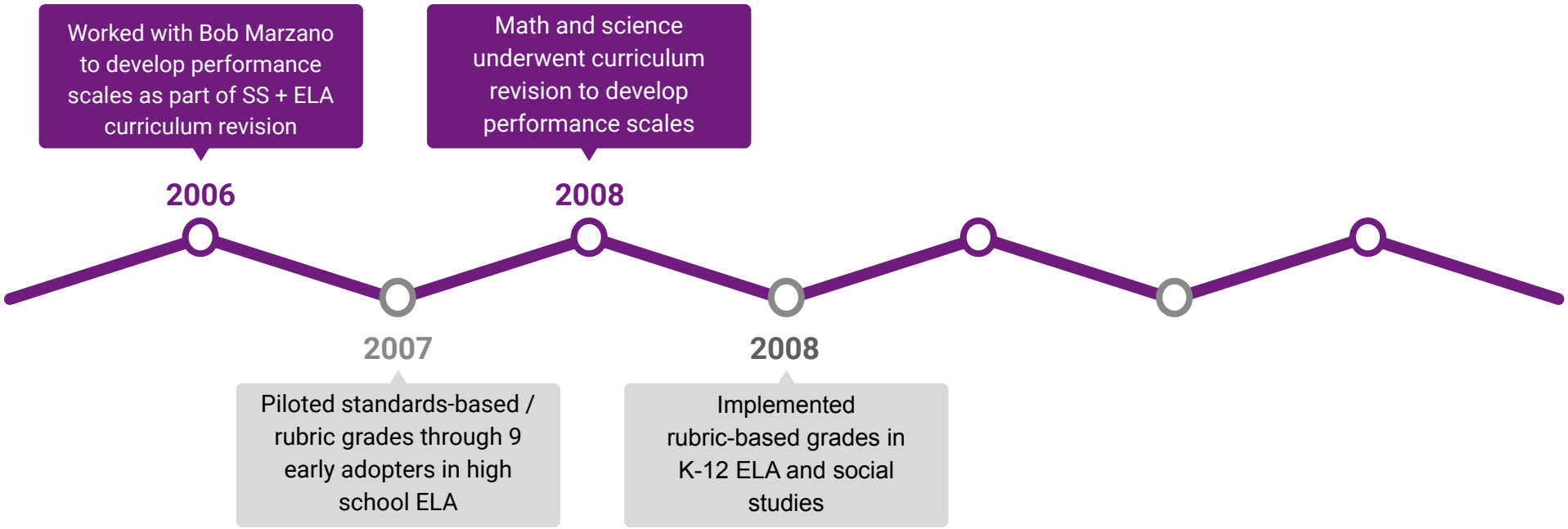
"More two-way communication would have been beneficial for both teachers and administration."

"The [new] vocabulary rubric eliminated the traditional tests I used in which students filled in the blanks using the vocabulary words in context. The [new] assessments...tended to be performance or presentation based, and took up an inordinate amount of class time."

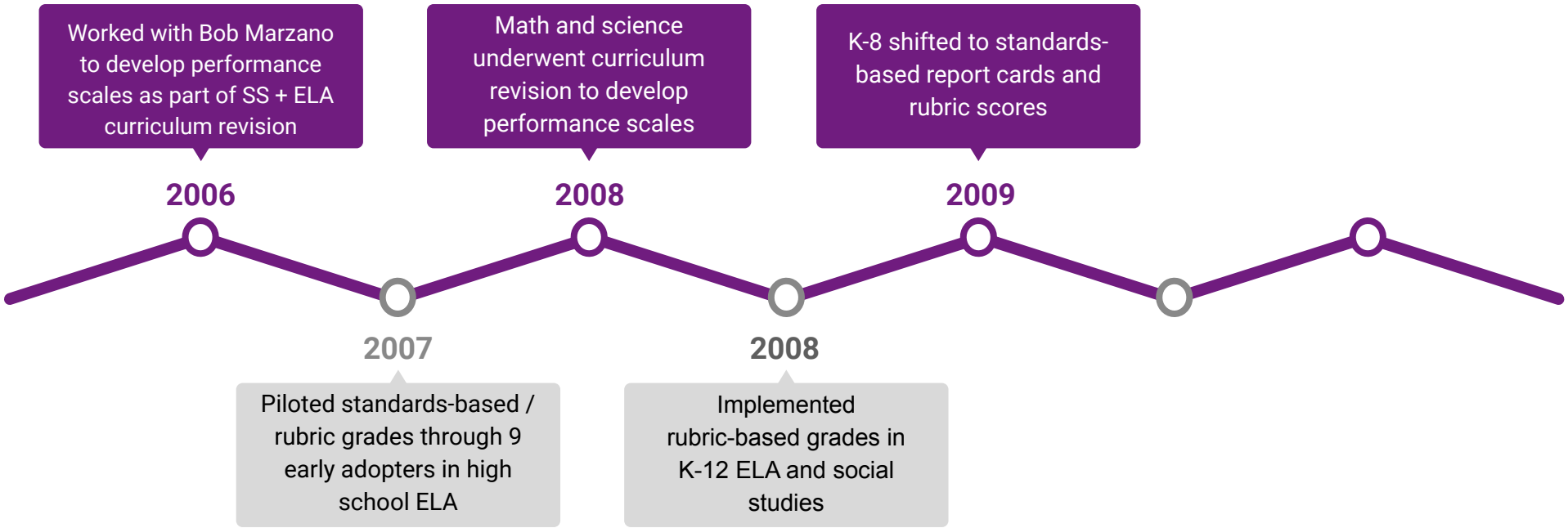
CFSD's Standards-Based Grading Implementation Timeline



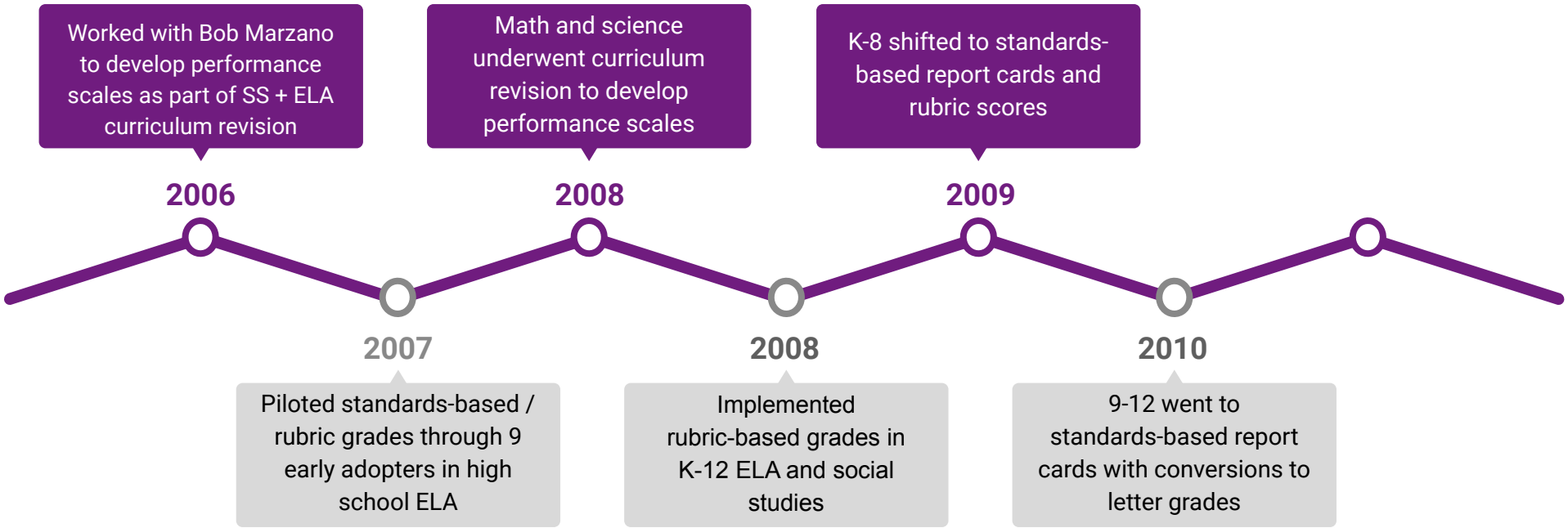
CFSD's Standards-Based Grading Implementation Timeline



CFSD's Standards-Based Grading Implementation Timeline



CFSD's Standards-Based Grading Implementation Timeline



Sample Performance Scale: Algebra 1

CATALINA FOOTHILLS SCHOOL DISTRICT STANDARDS FOR MATHEMATICS: HS ALGEBRA 1	
NUMBER AND QUANTITY – N: Quantities (N-Q) Reason quantitatively and use units to solve problems.	
Score 4.0	In addition to score 3.0 performance, the student will with elegance and efficiency justify responses, summarize solutions, explain mathematical reasoning, represent multiple/varied possible solutions, synthesize concepts and/or apply concepts to non-routine context(s).
Score 3.5	In addition to score 3.0 performance, the student will explain the appropriateness of strategies used to solve problems, integrate concepts and /or apply concepts to predictable, but not practiced context(s).
Score 3.0	The student will: **A1.N-Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays, include utilizing real-world context. **A1.N-Q.A.2** Define appropriate quantities for the purpose of descriptive modeling. Include problem-solving opportunities utilizing real-world context. **A1.N-Q.A.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities utilizing real-world context. **Learning Goals** **I can:** • create mathematical models, analyzing the models in context for accuracy, including units.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 conte
Score 2.0	• The student will perform basic processes, such as: ○ create a model without context explained or analyzed • The student will recognize or recall specific vocabulary/terminology, such as: ○ rate of change ○ context ○ unit analysis ○ function ○ variable
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

Teacher-Developed Performance Scale

Sample Performance Scale: Algebra 1

CATALINA FOOTHILLS SCHOOL DISTRICT

STANDARDS FOR MATHEMATICS: HS ALGEBRA 1

NUMBER AND QUANTITY – N: Quantities (N-Q)
Reason quantitatively and use units to solve problems.

Score 4.0	In addition to score 3.0 performance, the student will with elegance and efficiency justify responses, summarize solutions, explain mathematical reasoning, represent multiple/varied possible solutions, synthesize concepts and/or apply concepts to non-routine context(s).
Score 3.5	In addition to score 3.0 performance, the student will explain the appropriateness of strategies used to solve problems, integrate concepts and /or apply concepts to predictable, but not practiced context(s).
Score 3.0	The student will: A1.N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and A1.N-Q.A.2 world context. A1.N-Q.A.3 xt. Learning Go I can: • crea
Score 2.5	No major err
Score 2.0	• The stu ○ create a model without context explained or analyzed • The student will recognize or recall specific vocabulary/terminology, such as: ○ rate of change ○ context ○ unit analysis ○ function ○ variable
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

The performance area (determined by the state standards) appears at the top of each related rubric.

Sample Performance Scale: Algebra 1

CATALINA FOOTHILLS SCHOOL DISTRICT

STANDARDS FOR MATHEMATICS: HS ALGEBRA 1

NUMBER AND QUANTITY – N: Quantities (N-Q)

Reason quantitatively and use units to solve problems.

Score 4.0	In addition to score 3.0 performance, the student will with elegance and efficiency justify responses, summarize solutions, explain mathematical reasoning, represent multiple/varied possible solutions, synthesize concepts and/or apply concepts to non-routine context(s).
Score 3.5	In addition to score 3.0 performance, the student will explain the appropriateness of strategies used to solve problems, integrate concepts and /or apply concepts to predictable, but not practiced context(s).
Score 3.0	The student will: **A1.N-Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays, include utilizing real-world context. **A1.N-Q.A.2** Define appropriate quantities for the purpose of descriptive modeling. Include problem-solving opportunities utilizing real-world context. **A1.N-Q.A.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities utilizing real-world context.
	Learning Goals I can: • crea
Score 2.5	No major err
Score 2.0	• The stu • The stu
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

State Standards are listed at the Score 3.0, as they represent grade-level proficiency.

Sample Performance Scale: Algebra 1

CATALINA FOOTHILLS SCHOOL DISTRICT

STANDARDS FOR MATHEMATICS: HS ALGEBRA 1

NUMBER AND QUANTITY – N: Quantities (N-Q)

Reason quantitatively and use units to solve problems.

Score 4.0	In addition to score 3.0 performance, the student will with elegance and efficiency justify responses, summarize solutions, explain mathematical reasoning, represent multiple/varied possible solutions, synthesize concepts and/or apply concepts to non-routine context(s).
Score 3.5	In addition to score 3.0 performance, the student will explain the appropriateness of strategies used to solve problems, integrate concepts and /or apply concepts to predictable, but not practiced context(s).
Score 3.0	The student will: **A1.N-Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays, include utilizing real-world context. **A1.N-Q.A.2** Define appropriate quantities for the purpose of descriptive modeling. Include problem-solving opportunities utilizing real-world context. **A1.N-Q.A.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities utilizing real-world context. **Learning Goals** **I can:** • create mathematical models, analyzing the models in context for accuracy, including units.
Score 2.5	No major er…
Score 2.0	• The stu… • The stu…
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

Standards are broken down into learning goals that clarify what students would do to demonstrate proficiency.

Sample Performance Scale: Algebra 1

CATALINA FOOTHILLS SCHOOL DISTRICT

STANDARDS FOR MATHEMATICS: HS ALGEBRA 1

NUMBER AND QUANTITY – N: Quantities (N-Q)

Reason quantitatively and use units to solve problems.

Score 4.0	In addition to score 3.0 performance, the student will with elegance and efficiency justify responses, summarize solutions, explain mathematical reasoning, represent multiple/varied possible solutions, synthesize concepts and/or apply concepts to non-routine context(s).
Score 3.5	In addition to sc… …ts and /or apply concepts to predictable, b…
Score 3.0	The student will… A1.N-Q.A.1 Us… …sistently in formulas; choose and int… A1.N-Q.A.2 De… …rld context. A1.N-Q.A.3 Ch… Learning Goals I can: • create mathematical models, analyzing the models in context for accuracy, including units.
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content

Score 2.0	• The student will perform basic processes, such as:
	  ○ create a model without context explained or analyzed
	• The student will recognize or recall specific vocabulary/terminology, such as:
	  ○ rate of change
	  ○ context
	  ○ unit analysis
	  ○ function
	  ○ variable

Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

The Score 2.0 identifies basic processes and vocabulary students might know and be able to do.

Sample Performance Scale: Algebra 1

CATALINA FOOTHILLS SCHOOL DISTRICT STANDARDS FOR MATHEMATICS: HS ALGEBRA 1	
NUMBER AND QUANTITY – N: Quantities (N-Q) Reason quantitatively and use units to solve problems.	
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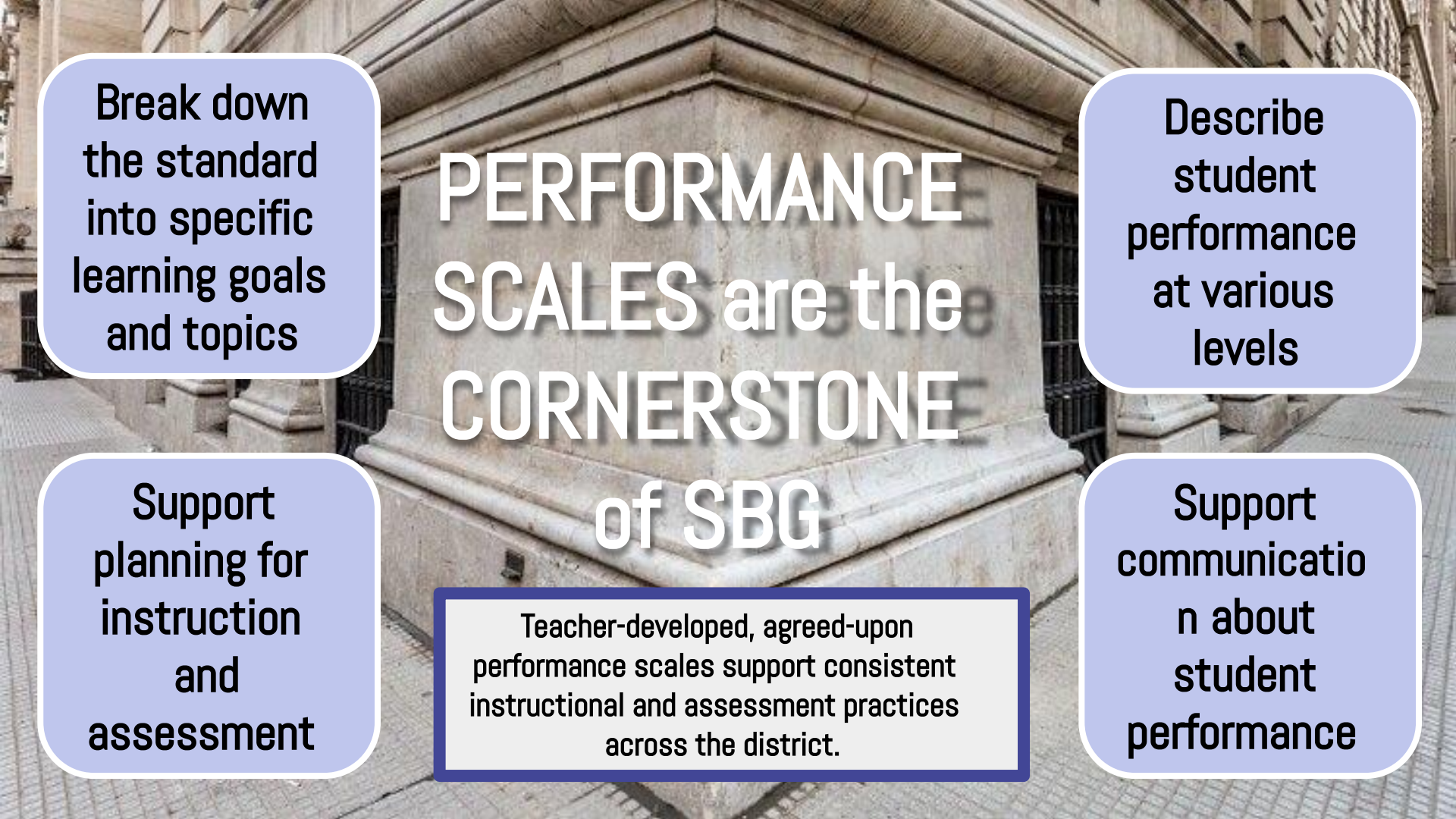
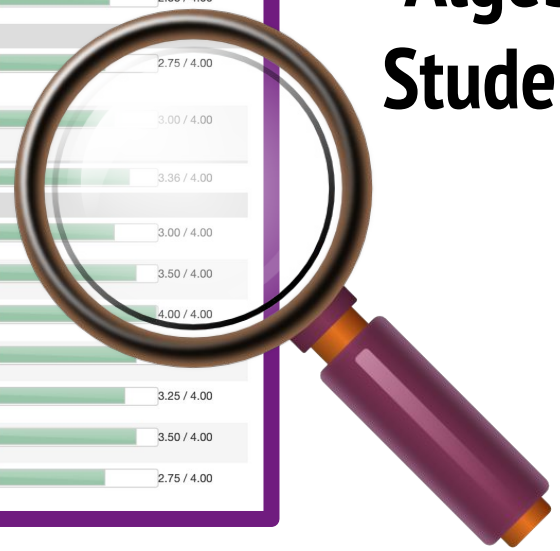
Score 3.5	In addition to score 3.0 performance, the student will explain the appropriateness of strategies used to solve problems, integrate concepts and/or apply concepts to predictable, but not practiced context(s).
Score 3.0	The student will: A1.N-Q.A.1 … consistently in formulas; choose and A1.N-Q.A.2 … world context. A1.N-Q.A.3 … xt. Learning Go I can: • crea…
Score 2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content
Score 2.0	• The student will perform basic processes, such as: ○ create a model without context explained or analyzed • The student will recognize or recall specific vocabulary/terminology, such as: ○ rate of change ○ context ○ unit analysis ○ function ○ variable
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

The Score 4.0 description clarifies how students might exceed the standards.


Break down the standard into specific learning goals and topics
PERFORMANCE SCALES are the CORNERSTONE of SBG
Describe student performance at various levels
Support planning for instruction and assessment
Teacher-developed, agreed-upon performance scales support consistent instructional and assessment practices across the district.
Support communicatio n about student performance

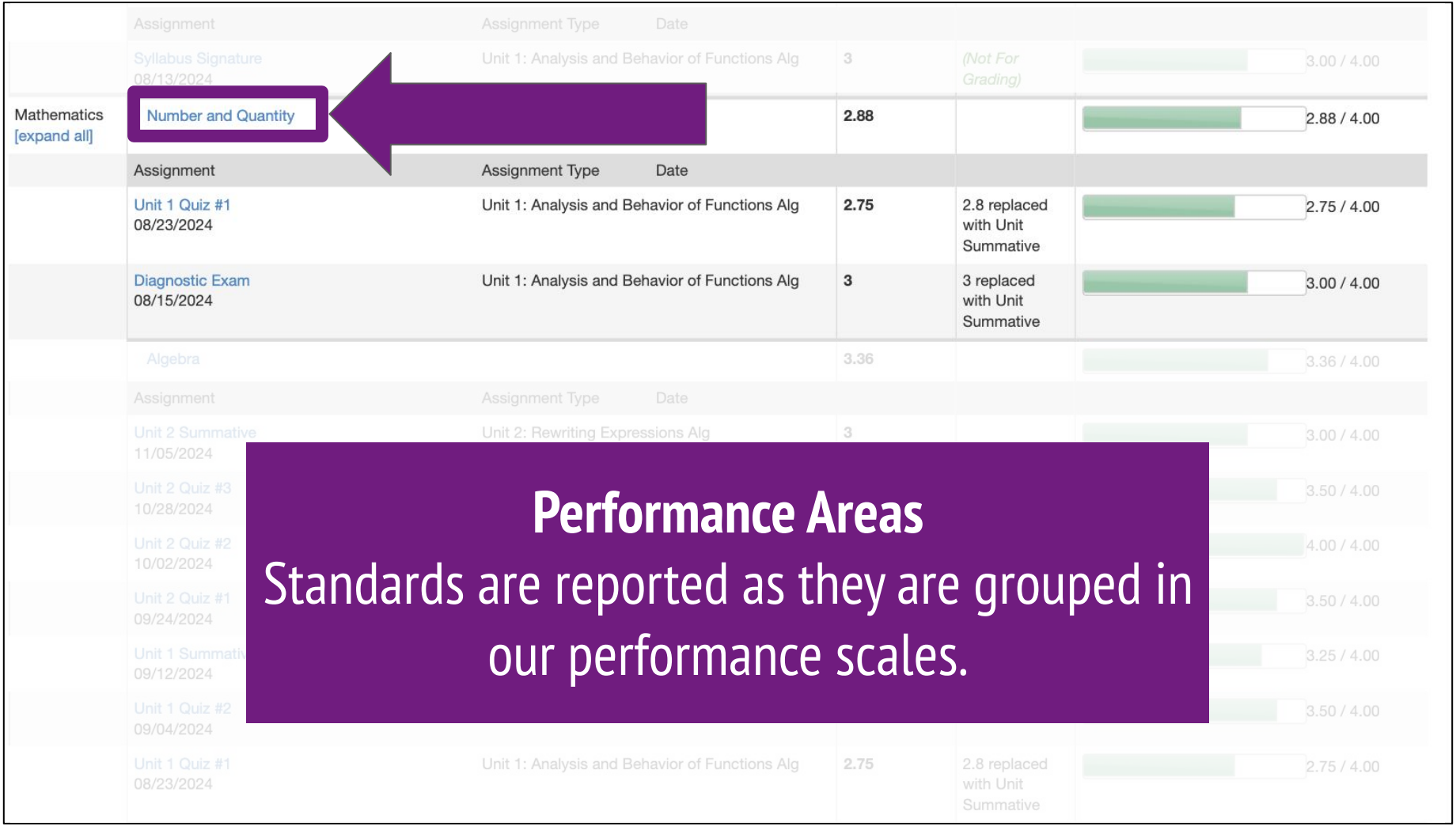
Subject	Standard		Mark	Notes	Performance Indicator
DLP, PR [expand all]	PR: Work Completion - Classwork				
	Assignment	Assignment Type Date			
	Unit 2 Quiz #3 Corrections 11/05/2024	Unit 2: Rewriting Expressions Alg		Excused | *(Not For Grading)*	/ 4.00
	Unit 2 Quiz #2 Corrections 10/21/2024	Unit 2: Rewriting Expressions Alg	**3**	*(Not For Grading)*	3.00 / 4.00
	Unit 2 Quiz #1 Corrections 10/02/2024	Unit 2: Rewriting Expressions Alg	**4**	*(Not For Grading)*	4.00 / 4.00
	Unit 1 Summative Corrections 09/19/2024	Unit 1: Analysis and Behavior of Functions Alg	**3**	*(Not For Grading)*	3.00 / 4.00
	Unit 1 Quiz #2 Corrections 09/12/2024	Unit 1: Analysis and Behavior of Functions Alg	**3**	*(Not For Grading)*	3.00 / 4.00
	Unit 1 Quiz #1 Corrections 09/04/2024	Unit 1: Analysis and Behavior of Functions Alg	**3**	*(Not For Grading)*	3.00 / 4.00
	Diagnostic Corrections 08/23/2024	Unit 1: Analysis and Behavior of Functions Alg	**3**	*(Not For Grading)*	3.00 / 4.00
	PR: Work Completion - Homework				
	Assignment	Assignment Type Date			
	Syllabus Signature 08/13/2024	Unit 1: Analysis and Behavior of Functions Alg	**3**	*(Not For Grading)*	3.00 / 4.00
Mathematics [expand all]	Number and Quantity		**2.88**		2.88 / 4.00
	Assignment	Assignment Type Date			
	Unit 1 Quiz #1 08/23/2024	Unit 1: Analysis and Behavior of Functions Alg	**2.75**	2.8 replaced with Unit Summative	2.75 / 4.00
	Diagnostic Exam 08/15/2024	Unit 1: Analysis and Behavior of Functions Alg	**3**	3 replaced with Unit Summative	3.00 / 4.00
	Algebra		**3.36**		3.36 / 4.00
	Assignment	Assignment Type Date			
	Unit 2 Summative 11/05/2024	Unit 2: Rewriting Expressions Alg	**3**		3.00 / 4.00
	Unit 2 Quiz #3 10/28/2024	Unit 2: Rewriting Expressions Alg	**3.5**		3.50 / 4.00
	Unit 2 Quiz #2 10/02/2024	Unit 2: Rewriting Expressions Alg	**4**		4.00 / 4.00
	Unit 2 Quiz #1 09/24/2024	Unit 2: Rewriting Expressions Alg	**3.5**		
	Unit 1 Summative 09/12/2024	Unit 1: Analysis and Behavior of Functions Alg	**3.25**		3.25 / 4.00
	Unit 1 Quiz #2 09/04/2024	Unit 1: Analysis and Behavior of Functions Alg	**3.5**		3.50 / 4.00
	Unit 1 Quiz #1 08/23/2024	Unit 1: Analysis and Behavior of Functions Alg	**2.75**	2.8 replaced with Unit Summative	2.75 / 4.00



Synergy®

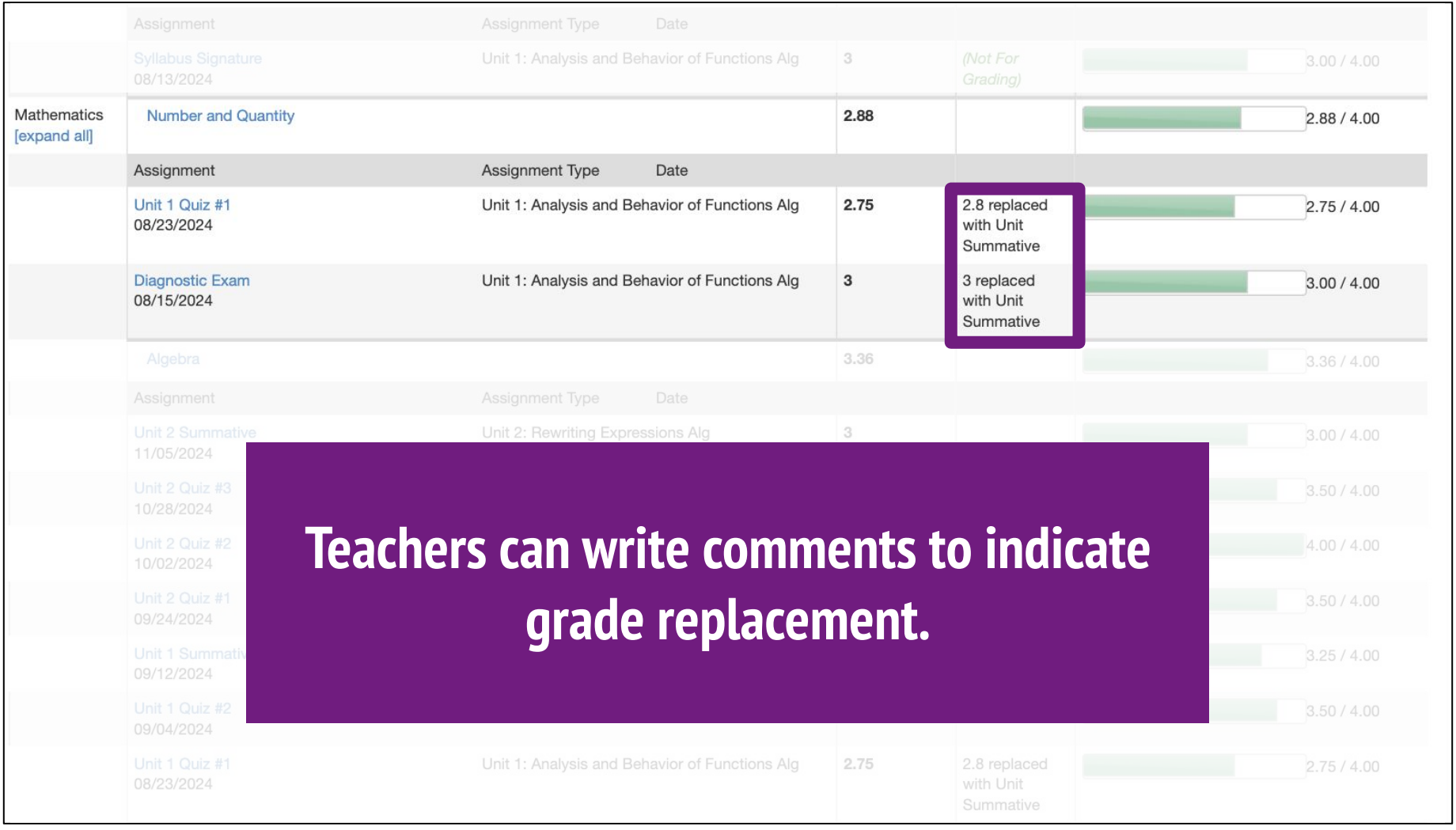
Algebra 1 Sample Student Gradebook View

	Assignment	Assignment Type	Date			
	Syllabus Signature 08/13/2024	Unit 1: Analysis and Behavior of Functions Alg		3	*(Not For Grading)*	3.00 / 4.00
Mathematics [expand all]	Number and Quantity			**2.88**		2.88 / 4.00
	Assignment	Assignment Type	Date			
	Unit 1 Quiz #1 08/23/2024	Unit 1: Analysis and Behavior of Functions Alg		**2.75**	2.8 replaced with Unit Summative	2.75 / 4.00
	Diagnostic Exam 08/15/2024	Unit 1: Analysis and Behavior of Functions Alg		**3**	3 replaced with Unit Summative	3.00 / 4.00
	Algebra			**3.36**		3.36 / 4.00
	Assignment	Assignment Type	Date			
	Unit 2 Summative 11/05/2024	Unit 2: Rewriting Expressions Alg		**3**		3.00 / 4.00
	Unit 2 Quiz #3 10/28/2024	Unit 2: Rewriting Expressions Alg		**3.5**		3.50 / 4.00
	Unit 2 Quiz #2 10/02/2024	Unit 2: Rewriting Expressions Alg		**4**		4.00 / 4.00
	Unit 2 Quiz #1 09/24/2024	Unit 2: Rewriting Expressions Alg		**3.5**		3.50 / 4.00
	Unit 1 Summative 09/12/2024	Unit 1: Analysis and Behavior of Functions Alg		**3.25**		3.25 / 4.00
	Unit 1 Quiz #2 09/04/2024	Unit 1: Analysis and Behavior of Functions Alg		**3.5**		3.50 / 4.00
	Unit 1 Quiz #1 08/23/2024	Unit 1: Analysis and Behavior of Functions Alg		**2.75**	2.8 replaced with Unit Summative	2.75 / 4.00


Assignment
Assignment Type
Date
Syllabus Signature
08/13/2024
Unit 1: Analysis and Behavior of Functions Alg
3
(Not For Grading)
3.00 / 4.00
Mathematics
[expand all]
Number and Quantity
2.88
2.88 / 4.00
Assignment
Assignment Type
Date
Unit 1 Quiz #1
08/23/2024
Unit 1: Analysis and Behavior of Functions Alg
2.75
2.8 replaced with Unit Summative
2.75 / 4.00
Diagnostic Exam
08/15/2024
Unit 1: Analysis and Behavior of Functions Alg
3
3 replaced with Unit Summative
3.00 / 4.00
Algebra
3.36
3.36 / 4.00
Assignment
Assignment Type
Date
Unit 2 Summative
11/05/2024
Unit 2: Rewriting Expressions Alg
3
3.00 / 4.00
Unit 2 Quiz #3
10/28/2024
3.50 / 4.00
Unit 2 Quiz #2
10/02/2024
4.00 / 4.00
Unit 2 Quiz #1
09/24/2024
3.50 / 4.00
Unit 1 Summativ
09/12/2024
3.25 / 4.00
Unit 1 Quiz #2
09/04/2024
3.50 / 4.00
Unit 1 Quiz #1
08/23/2024
Unit 1: Analysis and Behavior of Functions Alg
2.75
2.8 replaced with Unit Summative
2.75 / 4.00
Performance Areas
Standards are reported as they are grouped in our performance scales.

Assignment	Assignment Type	Date			
Syllabus Signature 08/13/2024	Unit 1: Analysis and Behavior of Functions Alg		3	*(Not For Grading)*	3.00 / 4.00
Mathematics [expand all] — Number and Quantity			**2.88**		2.88 / 4.00
Unit 1 Quiz #1 08/23/2024	Unit 1: Analysis and Behavior of Functions Alg		**2.75**	2.8 replaced with Unit Summative	2.75 / 4.00
Diagnostic Exam 08/15/2024	Unit 1: Analysis and Behavior of Functions Alg		**3**	3 replaced with Unit Summative	3.00 / 4.00
Algebra			3.36		3.36 / 4.00
Unit 2 Summative 11/05/2024	Unit 2: Rewriting Expressions Alg		3		3.00 / 4.00
Unit 2 Quiz #3 10/28/2024					3.50 / 4.00
Unit 2 Quiz #2 10/02/2024					4.00 / 4.00
Unit 2 Quiz #1 09/24/2024					3.50 / 4.00
Unit 1 Summativ 09/12/2024					3.25 / 4.00
Unit 1 Quiz #2 09/04/2024					3.50 / 4.00
Unit 1 Quiz #1 08/23/2024	Unit 1: Analysis and Behavior of Functions Alg		2.75	2.8 replaced with Unit Summative	2.75 / 4.00

Individual assignments and scores are reported out based on the performance areas.


Assignment Assignment Type Date
Syllabus Signature 08/13/2024 Unit 1: Analysis and Behavior of Functions Alg 3 (Not For Grading) 3.00 / 4.00
Mathematics [expand all]
Number and Quantity 2.88 2.88 / 4.00
Assignment Assignment Type Date
Unit 1 Quiz #1 08/23/2024 Unit 1: Analysis and Behavior of Functions Alg 2.75 2.8 replaced with Unit Summative 2.75 / 4.00
Diagnostic Exam 08/15/2024 Unit 1: Analysis and Behavior of Functions Alg 3 3 replaced with Unit Summative 3.00 / 4.00
Algebra 3.36 3.36 / 4.00
Assignment Assignment Type Date
Unit 2 Summative 11/05/2024 Unit 2: Rewriting Expressions Alg 3 3.00 / 4.00
Unit 2 Quiz #3 10/28/2024 3.50 / 4.00
Unit 2 Quiz #2 10/02/2024 4.00 / 4.00
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Unit 1 Summativ 09/12/2024 3.25 / 4.00
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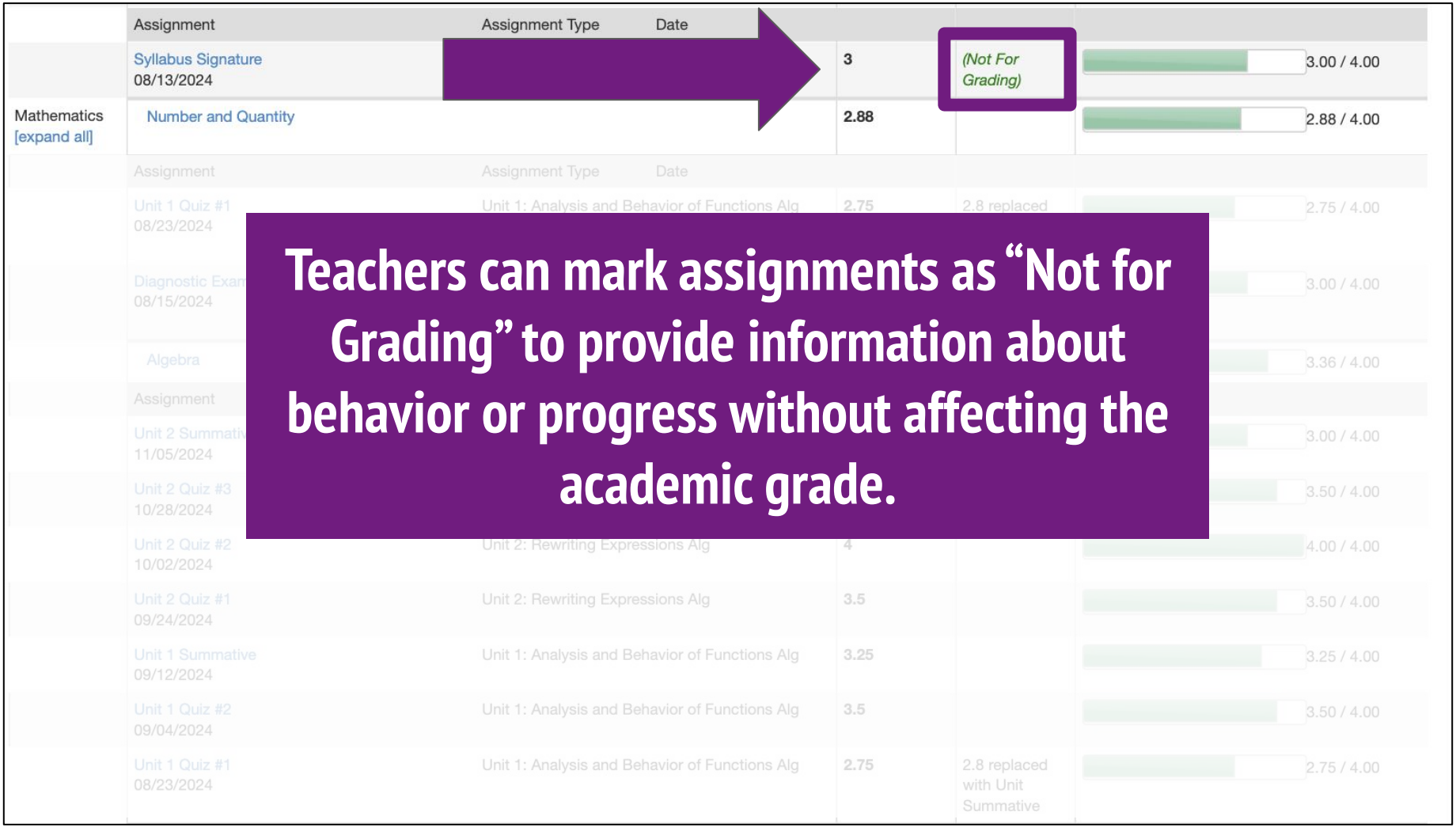
Unit 1 Quiz #1 08/23/2024 Unit 1: Analysis and Behavior of Functions Alg 2.75 2.8 replaced with Unit Summative 2.75 / 4.00
Teachers can write comments to indicate grade replacement.


Assignment
Assignment Type
Date
Syllabus Signature
08/13/2024
3
(Not For Grading)
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Mathematics
[expand all]
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Unit 1 Quiz #1
08/23/2024
Unit 1: Analysis and Behavior of Functions Alg
2.75
2.8 replaced with Unit Summative
2.75 / 4.00
Teachers can mark assignments as “Not for Grading” to provide information about behavior or progress without affecting the academic grade.

	Assignment	Assignment Type	Date			
	Syllabus Signature 08/13/2024	Unit 1: Analysis and Behavior of Functions Alg		3	*(Not For Grading)*	3.00 / 4.00
Mathematics [expand all]	Number and Quantity			**2.88**		2.88 / 4.00
	Assignment	Assignment Type	Date			
	Unit 1 Quiz #1 08/23/2024	Unit 1: Analysis and Behavior of Functions Alg		**2.75**	2.8 replaced with Unit Summative	2.75 / 4.00
	Diagnostic Exam 08/15/2024	Unit 1: Analysis and Behavior of Functions Alg		**3**	3 replaced with Unit Summative	3.00 / 4.00
	Algebra			3.36		3.36 / 4.00
	Assignment	Assignment Type	Date			
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	Unit 2 Quiz #3 10/28/2024					3.50 / 4.00
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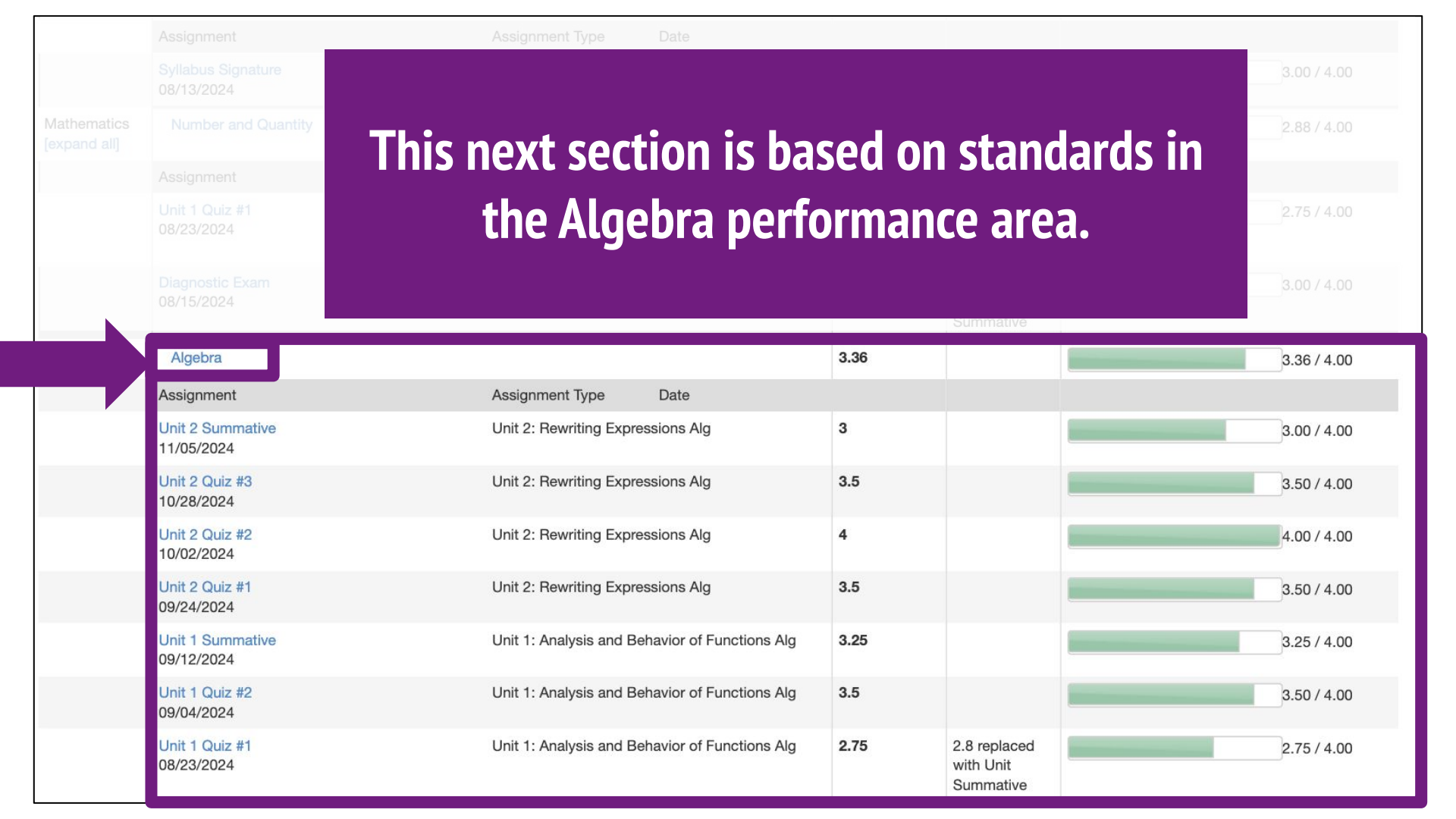
We can also see the average rubric score for all of the assessments in this performance area.



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Unit 2 Quiz #1 09/24/2024	Unit 2: Rewriting Expressions Alg		3.5		3.50 / 4.00
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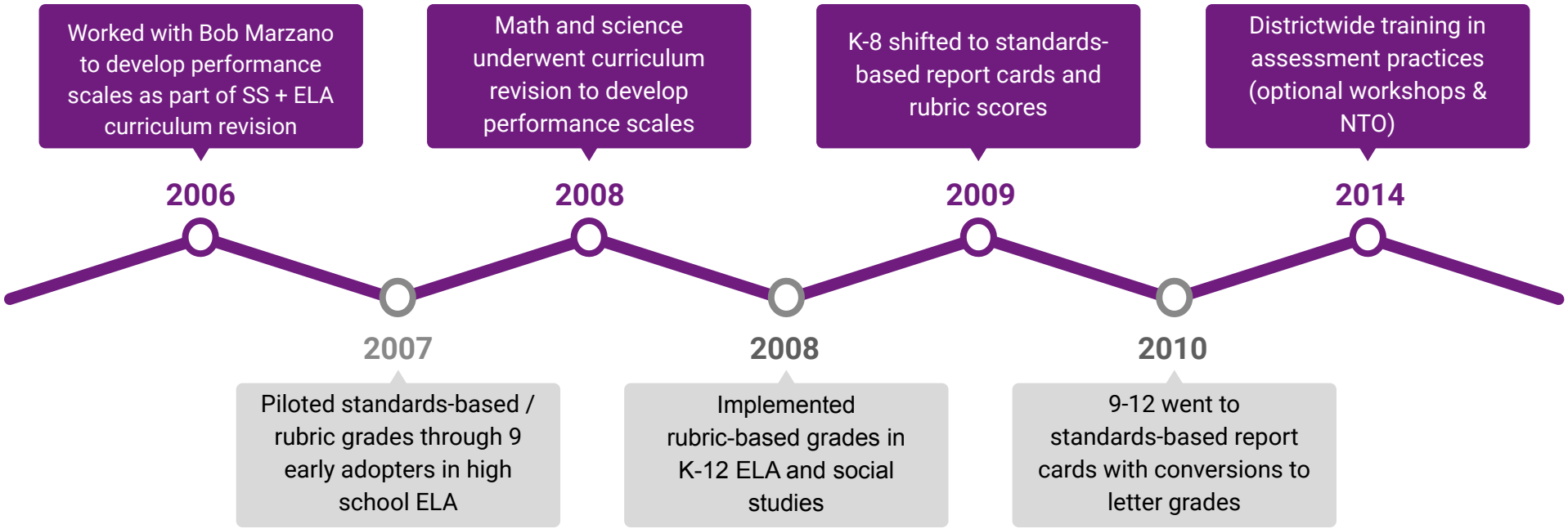
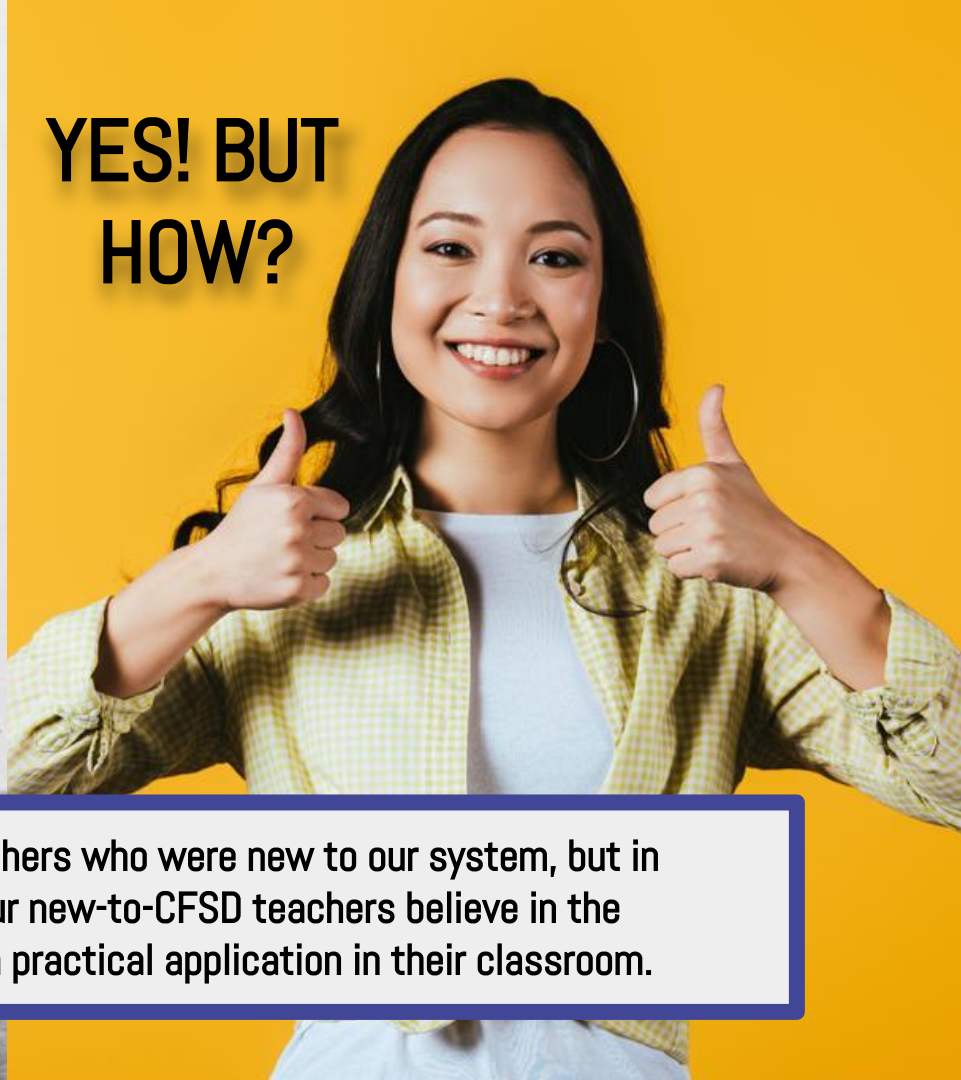
CFSD's Standards-Based Grading Implementation Timeline

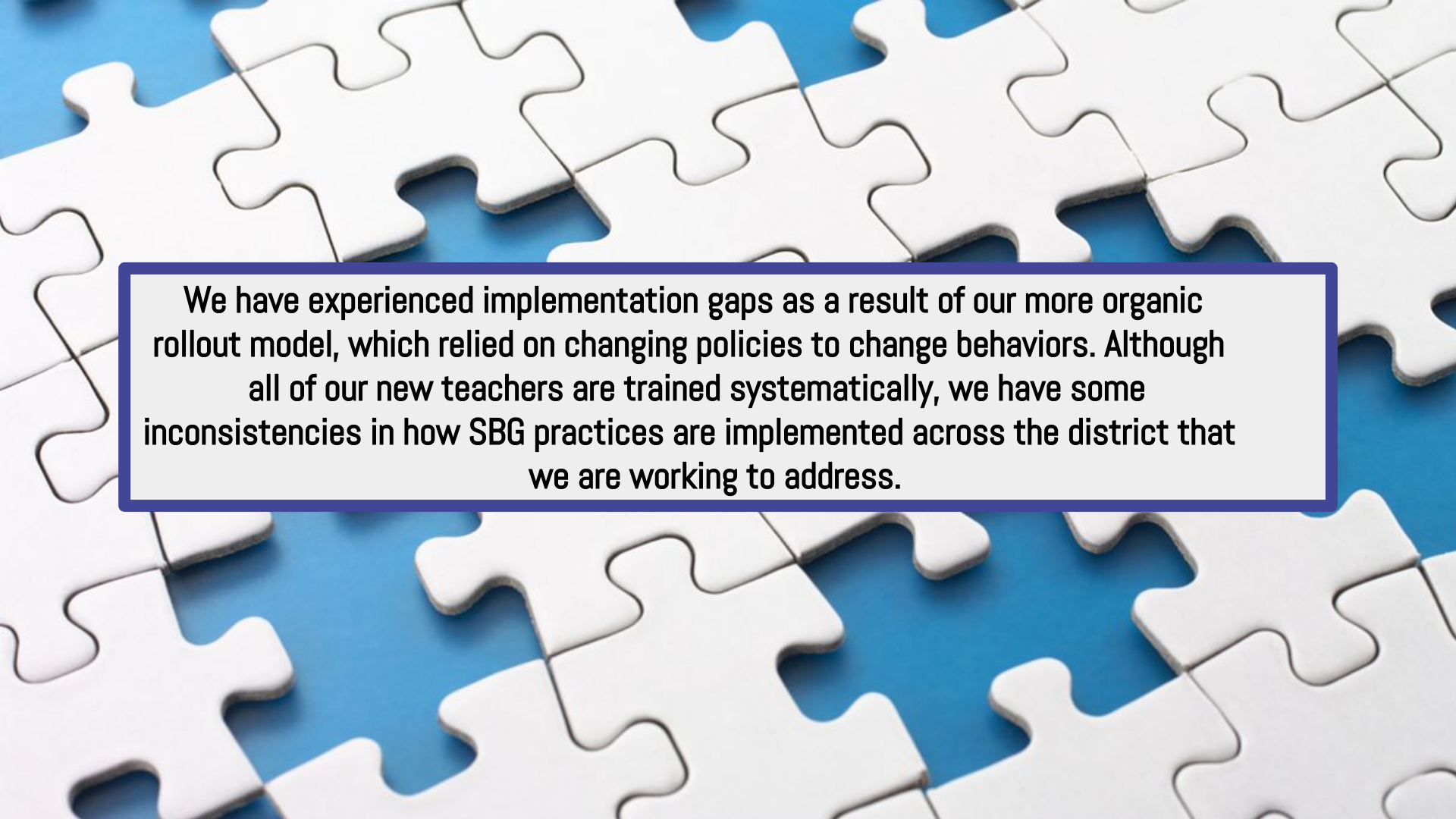




We used to meet a lot of resistance from teachers who were new to our system, but in recent years, we have found that most of our new-to-CFSD teachers believe in the philosophy of SBG; they just need support with practical application in their classroom.

Letter	Percentage
A	90 to 100%
B	80 to 89%
C	70 to 79%
D	60 to 69%
F	<60%

Parents initially struggled with the paradigm shift and the incompatibility of the 4-point scale with the letter grade system. We emphasized the meaning behind out SBG system and the arbitrary (and punitive) nature of the percentage system – in particular, how percentage grading puts the majority of the percentage points at the level of failure.



We have experienced implementation gaps as a result of our more organic rollout model, which relied on changing policies to change behaviors. Although all of our new teachers are trained systematically, we have some inconsistencies in how SBG practices are implemented across the district that we are working to address.


LOOKING BACK
MOVING FORWARD

Our district's success with SBG is largely due to the deliberately coordinated elements of our system: our strategic plan, the longevity of our leadership, our culture of learning that permeates everything we do, including our school improvement model (Collaborative Inquiry Teams), which centers educator learning as the level for improved student learning.

https://www.cfsd16.org/about-us/strategic-plan

OUR DEEP LEARNING GOALS

1. Reduce the gap between current and desired student academic achievement.

- Increase the achievement of literacy and numeracy in all academic content areas by addressing students' diverse needs and abilities.
- Develop knowledge and skills that transfer to college, careers, and civic life.

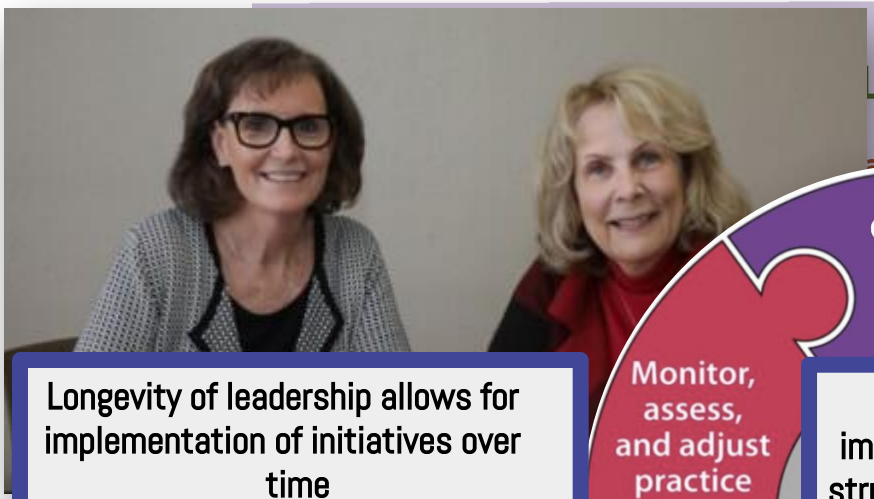
2. Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.

- Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.
- Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking (*5c + s = dlp*).

3. Partner with families and community to achieve our strategic priorities.

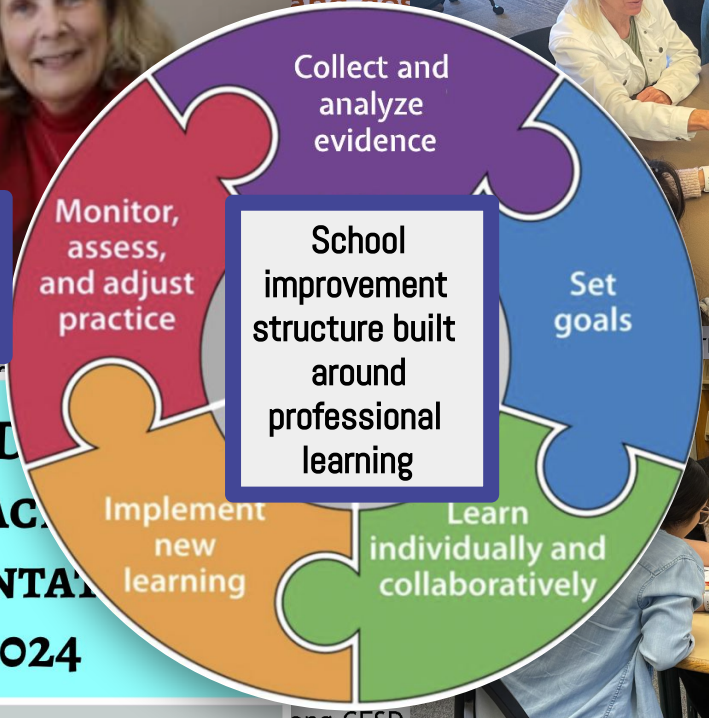
- Engage in regular meaningful communication about student learning.
- Foster strong relationships with and among CFSD alumni.

A 21st Century Learning Community



Longevity of leadership allows for implementation of initiatives over time

Deliberately maintained culture of professional learning



Early introduction to our culture of learning

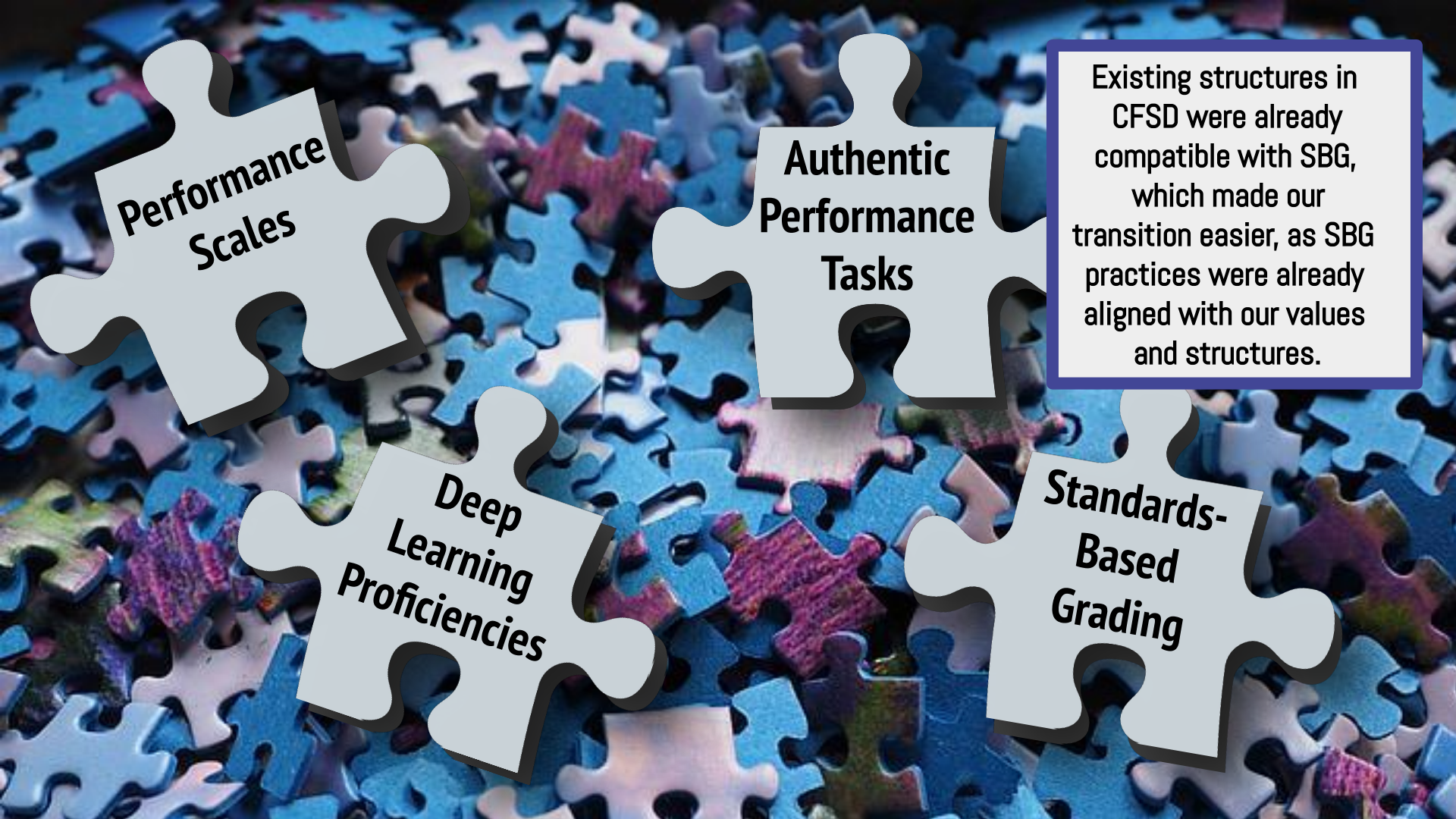
CFSD Teac… Orienta… 2024

Systems for Success

Modeling lifelong learning for new teachers

CFSD Culture of Learning

SBG cannot be implemented in isolation. It requires compatibility with existing structures or an overhaul of the system. SBG impacts curriculum, assessment, teaching practices, grading software, teacher evaluation, etc. It is important to consider and plan for systemic changes and unintended consequences.



Existing structures in CFSD were already compatible with SBG, which made our transition easier, as SBG practices were already aligned with our values and structures.

Viewing the school or district as a system helps us recognize the degree to which the parts of the organization are interrelated. The iceberg model can help us think critically about our assumptions and existing structures. It can also support planning for desired outcomes by through deliberate alignment of mental models and structures.

Waters Center For Systems Thinking

Visible Outcomes / Consistent Observable Practices

Structures & Patterns

- Policies & Practices
- Resources
- Professional Learning
- Instructional Model
- Evaluation Framework

Mental Models

- Beliefs about Students, Families, & Community
- Mindsets about Equity
- Assumptions about Teaching & Learning
- Values about Success

CATALINA FOOTHILLS SCHOOL DISTRICT STUDENTS...

...DEVELOP ACADEMIC MINDSETS.

...THINK & ACT LIKE CONTENT EXPERTS.

...APPLY DEEP LEARN PROFICIENCIES.

MEANINGFUL CURRICULUM & ASSESSMENT

Teacher-designed curriculum and District Common Assessments facilitate thoughtful analysis and deliberate actions that support student growth. Standards-referenced grading allows us to monitor and share progress toward academic goals.

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PROFESSIONAL LEARNING

CFSD educators have consistent opportunities to acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students.

UNDERLYING
patterns
structures
mental models

PLANNING

The *Unders* thoughtful design annu ideas to fac

We practice what we value.

Excellence • Equity • Commitment • Belonging • Compassion • Responsibility • Respect • Integrity • Curiosity • Innovation • Risk Taking • Perseverance • Resilience

We created this visual years ago to make visible the relationships between our strategic plan and the structures in place to support these goals. "Deep Learning Deliberately" is a nod to our strategic plan title and the intentionality in designing and implementing structures to support those goals.

DEEP LEARNING DELIBERATELY IN CFSD

Strategic Plan Goals

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...APPLY DEEP LEARNING PROFICIENCIES.

...TRANSFER LEARNING to NEW CONTEXTS.

MEANINGFUL CURRICULUM & ASSESSMENT

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VARIED INSTRUCTIONAL PRACTICES

There are many effective strategies that lead to deep learning and transfer. Teachers select from and combine a variety of approaches to help students make meaning and develop understanding.

PROFESSIONAL LEARNING

CFSD educators have consistent opportunities to acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students.

UNDERLYING
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PLANNING for UNDERSTANDING

The *Understanding by Design* framework supports thoughtful planning with the end in mind. Teachers design annual, unit, and lesson plans around big ideas to facilitate meaning-making and transfer.

We practice what we value.

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DEEP LEARNING DELIBERATELY IN CFSD

CRITICAL THINKING & PROBLEM SOLVING • COLLABORATION • COMMUNICATION • CITIZENSHIP • CREATIVITY & INNOVATION • SYSTEMS THINKING

CATALINA FOOTHILLS SCHOOL DISTRICT STUDENTS...

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Core Values

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DEEP LEARNING DELIBERATELY IN CFSD

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CATALINA FOOTHILLS SCHOOL DISTRICT STUDENTS...

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Structures to Enact Our Values...

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...in Pursuit of Our Goals

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DEEP LEARNING DELIBERATELY IN CFSD

CRITICAL THINKING & PROBLEM SOLVING • COLLABORATION • COMMUNICATION • CITIZENSHIP • CREATIVITY & INNOVATION • SYSTEMS THINKING

SBG is identified as a deliberate part of our system. When teachers can see how SBG practices relate to our broader goals, it is easier to understand why it's an integral part of our system. We use this visual in our professional learning to constantly communicate the deliberate nature of our decisions as a district and the relationships among the parts.

“A rushed implementation … can result in dramatic inconsistencies, causing more confusion than clarity.”

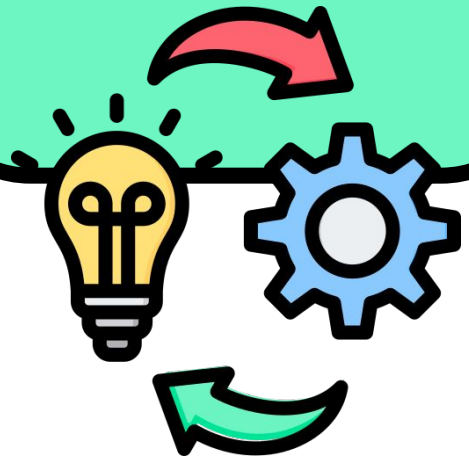
– “Dousing the Flames of Grading Reform,” by Matt Townsley
AASA School Administrator Magazine
December 2024

Visioning

- What do we value as a system, and how does SBG support those values?
- What would need to change in our system in order to successfully implement SBG?

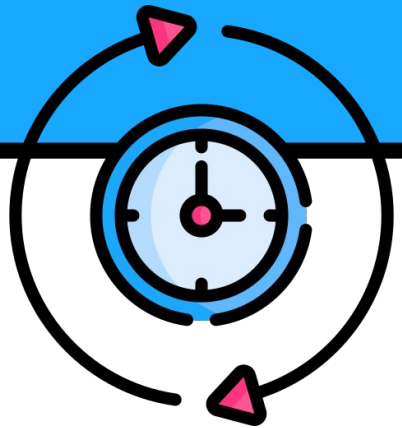
Implementation

- What will be our deliberate short- and long-term action plan?
- How will we involve all stakeholders in this work?



Sustainability

- What systems and strategies will ensure SBG remains equitable, effective, and sustainable over time?



ENVISION 21

DEEP LEARNING

CATALINA FOOTHILLS SCHOOL DISTRICT

Standards-Based Grading in CFSD

Presented by Leah Glashow-Mandel, Director of Professional Learning
lglashowmandel@cfsd16.org