Chetek-Weyerhaeuser High School/Middle School

Standards Based Grading Units and Learning Targets

Unit 1 Philosophy and Understanding of Standards Based Grading

Learning Targets
1. I can connect the purpose of standards based learning with the implementation of standards based grading in a Skyward grade book.

Learning Target	I can connect the purpose of standards based learning with the implementation of standards based grading in a Skyward grade book.	
Proficiency	Descriptor	Definition
4	Proficient	I can connect the purpose of standards based learning with the implementation of standards based grading in a Skyward grade book.
3	Developing	I can explain the purpose of standards based grading using specific vocabulary.
2	Basic	I can explain standards based grading.
1	Minimal	I can define subject, skill, and event.
0	No Evidence	No evidence.

Skyward Vocabulary   **CW Vocabulary**
Subject   ------------------------> Unit
Skill   ------------------------> Learning Target
Event   ------------------------> Evidence, Assessment, Activity, etc.

Standards Based Grading – The specific process of recording grades in a standards based Skyward grade book. This refers specifically to the process of documenting student learning in the grade book using the rubrics attached to all learning targets.

Standards Based Learning – The process of clearly identifying what students are expected to know and be able to do, creating rubrics to measure the learning, providing instruction, and ultimately measuring the learning.

Standards Based Learning is the overall process while **Standards Based Grading** is the specific process of grading. **Standards Based Grading** is a subset of **Standards Based Learning.**

2. I can explain all elements of the standards based grade book. (behavior column, grade adjust column, percent column)

Learning Target	I can explain all elements of the standards based grade book. (behavior column, grade adjust column, percent column)	
Proficiency	Descriptor	Definition
4	Proficient	I can explain all elements of the standards based grade

|		book. (column, grade adjust column, percent column)
3	Developing	I can understand why the percent column appears and how to handle it.
2	Basic	I can explain why the grade adjust column appears.
1	Minimal	I can explain how to record behavior scores.
0	No Evidence	No evidence.

Behavior Scores – Every class will have a behavior unit as the last unit. There are three learning targets in the behavior unit.

The three learning targets for the behavior unit include (if you hover over each learning target, you will see the full text):

1) I can be respectful to my classmates and teacher.
2) I can be prepared for class.
3) I can display high levels of effort and productivity.

It is highly recommended to change all learning target scores to a starting value of "4" before the class begins. This can be accomplished by clicking on one of the learning targets. This will bring up the following screen.
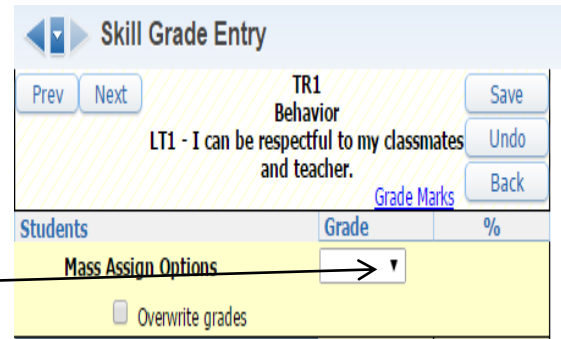
Selecting the down arrow next to "Mass Assign Options", choosing "4", and then selecting "OK" when prompted, will change all student scores to "4" on this learning target. This can also be accomplished for the other two behavior learning targets. This is working with the assumption that all students are proficient on the behavior learning targets until they prove they are not. This will also create a system that is easier to manage.

Being able to subjectively override a learning target (skill) or subject (unit) grade is a strength of the standards based grading system. When you override a grade, Skyward creates the "Grade Adjust" column. We would like to mostly ignore this column, but I want to

TR1 U1 - Begin	TR1 U1 - Begin LT1 - I ca	TR1 U1 - Begin LT1 - I ca Grade Adjust	Summative 09/01/2016	Activity 09/01/2016	
3	3		3	3	
4	4		4	3.5	
3.5	3.5	25.00	2.5	4	
4	4		4	2.5	
4	4		4	4	
3.5	3.5		3.5	3.5	

explain what it means. In the example to the left, one of the students received a score of 4 on the activity (which was no count – we can tell this by the fact it is bold) and then scored a 2.5 on the summative (which was count – we can tell this by the fact it is not bold). After seeing these scores, I may choose to override the learning target score for this student. Instead of accepting the learning target score of 2.5, I chose to change it to 3.5. As soon as I did this, the "Grade Adjust" column appears. This column keeps track of the percent increase of the override. In this example, I changed the original score from 2.5 to 3.5. This is an increase of 1. 1 is 25% of 4, therefore there is a 25.00 in the Grade Adjust column. This is about all we need to know about the column. We will mostly ignore this column. We asked if it could be hidden and it cannot. **Do not override a score at a lower level after you have changed a score at any given level. .** To stress this, I will repeat it. **Do not override a score at a lower level after you have changed a score at any given level.**

The percent column is hidden in Skyward. We ignore this column and do not share the percentages with students. This can be turned off by going into the grade book/display options/event display, and uncheck the "Show class grade column in a fixed location on grade book screen." This will turn off the Term Grade column for all grade books. Students and families will not see the percent calculation for their grades in Student Access or Family Access. So you can be proficient on this learning target, I will explain how the percentages are calculated. The percent is a simple calculation of the final proficiency averages. For example, if the final grade is 3, then the percent will be 75% because 3 is 75% of 4. If the final grade is 2, the percent will be 50%. This is one of the reasons we do not want to discuss percentages. In the case of 50%, it translates to a D+ as a grade. This can be very confusing for students as 50% typically results in an F.

As we will learn as part of a later learning target, when we talk with students about grades, we should only refer to proficiency scores (4.0, 3.5, 3.0, etc.) and final letter grades.

Term Grade TR1 ▼		TR1 Options▼	U1
B	75.00%	B	3
A+	100.00%	A+	4
A-	87.50%	A-	3.5
A+	100.00%	A+	4
A+	100.00%	A+	4
A-	87.50%	A-	3.5
A+	100.00%	A+	4
A+	100.00%	A+	4
A+	100.00%	A+	4
D+	50.00%	D+	2
A+	100.00%	A+	4
A+	100.00%	A+	4
A+	100.00%	A+	4
A+	100.00%	A+	4
A+	100.00%	A+	4
A+	100.00%	A+	4
A+	100.00%	A+	4

Sharing percentage information with students or parents will only create confusion.

3. I can explain to students how proficiency levels translate into a student grade and g.p.a.

Learning Target	I can explain to students how proficiency levels translate into a student grade and grade point average.	
Proficiency	Descriptor	Definition
4	Proficient	I can explain to students how proficiency levels translate into a student grade and grade point average.
3	Developing	I can converse with my co-workers how the grade conversion table works.
2	Basic	I can duplicate the mathematics required to create the grade conversion table.
1	Minimal	I understand the grade conversion table.
0	No Evidence	No evidence.

We measure student learning with our rubrics for each learning target. The rubric scores, ranging from 0 to 4, constitute the measurement for learning. Skill scores are created by averaging all "count" events within that skill, subject scores are created by averaging all skill scores (minus behavior), and trimester grades are created by averaging all subject scores (in a weighted fashion if subjects were weighted differently than 100 divided by number of subjects).

Average Proficiency to Grade to GPA Points Conversion Table		
This table provides a mapping from the averaged proficiency scores and the subject (unit) level into a grade for the class. This table also then provides a mapping for grades into GPA Points which are used to calculate student GPAs.		
Averaged Proficiency Scale Score Across Standards	Summary Grade Conversion	GPA Points
3.8-4.0	A+	4
3.59-3.79	A	4
3.38-3.58	A-	3.67
3.17-3.37	B+	3.33
2.96-3.16	B	3
2.75-2.95	B-	2.67
2.54-2.74	C+	2.33
2.33-2.53	C	2
2.12-2.32	C-	1.67
1.91-2.11	D+	1.33
1.7-1.9	D	1
1.49-1.69	D-	.67
Below 1.49	F	0

Once all of the subject (unit) proficiency levels are averaged to arrive at a trimester average, we can use the table above to determine the grade conversion and the GPA points. For example, if all of the proficiency scores for five units averages to an average proficiency

score of 3.25, we will see in the table above that it fits in the range of 3.17-3.37 which translates to a B+ which carries 3.33 grade points.

4. I can calculate term grades given learning target event scores.

Learning Target	I can calculate term grades given learning target event scores.	
Proficiency	Descriptor	Definition
4	Proficient	I can calculate term grades given learning target event scores.
3	Developing	I know how skill grades create a subject grade.
2	Basic	I know how event scores create a skill grade.
1	Minimal	I can locate the event, skill, subject, and trimester grades.
0	No Evidence	No evidence.

Event Grades – These are the grades for the events that you add to the grade book. They can be found within specific skills (learning targets).

Skill Grades – These are the grades that will be calculated by averaging the "count" events or can be subjectively entered by the teacher.

Subject Grades – These are the grades that will be calculated by averaging the skill (learning target) proficiencies or can be subjectively entered by the teacher.

Trimester Grades – These are the grades that will be calculated by averaging the subject (unit) proficiencies or can be subjectively entered by the teacher.

It is important to remember how the skill grade is calculated. All "count" events will be averaged to create the skill grade. All skill grades are averaged to create a subject grade. And all subject grades are averaged to create a trimester grade.

Unit 2 Manipulation of the Standards Based Grade Book

Learning Targets

1. I can customize the grade book view. (show current classes, expand and contract)

Learning Target	I can customize the grade book view.	
Proficiency	Descriptor	Definition
4	Proficient	I can customize the grade book view.
3	Developing	I can expand and minimize event and skills.
2	Basic	I can identify subjects, skills, and events.
1	Minimal	I can modify my view to see only current term classes.
0	No Evidence	No evidence.

By default, the grade book display will show only the subjects (units). To see the skills (learning targets) you can click on the "plus sign" just below any subject heading. Once this is clicked, it will expand to show all of the skills (learning targets) for that subject (unit). If any given learning target has events, the skill will have a "plus sign". If you click on it, the events will show. You can expand or contract the grade book view to be as simple as showing just the subjects or as detailed as showing subject, skills, and events.

2. I can create and score events that include all options for grading. (no count individual, no count all, remove no count, special codes, quick score single event, quick score multiple events, multiple skill events, assign all scores, remove all scores)

Learning Target	I can create and score events that include all options for grading.	
Proficiency	Descriptor	Definition
4	Proficient	I can create and score events that include all options for grading.
3	Developing	I can create and score events that apply to multiple skills.
2	Basic	I can use count and no count scores effectively.
1	Minimal	I can create an event.
0	No Evidence	No evidence.

Creating an Event – Events represent all of the evidence I will collect for any given skill (learning target). To create an event, start by clicking on "Events" and then choose "Add Event"

This will open up the dialogue box above. You can select the subject (unit) you want as well as the skill (learning target) you want to create an event for. You have to add at least a description. If you do not enter dates (assign, proposed due, and actual), they will all default to the current date. Please do not use the weight multiplier or check the box that says "use points to score this event." At this point, you can either select "Save and Back" or "Save and Add Another" depending on your preference.

Once the event is created, it will show up under the subject and skill you selected.

At this point, if you click on the asterisk under the name of the event, you will be able to enter scores or choose from more options to help define the event.

Clicking on any student score will bring you to this screen. This is where you can choose to define the event as "No Count." This means the event scores will not be included in the calculation for the skill score. You can also set default scores, remove all scores, remove all

no count, or remove all missing identifications. This is also the area that allows you to mark individual events as "no count" for individual students or "missing" for individual students. You must select **save** before leaving this window.

In the case of summative assessments, you may want events to pertain to more than one skill. In this case, when adding an event, you can select other skills within the same subject. By doing this, the event will appear in all selected skills. If you happen to have other sections of the same course, you can also add the event to other courses. The event will be added to the skills and courses you select. At this time, you can either choose "Save and Back," which will take you back to the main screen or you can choose "Save and Add Another," which will allow you to define another event, or you can choose "Save and Score," which will allow you to score the event in all of the skills listed.

This tool can be very helpful for teachers wanting to maintain the unit or chapter test implementation. While labeling an event as Chapter 5 Test does not make sense under any skill, if your assessment is broken down by skill, it may make sense to have Summative as an event within all skills.

3. I can manipulate student grades by using standard based grade book features. (grade adjust, DO NOT adjust event scores after adjusting skill or unit score, change individual student score to "count")

Learning Target	I can manipulate student grades by using standard based grade book features.	
Proficiency	Descriptor	Definition
4	Proficient	I can manipulate student grades by using standard based grade book features.
3	Developing	I can grade adjust subject scores.
2	Basic	I can grade adjust skill scores.
1	Minimal	I can change a single event to be "count" for a single student.
0	No Evidence	No evidence.

After an event exists, clicking on any student score will bring up the dialogue box above. As you can see, the name of the event is worksheet, it is set to "no count," and there are no scores entered. If I want to change this event to count for an individual student, I would simply uncheck the box under the "No Count" column. Why would we want to do this? You may have a student that is repeatedly missing or not performing well on multiple "no count" events. Since the events are "no count," they do not calculate into the skill grade. The student may not then be added to your academic resource. You may want to use this strategy to have a student added to your academic resource.

There may be times you want to override a skill score, a subject score, or a trimester grade. To do this, you can simply change the skill score, the subject score, or the trimester grade. After you do this, you will see the "Grade Adjust" column appear. Please remember: **Do not override a score at a lower level after you have changed a score at any given level.**

Doing so may result in the student percentage moving over 100%.

		TR1 Options▼	TR1 Grade Adjust	TR1 U1 - Begin	TR1 U1 - Begin Grade Adjust	TR1 U1 - Begin LT1 - I ca	TR1 U1 - Begin LT1 - I ca Grade Adjust	Worksheet 09/01/2016	
%	B			3	25.00	2		2	
%	A+			4		4	25.00	3	
%	A+			4		4		4	
%	A		14.75	3		3		3	
%	D+			2		2		2	
%	B			3		3		3	

This table shows the "Grade Adjust" columns that will appear after subjectively overriding a skill, subject, or trimester grade.

Trimester Override   Subject Override   Skill Override

I know I have mentioned this before, but… **Do not override a score at a lower level after you have changed a score at any given level.**

4. I can measure student behavior using the behavior unit.

Learning Target	I can measure student behavior using the behavior unit.	
Proficiency	Descriptor	Definition
4	Proficient	I can measure student behavior using the behavior unit.
3	Developing	I can change a behavior score for individual students.
2	Basic	I can mass change all behavior skill scores to 4.
1	Minimal	I understand and can locate student behaviors.
0	No Evidence	No evidence.

The behavior unit will be the last unit in every course. There are three learning targets in every behavior unit. The three learning targets are:

1) I can be respectful to my classmates and teacher.
2) I can be prepared for class.
3) I can display high levels of effort and productivity.

You do not need to create events for any of the learning targets in the behavior unit. There is also not a rubric at this time. Once all of the scores are mass changed to 4, you can simply change individual scores based on behavior events taking place in your classroom. If you would like to measure a student's preparedness, you can select 3 which would mean not proficient, or 2 which could mean we have a problem, or a 1 or 0 which would mean this is not acceptable. Students and parents will know a 0 is really bad, a 2 needs work, and a 4 is proficient.

Unit 3 Standards Based Learning Practices

Learning Targets
1. I can adopt a standards based learning mindset.

Learning Target	I can adopt a standards based learning mindset.	
Proficiency	Descriptor	Definition
4	Proficient	I can adopt a standards based learning mindset.
3	Developing	I can adopt a learning target mindset vs. a chapter or unit mindset.
2	Basic	I can effectively measure student proficiency levels on skills.
1	Minimal	I can prepare purposeful tasks that are connected to learning targets.
0	No Evidence	No evidence.

Standards Based Learning – The process of clearly identifying what students are expected to know and be able to do, creating rubrics to measure the learning, providing instruction, and ultimately measuring the learning.

The tasks and assignments students are asked to do must tie directly to the learning expectations outlined by the curriculum. All learning targets must have rubrics that inform students how they are performing. The "standards based" or learning target focus is away from chapters or units. Stating what we want students to know and be able to do and then measuring student proficiency on those skills **is** standards based learning.

2. I can create an effective standards based grading assessment.

Learning Target	I can create an effective standards based grading assessment.	
Proficiency	Descriptor	Definition
4	Proficient	I can create an effective standards based grading assessment.
3	Developing	I can create a rubric that measures learning target proficiencies at the level identified.
2	Basic	I can create an assessment that accurately measures the intended material in a fair and consistent manner.
1	Minimal	I can create an assessment that aligns to the learning target(s).
0	No Evidence	No evidence.

Assessments will measure the learning outlined by the curriculum. Creating assessments that measure the intended material in a fair and consistent manner is a difficult task that must be guided by a rubric at the learning target level. Adding a "Chapter 5" test as an event under any learning target does not make sense. Adding "Unit 5" assessment as an event under any

learning target also does not make sense. Measuring individual skills (learning targets) with summative assessments can appear in the grade book under any skill as a "summative" event. You would most likely want this event to be a "count" event. Creating a summative assessment that is broken into individual skill measurements can be added to multiple skills (learning targets) in a subject (unit) and graded all at once or individually. As long as the summative or assessment score listed under any specific skill is for that skill only, all is good.