

A Fresh Look at Grading and Reporting in High Schools

Learning Goal:

This Conversation will assist educators to reflect on the ways that they engage themselves and their learners in the process of grading and reporting and to make connections between their practice and the ideas and examples shared in this resource. We suggest that this learning community conversation takes place over one 40 minute introductory session (Session 1) and three one-hour sessions (Sessions 2 – 4).

Materials:

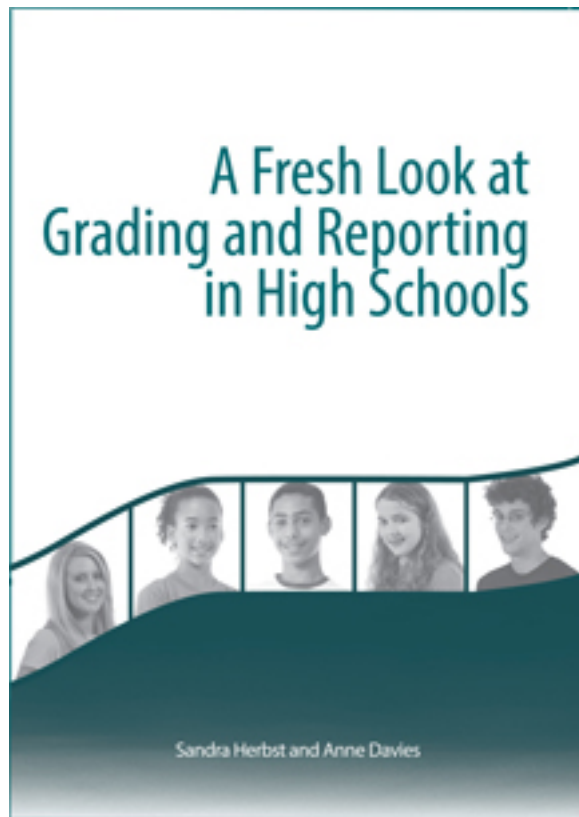
A Fresh Look at Grading and Reporting in High Schools by Sandra Herbst and Anne Davies for each participant.

Getting Started:

Set the context by reminding participants that grading and reporting are only one part of the assessment and evaluation process. Explain that grading and reporting in the twenty-first century is different from the grading and reporting that educators used during the twentieth century. Effective classroom assessment supports learning and leads to standards-based reporting that respects the structure of each unique subject area or discipline, that supports student learning and achievement, that communicates effectively with a range of audiences, and that fulfills our required legal and regulatory responsibilities. There is no single right way, but rather many right answers that reflect the discipline being taught and the ways of learning and knowing that students need to demonstrate.

Session One:

1. Distribute copies of *A Fresh Look at Grading and Reporting in High Schools* to each participant. Have each participant find a partner.



2. Over the course of the first session, participants will read the Foreword and the Introduction using the 'Stop and Say Something Strategy.' This strategy requires that partners read the text silently and simultaneously. Whenever they come to a text heading, they wait for their partner to get to that same place in the reading and then they "say something" about what was just read in that section. They may comment on an idea or offer a connection that they are making; they may pose a question or talk about what they just read and of what it reminds them. Anything related to the reading is possible. Once they have each had a chance to "say something," they resume the silent and simultaneous reading until they reach the next heading.
3. This continues until they reach the end of the Introduction.
4. Please note that the Foreword has no text headings; therefore, we suggest that participants read to the end of the bulleted list on page x. This is the first chunk of reading. The second chunk of reading can take them to the end of the Foreword on page xi. The Introduction has text headings throughout to serve as the cue to "stop and say something."

...continued on page 2

Session Two:

1. Ensure that participants have brought with them their copy of *A Fresh Look at Grading and Reporting in High Schools*. Before the participants begin to read Chapter 1: Preparing for Quality Classroom Assessment, have each person write down one way (in each area) that they:

- a. Determine the learning destination
- b. Research the expected quality levels
- c. Plan to collect reliable and valid evidence of learning
- d. Collect baseline evidence of learning

Provide five to eight minutes for this.

2. Invite participants to read the chapter. Explain that they will use margin symbols as they read. Margin symbols [Gregory, Cameron, and Davies, *Self-Assessment and Goal Setting*, 2011, pp. 24-26] allow readers to monitor their reading and to prepare to share their thinking with others after they read. Participants will use the following symbols in the margins:
 - a. [✓] I agree with this!
 - b. [?] I have a question about this.
 - c. [~] I have a connection that I can make about this.

Provide 35-40 minutes for reading.

3. After that time has passed, invite participants to meet in groups of three or four.
4. In round-robin fashion, participants share an area in the text where they placed a [✓]. They each explain why they placed the [✓] at that point in the text.
5. In round-robin fashion, participants share an area in the text where they placed a [?]. They each explain why they placed the [?] at that point in the text.
6. In round-robin fashion, participants share an area in the text where they placed a [~]. They each explain why they placed the [~] at that point in the text.
7. Allow 15-20 minutes for this debriefing.

Session Three:

1. Ensure that participants have brought with them their copy of *A Fresh Look at Grading and Reporting in High Schools*. Before the participants begin to read Chapter 2: Activating and Engaging Learners Through Quality Assessment, have each person write down one way (in each area) that they:

- a. Describe the learning destination and expected quality to their students
- b. Involve students and provide time and support for them to learn
- c. Teach to student needs based on assessment evidence
- d. Collect reliable and valid evidence of learning

Provide five to eight minutes for this.

2. Invite participants to read the chapter. Please follow #2 - #7 from Session 2 to guide the learning of Session 3.

Session Four:

1. Ensure that participants have brought with them their copy of *A Fresh Look at Grading and Reporting in High Schools*. Before the participants begin to read Chapter 3: Evaluating and Reporting to Others, have each person write down one way (in each area) that they:

- a. Finalize the collection of evidence of learning
- b. Make informed professional judgments
- c. Report learning and achievement using required format (percentages, letter grades, number grades, or other symbols)
- d. Involve students in the reporting process

Provide five to eight minutes for this.

2. Invite participants to read the chapter. Follow #2 - #7 from Session 2 to guide the learning of Session 4.

Taking Action:

1. Have participants think of initial changes that might be made based on their reading. What are some of the “ripple” effects or secondary consequences that may occur as the result of the change?
2. Invite participants to describe something that they do that could have been included as an example or account in this book. Have them explain where in the text it would best fit and why it would illustrate the ideas and principles described in this resource.
3. Read Appendix A: Pushing Back – What About these Challenges? The authors view these “yah buts” or “push backs” as opportunities to engage in dialogue. As you read them together, take time to talk about additional ways that you and your colleagues would respond to this “What About?”

...continued on page 3

Extending the Learning:

1. Margin symbols are only one way to involve students in monitoring their learning. Read about more ways for you to engage your students in self-assessment in *Self-Assessment and Goal Setting* by Gregory, Cameron, and Davies (2011).
2. Consider viewing some or all of the online learning opportunities that are available. Topics include 'Goal Setting that Energizes Learning' and 'Evaluation and Reporting.' In each online conference, you will learn from grade-level relevant examples, student-tested ideas, and classroom footage. There are also opportunities for you to reflect and plan to apply the ideas in your setting.
<http://connect2learning.com/professional-learning-support-collection/>