

BLAKE MIDDLE SCHOOL

Analysis of Standards-
Based Reporting
Assessment Practices

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PURPOSE & OVERVIEW



Purpose

1) to obtain an understanding of how SBR is conceptualized and operationalized within Blake Middle School and

2) to understand its impact on all stakeholders within the Medfield Public Schools community

Research

- More **authentic assessment** (Wiggins, 2002; O'Connor et al., 2018),
- Supports **critical thinking** (Marzano, 2000; Masters, 2013)
- **More inclusive** Galvan & Peller, 2019)
- **Difficult to operationalize** (Townsend, 2019; Peters & Buckmiller, 2014).
- **Time consuming** for teachers (Diegelman-Parente, 2011)
- **Different** from 'traditional' practices- (Peters & Buckmiller, 2014)



Process

- **Mixed Methods-** Survey, Interview, Focus Group, Artifacts
- **Snapshot in Time-** Reflects PRE-COVID environment (9/1/2019-3/2/2020).
- Program adaptations that have taken place since March 2020 are not included in this report
 - Adopted in the entire school
 - Modified report card





Process

Data Type	Stakeholder Group	N	Date Collected
Survey	Blake Middle School Teachers	46	September 2019
Survey	Department Chairs	9	September 2019
Survey	Blake Middle School Parents	146	December 2019
Survey	High School Teachers (Gr 9-10)	20	December 2019
Survey	High School Students/Blake Alumni (Gr 9-10)	46	December 2019
Survey	High School Parents (Gr 9-10)	106	December 2019
Focus Group	6th Grade Students	9	January 2020
Focus Group	7th Grade Students	6	January 2020
Focus Group	8th Grade Students	6	January 2020
Focus Group	Blake Middle School Parents (Gr 6-8) ³	27	January 2020
Focus Group	Blake Middle School Teachers ⁴	38	January 2020
Interview (1:1)	Blake Administrators	2	January 2020
Interview (1:1)	Blake Teachers ⁵	2	December 2019 & February 2020
Artifacts	Email correspondence, SBR templates, Report card examples	multiple	September 2019-March 2020



Blake Community & SBR

Who they are...

What they do...

- **Community of Learners**
 - Teachers
 - Students
 - Parents
- **Mission**
 - Knowledge, Integrity, Character, Wisdom, Adapt to change

Standards Based Grading

- Student & Community Learning
- Authentic Assessment
- Equity
- Whole-Child

Implementation (3/2020)

- Standards-based reporting in place in MPS elementary schools
- Blake- In place @ five years
 - Started by Principal Vaughn & individual teachers
 - Use within middle schools is unusual
- 89% of Blake Teachers (N=46) use SBR as part of their daily practice
- Focus is on a three-point scale, (3, 2, 1) with 3= Mastery





Outcomes/Impacts

Strong focus on on standards & assessment

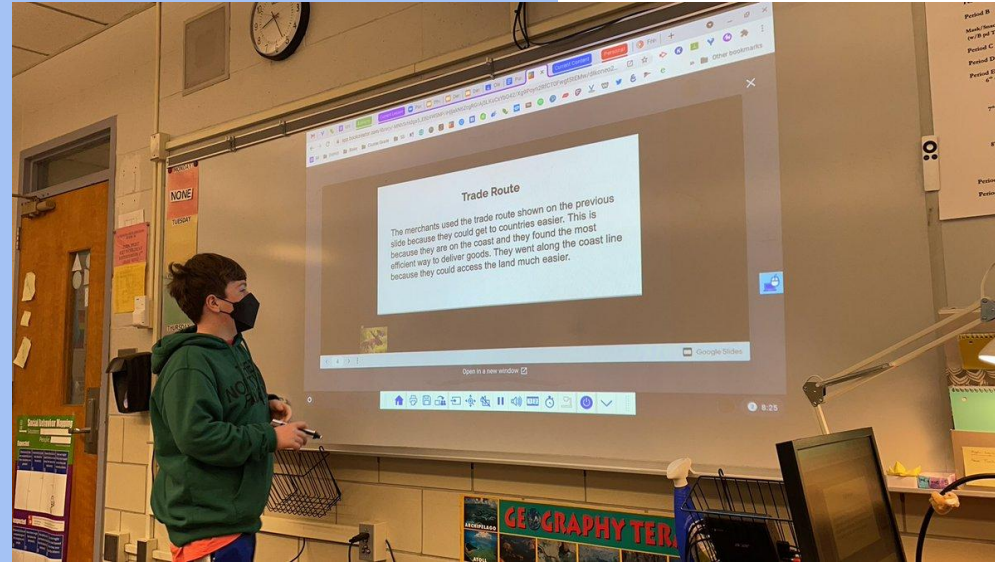
- **Focus on standards**
 - What is taught?
 - Why it is taught?
- **Focus on demonstrated outcomes**
 - Has the student demonstrated mastery?



Outcomes/Impacts

Strong focus equity & inclusion

- What ways can a student demonstrate mastery?
- In what ways can teachers support students?





Outcomes/Impact

Differing Levels of Support within the Blake Community



TEACHER

Blake
HS (9 & 10)



STUDENT

Blake
HS (9 & 10)



PARENT

Blake
HS (9 & 10)



BLAKE TEACHER- Like/Strongly Like SBR

Grade 6

77%

Grade 7

44%

Grade 8

50%



BLAKE TEACHER- Use SBR/Use SBR w/ modifications

Grade 6

85%

Grade 7

50%

Grade 8

67%



Blake Students

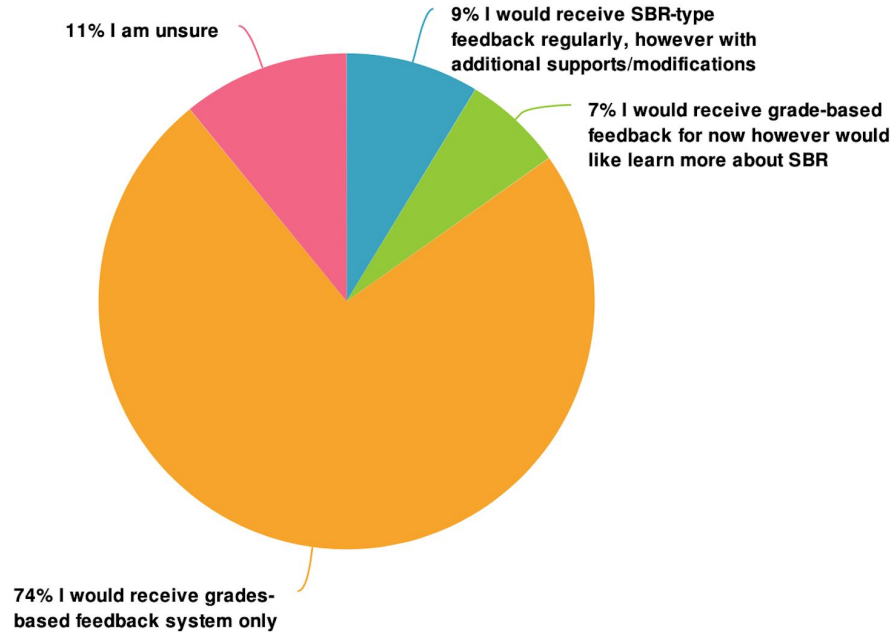
- Good overall understanding of SBR concepts
- Appreciated being evaluated holistically-- **what they can do, versus how they performed on a test**
- Sixth graders generally supportive; support declines as students get older
 - Motivation
 - Lack of precision-- specifically performance in relation to rest of class; lack of understanding of a “2”
 - Inability to compare across contexts (teachers; subjects)
 - Difficulty sharing work with parents

Blake Alumni-

- Alumni overall did not look back positively on their grading experiences
 - Motivation
 - Lack of precision-- specifically performance in relation to rest of class; lack of understanding of a “2”
 - Perceived lack of rigor
 - Lack of knowledge/experience about ‘traditional’ scale

Blake Alumni-

Desire to receive feedback in an SBR Format



**81%- Grades-based only
OR Grades-based for
now/learn more about
SBR**

Blake & HS Parents/Guardians

- Generally supportive-- Grade 6
- Decreasing level of support Grade 7>>Grade 8>>HS

	Grade 6 Parent	Grade 7 Parent	Grade 8 Parent	Grade 9/10 Parent
Dislike/Strongly dislike SBR	37.3%	54.5%	55%	60.4%
Would like to receive traditional grades/grades w/ information about SBR	41.9%	51.9%	47.5%	63.2%

Blake & HS Parents/Guardians- Areas of Concern

- A lack of understanding/confusion about SBR related concepts
 - “New Language”; Difficulty supporting their child→ **Not intuitive**
- **Fear** about the transition between SBR and the traditional assessment system at Medfield High School

Blake & HS Parents/Guardians- Areas of Concern

- Perceived decrease in motivation caused by the lack of grades
 - Lack of precision regarding grades → **What is a 2?**
- Operational issues related to SBR including its **format** and the **lack of uniformity** in its implementation.



Recommendations

- Suggestions based on the data collected.
- Focus is not on which system SBR v. TRADITIONAL is better, rather on providing suggestions on making the systems work better within Medfield Public Schools



Outcomes/Impact

Differing Levels of Support within the Blake Community



TEACHER

Blake
HS (9 & 10)



STUDENT

Blake
HS (9 & 10)



PARENT

Blake
HS (9 & 10)

Assessment-focused Professional Development Opportunities 6-12

- Additional 6-12 teacher education on assessment design and calibration
 - Specifically, training should create a common language / support growth in **authentic assessment practices**. This would support more robust vertical alignment of assessment practices.

Uniform Report Card

- Streamline reporting so that report cards across the disciplines share common attributes

Centralize documentation process by using ASPEN

Convert uniform report card to ASPEN allowing for streamlining of processes and to support data analysis.

Adapt grade 7 & grade 8 reporting models to include elements of traditional grading systems

Lack of understanding/confusion

Fear of not being prepared for HS grading systems

Student motivation



American Culture

Systemic Relationships

Adapt grade 7 & grade 8 reporting models to include elements of traditional grading systems

Lack of understanding/confusion

Fear of not being prepared for HS grading systems

Student motivation



American Culture

Systemic Relationships

“MIDDLE WAY”

Adapt grade 7 & grade 8 reporting models to include elements of traditional grading systems

- Goals:
 - a) to provide students an understanding of traditional grading models
 - b) to provide parents/guardians understanding of child's performance
 - More fine grained
 - More intuitive
- “Middle Way” can take a variety of different formats



Recommendations

- Suggestions based on the data collected-snapshot in time
- Next steps will be developed in concert with Central Office, Blake leadership and faculty
- Adaptations/modifications since data collection should be considered in formulating next steps

Questions?

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