BFA’s Scoring and Reporting Update

January 6, 2020
Welcome and Purpose

What we have heard from the community

Update on work to this point

Input on setting goals for BFA’s Scoring and Reporting System

Next steps

But first, try the interactive input tool we are using
What we have heard from the community

Create a scoring and reporting system that:

- Easily understood by the students, parents, and staff
- Students and parents know how the scores are assessed and calculated
- Standardize the calculation method across the school
- Create a wider range of scores that receive a “proficient” score
- Clearly communicates the student achievement to post-secondary institutions
  - We need a letter grade
- Are you in alignment with Chittenden County schools

Communication must improve!!!
Questions

Do you agree/disagree with what we heard from the community? Sliding scale

- Easily understood by the students, parents, and staff
- Students and parents know how the scores are assessed and calculated
- Standardize the calculation method across the school
- Create a wider range of scores that receive a “proficient” score
- Clearly communicates the student achievement to post-secondary institutions
  - We need a letter grade
- Are you in alignment with Chittenden County schools

What did we miss that we should have heard from the community? Free response
Work we have done

October

● Standardized the calculation of scores within standards and across all classes.
● Completed Outside Audit of our PowerSchool System. *The technology is working properly, our system is too complex.*

November, December, January

● Department Heads analyzed other schools’ proficiency based systems, state regulation, and drafted our goals.
● Hired outside firm to implement dynamic transcripts and live report cards.
● Full staff inservice collaboration work

Note: *Senior transcripts and live report cards will be finished by end of Semester. Transcripts for underclassmen have a February due date.*
Vermont’s Education Quality Standards

What we see in the Education Quality Standards:

The EQS states that graduation requirements are to be a district-wide initiative and determined by the local school board. Graduation requirements are to be based on learning outcomes rather than based on seat time beginning in the 7th grade. Scoring and reporting methods are also determined locally. PBGRs should align with state-approved standards and should contain the appropriate rigor for 90% of students to achieve graduation requirements over a four-year span. Personalized Learning Plans should contain flexible pathways, modifications, and showcase student learning.
Why use Proficiency Based Learning

We are aware of the unique potential of each and every child and are concerned about students being prepared as they enter adulthood. Our world is continuously evolving through its economic systems, communications, global problems, and rapidly emerging and changing information and knowledge, which requires us to tailor learning so students can build and learn to sustain 21st Century Learning abilities. Our understanding of the teenage brain shows that people learn and grow at different rates and times and that the environments that lead to learning have expanded significantly. The purpose of a Proficiency-Based System is to bridge the needs of all learners so they can serve their communities and be prepared for life after high school as lifelong learners who can achieve and experience success.

(Drafted from Lamoille South Unified Union School District)
Why PBL?

We believe students should not be penalized for struggling in the process of learning. With proficiency based learning, student growth and progress is celebrated. A student’s score reflects where they are at that *point in time*, while taking into account the growth over time as a positive factor in the student’s overall score.
Goals for Scoring and Reporting

- Create a system that everyone, staff, parents, and students can buy-in to, to help regain the confidence in our scoring and reporting system.
- Make explicit how scoring and reporting of student performance happens at BFA.
- Connect the scoring methods and rigor across departments and courses.
- Clearly communicate how student scores relate to transcripts, graduation, and PPA.
- Use the best practice research to provide feedback to students and parents about what they know and can do. (See the research links at the end of presentation.)
Let’s first look at the system from a 30,000 foot view.
How do all of these relate in a traditional system?

Graduation Requirements

- Eligible for graduation when all credit requirements are met

Course Credit

- Credit awarded when the course score is above an F

Course Grade

- Course grade calculation was determined by the individual teacher based on some combination of all assessments, required tasks and classroom habits and behavior.

Transferable Skills Scores

- GPA

Content Assessment Scores

- Average of the Carnegie unit (credits * grade point average) for a time period
How do all of these relate in a proficiency based system?

Student works towards achieving an Indicator/Standard

Demonstration of Transferable Skills

Graduation Requirements

Eligible for graduation when all credit requirements are met

Course Credit

Credit awarded when the course score is at basic proficiency or higher than 2.5.

Course Score/Flexible Pathway

Average of the standard scores, or can be increased if student trend shows it should be higher

Standard Score

Average of the last ten indicator scores (content only), or can be increased if student trend shows it should be higher

PPA
How student performance is linked to graduation.

- Graduation
- Credits
- Courses
- Standards
- Indicators
- Student Performance
Design principles in creating the solution

Collaboration is key … More people at the table creates a better solution.

Iterative process for finding the best solution with feedback given between versions.

Establish the common reason for why we are doing something first, then the what we want, and finally how we will get there.

Always keep the best interest of all students.
Now time for input from you....

In small groups, we would like you to let us know what you think:

1. Why should students be assessed?
2. Why do we have report cards and progress reports?
3. Why do we have a transcript?
BFA Staff’s answers

Why do we assess student learning?
We assess student learning to give feedback to promote growth for the student and to inform instruction for the teacher.

Why do we have report cards and progress reports?
Reports inform stakeholders of student’s progress toward graduation requirements. They also inform instruction and the need for and/or the effectiveness of interventions.

Why do we have a transcript?
Transcripts are a formal report of student learning outcomes that informs stakeholders of a student’s best next steps.
Question

How does the work you did in your small group align with the staff’s statements? (sliding scale)
Let's get started by looking at the proposal. (Big Picture)
Draft of our proposal

Transcript for Seniors - Due by end of semester

Transcript for Juniors, Sophomores, and Freshman - Due February

Graduation Requirements - In Place - Transferable Skills requirements

Live report card - Due end of semester

Conversion Chart From proficiencies to letter grades used on report cards and transcripts - Start of next school year

Course syllabus - To be posted on the school’s website - start of second semester

Common calculation method - In place since October 2019

Scoring guide - Start of next school year
Graduation Requirements

BFA would continue to use a credit system for students and track standards by content area. A student would have to receive an average of 2.5 (Basic Proficiency) or higher in a course to receive credit. Earning all required credits is the graduation proficiency requirement.

Sequential courses could set a higher level of achievement to advance to the next level (i.e. Spanish II - Spanish III), and the department would have to provide interventions for students or have additional opportunities to learn. Evidence of achieving the standards is required to move along the course sequence.

Also, students would have to demonstrate basic proficiency in their transferable skills via either their course scores or their PLP.

Currently, we require the following 24 credits for graduation in the following distribution:

- 4 - English
- 3 - Mathematics
- 3 - Science
- 3 - Social Studies
- 7 - Elective Credits
- 0.5 - Career Exploration
- 0.5 - Computer Application
- 1.5 - Physical Education
- 0.5 - Health Education
- 1.0 - Arts
A student would have to receive an average of 2.5 (Basic Proficiency) or higher in a course to receive credit. Note: Rubrics do NOT need to be rewritten for 2.5 and 3.5 at this time. Those scores are to be used when student performance is between criterion.

<table>
<thead>
<tr>
<th>Score</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not Assessable</td>
<td>The student has not demonstrated evidence of learning.</td>
</tr>
<tr>
<td>1.0</td>
<td>Emerging (Recall)</td>
<td>The student can recall/recognize limited information required for the standard.</td>
</tr>
<tr>
<td>2.0</td>
<td>Developing (Skill/Concept)</td>
<td>The student has a basic comprehension of information and knowledge in the standard. The student can explain the concept.</td>
</tr>
<tr>
<td>2.5</td>
<td>Basic Proficiency</td>
<td>The student can comprehend the information and knowledge in the standard. The student can analyze new information in a similar context with support.</td>
</tr>
<tr>
<td>3.0</td>
<td>Proficient (Strategic Thinking)</td>
<td>The student can fully comprehend the information and knowledge in the standard. The student can use the knowledge in a similar context independently.</td>
</tr>
<tr>
<td>3.5</td>
<td>Proficient Plus</td>
<td>The student can fully comprehend and independently analyze the information and knowledge in the standard. The student can independently extend learning and apply knowledge to a unique situation.</td>
</tr>
<tr>
<td>4.0</td>
<td>Expanding Proficiency (Extended Thinking)</td>
<td>The student can fully comprehend and independently analyze the information and knowledge in the standard. The student can independently meet a learning goal by using the knowledge expressed in the learning standard to expand their learning in a new context.</td>
</tr>
</tbody>
</table>
Converting Scores to Letter Grades for Transcripts and Report Cards

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>3.9 - 4.0</td>
</tr>
<tr>
<td>A</td>
<td>3.7 - 3.8</td>
</tr>
<tr>
<td>A-</td>
<td>3.5 - 3.6</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 - 3.4</td>
</tr>
<tr>
<td>B</td>
<td>3.1 - 3.2</td>
</tr>
<tr>
<td>B-</td>
<td>2.9 - 3.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.7 - 2.8</td>
</tr>
<tr>
<td>C</td>
<td>2.5 - 2.6</td>
</tr>
<tr>
<td>CD</td>
<td>Below 2.5</td>
</tr>
</tbody>
</table>

Note: All course scores are expressed to the tenths place and are rounded based on the hundredths place for an average. For students who earn a course score below 2.5, the score will be part of the PPA unless they retake the course and earn credit. If they successfully retake the class their first course score will not be part of the PPA, but will remain on their transcript.
Standard and Course Scoring Procedures

To calculate standard scores for a reporting period, the default method would be to average the scores within a parent standard. The average of the proficiency is the **lowest score** a student could receive.

If the **trend** within the standard over time shows a growth of learning not represented by the average, the teacher has the right to **increase** the final standard score, **but not decrease it**.

*For example*, in Standard 1, the teacher might think the final score would be better represented by a score of 3.0 and the teacher could increase it (see the highlight score).

<table>
<thead>
<tr>
<th></th>
<th>Assignment 1</th>
<th>Assignment 2</th>
<th>Assignment 3</th>
<th>Assignment 4</th>
<th>Average</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>2.0</td>
<td></td>
<td>3.0</td>
<td>3.5</td>
<td>2.8</td>
<td>3.0</td>
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<td></td>
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</tr>
<tr>
<td>3</td>
<td>2.5</td>
<td>3.0</td>
<td>3.5</td>
<td>3.0</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>2.0</td>
<td></td>
<td>4.0</td>
<td></td>
<td>3.0</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.0</td>
<td>3.1</td>
</tr>
</tbody>
</table>
Trend Scoring

How is trend scoring different from a traditional grading system?

- We believe students should not be penalized for struggling in the process of learning. With trend scoring, student **growth and progress** is celebrated. A student’s score reflects where they are at that **point in time**, while taking into account the growth over time as a positive factor in the student’s overall score.

- Growth over time also accounts for a students consistency in progress toward achieving proficiency.

- It is the teacher judgement whether or not to use a scoring average or a scoring trend.

Adapted from: [https://islandpacificacademy.org/academics/secondary/trend-grading/](https://islandpacificacademy.org/academics/secondary/trend-grading/)
Demonstration of Transferable Skills

1. Average from Freshman to Junior greater than or equal to 2.6
2. Trend analysis from Freshman to Junior, 3.0 average in Junior year
3. Senior year 1st semester average of 3.0 or better
4. Transferable Skill recovery during the second semester, senior year, where the student must:
   a. Demonstrate meeting 3.0 through a plan in their PLP in the transferable skill that did not meet proficiency
   b. Have a licensed educator approve it:
      i. Approval of a plan to show their mastery of the proficiency
      ii. Assess their evidence of achieving the proficiency
      iii. Provide a support system with check-ins to help students achieve proficiency
Next Steps

Continue Professional Development for staff about Proficiency Based Learning.

Work with entire staff to provide feedback and improve the system.

Ensure all classes provide the student the opportunity to demonstrate extended thinking (Level 4).

Communicate with students and work through student leadership (all classes) to make a better solution.

Communicate and collaborate with parents to make a better solution.

Work with other high schools and colleges to create a more unified solution.

Review and revise how awards are determined.
What are your priorities for our work as we expand it?  (Sliding scale)

What suggestions do you have for our work? (Free response)
Grounding our work - Common Vocabulary

Graduation Requirements - Based on credits for content, demonstration of transferable skills and completion of a Personalized Learning Plan (PLP).

Course - a learning experience that potentially could receive credit towards graduation taught at BFA.

Flexible Pathways - Learning experiences not taught at BFA, but awarded credit towards graduation other than traditional classes at BFA.

Standard - A statement of what students need to know and be able to do with an topic of learning. Formally known as Parent Standards.

Indicators - Describe or define what learners need to know, understand, and/or be able to do to demonstrate proficiency for specific standards. This could also be called a “Learning Target” for use in guiding learning for units and assignments.
Grounding our work - Common Vocabulary

**Course Score** - Average of the standard scores, or can be increased if student trend shows it should be higher. Will be represented in both a letter grade and a parent score average.

**Standard Score** - Average of the last ten indicator scores (content only), or can be increased if student trend shows it should be higher.

**Proficiency Points Average (PPA)** - Average of the proficiency points (course score * course credits) for a time period.

**Transferable Skills Score** - The Transferable Skills are average for each school year by transferable skill but can also utilize a trend score.

**Proficiency** - Proficiency is measured by the complexity of thought demonstrated by a student in a standard and across a course.
Grounding our work - Common Vocabulary

Common Scoring Guide - Defines the depth of learning a student demonstrates, based on a criteria, within a task and/or assessment. Known as the grade scale in PowerSchool.

Conversion chart - A chart that converts course scores to letter grades and percentages.

Proficiency Points Average (PPA) - Average of the proficiency points (course score * grade point average) for a time period.

Proficiency - Proficiency is measured by the complexity of thought demonstrated by a student in a standard and across a course.

Trend Scoring - a score a student receives shows the student’s current level of proficiency in relation to the standard or indicator within a particular course rather than just an average.
Grounding our work - Common Vocabulary

From Scoring Guide:

**Similar Context** - Applies conceptual learning to a task with variables or fact changes from a given example, but the tasks is in the same configuration as the example. Uses a template to create a new product.

**Unique Situation** - Applies conceptual learning to explain a phenomena/idea/problem not demonstrated in class but is within the content area of the course.

**New Context** - Applies conceptual learning to explain a phenomena/idea/problem not demonstrated in class; demonstrate authentic / real life application.
Research of Standards Based Grading

Best Practices for Standards-Based Grading

Five Obstacles to Grading Reform

Grades that show what students know

Redesigning Grading - Districtwide

Research Study on the Effects of Standards-based Report Cards on Student Learning