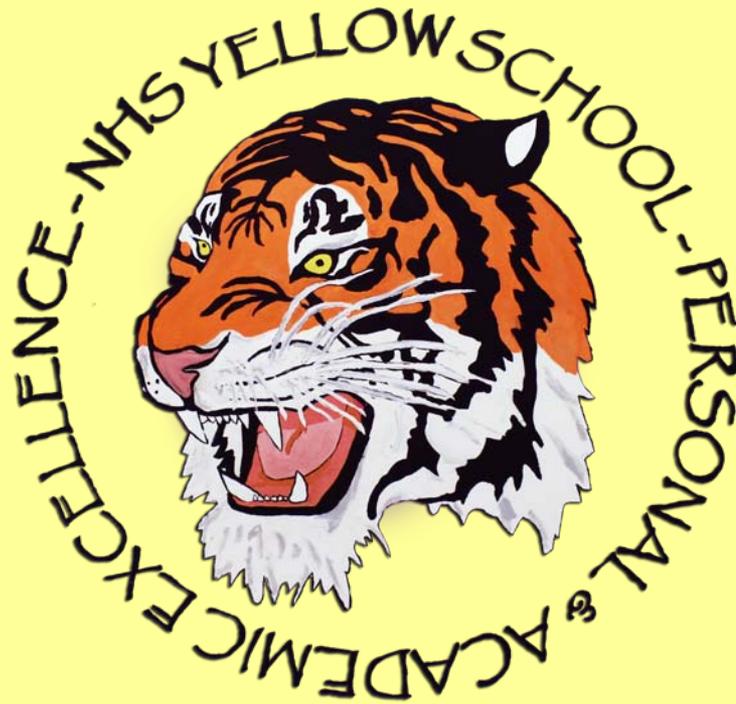


Newberg High Yellow School Grading Practices 2013-2014



***NW Proficiency/Competency Conference
March 7, 2014***

Who We Are

- **Stafford Boyd** – *Principal*
- **Khara Puncochar** – *Social Studies*
- **Doyle Huelsman** – *Language Arts*
- **Amanda Stewart** – *Science*
- **Michelle Terry** – *Math*



Outcomes

- Understand focus & key factors of NHS Yellow School standards-based grading system
- Understand where your school is with change process towards school-wide practices
 - Ready, Fire, Aim
- Reaffirm current standards- and proficiency-based practices and identify areas for adjustment



Change is non-linear.



It's just one



damn thing after another.

-- Michael Fullan



Ready, Fire, Aim!

- **Ready!**

- *Teachers: History with proficiency*
- *Middle School Graduation Project*
- *District Policy*
- *Mission & Vision*



- **Fire!**

- *Build together: staff, students, parents, district*
- *Leverage other change: i.e. – Synergy, Evaluation*

- **Aim!**

- *Stay focused and make adjustments*



District Policy: Academic Achievement

1. Parents informed regularly of progress
2. Parents notified - performance unsatisfactory
3. Parents notified - assignment to different level
4. Grades based on academic achievement
5. Strive for consistency
6. Explain to parents meaning of marks and symbols

Newberg Policy IK: <http://policy.osba.org/newberg/I/IK%20D1.PDF>



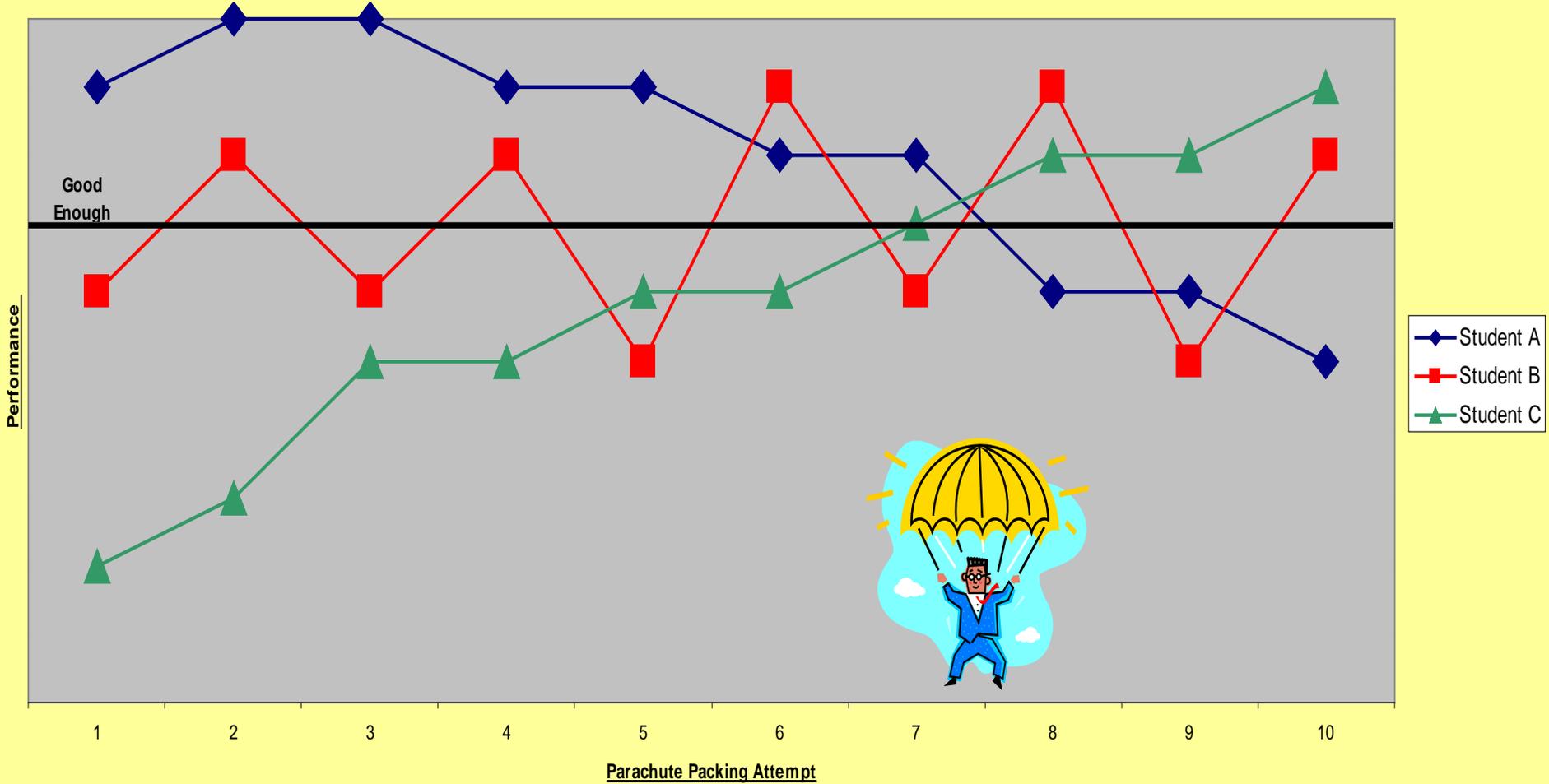
Mission & Vision

The mission of Yellow School is to inspire and educate all students to achieve personal and academic excellence.

- *College & Careers*
- *Community Participation*
- *Continued Learning*



Who Would You Want to Pack Your Parachute?



Focus: Primary Purpose of Grades

Grades = Communication

- ***Academic achievement at point in time***
 - *Summary of Performance*
- ***Content Area Standards***
 - *Knowledge & Skills*
- ***Show what you KNOW and CAN DO!***
 - *College & Careers*
 - *Community Participation*
 - *Continued Learning*



Key Factors

- **Standards, Outcomes, Learning Targets**
 - Knowledge & Skills
- **Assessments**
 - Summative & Formative
 - Feedback on Performance
- **Descriptors of Performance**
 - Marks: 1-5
- **Multiple Opportunities**
- **Behaviors for Success**



Marks = Achievement Levels

- **5** = Mastery
- **4** = Proficient
- **3** = Nearly Proficient
- **2** = Emerging
- **1** = Insufficient Evidence



Grades = Summary of Achievement

- *A=Mostly (or all) Mastery, some Proficient*
- *B=Mostly (or all) Proficient, some Mastery*
- *C=Mostly Proficient/Mastery, some Near Proficient*
- *D=Mostly Near Proficient, some Proficient/Mastery*
- *F=Insufficient Performance*



Traditional vs. Standards-Based

Traditional	Y.S. Standards-Based
<i>“How do I get an A?” “How do I pass?”</i>	<i>“How do I demonstrate proficiency & mastery?”</i>
<i>Assignments: Complete & Turn-in</i>	<i>Assessments: Demonstrate & Perform</i>
<i>Weighted Assignments & Different Point Values</i>	<i>Not all Standards or Assessments created equal</i>
<i>Calculation: Averaging of Points</i>	<i>Determination: Teacher Judgment</i>



***Even the grandest design
eventually degenerates into
hard work.***



-- Rick DuFour



Standards View – Social Studies

ParentVUE - Google Chrome
https://sis.cascadetech.org/nsd29j/Frameset_PXP.aspx?P=Login_Student_PXP.aspx

NEWBERG PUBLIC SCHOOLS

Home | Streams | My Account | Help | Close

Good evening, [Redacted]

Calendar
Attendance
Class Schedule
Grade Book
Health
Report Card
School Information
Student Info

GRADE BOOK

Assignment View | Standards View

SEMESTER 1 | MDRN WLD HIST A (2804A)

Standards Summary for SEMESTER 1 FINAL SEMESTER 1 (ending on 01/30/2014)

Subject	Standard	Mark	Performance Indicator
N/A [expand all]	Social Science Analysis	4	4.00 / 5.00
	Learning Techniques		
	Historical Knowledge	3	3.00 / 5.00
	Historical Thinking	3	3.00 / 5.00
	Geography	4	4.00 / 5.00

Close | Contact | Privacy

English | Español



©Copyright 2014 Edupoint, LLC

Standards View – Language Arts

ParentVUE - Google Chrome
https://sis.cascadetech.org/nsd29j/Frameset_PXP.aspx?P=Login_Student_PXP.aspx

 **NEWBERG PUBLIC SCHOOLS**

Home | Streams | My Account | Help | Close

Good evening, [Redacted]

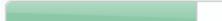
GRADE BOOK

Assignment View | Standards View

Calendar
Attendance
Class Schedule
Grade Book
Health
Report Card
School Information
Student Info

██████████ HIGH SCHOOL (503-554-4400)
SEMESTER 1 :: ENGLA 2/ADY A (2403A)

Standards Summary for SEMESTER 1 FINAL SEMESTER 1 (ending on 01/30/2014)

Subject	Standard	Mark	Performance Indicator
N/A [expand all]	▶ Techniques for learning more effectively.	5	 4.67 / 5.00
	▶ Verbal communication and collaboration.	4	 4.00 / 5.00
	▶ Language conventions and vocabulary.	4	 4.25 / 5.00
	▶ Developing self-direction and personal responsibility for learning.	5	 5.00 / 5.00
	▶ Comprehending and analyzing text.	4	 4.00 / 5.00
	▶ Composing informative and literary text.	5	 5.00 / 5.00

Close | Contact | Privacy

English | Español



©Copyright 2014 Edupoint, LLC

Standards View - Science

ParentVUE - Google Chrome
https://sis.cascadetech.org/nsd29j/Frameset_PXP.aspx?P=Login_Student_PXP.aspx

 **NEWBERG PUBLIC SCHOOLS**

Home | Streams | My Account | Help | Close

Good evening

GRADE BOOK

Calendar
Attendance
Class Schedule
Grade Book
Health
Report Card
School Information
Student Info

HIGH SCHOOL (503-554-4400)
SEMESTER 1 :: BIOLOGY A (2703A)

Assignment View | Standards View

Standards Summary for SEMESTER 1 FINAL SEMESTER 1 (ending on 01/30/2014)

Subject	Standard	Mark	Performance Indicator
N/A [expand all]	▶ Scientific inquiry is the investigation of the natural world by a systematic process that includes proposing a testable question or hypothesis and developing procedures for questioning, collection, analyzing, and interpreting multiple forms of accurate and relevant data to produce justifiable evidence-based explanations and new explorations.	4	 3.84 / 5.00
	▶ A system's characteristics, form, and function are attributed to the quantity, type, and nature of its components.	5	 5.00 / 5.00
	▶ Self-Awareness, Goal Setting, Motivation and Persistence, Monitor Performance, Advocate, Self-Efficacy	5	 5.00 / 5.00

Close | Contact | Privacy

English | Español



©Copyright 2014 Edupoint, LLC

Standards View - Math

ParentVUE - Google Chrome
https://sis.cascadetech.org/nsd29j/Frameset_PXP.aspx?P=Login_Student_PXP.aspx

 **NEWBERG PUBLIC SCHOOLS**

Home | Streams | My Account | Help | Close

Good morning

GRADE BOOK

Calendar
Attendance
Class Schedule
Grade Book
Health
Report Card
School Information
Student Info

HIGH SCHOOL (503-554-4400)
SEMESTER 1 :: ALGEBRA 1 A (2502A)

Assignment View | Standards View

Standards Summary for SEMESTER 1 FINAL SEMESTER 1 (ending on 01/30/2014)

Subject	Standard	Mark	Performance Indicator
N/A [expand all]	▶ Expressions & Equations	3	 3.50 / 5.00
	▶ Function Structures	4	 4.50 / 5.00
	▶ Linear Functions	4	 4.33 / 5.00

Close | Contact | Privacy

English | Español


©Copyright 2014 Edupoint, LLC

start | Advisory - Caddy... | Stafford D. Boyd ... | YS Grading Practi... | 2013-2014 | Proposed Entry P... | Student Grade B... | ParentVUE - Goo... | 80% | 12:00 AM

Standards View – Math Expanded



GRADE BOOK

Assignment View | Standards View

[Redacted] HIGH SCHOOL (503-554-4400)

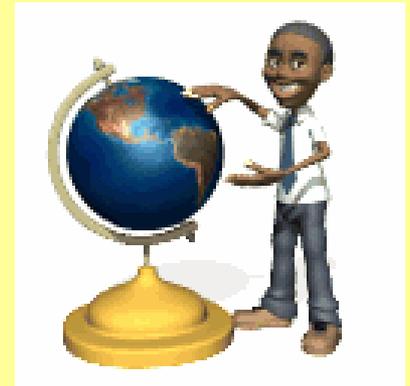
SEMESTER 1 :: ALGEBRA 1 A (2502A)

Standards Summary for SEMESTER 1 FINAL SEMESTER 1 (ending on 01/30/2014)

Subject	Standard	Mark	Performance Indicator
N/A [collapse all]	▼ Expressions & Equations	3	3.50 / 5.00
	Assignment Type Date Note		
	Quiz 8 - Write & solve proportions Summative 11/04/2013 4 1st = 5, Test = 4	4	4.00 / 5.00
	Quiz 6 - Solving Equations Summative 10/23/2013 3 1st = 4, Test = 3	3	3.00 / 5.00
	Quiz 7 - Writing Equations Summative 10/23/2013 2 1st = 4, Test = 2	2	2.00 / 5.00
	Quiz 3: Like Terms & Distributive Summative 09/26/2013 5 1st = 3, Test = 5	5	5.00 / 5.00
	Quiz 2: Order of Operations Summative 09/18/2013 3 1st = 4, Test = 3, Redo = 3	3	3.00 / 5.00
	Quiz 1: Algebraic & Verbal Expressions Summative 09/12/2013 4 1st = 3, Test = 4	4	4.00 / 5.00
	▼ Function Structures	4	4.50 / 5.00
	Assignment Type Date Note		
	Quiz 4: Relation or Function? Summative 09/26/2013 4	4	4.00 / 5.00
	Quiz 5: Function Notation Summative 09/26/2013 5 1st = 5, Test = 5	5	5.00 / 5.00
	▼ Linear Functions	4	4.33 / 5.00
	Assignment Type Date Note		
	Quiz 12: Write Linear Equations in different forms Summative 01/07/2014 5 1st = 3, Test = 5	5	5.00 / 5.00

Social Studies: Planning

- Standards categories
- Clear learning targets (I can...)
- Student progress tracking
- Tie lessons to targets
- Pre-assessment (Study-guide)
- Create summative assessment
- Clear rubrics up-front
- Student work exemplars: proficient/mastery



Historical Content Knowledge Standard:

HS.9. Identify historical events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.

Text Chapter 23: World War II

Essential Question: Why was there another global conflict so soon after World War One?

Unit Content Objective: ***I can ...***

PA F1 F2

		PA	F1	F2
1	Explain the political, social, and economic factors that led to the outbreak of war. <ul style="list-style-type: none">- Japanese militarism- Totalitarian regimes in Europe- The role of the League of Nations- Policy of appeasement, the Munich Pact, and U.S. Neutrality- Political stance of global leaders (USA, GB, France, USSR)			
2	Explain the motives and role that Germany played in starting the war. <ul style="list-style-type: none">- non-aggression treaty with USSR- Hitler's idea of <i>Lebensraum</i>, use of <i>Blitzkrieg</i>, Nazi takeover of Eastern Europe, the Nazi takeover of France and key battles with the Allies			
3	Explain the foreign policy of the United States at the outbreak of WWII and the factors that cause the US to mobilize for war. <ul style="list-style-type: none">- Atlantic Charter- Motives for and reaction for the attack on Pearl Harbor- Describe the mobilization for war in the US economy/society			



Language Arts – Instructional Cycle

- Learning Expectations Communicated
- Collaborative Work
 - With Accountability Checks
- Individual Work
- Completion Checks
- Evaluation Conference



Revised

Name Impulse B. Holder

RECEIVED
NOV 08 2013

Reading Skills

1 2 3 4 5

1

Macbeth Dialectical Journal Rubric

A

CCRL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details...

★

Demonstrates Mastery

- Clearly identifies and describes a prominent theme or pattern that emerges from the text
- Records relevant details and nuances that shape or define the theme or pattern
- Describes the larger importance of the theme or pattern to text's audience or central message
- Uses multiple quotations effectively as evidence.

✓

Demonstrates Proficiency

- Identifies and sufficiently describes a theme or pattern that emerges from the text
- Records and explains relevant details that define the selected theme or pattern
- Inadequately describes the larger importance of a theme or pattern to the text's audience or central message
- Uses one quotation effectively as evidence

5

B

CCRL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text...

★

Demonstrates Mastery

- Clearly identifies and describes an important perspective or motivation in a central character
- Records relevant details and nuances that shape or define a central character
- Describes the larger importance and implications of your observation to the audience
- Uses multiple quotations effectively as evidence.

✓

Demonstrates Proficiency

- Identifies and sufficiently describes an important perspective or motivation in a central character
- Records and explains relevant details that define or distinguish a central character
- Uses one quotation effectively as evidence

4

C

CCRL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings...

★

Demonstrates Mastery

- Clearly identifies and describes the figurative and connotative importance of a word that expresses or defines an important idea, emotion, or effect of a text.
- Uses multiple quotations effectively as evidence.

✓

Demonstrates Proficiency

- Clearly identifies and describes the figurative importance of a word that expresses or defines an important idea, emotion, or effect of a text.
- Uses one quotation effectively as evidence

insufficient analysis

3

D

CCRL.6: Analyze a particular point of view or cultural experience reflected in a work of literature...

★

Demonstrates Mastery

- Clearly identifies and describes how a cultural group, social class, gender, or other group of people is portrayed or generalized by implication in a text.
- Identifies and describes both positive and negative traits or characteristics implied by the text
- Uses multiple quotations effectively as evidence.

✓

Demonstrates Proficiency

- Clearly identifies and describes how a cultural group, social class, gender, or other group of people is portrayed or generalized by implication in a text.
- Uses one quotation effectively as evidence

5

E

CCRL.7: Analyze the representation of a subject or a key scene in two different artistic mediums...

★

Demonstrates Mastery

- Clearly identifies key traits or themes that are present in both mediums
- Describes in detail the limitations and advantages that of each medium in addressing the key traits or themes.
- Includes images of the relevant excerpts or renditions for comparison.

✓

Demonstrates Proficiency

- Identifies key traits or themes that are present in both mediums
- Includes images of the relevant excerpts or renditions for comparison.

5

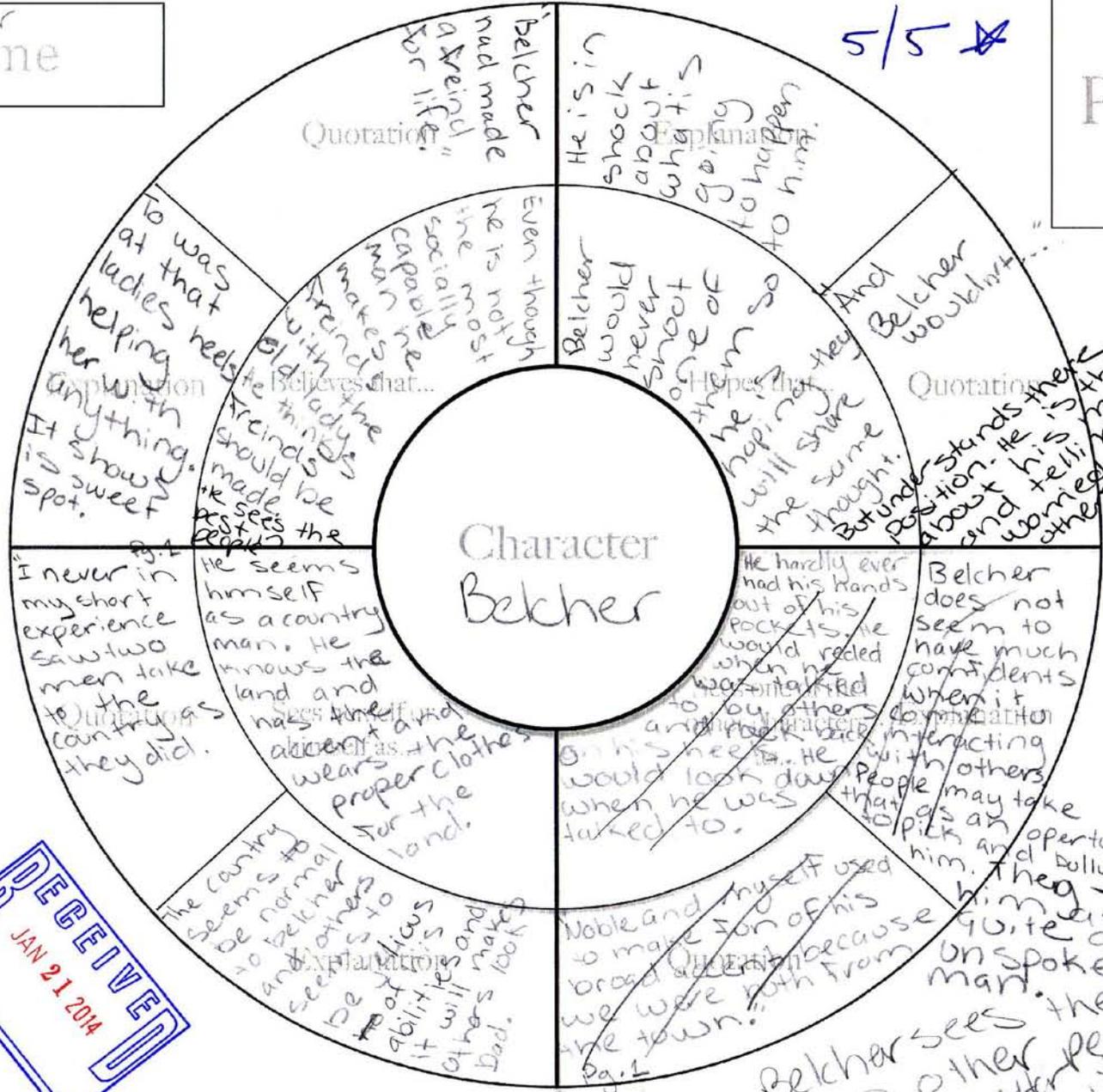


Next Thursday

5/5

4
Period

Mid Sattler
Name



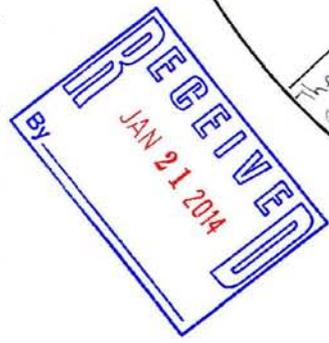
CC.RL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text; interact with other characters, and advance the plot or develop the theme.

CC.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Proficiency Standards:

Criteria for Demonstrating Mastery: Identify and thoroughly describe in detail the underlying motivations and perspectives of three or more characters from a text, using correctly cited quotations as evidence.

Criteria for Demonstrating Proficiency: Identify and describe the explicit motivations and perspectives of three or more characters from a text, using quotations as evidence.



he is like a short
shoot
when he understands
he understands

Belcher sees the good in other people's actions. He is a noble and broad man. We were both from the town. Noble and myself used to make fun of his broad shoulders because we were both from the town. Belcher sees the good in other people's actions. He is a noble and broad man. We were both from the town.

Science: Communication & Objectives

- Clarify learning objectives & expectations
- Personalized feedback
- Multiple opportunities
 - On timeline
- Students communicate grade beyond a letter
- Address student learning techniques
 - Self-score formative assessment
 - Track learning



Life Science Standards

H.1 A system’s characteristics, form, and function are attributed to the quantity, type, and nature of its components.

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

Essential Question

Why do I look like my parents? OR Why do I not look like my parents?

Track your understanding of cellular processes.

Objective #	Objective (<i>I can...</i>)	<i>Progress (shade this in)</i>		
1	Draw/label the double helix, four bases, and phosphate/sugar backbone of DNA.	Starting...	Getting there....	Got it!!
2	Explain and model the process and function of DNA Replication.	Starting...	Getting there....	Got it!!
3	Explain the differences between DNA and RNA.	Starting...	Getting there....	Got it!!
4	Explain and model the process of Protein Synthesis. {making proteins}	Starting...	Getting there....	Got it!!

Math: Unit Sequence

- Assignment/Learning Tracker
- Assignments and Learning – students rate, teacher rates
- Quizzes – 1st opportunity to show understanding and skill
- Student files quiz after it has been scored
- Unit assessment – 2nd opportunity to show understanding and skill
- Unit reflection and evaluation
- File assessment, reflection and tracker
- Dates set for re-assessment
- Mandatory practice
- Re-assessment – 3rd opportunity to show understanding and skill



Quiz 4: Interpret and Solve Application Exercise

Exercise number	Right	Wrong	Small Error	Don't Get it
1				
2				
3				

What do the directions tell me to do?

Was I able to write 2 equations for each exercise?

Level of understanding my work shows:

1 2 3 4 5

Was I able to solve and get an answer?

Did I look at my answer and see if it made sense for the problem I was solving?

Did I check my answers?

Do I need to be re-assessed on this learning target? YES
NO

If I could go back in time I would have done these two things so I would have been better prepared for the test:

1.

2.

Continued Challenges - Teachers

- Creating “Mastery Assessments”
- Understanding performance levels
 - %s
 - Learning target specific
- Managing multiple opportunities
- Integrating student reflection: Time!
- Articulating Standards
 - Knowledge & Skill



Continued Challenges - Admin

- Assessment: Quality & Sufficiency
- What is Mastery?
- Variation in Teaching Practice
 - Consistency: What & How?
- Rigor: Value vs. Fairness
- Whole H.S.? District?



KISS 2.0 – “Simplicity”

- Few ambitious goals
- Key factors
- Coherent strategy
- Gel with large groups of people
- Ready, Fire, Aim!
 - Stay focused and make adjustments



***Life uses processes we find hard to tolerate and difficult to believe in—
mess upon mess until something workable emerges.
It takes a lot of repeated mess to get it right .***

-- Margaret Wheatley



Ensuring our kids **KNOW** how to and **CAN**

“pack parachutes” before jumping to:

- *College & Careers*
- *Community Participation*
- *Continued Learning*

Questions?: boyds@newberg.k12.or.us

