

A photograph of a young girl with dark hair, wearing a pink and white striped shirt, smiling as she looks at a book. A woman, likely a teacher, is leaning over her, also smiling and looking at the book. The background is a blurred classroom setting.

**You can be Standards-Based without being
Competency-Based but you can't be
Competency-Based without being Standards-Based**



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Participants will learn what an effective standards-based system looks like

Participants will make connections between SBLG&R and CBL

Participants will self-assess their readiness and/or current status for advancing SBLG&R in a CBL model in their school(s)



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What is Standards-Based Learning Grading and Reporting?

SBLG&R is designed to provide an accurate portrayal of student proficiency/mastery.

Grades and reporting are based on:

- Standards, not assessment methods,**
- levels of proficiency, not points,**
- achievement not contaminated by non-achievement factors, which are reported separately,**
- emphasis on more recent achievement.**

Why Standards-Based Learning, Grading and Reporting?

- 1. Mandate**
- 2. Supports learning**
- 3. Improves communication**
- 4. Consistency/Fairness**
- 5. Traditional grades are mostly broken**

“The most dangerous experiment we can conduct with our children is to keep schooling the same at a time when every other aspect of our society is dramatically changing.”

Essential Pre-Conditions for SBLG&R

- 1. Recognition of need for true standards-based system and/or dissatisfaction with traditional grading.**
- 2. Consensus on purpose of grades and classroom assessment.**
- 2. Consensus on underpinning issues:
- fairness, motivation, professional judgment**

Purposes for Grading

- **Communicate the achievement status of students to parents, (students), and others.**
- **Provide information that students can use for self-evaluation.**
- **Select, identify, or group students for certain educational paths or programs.**
- **Provide incentives to learn.**
- **Evaluate the effectiveness of instructional programs**

**Guskey, T. R. (Editor), Communicating Student Learning:
The 1996 ASCD Yearbook, ASCD, Alexandria, VA, 1996, 17**

“the primary purpose of . . . grades . . . (is) to communicate student achievement to students, parents, school administrators, post-secondary institutions and employers.”

Purpose

“The primary purpose of classroom assessment is to inform teaching and improve learning, not to sort and select students or to justify a grade.”

McTighe, J. & Ferrara, S. “Performance-Based Assessment in the Classroom,” Pennsylvania Educational Leadership. 1994

EQUALITY VERSUS EQUITY

Fairness



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Motivation

Maximize intrinsic motivation.

and

Minimize extrinsic motivation.

Motivation

According to Pink the keys to intrinsic motivation are

Autonomy

Mastery

Purpose

Professional Judgment

“I define *professional judgment* as
“decisions made by educators,
in light of *experience*, and
with reference to *shared public standards*
and *established policies and guidelines*.”

Cooper, D. 2011. *Redefining Fair*. Solution Tree, Bloomington, IN. 13

Essential Components of SBLG&R

Grades based on:

1. **Content standards (what)**
2. **Performance standards based on proficiency levels NOT % or bell curve. (how well)**
3. **Achievement only; no penalties - behaviors reported separately**
4. **Summative assessments (clear purpose)**
5. **Multiple opportunities to demonstrate proficiency with emphasis on more recent achievement**
6. **Quality standards-based assessments**

1. Content Standards

Curriculum Standards

- * Designed for planning instruction and assessments
- * Often many (10-50/subject)
- * Specific
- * Often detailed and complicated
- * Often in complex educator language

Grading & Reporting Standards

- * Designed for grading and reporting student learning
- * Usually small number (4 -10)*
- * Broad and more general
- * Clearer and understandable
- * Usually expressed in more parent/student friendly language

^ Guskey recommends 4-6 per subject; O'Connor up to about 10

Adapted from Guskey, T.R. and J. Bailey. *Developing Grading and Reporting Systems for Student Learning*. Corwin. 2001. 38

Common Core Math

Student:

| ACHIEVEMENT EVIDENCE | | | | | | | |
|---------------------------------------|--------------|-------------|------------|-------------|------------|---------------|---------|
| Strands | Assessments | | | | | | Summary |
| | 10/1 Test | 10/15 PA | 11/7 PA | 11/18 PA | 12/8 PA | 12/17 Test | |
| Operations and Algebraic Thinking (3) | | | | | | | |
| Number and Operations in Base Ten (7) | | | | | | | |
| Number and Operations – Fractions (7) | | | | | | | |
| Measurement and Data (5) | | | | | | | |
| Geometry (4) | | | | | | | |
| Mathematical Practices | | | | | | | |
| Comments: | | | | | | | |

2. Performance Standards

“Performance standards specify ‘how good is good enough.’ They relate to issues of assessment that gauge the degree to which content standards have been attained. . . . They are indices of quality that specify how adept or competent a student demonstration should be.”

Kendall, J., and R. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, First Edition, McREL, 1997, 16-17

What Does 80% Mean?

Landing a Plane Safely/Brain Surgery

100% Required

Hitting safely in Major League Baseball

.400 (i.e., 40%) - Superb

.300 (i.e., 30%) – Excellent (= salary \$10-15 million)

.200 (i.e., 20%) – Minimally Proficient

Free Throws in Basketball/Success Rate in Curling/Soccer passing

90%+ - Excellent; 80-89% - Very Good; 70-79% - Acceptable;

Below 70%- Needs Improvement

Traditional School Approaches

80%- varies from an A to a C

Grade _____ School Year _____

Principal _____

ent and behaviors that support learning. This report documents regarding strengths and areas to improve. The intent of this report is itate growth.

| Marking for Achievement, Behaviors That Support Learning, and ESLRs | | | |
|--|---|------------|-----------------------------|
| 4 | Exemplary | C | Consistently Evident |
| 3 | Proficient | U | Usually Evident |
| 2 | Partially Proficient | S | Sometimes Evident |
| 1 | Novice | R | Rarely Evident |
| N/A | Not Assessed | yes | Absences/tardiness |
| U/A | Unable to Assess | no | Absences/tardiness |
| * | Grade is carried over from previous trimester. This area of learning was not addressed at this time. | | |

| Absences/Tardiness | | | | |
|--|------------------|-----------|------------|--------------|
| <i>Approximately 60 school days per reporting period</i> | Trimester | | | TOTAL |
| | I | II | III | |
| Days Absent | | | | |
| <i>Absences affected learning</i> | | | | |
| Days Tardy | | | | |
| <i>Tardiness affected learning</i> | | | | |

Descriptive Grading Criteria – adapted by Arthur Chiaravalli, HS English Teacher, Michigan

A Outstanding

- **Quiz and test scores indicate a high level of understanding of concepts/mastery of skills (A's)**
- **Exhibits novel, insightful, and/or creative ways to show learning**
- **All learning objectives are fully or consistently met and extended**
- **Shows frequent evidence of growth, turning weaknesses to strengths**

B Good

- **Quiz and test scores indicate a good grasp of concepts and skills (B's)**
- **Exhibits a combination of standard and novel/insightful/creative ways to show learning**
- **Most of the learning goals are fully or consistently met**
- **Shows some evidence of growth, with certain weaknesses remaining unaddressed**

C Satisfactory

- **Exhibits standard ways to show learning**
- **More than half of the learning goals are fully or consistently met**
- **Shows a few instances of growth, with several weaknesses remaining unaddressed**
- **Quiz and test scores indicate satisfactory acquisition of skills and concepts (C's)**

Incomplete

- **Quiz and test scores do not show satisfactory acquisition of skills and concepts (< C)**
- **Less than half of the learning goals are fully or consistently met**
- **Provides too little evidence of learning to make a determination**
- **Shows little or no growth**

O'Connor, K. How to Grade for Learning. Fourth Edition. 2018. 193

“grading on the curve makes learning a highly competitive activity in which students compete against one another for the few scarce rewards(high grades) distributed by the teacher.

. . .

As a result, learning becomes a game of winners and losers; and because the number of rewards is kept arbitrarily small, most students are forced to be losers.”

**Guskey, Thomas R. (Editor), Communicating Student Learning:
The 1996 ASCD Yearbook), ASCD, Alexandria, VA, 1996, 18-19**

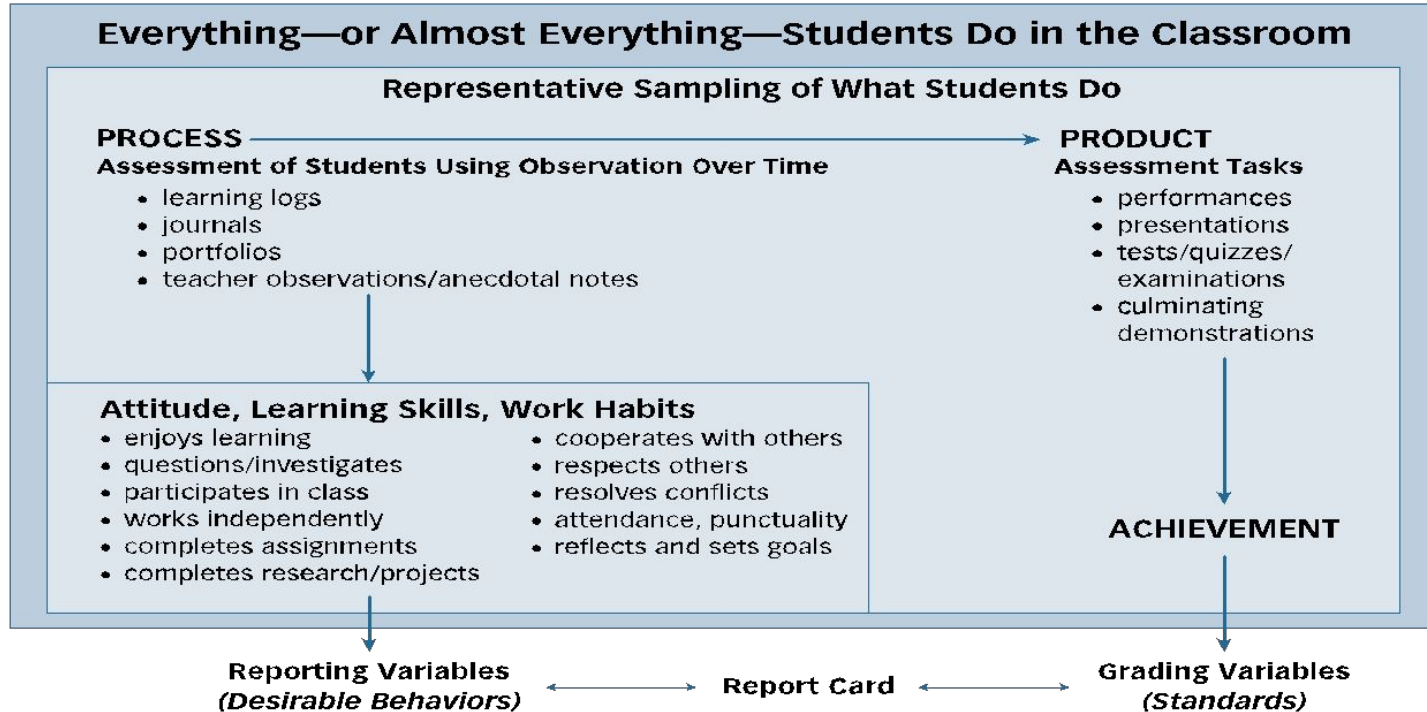
3. Achievement only, behaviors separate.

“Reports on student progress and achievement should contain . . . information that indicates academic progress and achievement for each course or subject area separate from . . .

punctuality, attitude, behaviour, effort, attendance, and work habits;”

Manitoba Education and Training, Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators and Parents. Winnipeg, 1997, 13

FIGURE 0.13 Sum Total of Everything Students Do in School/Classroom



SOURCE: Adapted with permission from the work of Ken O'Connor and Damian Cooper, President, Plan, Teach, Assess Consulting, Mississauga, Ontario.

O'Connor, K. How to Grade for Learning. Fourth Edition. Corwin. 2009,

3. Achievement only, behaviors separate.

- **Late “work” – support, not penalties**
- **No extra credit or bonus questions/points**
- **Academic dishonesty - behavioral consequences,
- do it again honestly**
- **Attendance not included**
- **Individual achievement, not group scores**

4. *Purposes for Assessment*

Diagnostic - assessment which takes place prior to instruction; designed to determine a student's attitude, skills or knowledge in order to identify student needs.

Formative - Assessment designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class, e.g. observation, quizzes, homework, instructional questions, initial drafts/attempts.

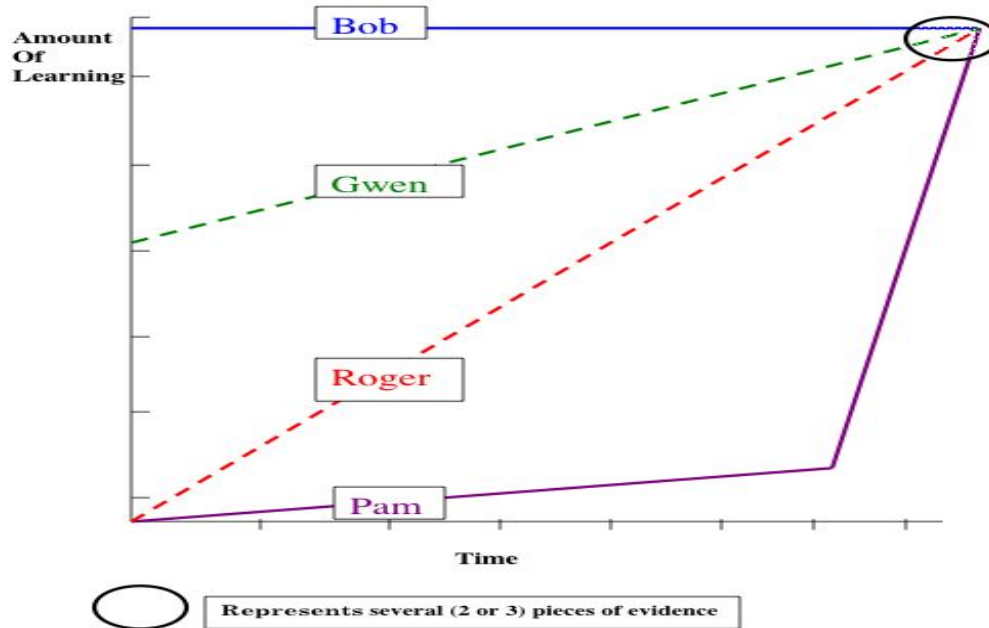
Summative - Assessment/evaluation designed to provide information to be used in making judgment about a student's achievement at the end of a sequence of instruction, e.g. final drafts/attempts, tests, exams, assignments, projects, performances.

“The ongoing interplay between assessment and instruction, so common in the arts and athletics, is also evident in classrooms using practices such as non-graded quizzes and practice tests, the writing process, formative performance tasks, review of drafts and peer response groups. The teachers in such classrooms recognize that ongoing assessments provide feedback that enhances instruction and guides student revision.”

McTighe, J., “What Happens Between Assessments,” Educational Leadership, Dec. ‘96-Jan. ‘97, 11

5. *Multiple opportunities/More recent*

Summative Assessment Scores for Grade 7 Persuasive Writing



6. Quality Standards-based Assessments

- **appropriate and clear targets (standards)**
- **clear purpose**
- **sound design** - right method
 - well written
 - well sampled
 - bias avoided

**Adapted from Stiggins et al – Classroom Assessment FOR Student Learning,
Assessment Training Institute, 2004, 124**

Enduring Understandings

1. There are no *right* grades only *justifiable* grades.
2. Nothing really changes till the grade book and the report card both change.

**Grades
should come from**

**body + performance + guidelines/
of standards procedures
evidence**

i.e., professional judgment

NOT

just number crunching

To evaluate or judge is to reach

**“a sensible conclusion that is
consistent with both evidence
and common sense”**

Turn and

- **What do you think *Talk* about SBLG&R? PMI**
- **Where are you/school/district now?**
- **Where do you want to go - you/school/
district?**



Participants will learn what an effective standards-based system looks like

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A competency is a global learning statement that encompasses a number of standards. Competencies serve as measurement criteria for assessing student success.



How competencies and standards create a blueprint for learning:

Driver's education example



COMPETENCY (THE WHY)

The driver can park a car safely, and legally, in a variety of settings.

STANDARDS (THE WHAT)

The driver can park a car in a perpendicular spot (both forward and in reverse).
The driver can park a car in a parallel spot.
The driver can park a car in reverse.

DEMONSTRATION OF LEARNING (THE HOW)

The driver will complete a performance task where they will be asked to park a car in a variety of settings.

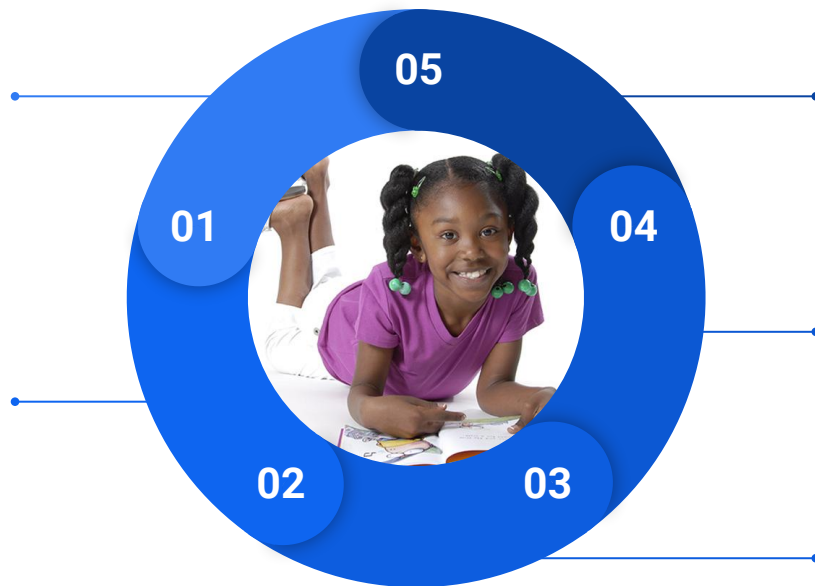
Definition of Competency Education

Design Principle 1

Students advance upon mastery

Design Principle 2

Competencies include explicit, measurable, transferable learning objectives that empower students



Design Principle 5

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Design Principle 4

Students receive timely, differentiated support based on their individual learning needs

Design Principle 3

Assessment is meaningful and a positive learning experience for students



- As Defined by S. Patrick and C. Sturgis, 2011

Policy Language

Policy language supports a model whereby students can advance academically upon demonstration of mastery regardless of grade level.



Pace & Progress

The pace and progress of each student is monitored as they are challenged at their appropriate level.



Sufficient Evidence

Students must produce sufficient evidence in order to be deemed proficient.

DESIGN PRINCIPLE ONE

STUDENTS MOVE WHEN READY

From: Stack, B. & Vander Els, J. (2017). *Breaking With Tradition: The Shift to Competency-Based Learning in PLCs at Work*.

Framework

There exists a framework of standards, learning progressions, and competencies aligned with national, state, and/or local frameworks.



Rigor

Competencies have a high level of cognitive demand and rigor.



Calibration

There exists a system to calibrate the competencies across grade levels and content areas to ensure a common understanding of proficiency.

DESIGN PRINCIPLE TWO

COMPETENCIES INCLUDE EXPLICIT, MEASURABLE, TRANSFERABLE
LEARNING OBJECTIVES THAT EMPOWER STUDENTS



From: Stack, B. & Vander Els, J. (2017). *Breaking With Tradition: The Shift to Competency-Based Learning in PLCs at Work*.

Differentiated Support

Structures exist to ensure that all students have access to and receive regular timely differentiated support.



Monitoring of Pace/Progress

There exists systems to monitor the pace and progress of individual students throughout their learning.

DESIGN PRINCIPLE FOUR

STUDENTS RECEIVE DIFFERENTIATED SUPPORT



From: Stack, B. & Vander Els, J. (2017). *Breaking With Tradition: The Shift to Competency-Based Learning in PLCs at Work*.

Application

Both learning outcomes and dispositions are designed so that demonstration of mastery includes application of skills and knowledge. Multiple and varied opportunities exist to assess both learning outcomes and dispositions.



Separation

Learning outcomes and dispositions are completely separated when reported as grades.



Opportunities

Expanded learning opportunities are developed as a way for students to personalize how they will demonstrate mastery of lifelong learning skills based on their needs and life experiences in order to help them be college and career ready.

DESIGN PRINCIPLE FIVE

LEARNING OUTCOMES MEASURE BOTH ACADEMIC SKILLS AND DISPOSITIONS



From: Stack, B. & Vander Els, J. (2017). *Breaking With Tradition: The Shift to Competency-Based Learning in PLCs at Work*.

Performance Assessment

Assessment practices make extensive use of quality performance assessment and allow teachers to assess skills or concepts in a variety of ways.



Grading & Reporting

Grades are about what students learn, not what they earn.



Calibration

Teachers regularly calibrate their instruction, grading, and assessment practices to develop a common understanding of proficiency.

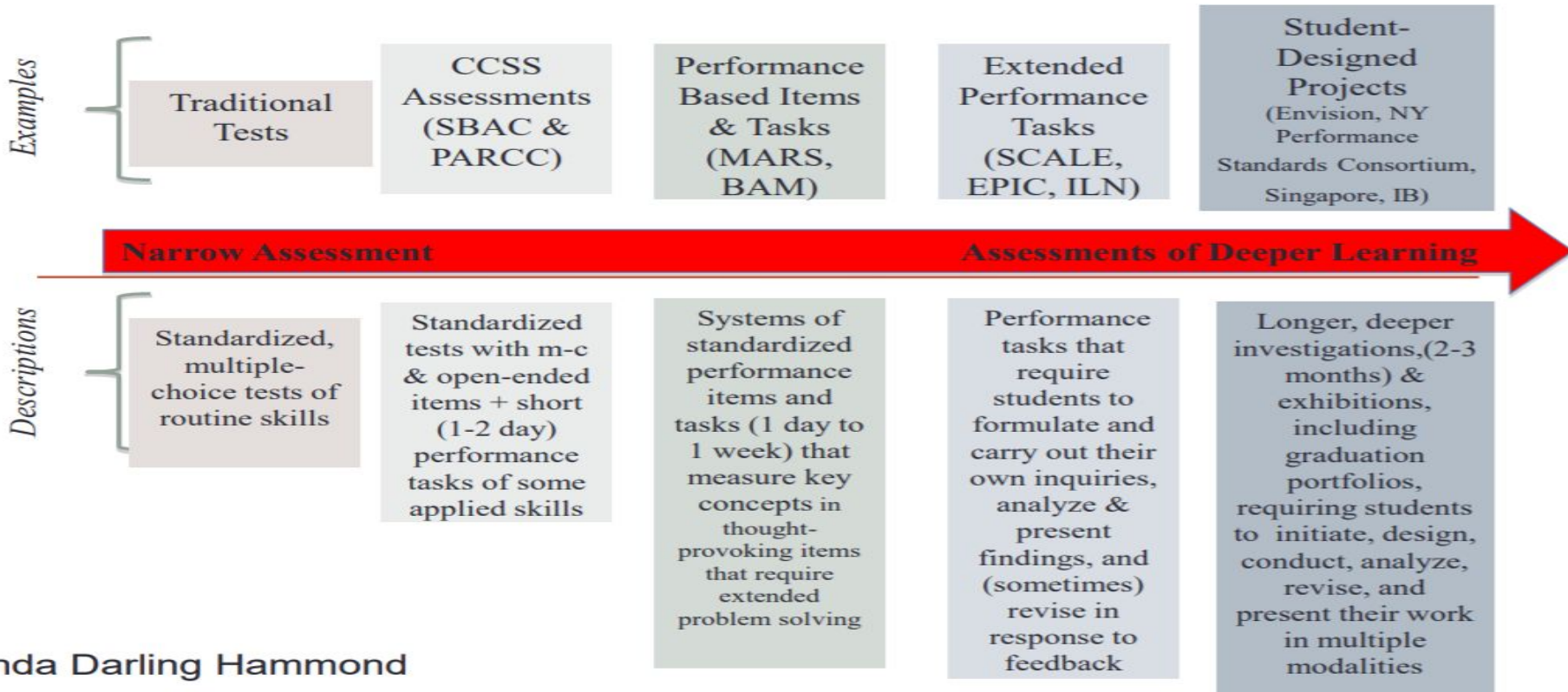
DESIGN PRINCIPLE THREE

ASSESSMENT IS MEANINGFUL



From: Stack, B. & Vander Els, J. (2017). *Breaking With Tradition: The Shift to Competency-Based Learning in PLCs at Work*.

ASSESSMENT CONTINUUM



Linda Darling Hammond



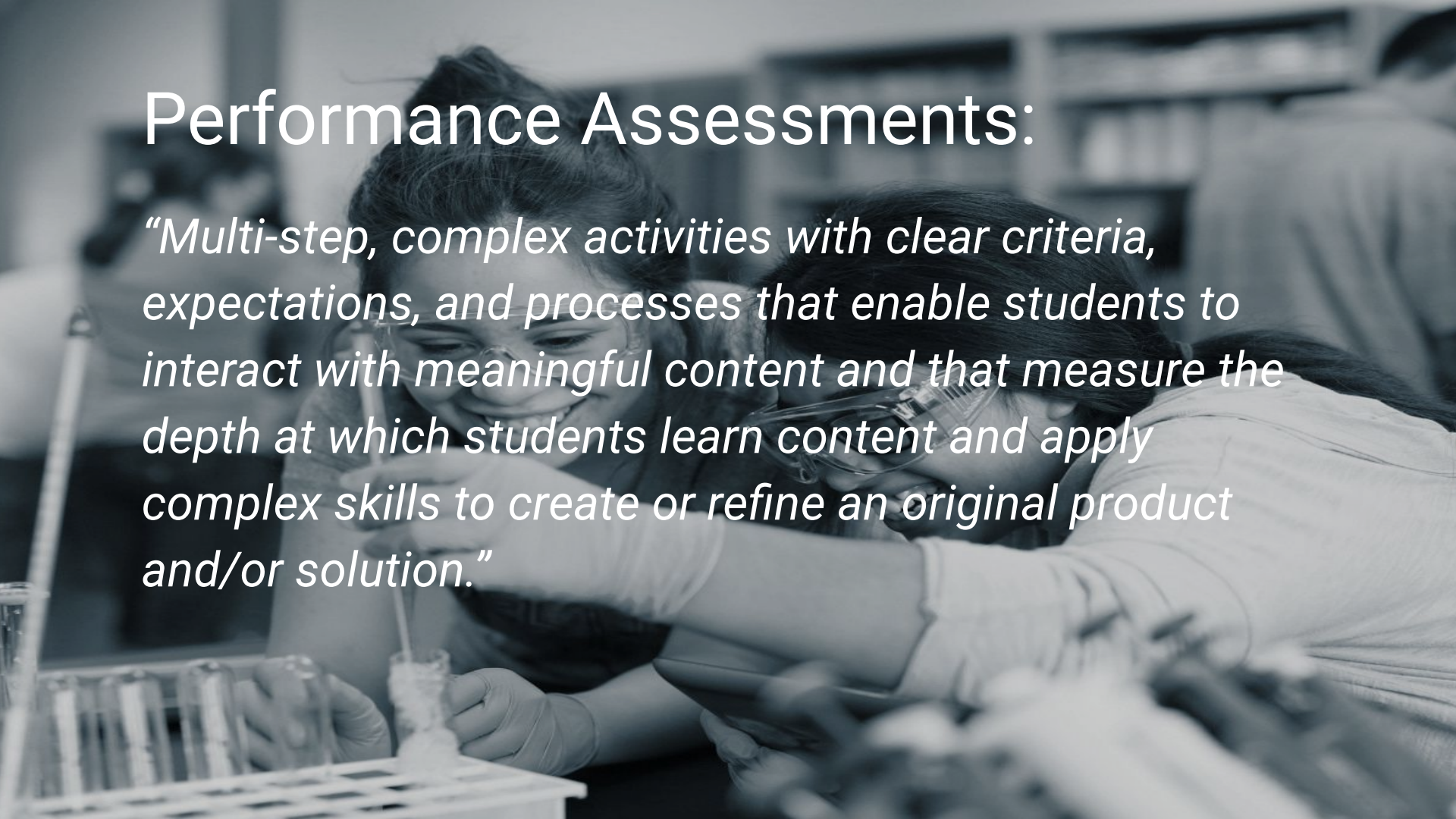
“Assessment is authentic when we directly examine student performance on worthy intellectual tasks.” - *Grant Wiggins*

SOME CHARACTERISTICS OF GOOD TASKS

| | |
|---------------|---|
| Essential | Represents the big ideas and skills of the domain |
| Complex | Requires students to engage with the content in deep and meaningful ways |
| Authentic | Not contrived, represent real-world activities |
| Equitable | Not biased, allow diverse students to show what they know |
| Instructional | Coherent with instruction and should provide students an opportunity to learn |
| Rich | Opportunities to develop extensions beyond task |
| Engaging | Thought-provoking and interesting problems |
| Active | Students construct meaning with other people and/or resources |
| Accessible | Students of differing ability levels can work productively on the task |
| Feasible | Can be completed within bounds of time and cost, locally appropriate |

Performance Assessments:

“Multi-step, complex activities with clear criteria, expectations, and processes that enable students to interact with meaningful content and that measure the depth at which students learn content and apply complex skills to create or refine an original product and/or solution.”



This Work Promotes RIGOR

Grounding this concept of rigor by using examples is helpful.

Examples cited to the right are from the Marzano Research Laboratory.

Examples of Various Levels of Rigor

List the parts of a flower.
(Level 1)

*You are the flower stamen.
What do you do?*
(Level 2)

*You are an insect landing on most flowers.
What do you do for the flower? Please
describe this in a short paragraph.*
(Level 3)

*Please consider other ways in which flowers
might be pollinated and describe how that
process might work. Include the important
parts of the flower.*
(Level 4)

**Low Level Rigor Level 1–
Memorization**



**High Level of Rigor Level 4 –
Application/Transfer of Knowledge**

What Does This Look Like?



The Israeli Palestinian Conflict Task

Link to slides: <http://bit.ly/aurora19grading>

*Another Example Task:
The Water Tower
Problem*

[Click here to view the water tower problem](#)

[Click here to view the rubric](#)

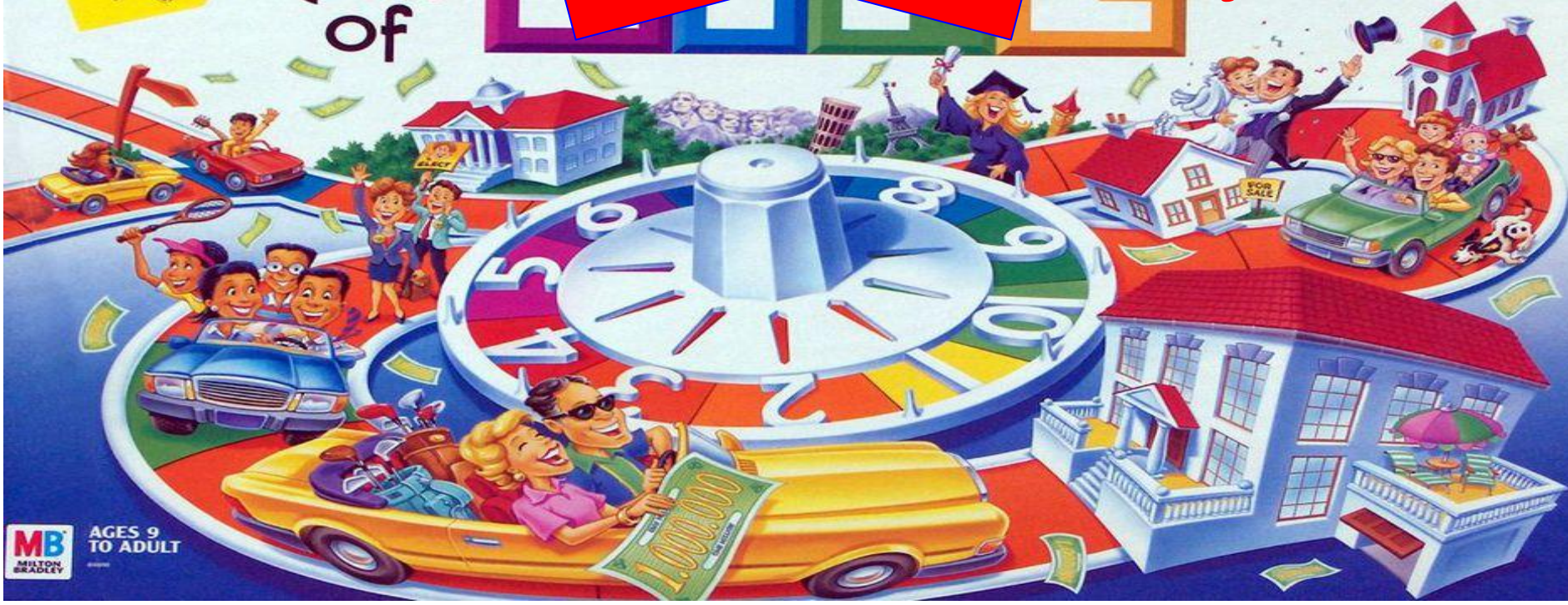


Plan a Family Game Night

The Game of

MONOPOLY

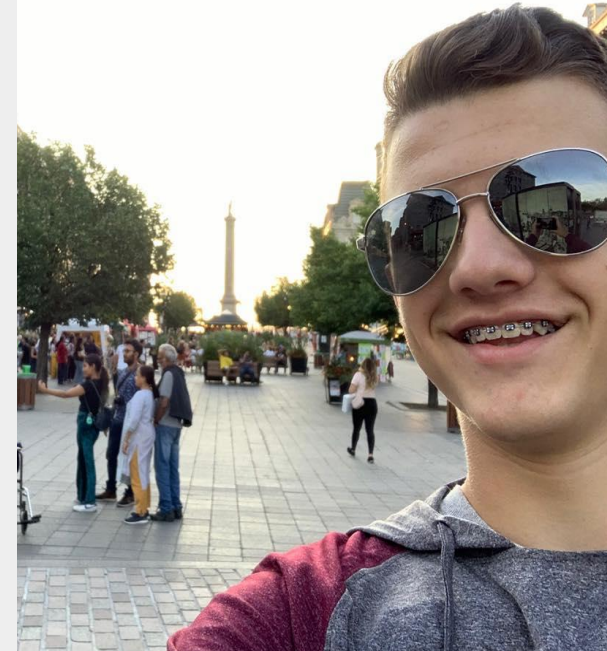
SCHOOL



MB
MILTON
BRADLEY


AGES 9
TO ADULT

| | | |
|-----|---------------|-----------|
| 25% | Tests | 15 Points |
| 20% | Quizzes | 16 Points |
| 15% | Projects | 15 Points |
| 15% | Classwork | 15 Points |
| 15% | Homework | 15 Points |
| 10% | Participation | 10 Points |
| 5% | Extra Credit | 5 Points |



GRADE

91%



Is Brady
successful if he
can land the
plane 91% of
the time????



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School Design Rubric Discussion*

2 Minutes – Review Design Principle 3 of the rubric, take notes on where you are at (or where your school is at)

5 minutes – Talk with your group, compare notes, explain your reasoning.

*** Rubric from: Stack, B. & Vander Els, J. (2017). *Breaking With Tradition: The Shift to Competency-Based Learning in PLCs at Work*. Bloomington, IN: Solution Tree Press**

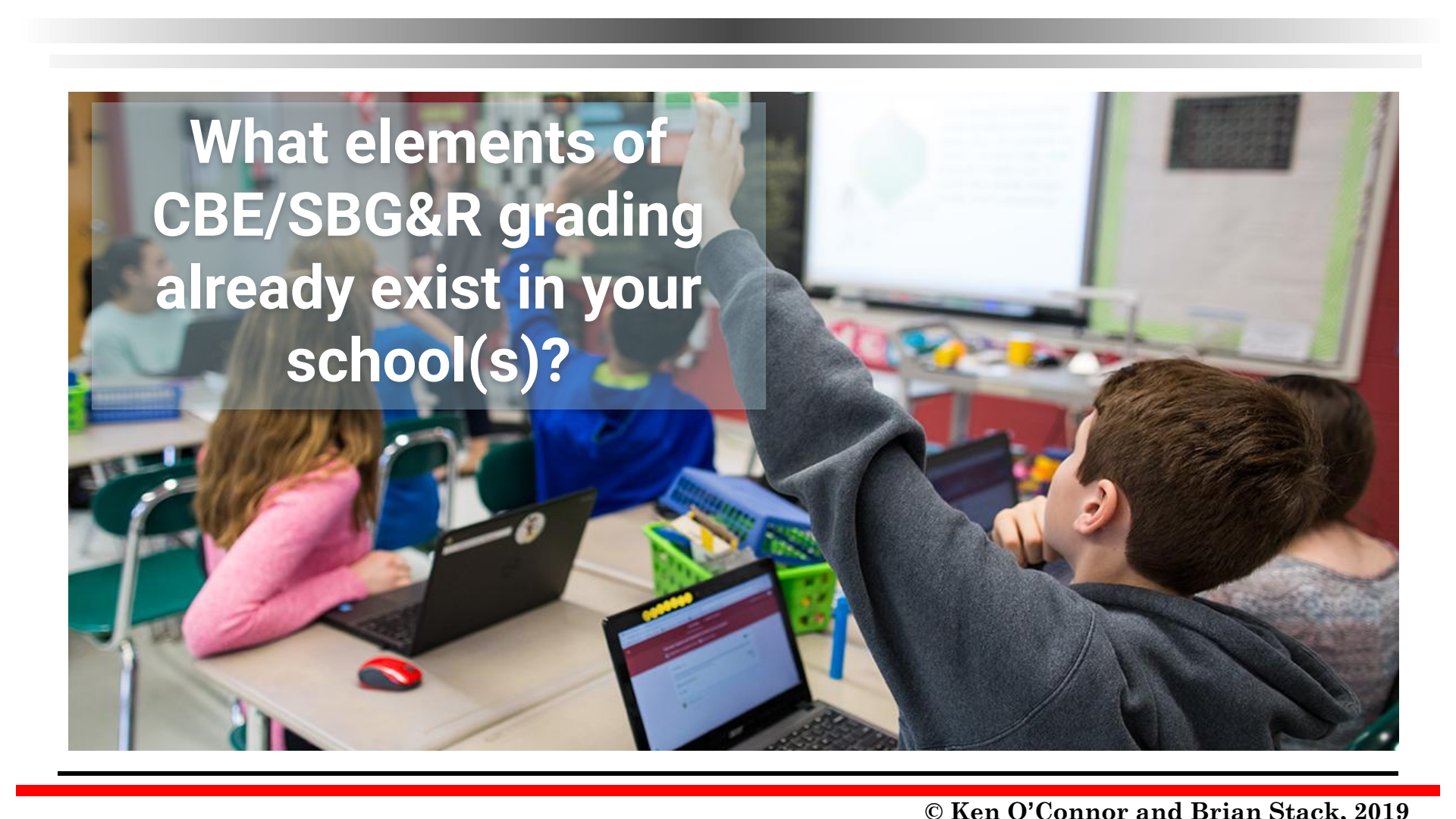
Link to slides: <http://bit.ly/aurora19grading>

Design Principle 3: Assessment Is Meaningful

| | |
|---|---------------|
| <p>Big Ideas:</p> <ul style="list-style-type: none"> • Assessment practices make extensive use of quality performance assessment and allow teachers to assess skills or concepts in a variety of ways. • Grades are about what students learn, not what they earn. • Teachers regularly calibrate their instruction, grading, and assessment practices to develop a common understanding of proficiency. | <p>Notes:</p> |
|---|---------------|

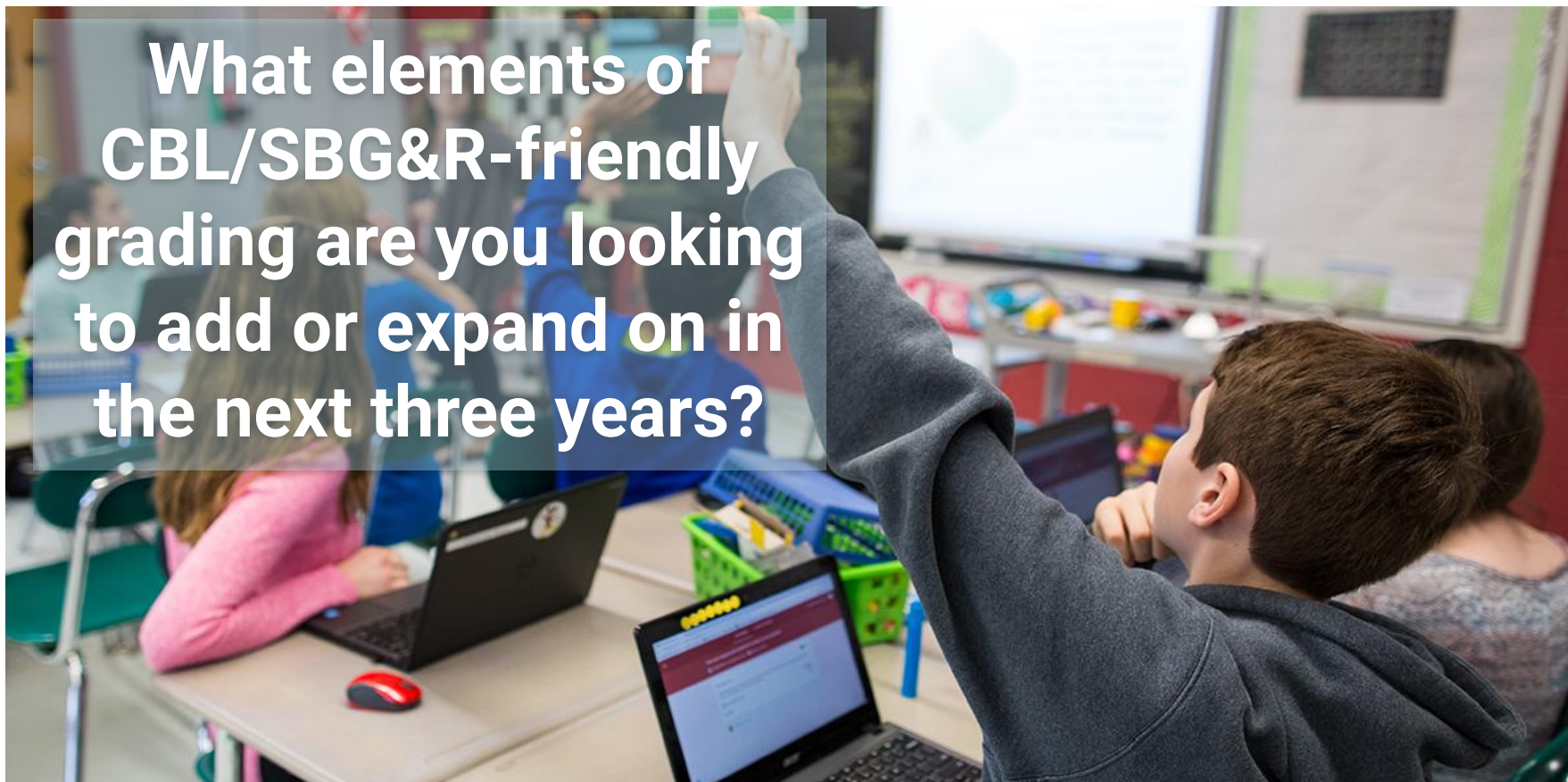
| Indicator | SCALE | | |
|-----------------------------|---|--|---|
| | Performing School meets all characteristics in Developing and improves by . . . | Developing School meets all characteristics in Initiating and improves by . . . | Initiating School characteristics include . . . |
| Assessment Practices | The use of quality performance assessments is widespread among all teachers and is the primary type of assessment they use with students to demonstrate mastery. Just-in-time assessments indicate when students are proficient. The school has developed the capacity for project-based learning or other ways for students to demonstrate knowledge at the highest level. | In addition to traditional assessment measures, teachers in the school make extensive use of formative assessment and some use of performance assessments—multistep assignments with clear criteria, expectations, and processes that measure how well a student transfers knowledge and applies complex skills to create or refine an original product. Students have choice about how to demonstrate their learning. | Although linked to specific competencies, assessment practices are still very traditional—predominantly paper-and-pencil tests and quizzes with no schoolwide systemic attempt to control the depth of knowledge level. Few assessments are graded against a well-defined rubric and little to no common understanding exists among teachers on what proficiency means. |
| Grading Practices | All assessments are graded against well-defined rubrics. The school has established a system to hold all teachers accountable for the effective use of the common grading expectations. Teachers hold each other accountable as members of a collaborative team. | Most assessments are graded against a well-defined rubric. The school has established a common set of competency-friendly grading practices. Practices include separation of formative and summative assessments, use of a rubric scale, elimination of quarter averages, and promotion of reassessment without penalty. | Few assessments are graded against a well-defined rubric. Grading practices differ greatly from teacher to teacher and grade level to grade level. |

| | | | |
|------------------------------|---|---|--|
| System of Calibration | Teachers collaborate regularly in teams to calibrate assessments and to use the data from them to align instruction and make greater revisions of the curriculum as well as monitor the pace and progress of individual students. | Teachers regularly collaborate to develop and calibrate these performance assessments against learning progressions by reviewing student work and monitoring the pace and progress of individual students. Teachers are beginning to align their instructional strategies with performance assessments. | Little to no common understanding exists among teachers of different grade levels and content areas on what proficiency means. |
|------------------------------|---|---|--|

A photograph of a classroom. In the foreground, a young boy in a grey hoodie is seen from the side, raising his right hand. He is looking towards a large screen at the front of the room. In the background, several other students are seated at desks with laptops. One student in a pink shirt is visible on the left, and another in a blue shirt is in the center. The room is brightly lit, and there are various classroom items like baskets and papers on the desks.

What elements of
CBE/SBG&R grading
already exist in your
school(s)?

What elements of CBL/SBG&R-friendly grading are you looking to add or expand on in the next three years?





What Are Your Perceived Barriers?



Review the grading document currently in use at my school:

LINK: <http://bit.ly/cblgradingsanborn>

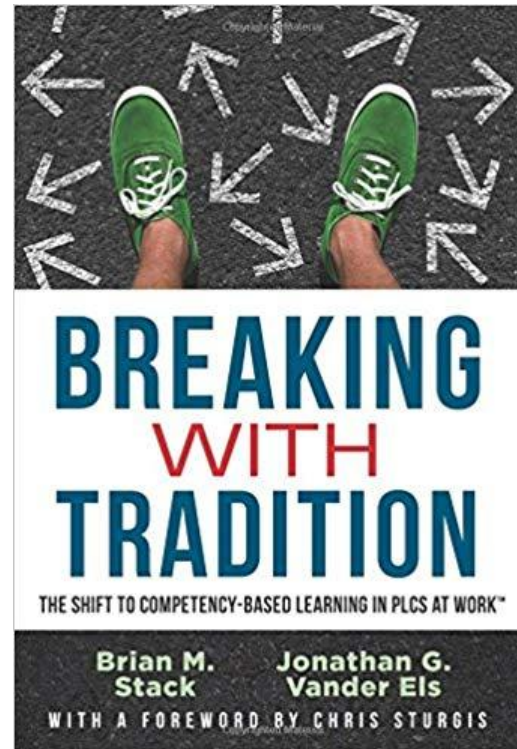
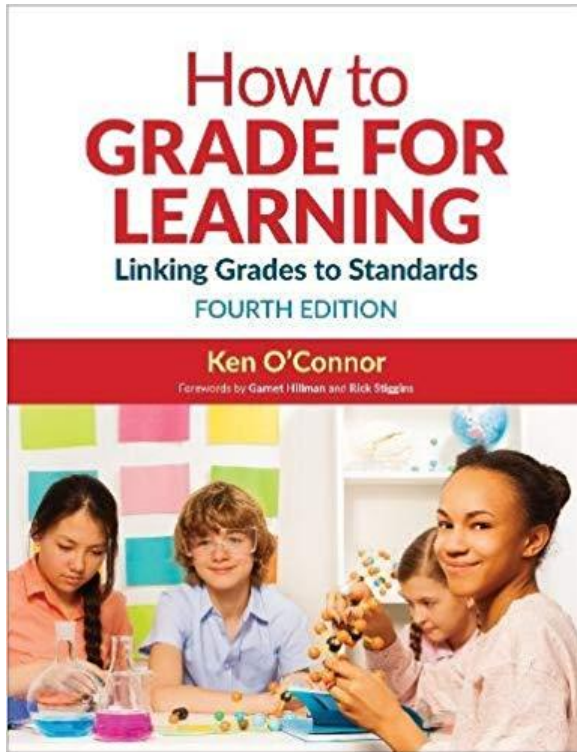
With a partner, discuss these two questions:

1. What do you like about this document?
2. What opportunities do you see to improve this document?

Record your thoughts and comments [HERE](#).



Additional Resources





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