

## OVERVIEW

The purpose of this document is to assist your site in exploring best practice in grading and assessment by using the work of Ken O'Connor as the tool to begin collaborative conversations.

**Fix #1: Don't include student behaviors (effort, participation, adherence to class rules, etc.) in grades; include only achievement.**

Grades should be as pure a measure of achievement as possible. Including behaviors does not give students a clear picture of their achievement and/or progress. Behaviors are distorting the achievement of students resulting in the inflation of grades in some instances, and the diminishing of grades in others. This impacts students receiving the necessary assistance in closing the gap because it is not being communicated through the grades. Behaviors can be reporting variables, but should be reported separately. Teachers should use the Learner Behaviors and Citizenship portion of the report card to communicate student behaviors.

Figure 1

SUCCESSFUL LEARNER BEHAVIORS		
Observes School Rules		S
Follows Classroom Rules		S
Follows Directions		S
Accepts Responsibility		S
Works Independently		S
Works Cooperatively		N
Completes and Returns Homework on Time		S
Quality of Work		S

Figure 2

In Progress				Categories		
Points	Possible	Percent	Grade	Assignments	Effort	Participation
107.50	133	83.44 %	B	74.48 %	95.00 %	100.00 %
113.50	133	85.22 %	B	81.63 %	85.00 %	100.00 %
117	133	90.20 %	A	83.67 %	100.00 %	100.00 %
110	133	78.50 %	C	91.83 %	60.00 %	56.00 %

**Figure 1-** Elementary schools have the ability to utilize the Successful Learner Behaviors section of the report card to communicate behavior. Secondary schools utilize a citizenship section to report student behavior.

**Figure 2-** This illustration provides an example of how student behaviors recorded in the grade book can inflate or deflate a student's grade. Student 1 is compliant and exhibits good behavior, yet actual assignments measuring content knowledge indicate the student is earning a C in the class. Student 2 is achieving at a high level according to assignments measuring content knowledge but behavior is deflating the grade. Academic grades should be based solely on student mastery of content standards.

## PREPARATION

- MATERIALS:
  - *A Repair Kit for Grading: 15 Fixes for Broken Grades* by Ken O'Connor
  - 15 Fixes Brochure
- TIME: 30-45 Minutes

## ACTIVITY

1. Play Fix #1 Ken O'Connor's video (included in book).
2. Many student behaviors can inflate or deflate grades because of grading practices teachers implement. Work in teams and brainstorm student behaviors that can inflate or deflate grades. Work with your team to replace traditional grading practices with grading practices that support student learning and accurately report academic progress. To help get you started, two examples are provided below. For more information, refer to Chapter 2, page 16, *Fixes for Practices That Distort Achievement*.

Student Behavior	Traditional Grading Practices	Results (Inflated or Deflated Grades)	Grading Practices That Supporting Student Learning
Cheating on Assignment	Reduced credit or Zero Issued	Deflated	Address the behavior separately and reassess
Actively Participates in Class	Bonus Points Issued	Inflated Grade	Give the student credit in the Learner Behavior or Citizenship section of the report card



How do you ensure your grades are reflective of only student achievement?

## MAKING THE CONNECTION

### Nevada Educator Performance Framework (NEPF)

#### TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

##### STANDARD 4 – Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

Indicator 1 - The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.

##### STANDARD 5 – Assessment is Integrated into Instruction

Indicator 1 - The teacher plans on-going learning opportunities based on evidence of all students' current learning status.

Indicator 2 - The teacher aligns assessment opportunities with learning goals and performance criteria.

Indicator 3 - The teacher structures opportunities to generate evidence of learning during the lesson of all students.

Indicator 4 - The teacher adapts actions based on evidence generated in the lesson for all students.

#### TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

##### STANDARD 5 – Student Perception

Indicator 1 - The students report that the teacher helps them learn.

Indicator 2 - The students report that the teacher creates a safe and supportive learning environment.

Indicator 3 - The students report that the teacher cares about them as individuals and their goals or interests.

#### Source:

[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator\\_Effectiveness/Educator\\_Dev\\_elop\\_Support/NEPF/Teacher/Teacher-Professional%20Responsibilities%20Rubric.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Dev_elop_Support/NEPF/Teacher/Teacher-Professional%20Responsibilities%20Rubric.pdf).