

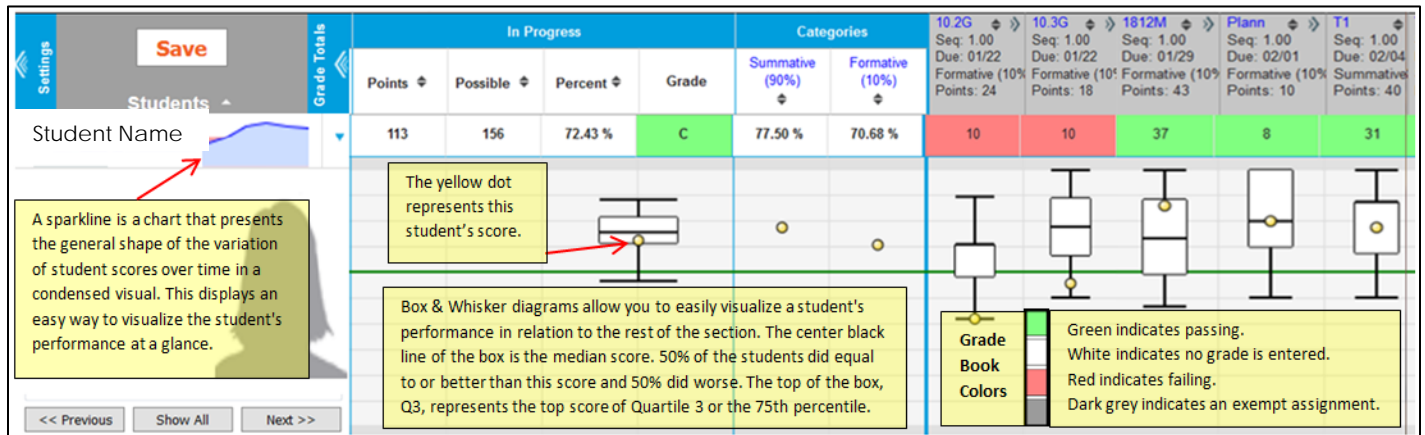
CCSD Grading Reform Initiative - Fix 15: Student Involvement

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 #15: Don't leave students out of the grading process. Involve students; they can—and should—play key roles in assessment and grading that promotes achievement.

The more involved the students are, their achievement reaches higher levels and they develop a more positive attitude about school. There are three ways to involve students. They can assist in the construction of the assessment, they can keep their own records of progress and achievement, and they can participate in student-led conferences to communicate their progress.



PREPARATION

- MATERIALS:
 - [A Repair Kit for Grading: 15 Fixes for Broken Grades](#) by Ken O'Connor
 - 15 Fixes Brochure
 - Access to Infinite Campus Teacher Grade Book (Optional)
- TIME: 30-45 Minutes

ACTIVITY

1. Play Fix #15 Ken O'Connor's video (included in book).
2. Review three strategies teachers can use to involve students in the learning process (Chapter 5, page 114, *Fixes to Support Learning*).
3. Complete Option 1 or Option 2 activity provided on page 2.
4. Make the connection with the Nevada Educator Performance Framework (NEPF) provided on page

Option 1 Activity

Work with a partner and assume the roles of teacher and student. The person playing the role of the teacher will need access to a live grade book. Review the picture below. At first glance, this student appears to be meeting expectations in writing. Careful analysis reveals an opportunity for improvement. Find a student in a similar situation in your grade book and use the guiding questions below to have a conversation about the student's grades and goal setting.

CCSD Grading Reform Initiative - Fix 15: Student Involvement

Settings	Save	Grade Totals	In Progress				Y) W.5.(1-3): Write organized opinion, info...		Y) W.5.(4-6): Produce/publish coherent writ...		Y) W.5.(7-9): Use texts to research; use ev...		Y) W.5.(10): Write for time frames, in cont...	
			Rpt Crd	Comments	Points	Possible	Percent	Post Grade	Composite Percent	Composite Grade	Composite Percent	Composite Grade	Composite Percent	Composite Grade
05 Calderin-Serrano, ...					90.34 %	2	93.40	2	100.00	2	92.97	2	75.00	2
ID: 1135876 DOB: 02/13/2005 Groups: None Login: Never Grades Summary														

Guiding Questions (for student)

1. In writing, my strengths are _____.
2. I need to work on _____.
3. My goal is to improve on _____.
4. To achieve this goal I will _____ and _____.

Option 2 Activity

Work with a partner and assume the roles of teacher and student. The picture below is a snapshot of one fifth grade student's grades in writing. At first glance, this student appears to be meeting expectations in writing. Careful analysis reveals an opportunity for improvement. Use the guiding questions below to have a conversation about the student's grades and goal setting.

Settings	Save	Grade Totals	In Progress				Y) W.5.(1-3): Write organized opinion, info...		Y) W.5.(4-6): Produce/publish coherent writ...		Y) W.5.(7-9): Use texts to research; use ev...		Y) W.5.(10): Write for time frames, in cont...	
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4. To achieve this goal I will _____ and _____.



How do you involve students in the learning process?

MAKING THE CONNECTION

Nevada Educator Performance Framework (NEPF)

TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 3 – Students Engage in Meaning-Making through Discourse and Other Strategies

Indicator 4 - The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

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.

Indicator 2 - The teacher structures opportunities for self-monitored learning for all students.

Indicator 3 - The teacher supports all students to take actions based on the students' own self-monitoring processes.

TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 4 – Family Engagement

Indicator 1 - The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.

Indicator 2 - The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.

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_Development_Support/NEPF/Teacher/Teacher-Professional%20Responsibilities%20Rubric.pdf.