



North Ridgeville City Schools

Q Wouldn't 12345 give more detail? Isn't the 123 system too broad?

- A. Adding additional levels does not necessarily result in a more accurate reflection of where a student is performing in relation to a standard.

Q Please describe what 1, 2 and 3 are and the correlation to A – F.

- A. There is not a correlation between 1-3 and A-F.
- B. The Reporting Scale is as follows:
 - 3 = Consistently demonstrates ability to apply concepts/skills independently.
 - 2 = Continues to work towards an understanding of concept/skills, more practice and experience is needed.
 - 1 = Having great difficulty demonstrating an understanding of concepts/skills.
 - NA = Not assessed at this time.

Q What is "mastered?" Is there a percentage associated with moving to each level of the 123 system?

- A. The District's definition of "mastery" is, "Consistently demonstrates the ability to apply concepts and skills independently." There is not a set percentage associated with each level of 1, 2, 3 as each standard will determine what is necessary to score mastery. Teachers will set the level needed for a 3, 2 or 1 when designing the assessments used to measure the standard.

Q Will all the teachers have a uniform way of moving student through the 123? How do we make sure one teacher is not moving a student that a different teacher would hold back from an upper level?

- A. This work is currently going on in grades 6-8 where standards based grading is scheduled to begin during the 2018-2019 academic school year. Teams of teachers have been breaking down each standard, developing appropriate assessments, and determining what criteria must be met on the assessments to earn a 3, 2 or 1. This process should prevent students in one class from earning a score that is different than what the same work would earn in another classroom.

Q Is this an A – F scale colored differently? Communication is the issue in any grading system. I hear homework doesn't matter, attitude doesn't matter. Colleges do not want a 123. Can we do both systems together?

- A. Standards based grading or assessment is not an A-F scale colored differently. In standards based grading students are measured against specific, defined objectives. In the A-F grading system, students simply accumulate points on activities that may or may not be aligned to defined objectives. To state that homework does not matter would not be an accurate statement. Both homework and attitude can, and in most cases, receive a score on a report card, they are just not part of the "standard" score. While this question states that "Colleges do not want a 1, 2, 3," it is important to recognize that colleges receive grades in many formats from traditional grades and transcripts, to standards based grades, to homeschool grades, to other nontraditional grade setups. Even within traditional grading, colleges receive some schools which see 90% as an "A" while somewhere else may require a 93% for that same score. What colleges would like are for students to come with a solid background knowledge of high school curriculum which is something that standards based grading provides. As discussed at the standards based grading community forum this summer, there has not been any final decision on going full standards based at the high school level at this time.

Q. 6-8 is trimesters, will there be more discussion between the student and teacher prior to the end of a grading period so there isn't that surprise on their status? How many times will there be a discussion? Weekly or bi-weekly? Will the communication be consistent between each student (and parents/guardians), each classroom, each grade? How will that picture look?

- A. When the elementary schools went to standards based grading, they did so as it takes more time to get a clear picture on where students are in their progress toward mastery. The change to trimesters should give teachers more time to interact with students around grading as a whole. To say what this would look like is an extremely difficult task as the need for feedback will vary from student to student, subject to subject and standard to standard. A student who is writing a research paper will likely need much more feedback than a student in a math class who might be doing a review of previous year's work.

Q. If they are not getting graded on their homework how are they getting graded? Please describe these categories that will be measured. What are the things being measured?

- A. To say that homework is not getting graded would not be an entirely accurate statement. Students will receive a homework score that is reported out separate of the standard. Assessments will be similar to what students receive now, tests, quizzes, projects, etc.

Q How are the students being assessed? Can we get a list of this myriad of ways as example? What are these factors that are being evaluated? A list please for each subject.

- A. As stated above, assessing under a standards based system does not look all that different than what most of us are used to seeing. Students will still be assessed using tests, quizzes, projects, presentations, etc. Students should see much more purposeful feedback than what they currently get, which is often a percentage or a simple number correct.

Q Homework is a big sticking point with parents. Please explain why this isn't part of the actual grade but is a factor in the path and the activity to getting to the grade.

- A. Homework is not figured into a final standard grade because it is designed to reinforce or practice a concept and not to show mastery. When homework is figured into a mastery grade it can greatly distort what a student actually knows in relation to a standard. If a teacher awards points to a student based upon homework completion, a student who does all of his/her homework but does not know the content of the standard, may appear as if he/she has mastered the standard. A student who does not do homework may appear as if he/she doesn't have a grasp of the standard but may well have it mastered. Not doing homework is related to the behavior associated with responsibility and effort. This does not show achievement related to the content objective or standard.

Q What does the research say are the downsides of 123? Please explain how group work (group projects) is affected and reported and held accountable. (When one child does all the work in a group).

- A. The downsides of the system are when the system is not used the way it is designed. This is a problem with any system that is used. The other issues related to this is understanding of the system for all involved. Teachers need to understand the critical importance of timely and corrective feedback. Group work should never be structured in a way that one child does all the work for the group. The use of cooperative learning requires that group members have roles and responsibilities that are clearly outlined and followed. Assessing the mastery of a standard does not really have anything to do with group work.

Q What other districts in Ohio are doing this? What is the time period they have been used? Are they showing any results (positive or negative).

- A. There are many districts across the state and nation doing Standards Based Grading. It is hard to get a handle on how many as there are because there is no reporting mechanism for showing you are using Standards Based Grading and Reporting. The research in this area really shows the results of using specific, timely, and corrective feedback as performance relates to a standard. This research is very positive and that is the true focus of standards based grading.

Q. Will PowerSchool report what the students are doing in the 123 system? Assignments, assessments, efforts, homework etc.?

- A. We have been working on the PowerSchool platform for many years now. The system has been improved and is getting better at reporting the Standards Based Grading System. The system is still somewhat cumbersome in operation. We believe the system can report accurately the performance of our students in relationship to the priority standards at each grade level.

Q How will Honor Roll be determined using a 123 reporting? How will the children be awarded?

- A. What Honor Roll will look like, and whether it continues on in the future, has not been discussed at this time, nor has how children will be awarded.

Q How will athletic eligibility be determined and conveyed?

- A. Through initial conversation with the OHSAA, this will mostly be a local decision. The District will need to ensure that students have a minimum number of classes and will have to decide what it considers "passing" scores. While this discussion has not officially begun, it is likely that students will need to have a "2" or "3" on a percentage of the standards being assessed in each content area. Once finalized, this will be shared out with athletes, parents, and families.

Q With the aforementioned teacher collaboration being utilized, will this system allow freedom of teaching style or will it become more structured?

- A. Assessing students through standards based grading does not require teaching to become more structured.

Q Some standards are ongoing throughout the year. How will eligibility be determined with standards that carry over multiple semesters? If a student has a 1 to start off with and the end result isn't shown until the final semester, will the student be ineligible all year? There are 17 benchmarks in science for one standard, what is the cut off?

- A. While the eligibility system is still be defined, a single standard score of a "1" should not make a student ineligible even if the standard carries over multiple trimesters.

Q Is there peer review research you can share? There is scholarship money out there where students have to put in GPA not 123. Can there be a hybrid of these two grading systems we can explore so students don't lose these opportunities? How will the factors examined between what colleges look for and what this reporting does translate?

- A. There is a great deal of literature and research on SBG. The research is mostly related to feedback for student learning as that is the purpose of grading. The concern that is being expressed here deals with high school. The district has not tackled the high school transition or even began to consider moving to Standards Based Report Cards. We have to address the issues related to more feedback driven grading practices at the high school level. These issues and concerns are not unique to North Ridgeville. These are concerns across the nation in high schools. More colleges have started moving to different grading practices and realize that the traditional percentage grading system does not provide students with feedback that provides students and understanding of how they are performing and progressing toward mastery of a standard. Colleges and high schools have started to realize that the grading practices have to be addressed and better understood as we begin to consider our reporting tools.

Q Do you think it is wise to start this before the colleges have determined how/if they will accept this?

- A. A couple of points are important to make here. First, there has not been a decision made that full standards based grading will be implemented at the high school. Secondly, colleges already receive students who do in fact come from schools that are standards based K-12 so it is already happening.

Q When you have a standard that is graded only once per year and the student gets a 1 or 2 then this material isn't reviewed for the rest of the year. How do we get that number changed or is the student stuck with that number forever.

- A. No standard should only be assessed one time per year. Students should be able to show their growth in relationship from the beginning so they can learn content and master the content. This requires the standard be assessed more than one time and in more than one way.

Q Course placement, whether it be kids who need help or honors accelerated math, how is using this system is this determined. It is based on the standardized testing? SBR? How do we make sure each student is afforded the same opportunities? How are we appropriately assessing these kids?

- A. At the middle school level students are placed into classes based upon a rubric score which includes a number of scores and factors, such as STAR scores, placement tests a previous identification of giftedness, etc. One factor that is not included on

the rubric are class grades. The state deems them to be subjective and subjective scores cannot be used for placement purposes.

Q What about the kids who are beyond a 3 in the current grade level they are in? How do we get kids on the AP track? Will a 1 keep them off?

- A. If a student has already mastered content at a “3” level the student should be receiving enrichment or more advanced content. In regard to the AP track, these classes currently don’t begin until a couple years into high school which is not currently slated to use standards based grading. Hypothetically, a 1 would not necessarily prevent a student from taking an AP course, as many students in AP courses haven’t mastered all of the prior content. We simply don’t see it because our current system averages scores and includes non-instructional factors which give the appearance that students have content mastery.

Q How much extra time (for the teachers) does this new process take? Will this just be constant assessment?

- A. Teachers should be assessing student growth or learning during each lesson in order to inform their instruction, curriculum decisions, and student needs. This does not mean they have to design isolated tests in order to assess. Assessment is a natural part of instruction and should be integrated with instruction to measure daily learning (formatively) and overall learning (summative). This should already be a natural part of their Curriculum, Instruction, Assessment and Feedback cycle.

Q How does this affect teacher assessments?

- A. The goal is for teacher assessment practices to be more natural and authentic as the assessment becomes more integrated with instructional practices all focused on mastering content objectives (standards). Teacher assessments should become more aligned to standards to show student performance and mastery.

Q Merit scholarships at colleges want GPAs. How is credit earned going to be decided to move, say, from Spanish 1 to Spanish 2 etc. Credit college plus comes as “A,” “B,” “C,” not 123. We don’t want our kids to be guinea pigs for a system that might not work.

- A. We have not applied Standards Based Report Cards at the level that it would impact GPAs or credit at the high school level. This has been shown to work across the country and students are not being used as guinea pigs.

Q How does this look as far as college admission, please describe.

- A. Colleges receive student scores in a variety of fashions and from a variety of public, private, home schooled, electronic, AP, CCP, and IB students across not only the country but the world. We believe this is more of a challenge for colleges than what it really is. Should we ultimately go full standards based across at the high school, we will simply explain the system in the school profile that is provided by the District to the schools. We will state that students in the District are graded on a mastery system which allows for students to have multiple opportunities to show content mastery.

Q What percentage of districts are using this system in Ohio? How will this translate to out of state schools, whether it be school changes due to family moves or going to college?

- A. This has been a trend in best practices for many year across the nation and in Ohio. This is more common in grades pre-K through 6, becoming more common in grades 7 and 8, and not as common in high school. This is common across all states and should transfer to out of state schools.

Q Are the teachers prepared to do this? This is a lot of work.

- A. Our teachers have been working on this for many years. It is a great deal of work for our teachers and will require them to re-think how they align instructional practices to standards and student needs. This will eventually make their jobs easier as they can target the needs of student in relationship to the standards they need to master.

Q Are we going to be over testing our kids?

- A. This has nothing to do with the State Accountability System of testing and is actually a more natural form of assessment. Assessment occurs in our classrooms in many ways from an exit slip, to observation, to daily assignments. These are forms

of assessments that can lead to evaluation of a student related to a standard. This should lead to better, more natural and authentic types of assessments that look like our instructional practices (not an isolated test for each standard or group of standards).

Q Who makes the decisions in the district for this whole process, does the board vote on this? Please explain. Where do we express concerns?

- A. The decision is a curriculum based decision and is done through the Curriculum Office in conjunction with the administration, teachers, District Leadership Team and Building Leadership Teams. If you have a concern it is best expressed to building level administrators and/or district level administration.

Q Have the decisions on this been made on this SBG? How long has this been in discussion and review?

- A. We have been working on Standards Based Grading for over eight years. We had parental meetings for grades K through 5 when this first started. We have been doing standards based report cards in K-1-2 for 8 years. There has not been a decision made in relationship to high school grades.

Q As this is a work in progress, through what medium and how often will the status/updates be conveyed to the parents?

- A. Future updates will likely come with student report cards. It is also recommended that discussions happen at conferences with teachers regarding how students are meeting standards.