Criterion-Based Progress Monitoring

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Presented by Dr. Andrea Comes & Dr. Heather Liput

Why do You Give Grades?

1. To communicate with parents
2. To help students assess their own performance
3. To help determine academic placements of students
4. To motivate students to learn
5. To evaluate the effectiveness of instruction
6. To document evidence of student behaviors in class.

How do we accurately represent all grading purposes as 1 letter grade?

WE CAN'T!!!

“Teachers should base all scores on the student’s ability to perform a clearly defined standard of achievement, independent from peer performance, and independent from behavioral performances within the classroom.”

(Guskey, 2001)

The Purpose of Criterion-Based Grading

- Achievement standards should be rooted in one of three categories:
  - product criteria (what one knows)
  - process criteria (the path to understanding)
  - progress criteria (growth)

(Guskey, 2001)

What is Criterion-Based Grading?

- Grades represented with written statements that indicate the level of mastery towards specific learning objectives within a content area.

(Marzano, 2010)

Level of Achievement	Definition of Term
1: Needs Improvement	The student needs additional support and practice to show progress toward grade-level expectations.
2: Progressing	The student is able to grasp and apply some of the key concepts, processes, and skills but produces work that contains errors and may need additional support at times to be successful.
3: Proficient	The student grasps and applies the key concepts, processes, and skills for the grade level.
4: Excellent	In addition to the proficient criteria, the student demonstrates more complex learning that goes beyond what was definitely taught.

(Kildeer Countryside Consolidated School District 96, 2013)

Criterion-Based Vs. Letter Grades

Criterion-Based Grades	Letter Grades
Advantages: 1. Clear Description of Achievement 2. Useful for Diagnosis and Prescription Disadvantages: 1. Often Complicated for Parents to Understand 2. Doesn't compare students to peer performance	Advantages: 1. Brief Description of Adequacy 2. Generally Understood Disadvantages: 1. Require the Abstraction of Lots of Information 2. Cut-offs are Arbitrary 3. Easily Misinterpreted

(Guskey and Jung, 2015)

Key Characteristics of Criterion-Based Grading

- Learning is separate from behavior
  - Grades are not docked for late work
  - Zeros are not utilized
- Emphasis is on current level of understanding
  - Corrections encouraged on all work
  - More emphasis is given to the most recent performance

What Grade Did They Earn?

	Learning Objective #1						Summative Grade
Student	9/9	9/14	9/27	10/3	10/6	10/8	
Greg	1	1	1	1	4	4	
Rachel	2	1	2	3	3	3	
Alice	2	2	4	4	4	3	
David	3	1	3	2	3	1	
Ellen	2	3	2	3	4	4	

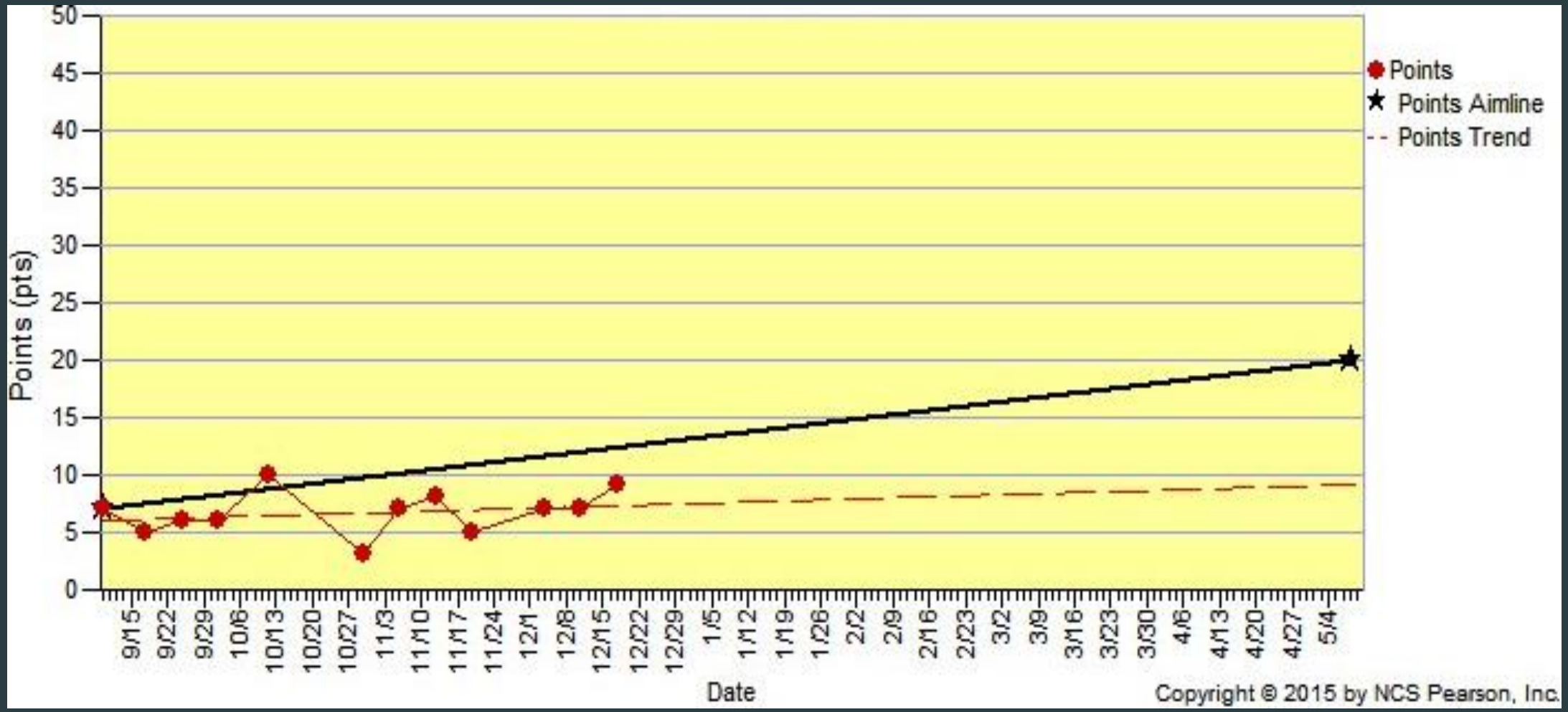
(Guskey and Jung, 2015)

How can Criterion-Based Grading help with AIMSweb?

- Gives skill specific feedback
- Helps interpret AIMSweb benchmarking and progress monitoring scores
- Directs instruction
- Communicates skill specific student progress to parents

AIMSweb Progression Graph

Student G



Criterion-Based Checklist for AIMSweb

- 4 = Excellent (75-100%)
- 3 = Proficient (50-74.9%)
- 2 = Progressing (25-49.9%)
- 1 = Needs Improvement (0-24.9%)

Student G

Specific skill	9/9	9/18	9/24	10/2	10/10	CBG Score
Square number	+1	A	+1	A	A	2
Cube number			A	A	+1	1
One-step add	+1	A	+1	+1	+1	4
One-step subtract	A	A	+1	+1	+1	3
One-step mult/divide			A		A	1
2-step				A	A	1

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Student Code	Square Whole Numbers	Cube Whole Numbers	One Step Equation Add	One Step Equation Sub	One Step Equation Mult/Dvd	2-Step Equation
A	3	2	4	4	2	2
B	2	1	3	2	2	1
C	3	2	2	3	2	1
D	3	1	1	1	1	1
E	2	1	3	3	2	1
F	1	1	3	3	2	1
G	2	1	4	3	1	1

Setting up a Criterion-Based Checklist on AIMSweb

How does Criterion-Based Grading apply to MAZE and CBM?

Application to the Classroom Gradebook

Student 1, Unit C Grade

	Objective W				Objective X			Objective Y			Objective Z		
Assignment Score	~~1~~ 2	3	3	~~2~~ 3	2	~~2~~ 3	~~3~~ 4	~~4~~	~~3~~ 4	~~2~~ 3	2	~~1~~ 2	~~2~~ 3
Summative Score	3				3			4			2		
Cumulative Score	3 = Proficient												

Exit Ticket

- How can you incorporate criterion-based grading in your classroom?
- What questions or comments do you have?
- Want more info:
  - Andrea Comes: acomes@d15.org
  - Heather Liput: hliput@d15.org

References

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Marzano, R.J. (2010). *Formative assessment and standards based grading*. Bloomington, IN: Marzano Research Laboratory