Uniform Grading Scale

South Carolina Department of Education and MCMS

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Introductions & Overview

Increased rigor
Higher expectations
No fluff grades

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Rigor and High Expectations

- Grading Scale
  - A 90 – 100
  - B 80 – 89
  - C 70 – 79
  - D 60 – 69
  - F 0 – 59

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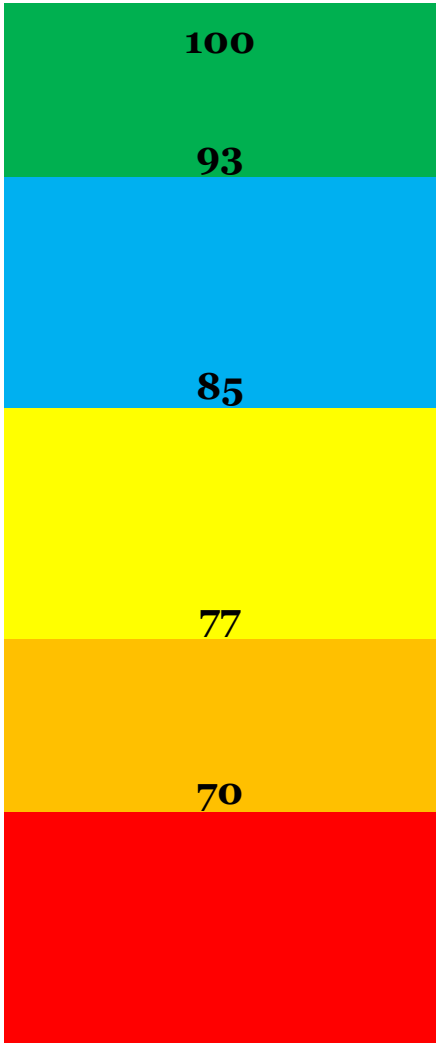
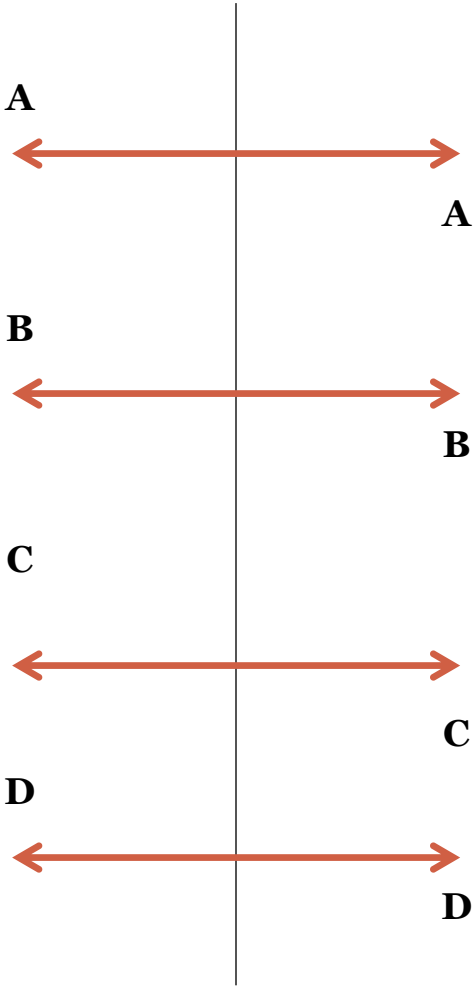
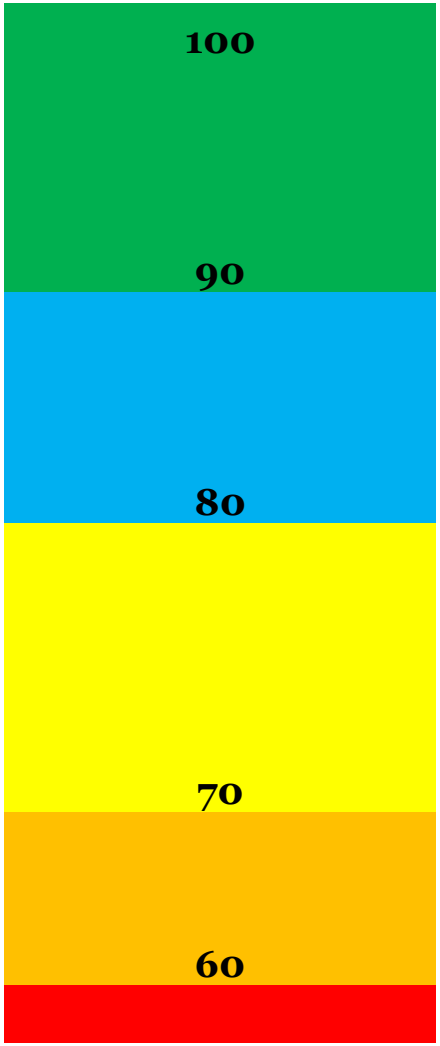
What does rigor NOT look like?



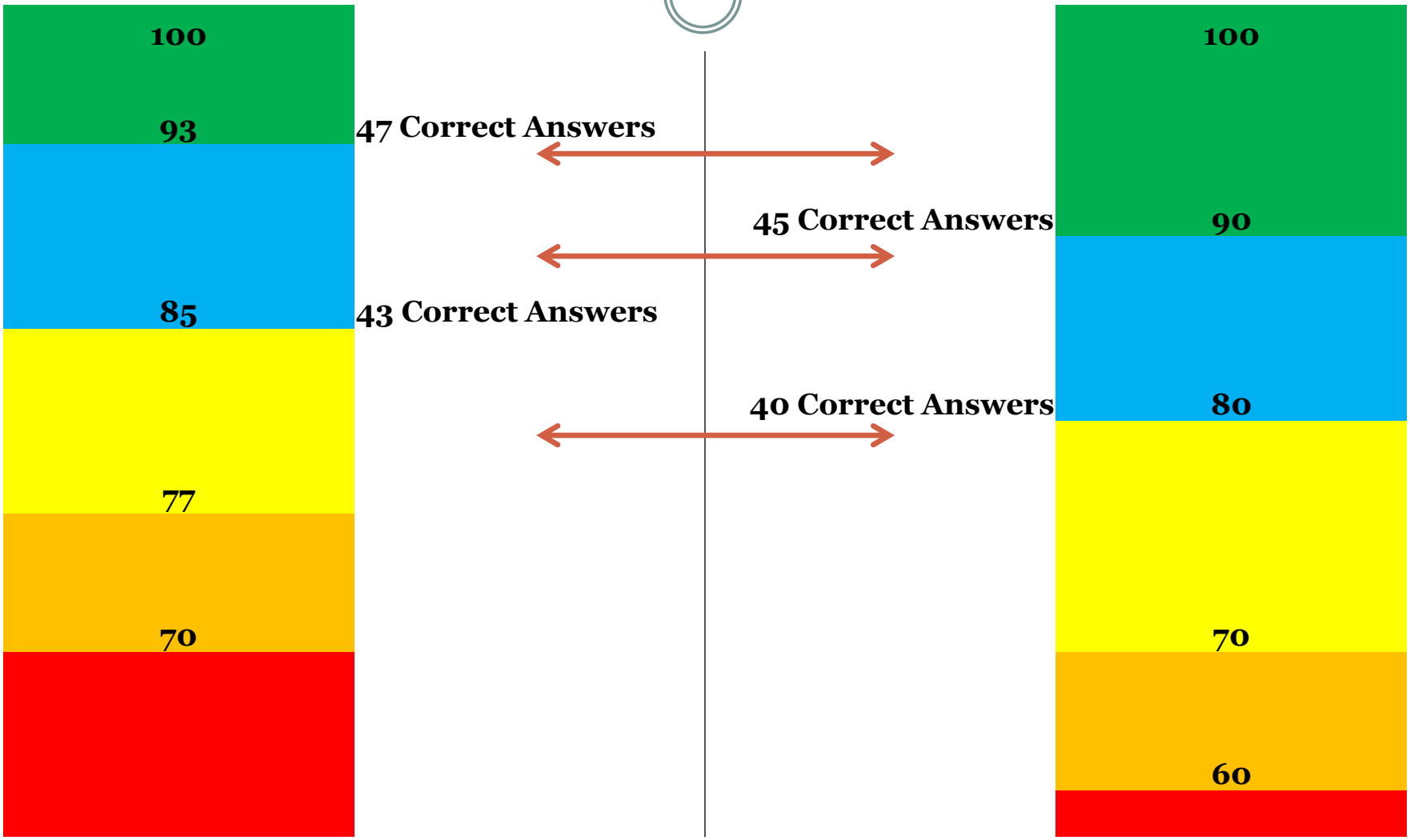




Simple Scenario

- Mathematics Summative Assessment
- 50 multiple choice items assessing multiplication
- Questions are worth 2 points each

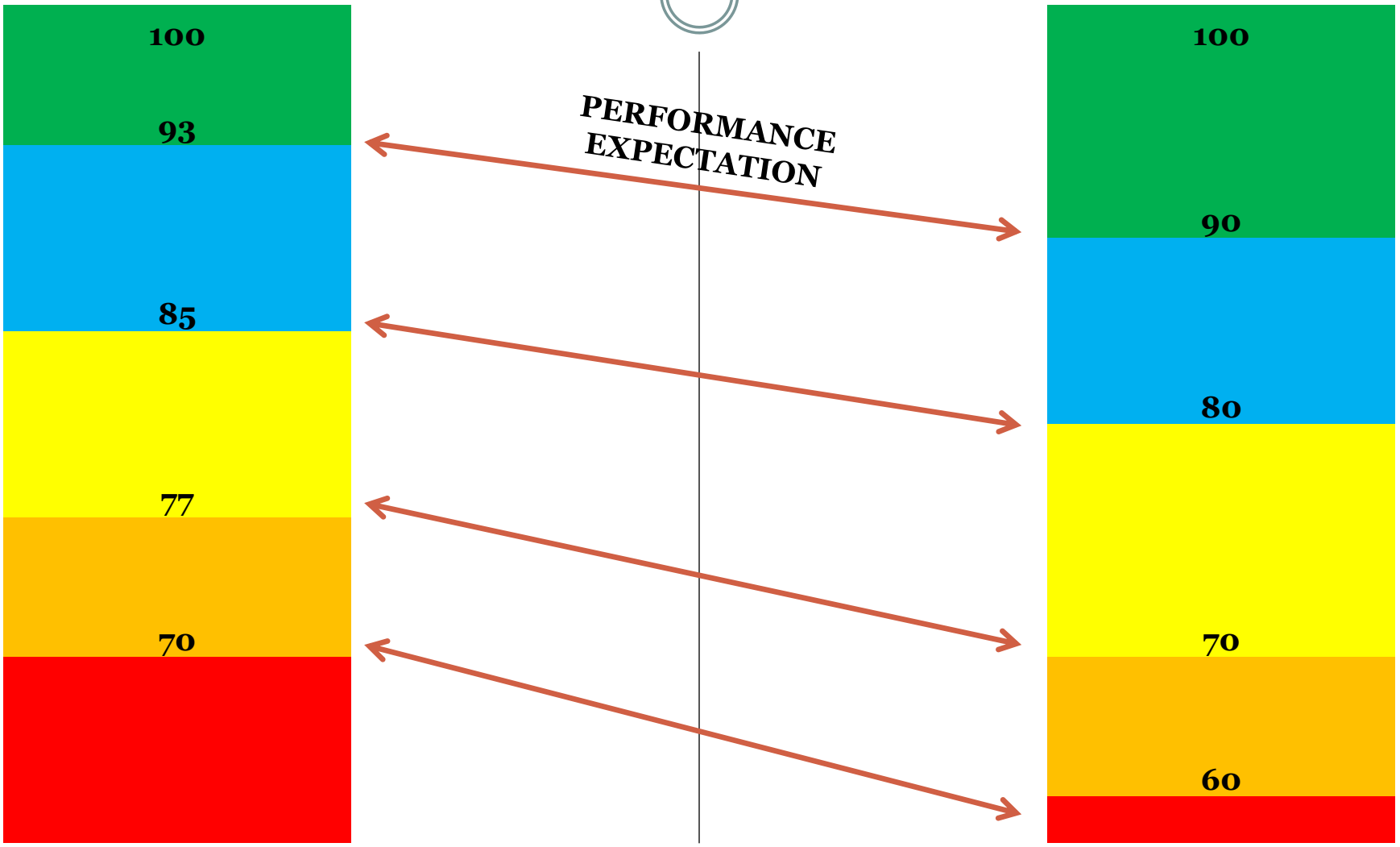
Lowering Rigor Example: Doing Nothing



Questions to Consider

- Does adding items add to rigor or is it simply increasing testing stamina?
- How do you determine what qualifies as “A” work? “B” work?
- What Standards are you attempting to measure? Do your assessment items measure those? How do you know?
- How are you measuring Depth of Knowledge?
- How are you measuring Item Difficulty?

What does rigor look like?



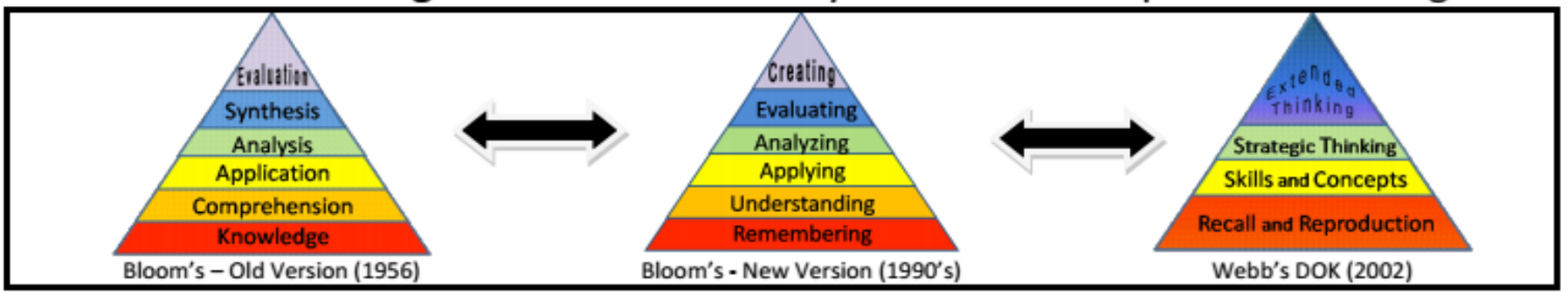
Short-Term Strategies

- Increase **Item Difficulty**
- Increase **Performance Expectations**
- Mastery Level of 90 should be equal to Mastery Level at 93
- Increase **Depth of Knowledge of Items**

Long-Term Considerations

- Realign assessments (e.g., rubrics)
  - What needs to be adjusted?
  - What needs to stay the same?
  - Is the level of rigor appropriate?
  - Are teachers assessing what needs to be assessed?

Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge



Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.

Bloom's Taxonomy	Revised Bloom's Taxonomy
Knowledge	**Remembering**
Recall appropriate information.	
Comprehension	**Understanding**
Grasp the meaning of material.	
Application	**Applying**
Use learned material in new and concrete situations.	
Analysis	**Analyzing**
Break down material into component parts so that its organizational structure may be understood.	
Synthesis	**Evaluating**
Put parts together to form a new whole.	*Make judgments based on criteria and standards.*
Evaluation	**Creating** *(Previously Synthesis)*
Judge value of material for a given purpose.	*Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.*

Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.

Webb's Depth of Knowledge & Corresponding Verbs

**Some verbs could be classified at different levels depending on application.*

Recall and Reproduction *Correlates to Bloom's 2 Lowest Levels*

Recall a fact, information, or procedure.

arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why

Skill/Concept

Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.

apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues

Strategic Thinking

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.

apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems

Extended Thinking *Correlates to Bloom's 2 Highest Levels*

*Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.*

analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

http://www.ccresa.net/depth-of-knowledge-dok-blooms-taxonomies-crosswalks

Depth of Knowledge Overview

- **DOK 1**
  - Recall/Reproduction
  - Key verbs- identify, label, list, match, calculate, describe, name
  - Explain simple concepts, recall a fact or term, conduct basic calculations
  - (Bloom – Recall/Remember)

Depth of Knowledge Overview

- **DOK 2**
  - Skill/Concept
  - Key verbs – classify, compare, apply, observe, explain, infer, interpret, simplify, solve, graph, predict
  - Solve routine multi-step problems, sort objects, apply a concept, describe cause/effect of a particular event, show relationships
  - (Bloom – Apply)

Depth of Knowledge Overview

- **DOK 3**
  - Strategic Thinking
  - Key verbs- assess, cite evidence, conclude, critique, decide, defend, formulate, investigate, judge, justify, solve, support
  - Solve non-routine problems, explain phenomena, develop a scientific model, develop a logical argument, identify and justify a solution, compile information from multiple sources to assess a specific problem
  - (Bloom – Analyze)

Depth of Knowledge Overview

- **DOK 4**
  - Extended Thinking
  - Key verbs- connect, create, critique, design, justify, judge, prove, support, report, synthesize
  - Design and conduct an experiment that requires specifying a problem, synthesize ideas into new concepts, design a mathematical model to solve a practical or abstract situation, synthesize information from multiple sources
  - (Bloom – Synthesize)

District Expectations

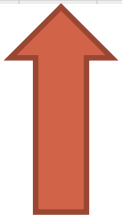
- Common Syllabi Components
- Grading Policies- 50/40/10
- Extra Credit- rigorous and supportive

Parent Portal

- Are you signed up? See Mrs. Williams
- Check your child's grades often, not just interims and report cards
- Drill down to assignments

Attendance By Class

Exp	Last Week					This Week					Course	Q1	Q2	E1	S1	Absences		Tardies	
	M	T	W	H	F	M	T	W	H	F						Q1	16-17	Q1	16-17
HR(A)											HR - 8 Hawkins, Kelly Loving - Rm: 319	--	--	--	--	0	0	0	0
2(A)											ACAD Enrichment -8 Hawkins, Kelly Loving - Rm: 319	--	--	--	--	0	0	0	0
3(A)											MATH 8-PRE-ALG Hawkins, Kelly Loving - Rm: 319	76 76	--	--	76 76	0	0	0	0



Click on any grade to drill down to assignments

Drill down on a grade

MATH 8-PRE-ALG Exp. 3(A) - Hawkins, Kelly Loving

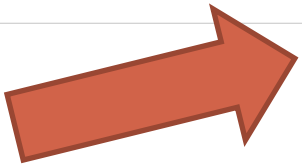
Final Letter Grade[1]:	76
Final Percent:	76
Teacher Comments:	Good student
Section Description:	

Due Date	Category	Assignment	Codes	Score	%	Grd
08/23/2016	DHE	Adding and subtracting Integers		100/100	100	100
08/24/2016	DHE	Journal entry		0/100	0	0
08/25/2016	1 MnA	Quiz on Integer Operations		60/100	60	60
08/26/2016	DHE	Journal - Fractions/Decimals		100/100	100	100
09/01/2016	DHE	page 10 #1-6		100/100	100	100
09/02/2016	1 MnA	Real Number System Quiz		73/100	73	73
09/02/2016	DHE	p 13 #22-31		100/100	100	100
09/08/2016	DHE	p 74		0/100	0	0
09/09/2016	1 MnA	Real Number System and Roots Quiz		50/100	50	50
09/09/2016	1 MA	Mid-Term INB check		100/100	100	100
09/20/2016	1 MA	Unit 1 Major Assessment - RNS		67/100	67	67
09/30/2016	1 MnA	Powers and Exponents		96/100	96	96

Grades last updated on 10/07/2016

☑ - Collected, ▲ - Late, ■ - Missing, ◆ - Score is exempt from final grade, ✖ - Assignment is not included in final grade

1 - This final grade may include assignments that are not yet published by the teacher. It may also be a result of special weighting used by the teacher.



THANK YOU!

- You can receive your child's report card -see grade level table and team
- Please arrange a conference with your child's teachers about anything you question or do not understand
- Your support and feedback are always important to us!