# Target Based Learning and Grading

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# Presenter Contact Information

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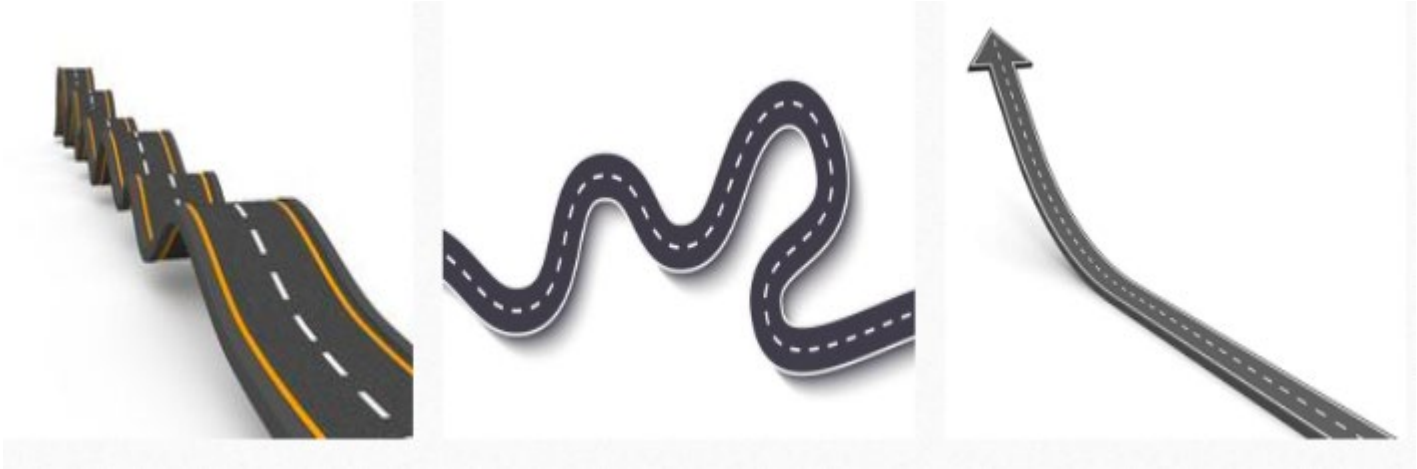
# Target Based Learning and Grading (

…….the journey…….



# Why Target-based Learning and Grading?

- Provides clarity for students and parents relative to learning targets and student progress toward proficiency of learning
- Ensures a guaranteed, viable and aligned curriculum
- Provides direction to teachers for instructional planning
- Helps identify gaps at the District level
- Supports a growth mindset --*not there ….. yet*

*Improved instruction, increased learning and higher achievement*

# Collaborative Approach

**TBLG Steering Committee: representative teachers, department chairs, building administrators and central office coordinators and administrators from grades 6 -12.**

Middle School: 10 teachers, 4 administrators

High School: 6 teachers, 5 administrators

Central Office: 2 coordinators, 2 directors

*Our elementary schools employ a partial target based approach and will be a future addition to make this a 4K - grade 12 initiative.*

# The Process *what, when, who*

- Updated Board of Education *Summer 2017 Retreat, Central Office Administrators*
- Provided culminating presentation on effective grading practices and how it supports positive learning cultures *August 2017, all 6-12 teachers*
- Identified priority standards to ensure a guaranteed and viable curriculum *Fall 2017, all 6-12 teachers*
- Developed learning targets aligned to priority standards *Winter 2018 - Spring 2019, all 6-12 teachers*
- Updated Board of Education *Winter 2018, Central Office Administrators and Steering Committee representatives*

# The Process *what, when, who*

- Developed proficiency scale *Fall 2018, Steering Committee*
- Updated Board of Education *December 2018, Central Office Admins*
- Selected Target Based Grading over Standards Based Grading
  *January 2018 - May 2018, Steering Committee*
- Determined how final course letter grades would be calculated
  *Spring 2018 - Fall 2018, Steering Committee*
- Selected the grading platform *Winter 2019, Steering Committee*
- Vertically aligned priority standards and learning targets consistent with ACT readiness standards *Spring 2019 and January 2020, all 9-12 teachers*

# The Process: *what, when, who*

- Finalized learning targets *June 2019, all 6-12 teachers*
- Prepared grading platform *Summer 2019, Central Office Administrators*
  - populated with learning targets
  - developed the behind the scenes calculations within the platform
- Full implementation: roll out of process and guiding principles *Fall 2019, Central Office Administrators and Technology Coaches*
  - Teachers: August 2019
  - Students: September 2019
  - Parents: October 2019
- Update/revise learning targets *on-going, course teachers and central office staff*

# District Proficiency Scale

District Proficiency Levels:

| Proficient | Developing | Beginning |
| --- | --- | --- |
| Student demonstrates and applies a *comprehensive* understanding of concepts and skills at this point in the school year. | Student demonstrates and/or applies a *partial* understanding of concepts and skills at this point in the school year. | Student demonstrates a *minimal* understanding of concepts and skills at this point in the school year. |

# Target Based vs Standards Based Gr

In a Target Based classroom….

- Learning priorities and their measurements are more specific
- Regular feedback for students is very specific relative to what a student knows and can do within a standard
- Creates more uniformity across classrooms
- More data is created for students and teachers

In a Standards Based classroom…

- Learning priorities are broad and don't emphasize skills, knowledge, and reasoning
- Standards are the starting point for a conversation around specific targets
- There may be several targets that are addressed within a single standard
- There is a greater degree of flexibility for instruction in a Standards Based approach.

# Grading Assessments

| Assessment | Learning Targets | Score |
|---|---|---|
| Literature Analysis-cold read 1 | I can support ideas for analysis with textual evidence. | Proficient |
| | I can use ICE (introduce, cite, explain/elaborate) | Developing |
| | I can make and support inferences. | Proficient |
| | I can discuss a character's impact on plot. | Proficient |
| | I can discuss how a character helps develop theme. | Beginning |
| | I can determine the meaning of words and phrases, including figurative language, in a text. | Developing |

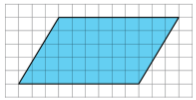
# Assessment as a Process and not an Endgame

## Instructional Frameworks and Target Based Learning

Name Period

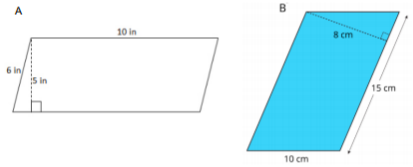
**Unit 1: End-of-Unit Assessment**

| Target G1 - I can find the area of quadrilaterals. | | |
|---|---|---|
| Proficient | Developing | Beginning |



1. What is the area of the parallelogram? Show your reasoning and label your answer.

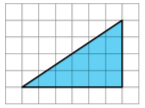
2. What is the area of each parallelogram? Show your reasoning and label your answer.

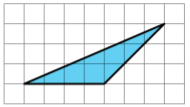


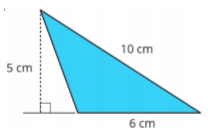

3. Draw two different quadrilaterals, each with an area of 16 square units.

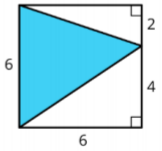
| Target G2 - I can find the area of triangles. | | |
|---|---|---|
| Proficient | Developing | Beginning |

Find the area of the blue triangles. Explain or show your reasoning and label your answer.

1. 

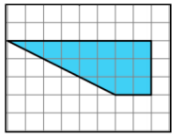
2. 

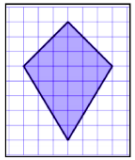
3. 

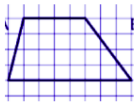

4. 


| Target G3 - I can find the area of polygons by decomposing into rectangles and triangles. | | |
|---|---|---|
| Proficient | Developing | Beginning |

Find the area of the polygons. Show all of your work and label your answer.

1. 

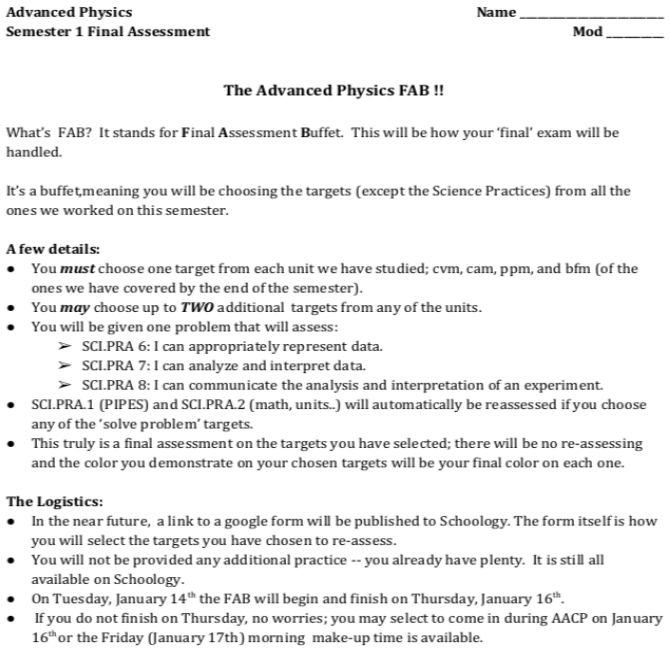
2. 

3. 

# Assessment as a Process and not an Endgame

## Continuous Learning Through Re-assessment

- The role of ‘practices’ vs. content is highlighted
    - Science practices vs. content standards
- The role of the final exam has evolved as a result of reassessment



**Advanced Physics** **Name** _____
**Semester 1 Final Assessment** **Mod** _____

**The Advanced Physics FAB !!**

What’s FAB? It stands for **F**inal **A**ssessment **B**uffet. This will be how your ‘final’ exam will be handled.

It’s a buffet,meaning you will be choosing the targets (except the Science Practices) from all the ones we worked on this semester.

**A few details:**

- You ***must*** choose one target from each unit we have studied; cvm, cam, ppm, and bfm (of the ones we have covered by the end of the semester).
- You ***may*** choose up to ***TWO*** additional targets from any of the units.
- You will be given one problem that will assess:
    - SCI.PRA 6: I can appropriately represent data.
    - SCI.PRA 7: I can analyze and interpret data.
    - SCI.PRA 8: I can communicate the analysis and interpretation of an experiment.
- SCI.PRA.1 (PIPES) and SCI.PRA.2 (math, units..) will automatically be reassessed if you choose any of the ‘solve problem’ targets.
- This truly is a final assessment on the targets you have selected; there will be no re-assessing and the color you demonstrate on your chosen targets will be your final color on each one.

**The Logistics:**

- In the near future, a link to a google form will be published to Schoology. The form itself is how you will select the targets you have chosen to re-assess.
- You will not be provided any additional practice -- you already have plenty. It is still all available on Schoology.
- On Tuesday, January 14th the FAB will begin and finish on Thursday, January 16th.
- If you do not finish on Thursday, no worries; you may select to come in during AACP on January 16th or the Friday (January 17th) morning make-up time is available.

# Calculating the Grade

## How are all the scales related?

Grading example based on eight (8) learning targets

| LT1 | LT2 | LT3 | LT4 | LT5 | LT6 | LT7 | LT8 | letter grade |
|---|---|---|---|---|---|---|---|---|
| G | G | G | G | G | Y | Y | R | B- |

**3G + 2Y + 1R….**
**# of learning targets**

$$\frac{3(5) + 2(2) + 1(1)}{8} = \frac{20}{8} = 2.5$$

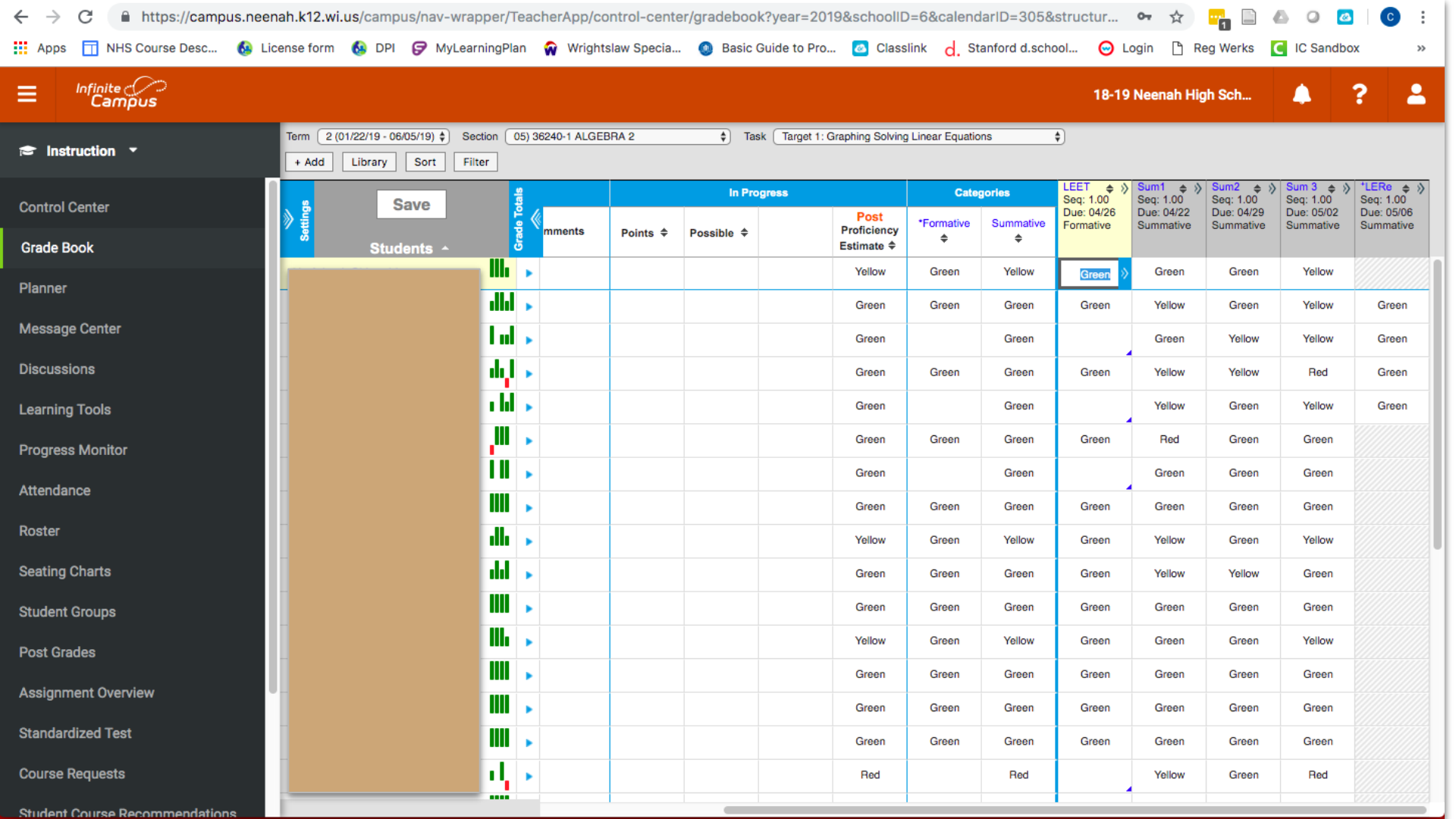
***Grade is B-***

| Target Ave Range | Letter Grade |
|---|---|
| 2.845-3.000 | A |
| 2.765-2.844 | A- |
| 2.695-2.764 | B+ |
| 2.545-2.694 | B |
| 2.465-2.544 | B- |
| 2.395-2.464 | C+ |
| 2.245-2.394 | C |
| 2.165-2.244 | C- |
| 2.095-2.164 | D+ |
| 1.995-2.094 | D |
| <=1.994 | F |

# Evaluating the grading platforms

Winner!

| Feature | Mastery Connect | Schoology | IC |
|---|---|---|---|
| Supports 3 level proficiency scale | Wheel | | |
| Supports at least 3 colors--red, yellow, green | | | |
| Assessment entry with multiple targets | | | |
| Proficiency score input | | | |
| Most recent average | | | |
| Calculating the final grade in system (in progress) | | | |
| Posting a final grade to IC | | | |
| Teacher view | | | |
| Student/parent view | No daily practice entry | | Includes formative option that is not included in the calculation |
| Data analysis | | One teacher only | One teacher only |


https://campus.neenah.k12.wi.us/campus/nav-wrapper/TeacherApp/control-center/gradebook?year=2019&schoolID=6&calendarID=305&structur...
Apps
NHS Course Desc...
License form
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MyLearningPlan
Wrightslaw Specia...
Basic Guide to Pro...
Classlink
Stanford d.school...
Login
Reg Werks
IC Sandbox
Infinite Campus
18-19 Neenah High Sch...
Instruction
Control Center
Grade Book
Planner
Message Center
Discussions
Learning Tools
Progress Monitor
Attendance
Roster
Seating Charts
Student Groups
Post Grades
Assignment Overview
Standardized Test
Course Requests
Student Course Recommendations
Term
2 (01/22/19 - 06/05/19)
Section
05) 36240-1 ALGEBRA 2
Task
Target 1: Graphing Solving Linear Equations
+ Add
Library
Sort
Filter
Settings
Save
Students
Grade Totals
mments
In Progress
Points
Possible
Post Proficiency Estimate
Categories
*Formative
Summative
LEET
Seq: 1.00
Due: 04/26
Formative
Sum1
Seq: 1.00
Due: 04/22
Summative
Sum2
Seq: 1.00
Due: 04/29
Summative
Sum 3
Seq: 1.00
Due: 05/02
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Summative
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Green Green Green Green Green Green Green
Green Green Green Green Green Green Green
Red Red Yellow Green Red

Student
Today
Weekly Overview
Assignments
Grades
Grade Book Updates
Attendance
Schedule
Responsive Schedule
Fees
Reports

College Credit

**ALGEBRA 2**

| | |
|---|---|
| Graphing Solving Linear Equations | Yellow<br>In-progress |
| Creating Scatterplots Using Technology | Green<br>In-progress |
| Graphing With All Key Features | Green<br>In-progress |
| Apply Inverse Functions to Simplify and Solve | Green<br>In-progress |
| Use a Polynomial Equation to Determine Shape | Yellow<br>In-progress |
| 18 Week Semester Grade | B<br>In-progress |

Student

Today
Weekly Overview
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Fees
Reports
Message Center
Discussions

Back

# ALGEBRA 2

(2) Creating Scatterplots Using Technology — Green, In-progress

**Formative**
(not included in the grade calculation)

| | |
|---|---|
| Scatterplot Exit Ticket<br>Due: 05/13 | Green |
| Scatterplot Schoology Discusion<br>Due: 04/25 | Yellow |

**Summative**

| | |
|---|---|
| Scatterplot Presentation<br>Due: 05/21 | Green |
| Scatterplot Computer Simulation<br>Due: 05/15 | Green |
| Scatterplot Summative<br>Due: 05/13 | Green |

# TBLG Guiding Principles document

The TBLG Steering Committee (teachers, admins, coordinators, directors) created a document of guiding principles which contains all the information needed for successful implementation.

TBLG Guiding Principles

# Future Ready Grades

| A Grade of . . . | Indicates the student . . . |
|---|---|
| **Proficient** | **Student consistently demonstrates future readiness.** |
| **Developing** | **Student occasionally demonstrates future readiness.** |
| **Beginning** | **Student rarely demonstrates future readiness.** |

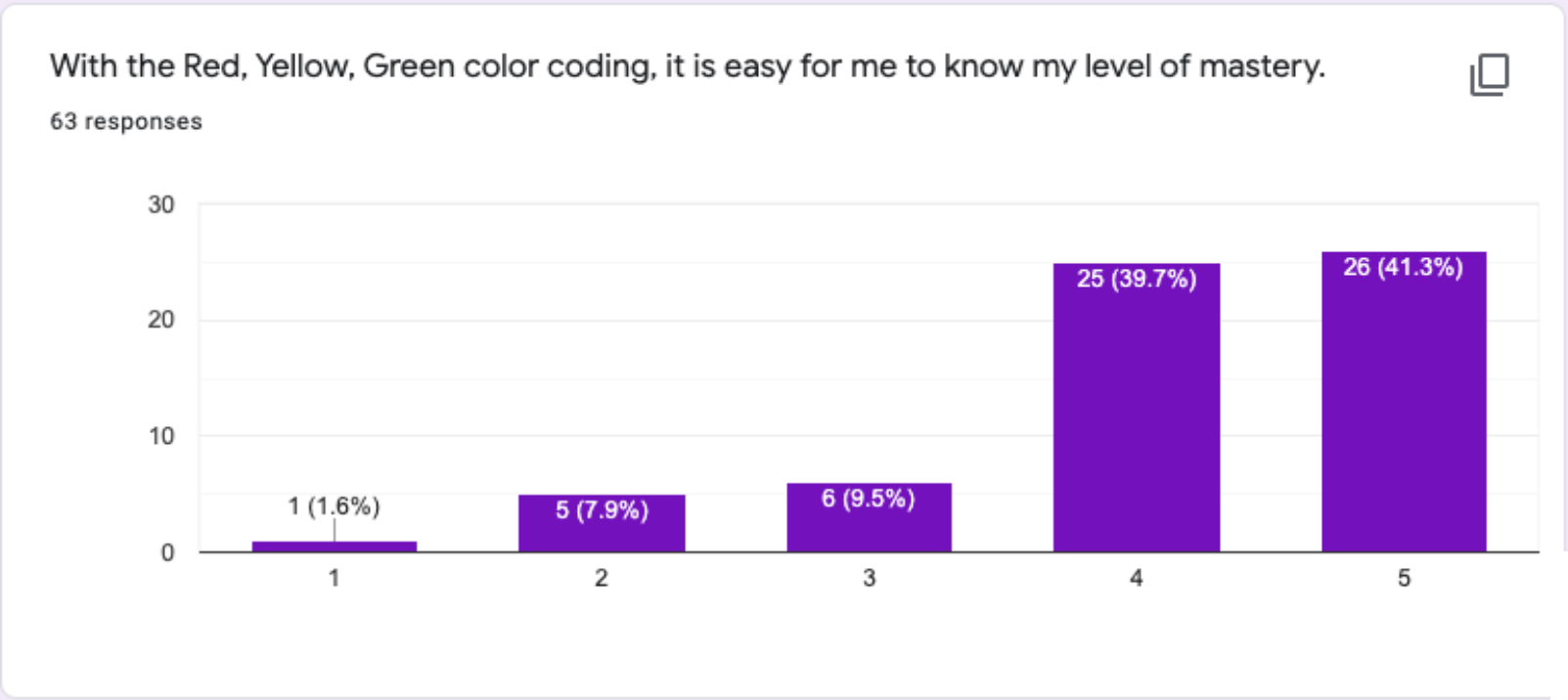
| A student who demonstrates readiness in . . . | Will . . . |
|---|---|
| Respect | ➢Collaborate positively with peers and staff<br>➢Interact with integrity and consideration<br>➢Follow expectations<br>➢Use devices appropriately |
| Responsibility | ➢Attend class and be on time<br>➢Complete work on time<br>➢Prepare for and participate in class<br>➢Be a self-advocate |
| Curiosity | ➢Take ownership of learning<br>➢Ask purposeful questions<br>➢Seek and implement feedback<br>➢Demonstrate a desire to learn |

# Results and discoveries

- Easier transition to virtual learning (in March 2020) and clearly identified missed learning for fall 2020
- District and school can more easily identify learning gaps and plan for reducing gaps
- Students recover credit based on missed targets in summer school
- Advanced students and their parents were concerned that students would not be challenged
- Students now ask ***Can I reassess?*** instead of ***How can I earn more points?***
- More teacher confidence in the letter grade earned by students
- Better alignment of targets with classroom assessments
- Target revision and updates--year 1, year 2

# Student feedback: Provides clarity for students relative t

## and student progress toward proficiency of learning



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