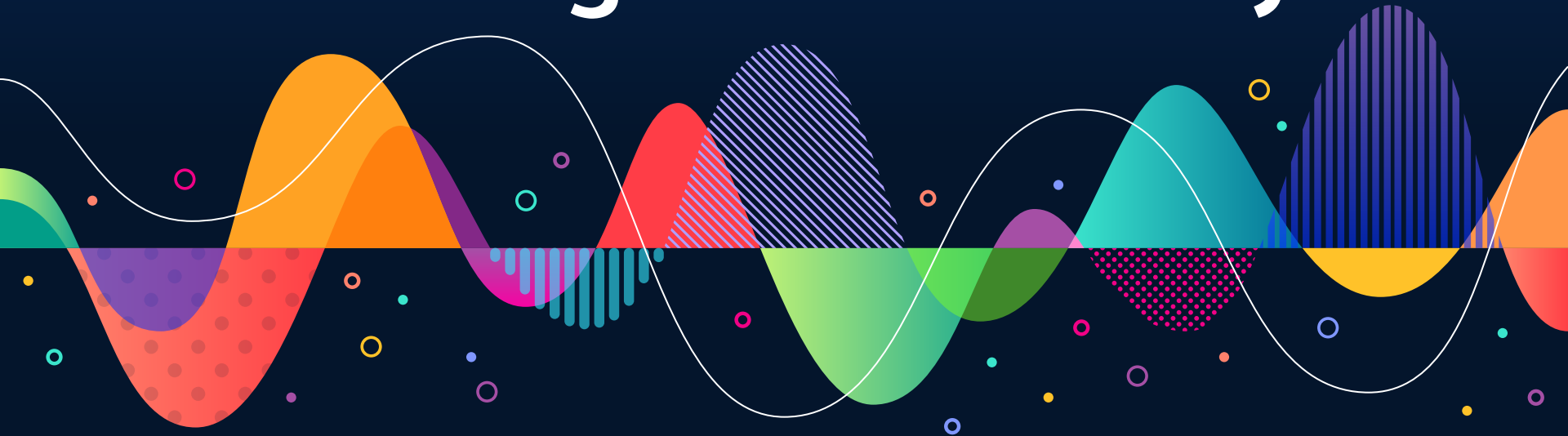# Grading on Proficiency

The Need for a Proficiency Scale

▷ 0-100 sets up a system that at some point mathematically becomes impossible to recover from.

▷ 50-100 provides equal scale, but a 50 communicates 50% effort to families and students; even when no effort was made

▷ The district recognizes a need for more equitable grading practices

Different types of Grading Scales

Equal Grading Scales

50-59 F	or	0-.79	F
60-69 D	or	.8-1.59	D
70-79 C	or	1.6-2.39	C
80-89 B	or	2.4-3.19	B
90-100 A	or	3.2-4.0	A

Proficiency Scales

0 - no evidence of proficiency

1 - beginning steps of proficiency

2- nearing proficient

3- proficient

4 - advanced

Benefits and Barriers to 0-4 Grading System

Benefits:

There is a place for a 0.

Can convert to a GPA: (assign A,B,C,D,F)

Recovery Possible

Barriers

If a shift in grading practices and mindset does not happen the MATH gets ugly all around!

The Power of Being Mean (Average)!

Let's take a look at 2 students under the equal scale grading systems.

Student A: Struggling to Turn in Assignments

50-100 Grading Scale (Current Grading Scale)

$50+50+50+50+100 = 300/5 = 60$ D

(80% no evidence) + (20% perfect score) = pass

0-4 Grading Scale Converted

$0+0+0+0+4 = \frac{4}{5} = .8 = $ D

Student B: Regularly Turns in "B" work

50-100 Grading Scale (Current Grading System)

80+80+80+80+100 = 420/5 = 84 B

(80% B level work) + (20% perfect score) = B

0-4 Grading Scale Converted

3+3+3+3+4 = 16/5 = 3.2 = A

YIKES! What do we do?!

▷ 50-100 grading scales still have a percentage mindset, implications for behavior, work ethic, etc.

▷ 0-4 grading scales that are conversions from the percentage mindset cause many problems for class rankings; making it rather easy to receive an A, and rather easy to receive a D. (This fails to communicate proficiency in standards as well)

▷ Mindset in grading must occur

Proficiency Rubrics

▷ 0 - no evidence, no attempt

▷ 1 - Evidence indicates beginning stages of knowledge and skill with great assistance from the teacher

▷ 2 - Foundational concepts evident

▷ 3 - evidence clearly demonstrates knowledge and skill of the standard

▷ 4 - Evidence clearly demonstrates knowledge and skill above the level of standards identified.   -(Hoegh, 2020)

Proficiency Rubrics: The differences in 3 and 4

▷ If you have a basic assignment with 10 problems, getting all 10 correct doesn't mean a student receives a 4. The student clearly demonstrated knowledge of the standard and receives a 3.

▷ A 4 represents complex content, demonstrating advanced proficiency, such as using the content above grade level, confidently teaching the concept to others, being able to explain and apply its use in other contexts or in careers, etc.

▷ Opportunities should be made available for the 4 for each graded assignment, with clear expectations on how to achieve the 4.

Marzano (2010) Standard to Letter Grade Conversion Scale

3.75-4.00 = A+	2.84-2.99 = B+	2.34-2.49 = C+	1.76-1.99 = D+
3.26-3.74 = A	2.67-2.83 = B	2.17-2.33 = C	1.26-1.75 = D
3.00-3.25 = A-	2.50-2.66 = B-	2.00-2.16 = C-	1.00-1.25 = D-

Below 1.00 = F

-Heflebower, et al, 2019

Grading on Proficiency (4 assignments)

0 + 0 + 0 + 3 = 3/4 = .75 = F

(75% no evidence + 25% proficient = Fail)

0+0+0+4 = 4/4 = 1 = D = pass

75% no evidence + 25% advanced = pass

3 + 3+ 3+ 4= 13/4 = 3.25 = A

3 + 3 + 3 + 2 =11/4 = 2.75 = B

Considerations for Advanced Placement

▷ Advanced placement courses have always been entered into PowerSchool as 0-100 and then the conversion is made in PowerSchool. (Teachers did not manually convert AP courses to a 5.0 GPA Scale)

▷ Grading on Proficiency shouldn't change this; but cut off scores will have to be determined to distinguish the scoring associated with AP courses (GPA possibility of 5 for AP course).

References

▷ (2020) Hoegh, J. *A Handbook for Developing and Using Proficiency Scales in the Classroom.* Marzano Resources, Bloomington, Indiana

▷ (2019) Heflebower, T, Hoegh, J, Warrick, P, & Flygare, J. *A Teacher's Guide to Standards-Based Learning.* Marzano Research, Bloomington, Indiana.