

Supporting Secondary Teachers in Creating and Revising Rubrics

North Fayette Valley High School

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bit.ly/NFVRubrics



The NFV grading purpose is to communicate what students know and can do.

Learning Objectives

Participants will:

- Learn the components of high quality rubrics
- Discuss ways to lead building-wide implementation
- Explore additional activities and ideas for school wide implementation



The NFV grading purpose is to communicate what students know and can do.

HISTORY OF SBG AT NFV

TIMELINE

2011-2012

- HS grading study team made recommendations for grading changes to the Board
- Small pilot of SBG at MS
- Some elementary buildings already used pieces of SBG

2012-2013

- HS pilot studies using recommended grading practices

2013-2014

- HS grading expectations established (common grading scale, 50/50 formative to summative balance, late work, retakes, extra credit)

2014-2015

- Implemented new grading guidelines at HS
- Ended toxic grading practices at HS
- Pilots at K, 1st, 5th, 6th & 8th Literacy

2015-2016

- Established Employability Skills
 - Learn about SBG
 - Identify reporting standards
- Study eligibility policy w/ SBG
 - 4 point scale K-8
- Assess use of Employability Scoring
- Pilot 100% Summative grading

2015-2016
CONT.

- Elementary implementation Literacy & Math with 4 point scale, 100% summative assessments, retakes, and "I Can" statements

2015-2016
CONT.

- Middle School implementation in all subjects with 4 point scale, 100% summative assessments, retakes, rubrics

2016-2017

- Establish how standard assessments will be converted to letter grades
- Continue to write "I Can" statements

2017-2018

- Implement SBG (reported with letter grades, GPA, & eligibility policy)

2018-2020

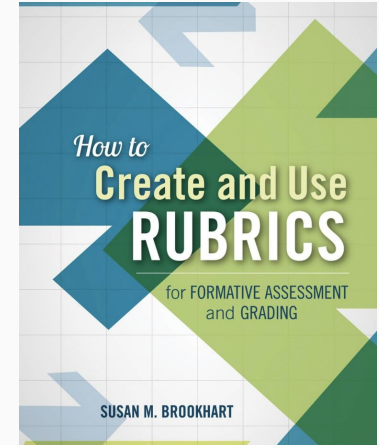
- Continuation of revising standards, assessments & rubrics,
- Grading calculation at the HS

2022-2023

- HS grading policy revision

Current Reality (at that time)

- Time lapse in professional learning
- Staff turnover
- Implementation Inconsistencies
 - Grading practices
 - Student practice
 - Assessments
 - Rubrics



The NFV grading purpose is to communicate what students know and can do.



Professional Learning

- Administrative team
 - Book study
- School Board
 - Teacher leaders' presentations
- Teacher leaders
 - SBG UNI conference
 - Summer work sessions
- All NfVHS & NfVMS teachers
 - PD sessions w/ Matt Townsley

The NfV grading purpose is to communicate what students know and can do.



4 Ps of Sustainable Reform

Townsley, M. (n.d.). The 4 Ps of sustainable grading reform. *Forthcoming manuscript*

1. Purpose
2. Policies ([NFV District Grading Core Beliefs](#))
3. Pilot
4. Probe

The NFV grading purpose is to communicate what students know and can do.



NFV Rubric Checklist



NFV Rubric Checklist



Ignite Learning - Build Leaders - Achieve Excellence

The NFV Grading Purpose is to communicate what students know and can do.

Name	<input type="text"/>	Date	<input type="text"/>
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Characteristics of an Effective Rubric		✓
1	Displays NFV Proficiency Scale <ul style="list-style-type: none">▶ 4-3-2-1▶ Proficiency descriptors are included (Exemplary, Proficient, Developing, Beginning)	
2	Learning Goal/Standard Focused <ul style="list-style-type: none">▶ Based on the level of the standard, not the depth of knowledge▶ Task neutral, lists the standard of learning goal	
3	Parallels the Language from the Learning Goal <ul style="list-style-type: none">▶ Apply the verbiage & criteria associated with the learning goal▶ Indicates what students can and cannot do in relation to the standard	
4	Describes Gradations of Learning <ul style="list-style-type: none">▶ Use the progressions at each level rather than points and percentages	
5	Exemplary (4) is Tangible <ul style="list-style-type: none">▶ Completed thoroughly with consistency, based upon modeling or other explicitly taught expectations▶ Not perfect, not above and beyond, not a higher DOK than the standard	

1. Displays NFV Proficiency Scale

- Consistency.
- Starting with the 4
- Descriptors

FROM

self-selected SKILL.

Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Needs Improvement (1)

TO

Standards Based Rubric: Landmark Court Case Briefing

CG 23 & 24: Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels and challenge public policies through important judicial processes and landmark court cases.

4-Exemplary

3-Proficient

2-Developing

1-Beginning

Template



Name: _____

Standards Based Rubric				
<i>Specific Standard goes here</i> <input type="text"/>				
	4-Exemplary	3-Proficient	2-Developing	1-Beginning
Learning Target 1				
Learning Target 2				
Learning Target 3				
Wording Idea Bank	<ul style="list-style-type: none">*credible*thorough*consistent with minimal errors*excellence*with ease*clear mastery*clearly*clearly and accurately*clearly and concisely	<ul style="list-style-type: none">*consistent with no major errors*appropriate*at the level of the standard	<ul style="list-style-type: none">*limited*incomplete*lacks explanation or detail*completed with teacher assistance *Don't forget the OR as an option	<ul style="list-style-type: none">*attempted

2. Learning Goal/Standard Focused

- Based on the level of the standard, not the depth of knowledge
- Task neutral, lists the standard of learning goal.

2. Learning Goal/Standard Focused

F-BF Build functions

Score _____

F-BF.A (Questions: 1-7)
Build a function that models a relationship between two quantities
Components Needed:
 Sequence types (5A, 6)
 Recursive (1, 3, 4, 5B)
 n^{th} term (2, 3, 6, 7C, 7D)

Consistently met components with minor calculation errors and thoroughly explained through work/reasoning

Met components and/or explained through work/reasoning with minor misconceptions

Met components partially and/or explained through work/reasoning with many errors or with support

Struggled to meet the components and explain through work/reasoning

3. Parallels the Language from the Learning Goal

- Applying the same verbiage that is stated in the learning goal
 - Hitting the DOK that is stated
 - Not above and beyond
- Indicates what the students can and cannot do in relation to the standard
 - Being transparent about the student is being assessed on

4. Describes Gradations of Learning

- Use the progressions at each level rather than points and percentages
 - Easily understandable progression of learning
or
 - Student friendly language of progression of learning.

5. Exemplary (4) is Tangible

- Completed thoroughly with consistency, based upon modeling or other explicitly taught expectations
- Not perfect, not above and beyond, not a higher DOK than the standard

Exemplary (4) is Tangible (cont.)

- At NFV, we have the belief that we teach to the level of the 4 for ever standard
- 4 is obtainable for all of our students
- Word choice examples

Words/phrases associated with a 4	Words/phrases NOT associated with a 4
thorough/thoroughly consistent/consistently With minimal errors clear/clearly With details With explanation credible	Above and beyond Perfect No errors Above grade level Exceeds Percentage or amount correct (eg. 95% or 5/5)

Collecting Rubrics “Probing”

PRIOR:

- Monthly content teams meetings have been focused around practices, assessments & rubrics
- Previously school year- Showed examples of all rubrics to entire staff

BEFORE:

- Showed & explained the rubric checklist to staff during PD
- Asked teachers to turn in 3-5 rubrics paper or digitally by a later set date

Reviewing Rubrics

DURING:

- Leadership collaboration
- Hard copy rubrics
- Printed copy of the rubric checklist
- Checked off parts of rubric checklist that were observable
- Put sticky notes with positives and questions/think abouts

Providing Feedback

NFV Rubric Checklist



Ignite Learning - Build Leaders - Achieve Excellence

Name

Date

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2	Learning Goal/Standard Focused <ul style="list-style-type: none">▶ Based on the level of the standard, not the depth of knowledge▶ Task neutral, lists the standard of learning goal	✓ ~
3	Parallels the Language from the Learning Goal <ul style="list-style-type: none">▶ Apply the verbiage & criteria associated with the learning goal▶ Indicates what students can and cannot do in relation to the standard	~ ✓
4	Describes Gradations of Learning <ul style="list-style-type: none">▶ Use the progressions at each level rather than points and percentages	✓
5	Exemplary (4) is Tangible <ul style="list-style-type: none">▶ Completed thoroughly with consistency, based upon modeling or other explicitly taught expectations▶ Not perfect, not above and beyond, not a higher DOK than the standard	✓ ✓

Adapted with permission from Matt Townsley

Feedback Examples

?

are there more opportunities to bring in more language from the learning objectives?

~ secondary sources
~ context (perhaps)

+

Awesome!

Thank you for using the NFV template

- Love including the employability skills.

Feedback Examples

?

Do the verbs
used in your
rubric match
the verbs in the
standard language?

?

Does this standard
match what is in
our infinite campus?

Feedback Examples

+ Excellent progressions through the levels!

?
Would it be helpful to create 2 rubrics? One for each standard?

+ Love the descriptive language used!

Reviewing Rubrics

AFTER:

- Gave teachers back their feedback during PD then met with team to discuss feedback and apply that feedback to other rubrics
- Provided time for individual questions
- Met with content teams to discuss & compare rubrics
- Gave opportunity for individuals/teams to make adjustments and resubmit
 - Not required
- Each team had allotted time to meet with Matt Townsley and IC during a PD session.

Collecting and Reviewing Rubrics

CHANGES:

- 2 rubrics to submit
- Time anticipated
- Review the rubrics and standards individually before reviewing as a group

Collecting and Reviewing Rubrics

LEARNED:

- Rubrics organized differently
- Pulse check/current reality
- Specific standards make it easier than broad.

Your Turn!

1. Identify evidence of quality rubrics.
2. Note questions or points for clarification.



Next Steps

- Feedback continuation
- Scoring Camps



Questions?