ADULT LEARNING XCHANGE

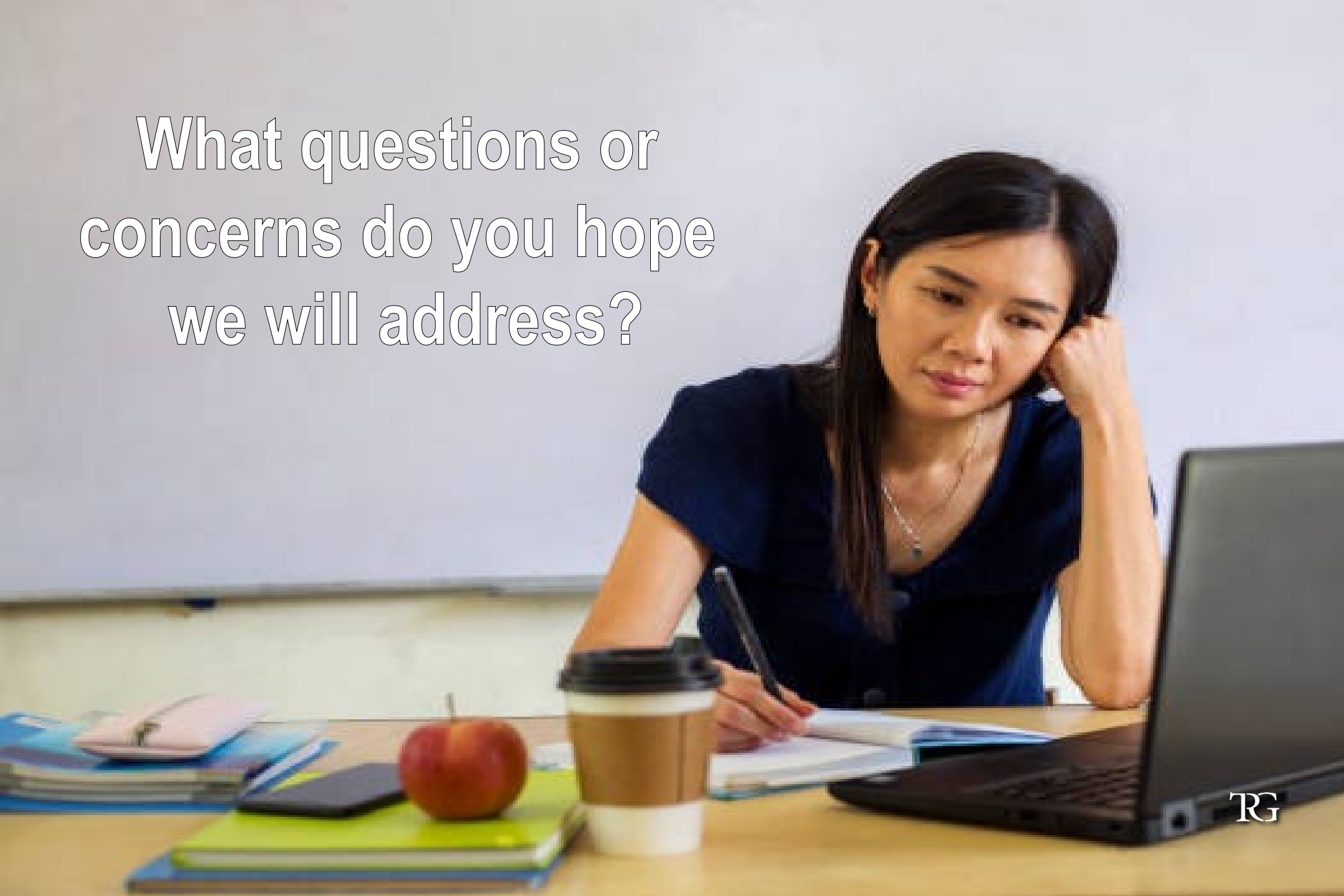
Competency-Based Grading and Reporting Student Learning

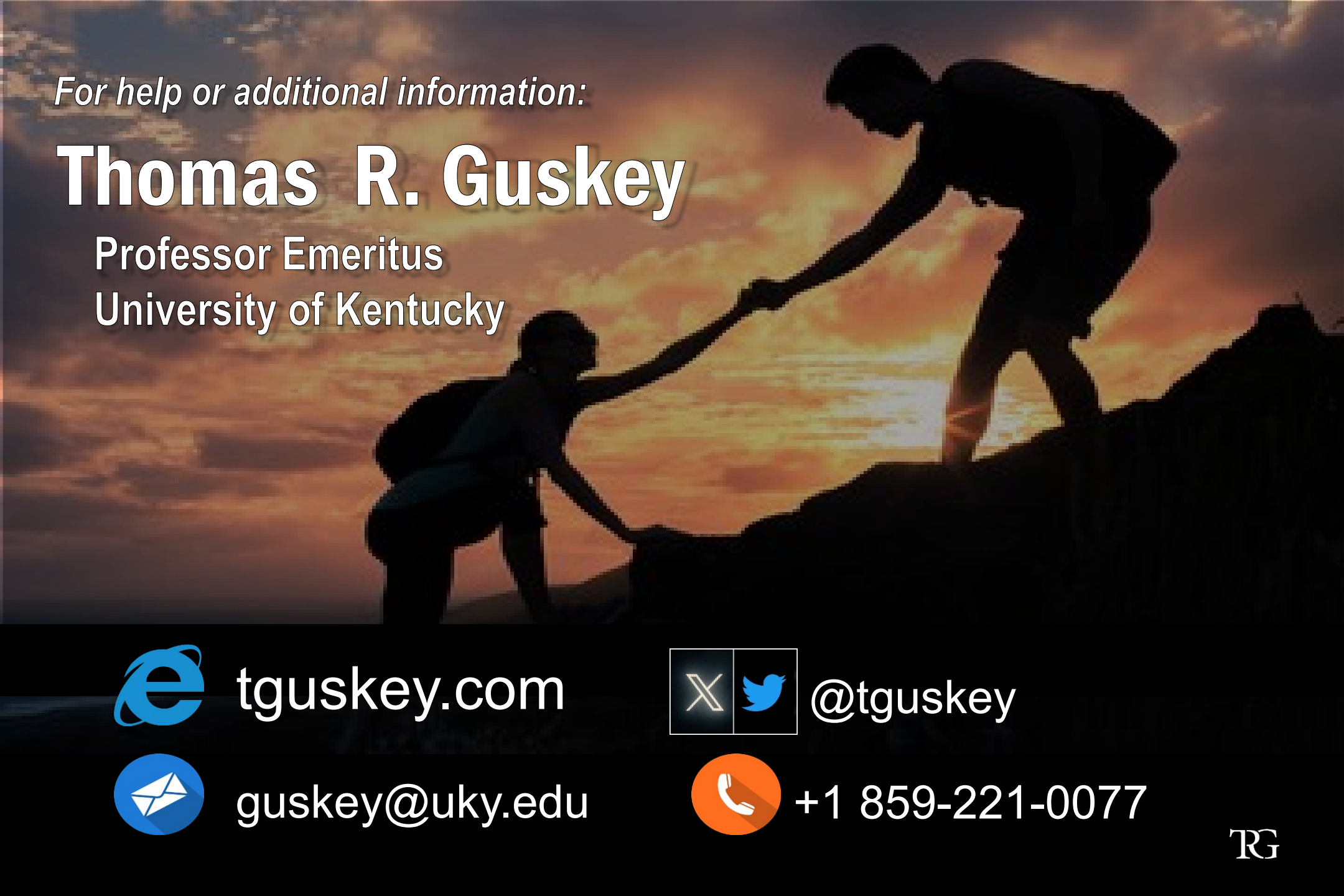
Thomas R. Guskey

Professor Emeritus
University of Kentucky

Introductions

1. Your name?
2. Your professional responsibilities?
3. Why you are here?
4. An interesting fact about you?


What questions or concerns do you hope we will address?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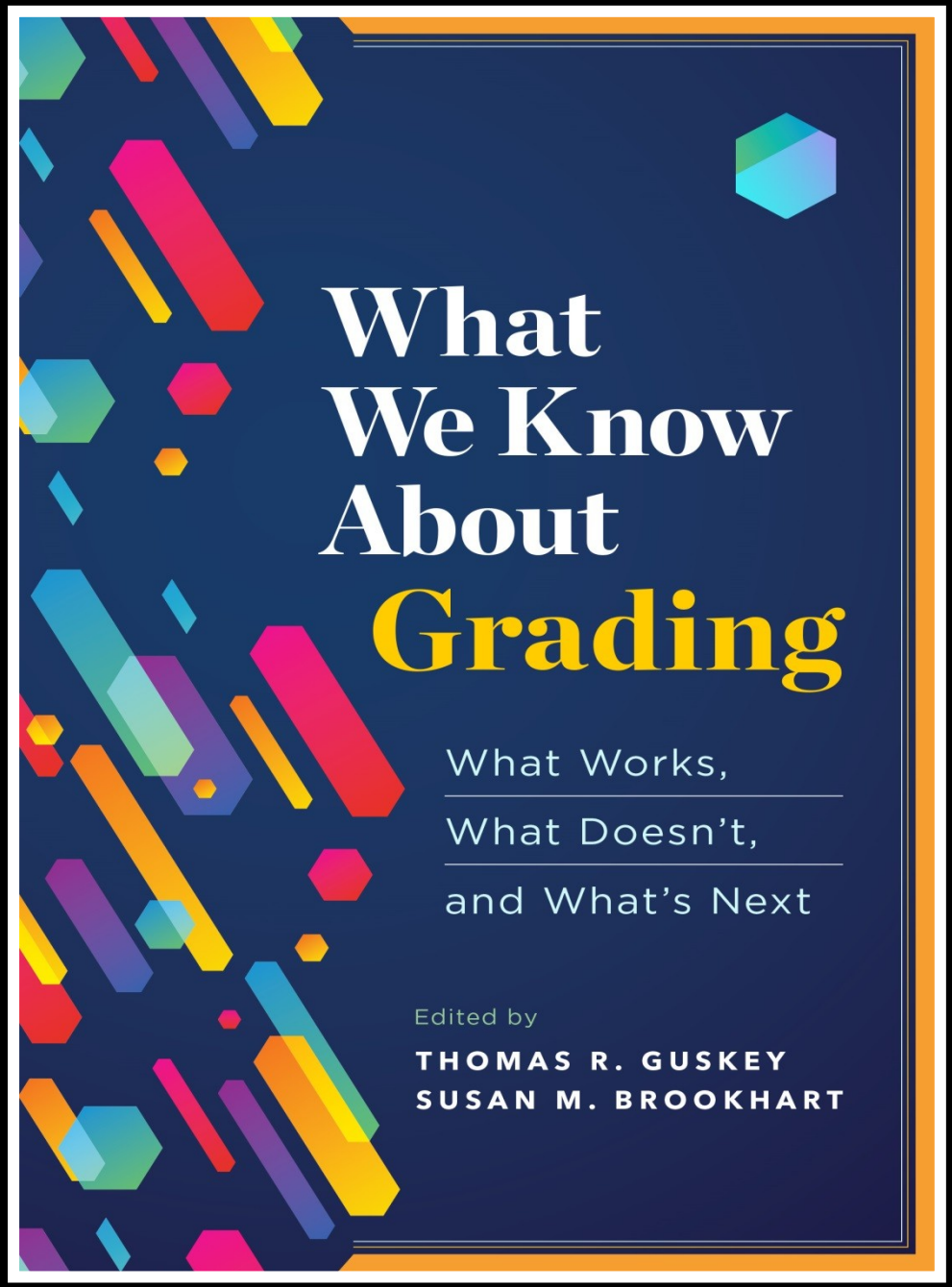

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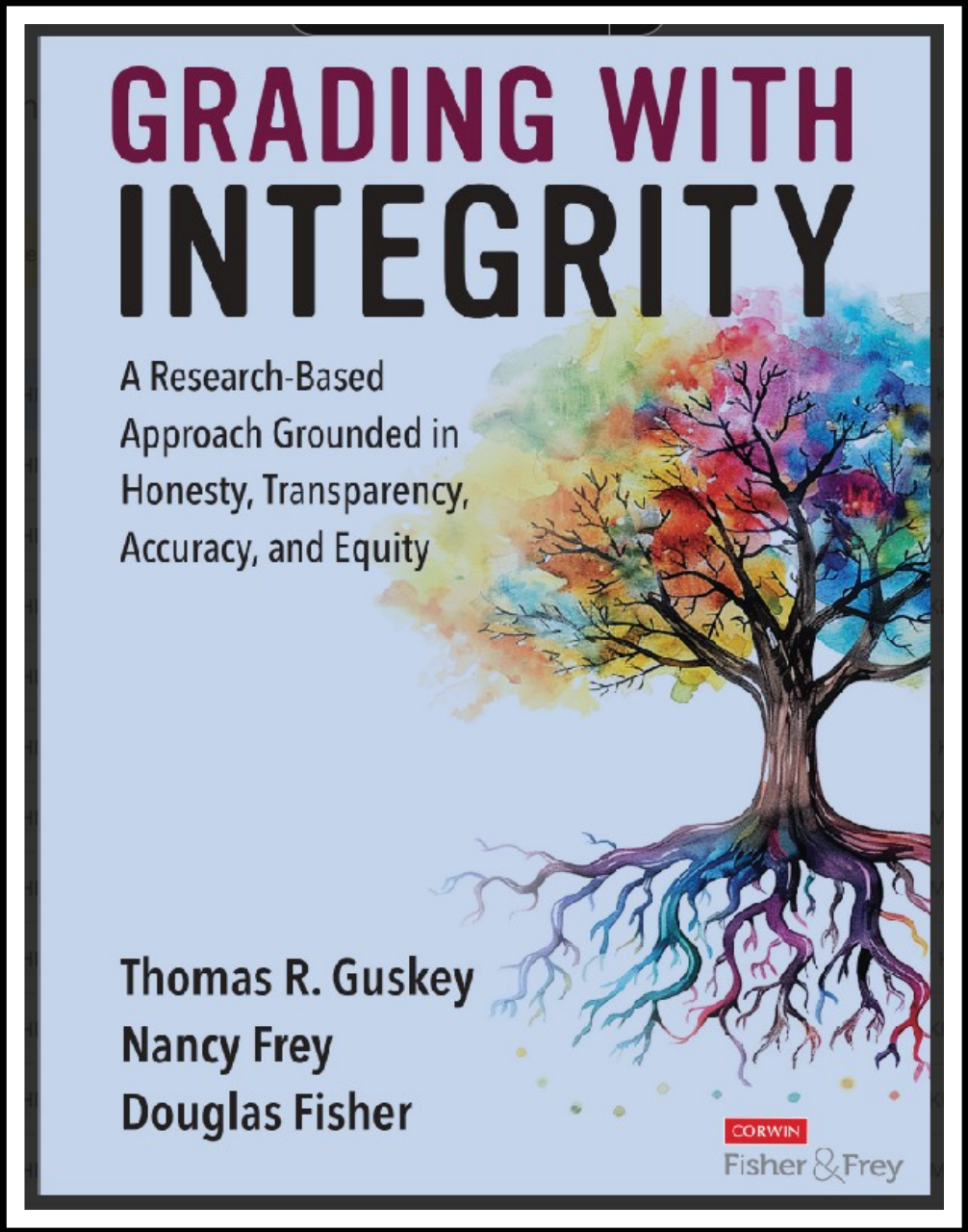


Learning Targets

1. Explore the history of grading and what purposes grading serves.

2. Know the advantages and shortcomings of different grading methods.

3. Develop guidelines for implementing fair, accurate, meaningful and equitable grading policies and practices at all grade levels.

Guiding Premise:

We do not assign grades to students;
we assign grades to *performance*.
And just as performance is always temporary,
grades, too, *should always be temporary!*

T. Guskey (2021)

What do know about

effective

grading and reporting?


1. We have a long history of research on grading!

Study 1

Authors: Daniel Starch & Edward Elliott

Title: "Reliability of the Grading of High School Work in English"

Results: Paper #1: 64 - 98%
Paper #2: 50 - 97%

Published: ????

LATEST SPECIAL

London Herald

FULL REPORTS

No.20940 TUESDAY 16th APRIL 1912 1d

TITANIC SINKS

Great loss of life

World's Greatest Liner Strikes Iceberg

RMS Titanic, the world's greatest liner and the pride of the White Star fleet, hit an iceberg and sank yesterday morning in the greatest ever disaster at sea. Over 1600 passengers and crew perished with the ship.

Titanic was supposed to be unsinkable but she disappeared into the black depths of the Atlantic Ocean within hours of being struck. Lifeboats were launched but only around 800 men, women and children are believed to have survived.

Those who were able to obtain seats in the lifeboats watched helplessly as the great ship broke in half and plunged to the bottom of the ocean with all its lights blazing and with the band still playing on deck.

RMS Titanic, the world's greatest liner, leaving Queenstown in Ireland on the last leg of her fateful journey.

Titanic – The Tragic Story

The fatal iceberg was sighted at 23:40 on April 14th and at first it appeared as if Titanic would be able to alter her path enough to steer clear. In fact, her circular report that when the head spur of an attack below the sea's surface, the blunt was so insignificant that many passengers were not even aware that the ship had been holed. So great was the faith in Titanic's 'unsinkable' qualities that some passengers even had a snowball fight with the pieces of ice which the stoker had thrown onto the deck.

SOS

Given below, the scale of the damage was soon obvious. The iceberg tore a hole 300 feet long, which the watertight compartments. Pouring water poured in at such a rate that Captain Edward Smith immediately ordered lifeboats to be lowered as SOS and to launch the lifeboats for an immediate evacuation of the ship.

Lifeboats

Mr Isaac Bruce, owner of the store that the motto order that 'Women and Children Only' should board the lifeboats was soon ignored and accomplice began to come near passengers tried to fight their way onto the boats. One lady passenger had her life destroyed when three men jumped into her lifeboat as it was being lowered. Another passenger dived into the sea and swam to one of the departing lifeboats, only to have the officer in charge threaten to shoot him if he tried to climb aboard.

Titanic's SOS Telegram

Before and children were wrapped in travels and shawls and thrown to safety to the women already in the boats. One older boy who tried to get over one of the boats, concealed in his mother's dresses, was seen back with the order to 'Be a Man'. He is believed to have perished.

Amid the panic, the evacuation quickly degenerated into chaotic. The officers in charge of the lifeboats failed to fill each sufficiently and, while each boat was equipped for 60 people, most left Titanic with only around 40 and one half only 12. The third class passengers are believed to have been locked below deck until the first class women had been seated in the boats and a riot began until the locked doors had been broken down.

Explosion

Many continued to pour into the ship as each of the supposedly watertight compartments was overcome by the force of the sea. Sinking lower and lower in the water, Titanic was finally overcome at 2.20am. It appears from those on the scene that the boilers exploded and blew from the furnaces, coupled forward through the boat destroying all in their path.

With the ship shot over 1500 men, women and children. As the stern dived, the decks were thronged with praying and sobbing passengers and the band was still playing the Episcopal hymn 'Autumn' as Titanic sank below the waves. Captain Smith, and almost all of the senior officers, died with the ship.

Those in the lifeboats were rescued between 0.00 and 8.10am by the Cunard Carpathia. There was not a single survivor left in the sea.

Further reports p12-15

Plunge

OTHER NEWS

Total Eclipse of the Sun Expected – The largest solar eclipse in the British Isles for 54 years is expected tomorrow, causing London and much of the country into darkness. See story page 6

New Discoveries in Pompeii – Excavations in Pompeii have uncovered a series of murals, who artefacts preserved for almost 2000 years by the lava and ash previously by the volcanic eruption which destroyed the town in Roman times. p7

Home Rule Bill for Ireland – Prime Minister Herbert Asquith's bill to give Home Rule to Ireland, looks likely to succeed in the House of Commons despite the recent demonstrations which brought over 250,000 opponents onto the streets of Belfast. p6

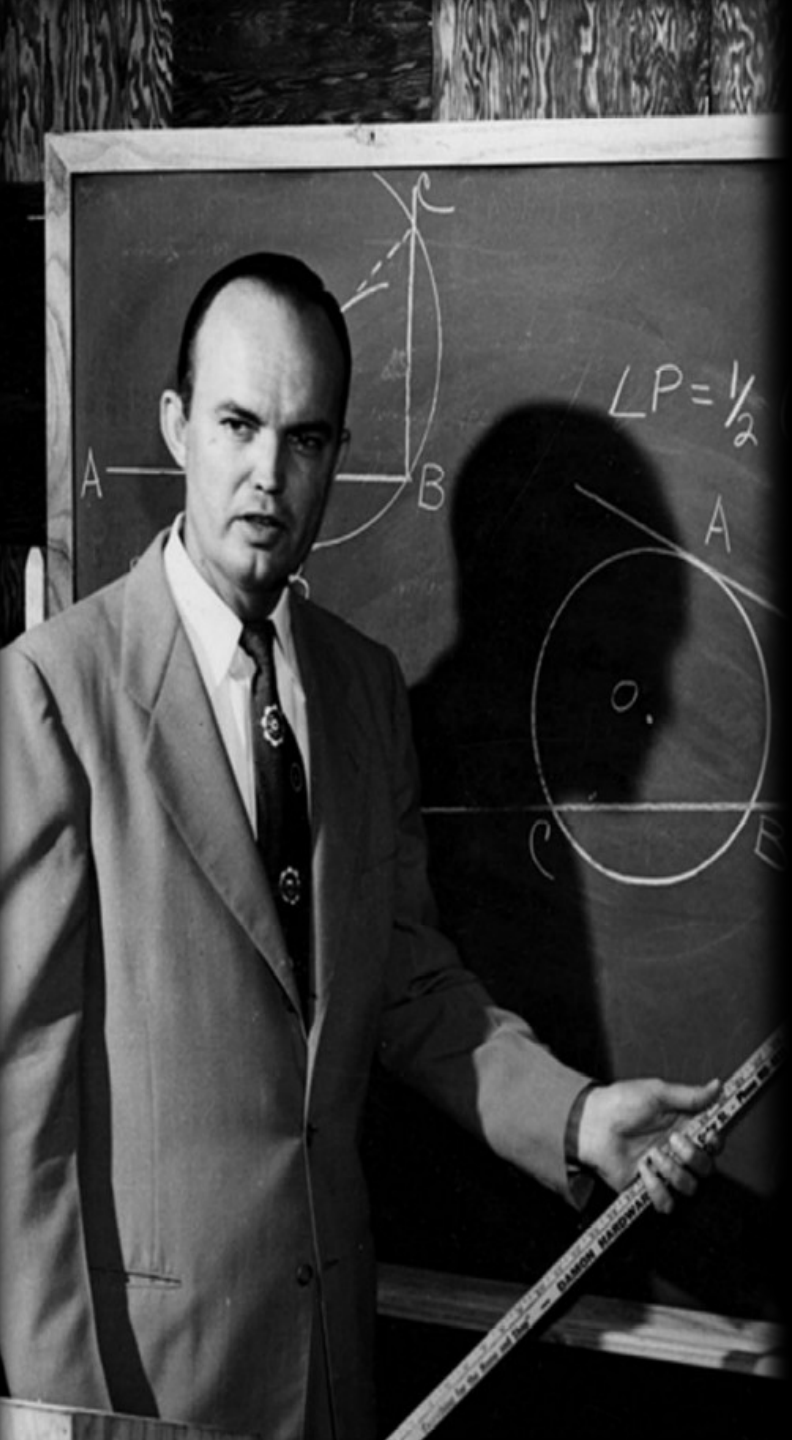
Study 1

Authors: Daniel Starch & Edward Elliott

Title: "Reliability of the Grading of High School Work in English"

Results: Paper #1: 64 - 98%
Paper #2: 50 - 97%

Published: **1912!**



Study 2

Author: Hunter Brimi

Title: "Reliability of Grading High School Work in English"

Teachers trained 18+ hours in "Traits of Writing"

Results: Paper #1: 50 - 96%

Published: **2011!**

2. Research has had *little impact* on practice!

How did you choose
your grading methods?

We do what was done to us!

3. We don’t agree on *why* or *how* we grade.

Important Questions

1. Why do we assign grades to students' work and use report cards?

2. What evidence should be used in determining students' grades?

   For example, major exams, compositions, formative assessments, homework, class participation, etc.)

Educators Identify *Six* Purposes for Grading

1. Communicate achievement status to *parents/families*
2. Provide information to *students* for self-evaluation
3. *Select*, *identify*, or *group* students for instruction
4. Provide *incentives* for students
5. *Evaluate* the effectiveness of instructional programs
6. Document students' *effort* or *responsibility*

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Grading Evidence

- ✓ Major exams or compositions
- ✓ Formative assessments
- ✓ Reports or projects
- ✓ Student portfolios
- ✓ Exhibits of students' work
- ✓ Laboratory projects
- ✓ Students' notebooks or journals
- ✓ Classroom observations
- ✓ Oral presentations
- ✓ Homework completion
- ✓ Homework quality
- ✓ Class participation
- ✓ Work habits and neatness
- ✓ Effort
- ✓ Class attendance
- ✓ Punctuality of assignments
- ✓ Class behavior or attitude
- ✓ Progress made

TRG

What is students' greatest concern about fairness in grading?

Guskey, T. R., & Link, L. J. (2019, April). *Understanding different stakeholders' views on homework and grading*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario.

Inconsistency in grading practices among teachers in the same school.

Students become ***strategists*** in the grading game!


Consistency requires agreement on purpose!
Disagree and Commit!


“Disagree and Commit”

Key questions in defining the ***purpose*** of report cards:

1. What do you want to communicate?
2. Who is the primary audience?
3. How should the information be used?

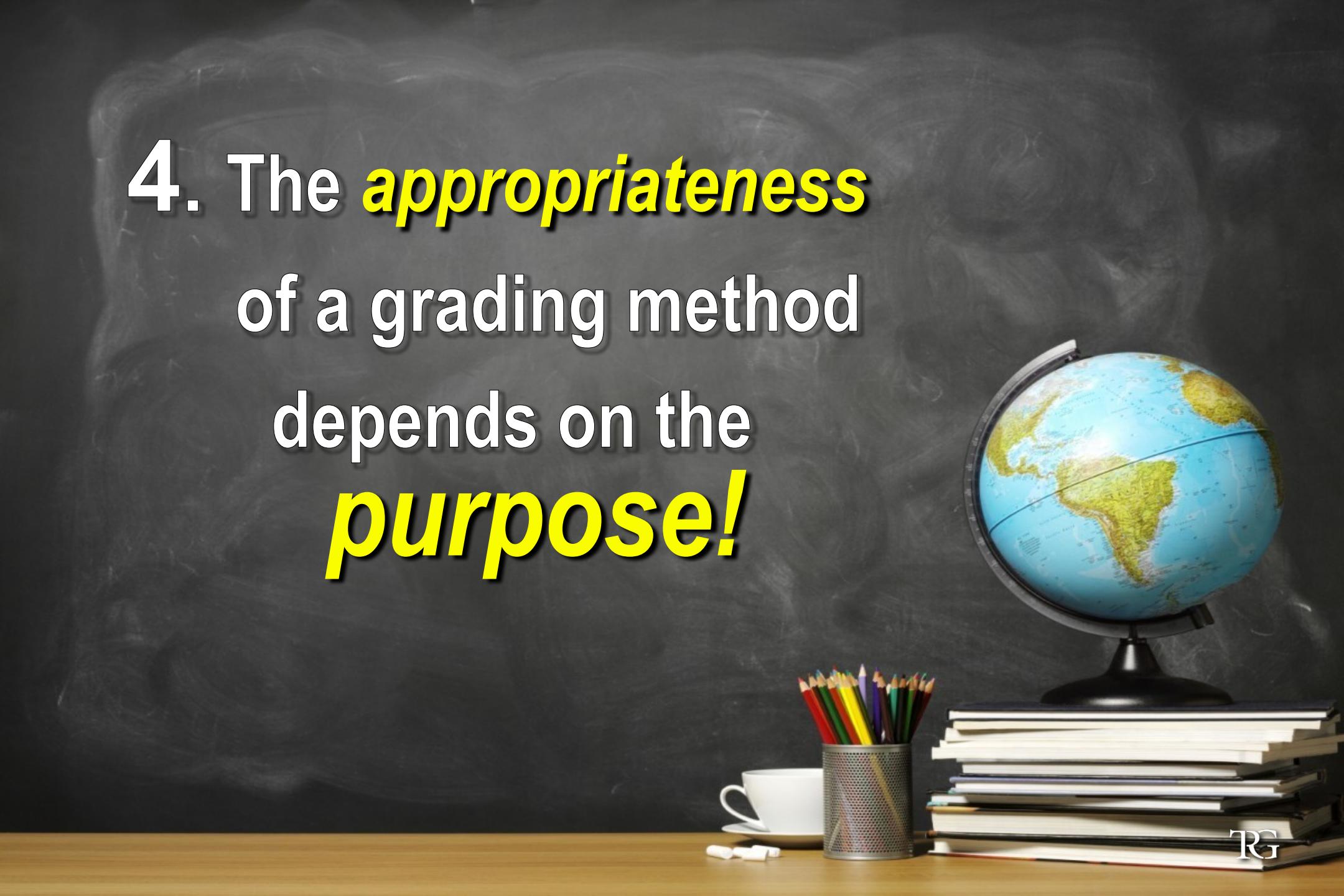
Example:

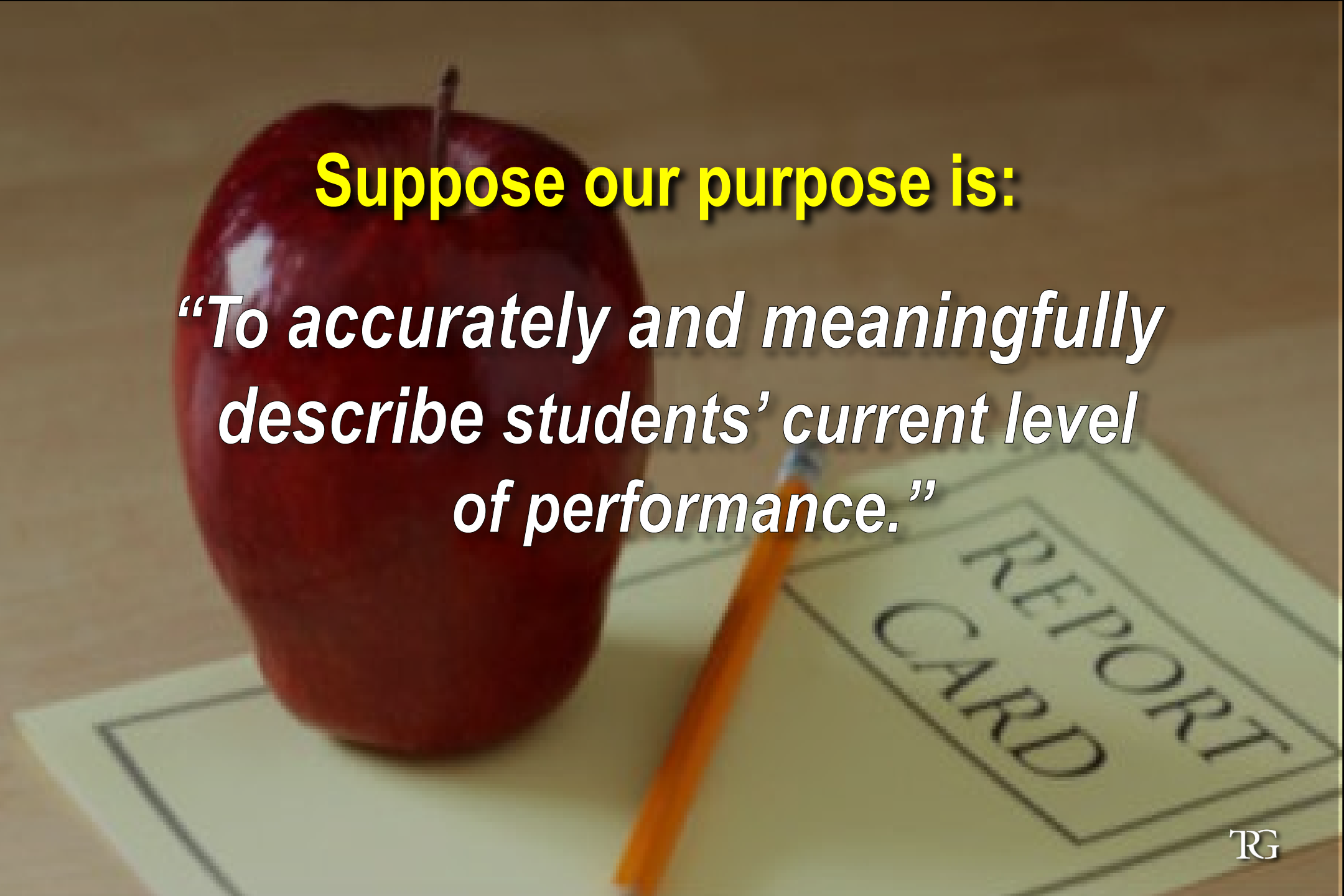
The primary purpose of grading is to effectively communicate students' current level of achievement of specific learning goals. A grade should reflect what a student knows and is able to do. Students will receive separate feedback and evaluation on their learning habits, which will not be included in the academic achievement grades.

Example:

The primary purpose of grading is to effectively communicate students' *current level of achievement* of specific learning goals. A grade should reflect what a student knows and is able to do. Students will receive separate feedback and evaluation on their learning habits, which will not be included in the academic achievement grades.

4. The ***appropriateness*** of a grading method depends on the ***purpose!***





Suppose our purpose is:

"To accurately and meaningfully describe students' current level of performance."

Letter Grades

(*Labels* attached to *categories* of performance)

- *Positives:*
  1. Describe the adequacy of performance
  2. Generally understood

- *Shortcomings:*
  1. Require integration of diverse information
  2. Arbitrary cut-offs
  3. Easily misinterpreted

Grades: Labels attached to categories of student performance

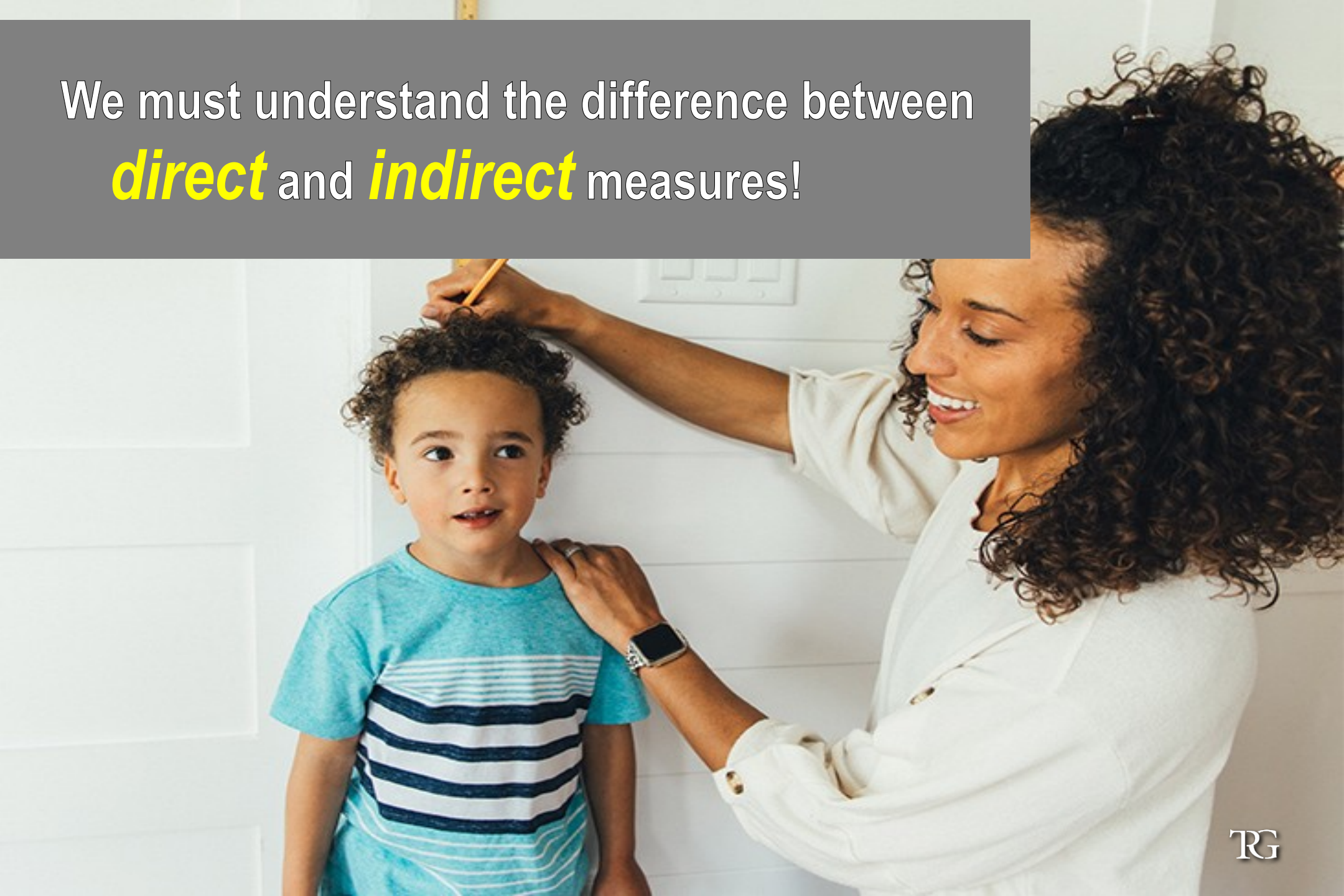
Letters	Numerals	Descriptors	Emojis
A	4	Exemplary	
B	3	Proficient	
C	2	Developing	
D	1	Struggling	
F	0	No Evidence	

Percentage Grades

(*Numbers* attached to calculations)

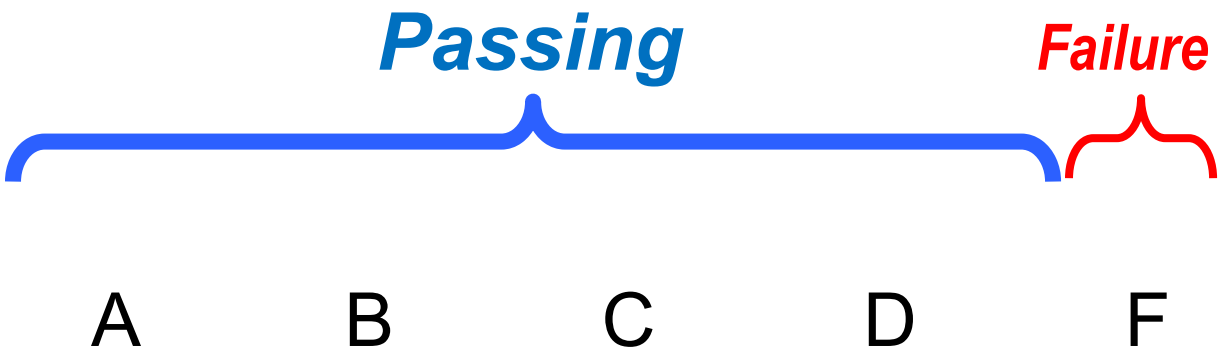
- *Questionable Positives (???):*
  1. Provide finer discrimination
  2. Increase variation in grades
- *Shortcomings:*
  1. Require integration of diverse information
  2. Increase the number of arbitrary cut-offs
  3. Accentuate the influence of subjectivity

TRG

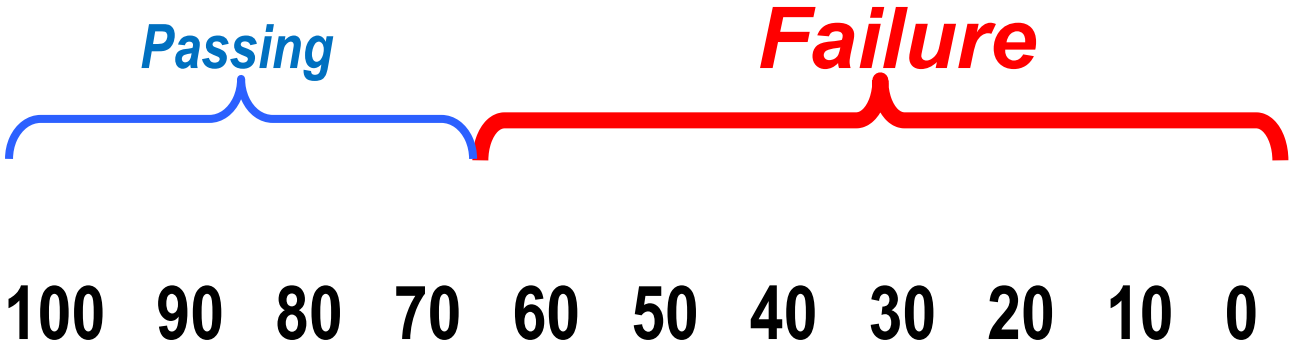

We must understand the difference between
direct and indirect measures!


Indirect measures require *inference* and *judgment!*

Typical Letter Grading Scale:



Percentage Grading Scale:



Percentages applied to performance are often ***inaccurate!***

Does 80% mean *mastery?*

It depends on the *goal!*

Is 80% sufficient for:

- ✓ Crossing the street safely?
- ✓ Being honest?
- ✓ Landing a plane safely?
- ✓ Using machinery in shop?
- ✓ Scoring in basketball?
- ✓ Getting a hit in baseball?
- ✓ Soccer shots on goal?


It also depends on the assessment!

Percent vs. Mastery

Open-Ended, Constructed Response Item (Short Answer or Completion)

1. Who discovered electricity?

Percent vs. Mastery

Multiple- Choice Item

(Difficult Options)

2. Who discovered electricity?

A. Isaac Newton

B. William Gilbert

C. Nikola Tesla

D. Thomas Edison

Percent vs. Mastery

Multiple- Choice Item

(Easier Options)

3. Who discovered electricity?

A. Tony Stark

B. William Gilbert

C. Ororo Munroe

D. Thaddeus Volt

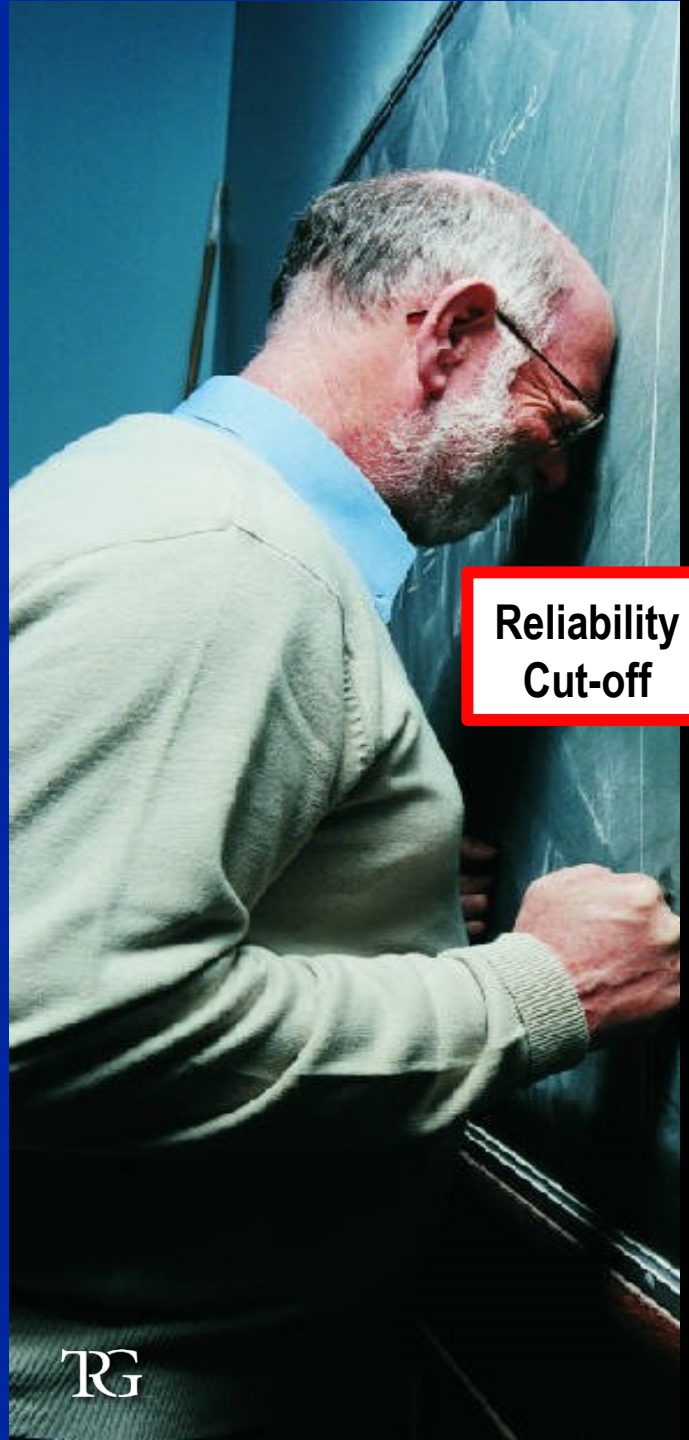
Percent vs. Mastery

Multiple- Choice Item

(Easiest Options)

4. Who discovered electricity?
   - A. Scientific Method
   - B. William Gilbert
   - C. Giga Watt
   - D. Bipolar Disorder

Interrater Reliability: Degree to which equally knowledgeable and skilled teachers agree on grade assigned.



Reliability Cut-off

Grading System Categories

Grading System	Labels	Levels of Performance
Percentage Grades	100, 99, … 2, 1, 0	**101**
+ and – Letter Grades	A+, A, A-, B+, B, B- … D, D-, F	**13**
Letter Grades	A, B, C, D, F	**5**
Standards-Based	Exemplary, Proficient, Not Yet	**3**
Satisfactory/Incomplete	S, I	**2**

This Works!

From: Jung (2015)

Grade	Descriptor
A	Exemplary
B	Proficient
C	Developing
F	Struggling

This Works!

From: Jung (2015)

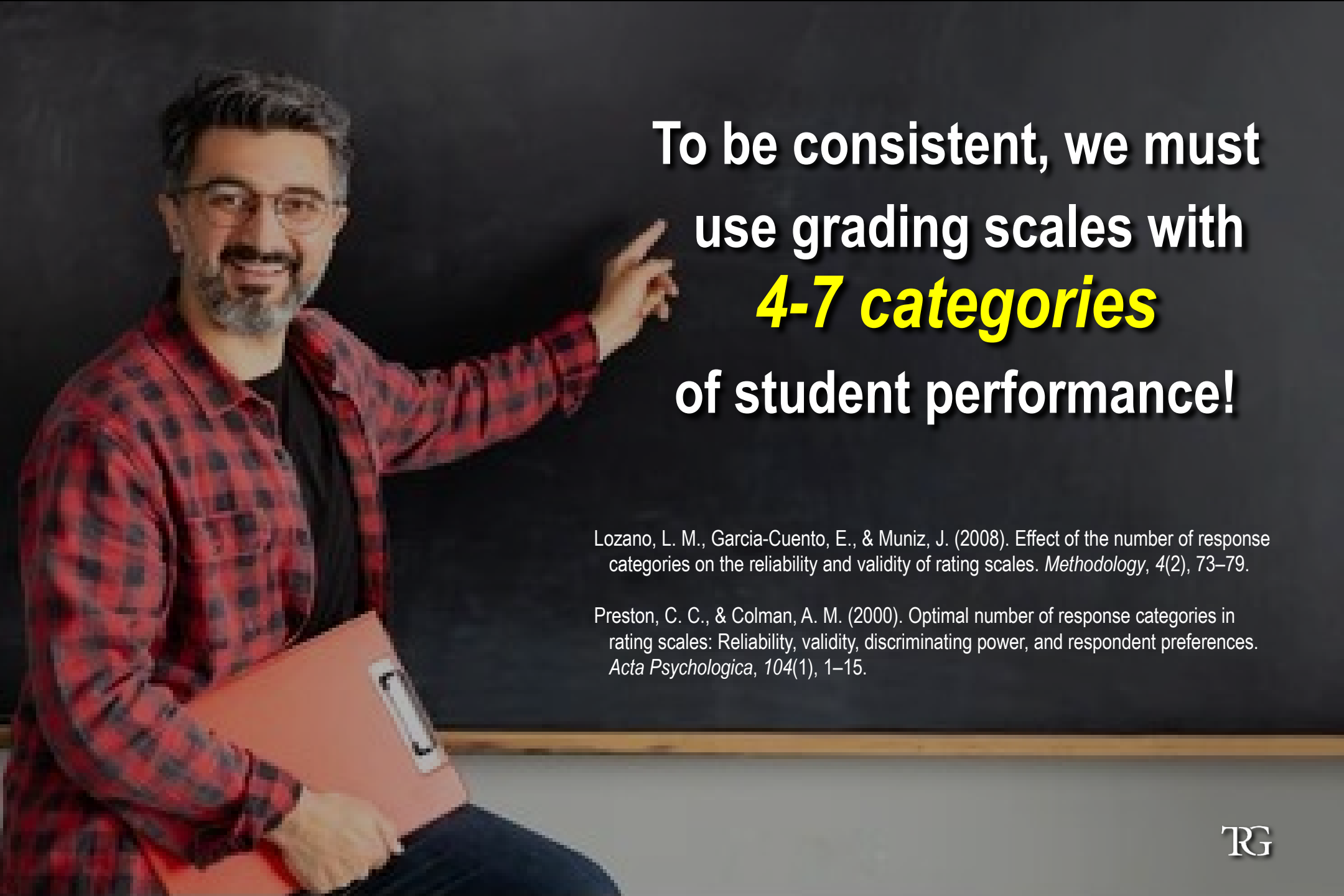
Grade	Descriptor
4	Exemplary
3	Proficient
2	Developing
1	Struggling

Even *this* Works!

Grade	Descriptor
	Exemplary
	Proficient
	Developing
	Struggling

This *Doesn't* Work!

Grade	Descriptor
90-100%	Exemplary
80-89%	Proficient
70-79%	Developing
0-69%	Struggling



Lozano, L. M., Garcia-Cuento, E., & Muniz, J. (2008). Effect of the number of response categories on the reliability and validity of rating scales. *Methodology*, *4*(2), 73–79.

Preston, C. C., & Colman, A. M. (2000). Optimal number of response categories in rating scales: Reliability, validity, discriminating power, and respondent preferences. *Acta Psychologica*, *104*(1), 1–15.

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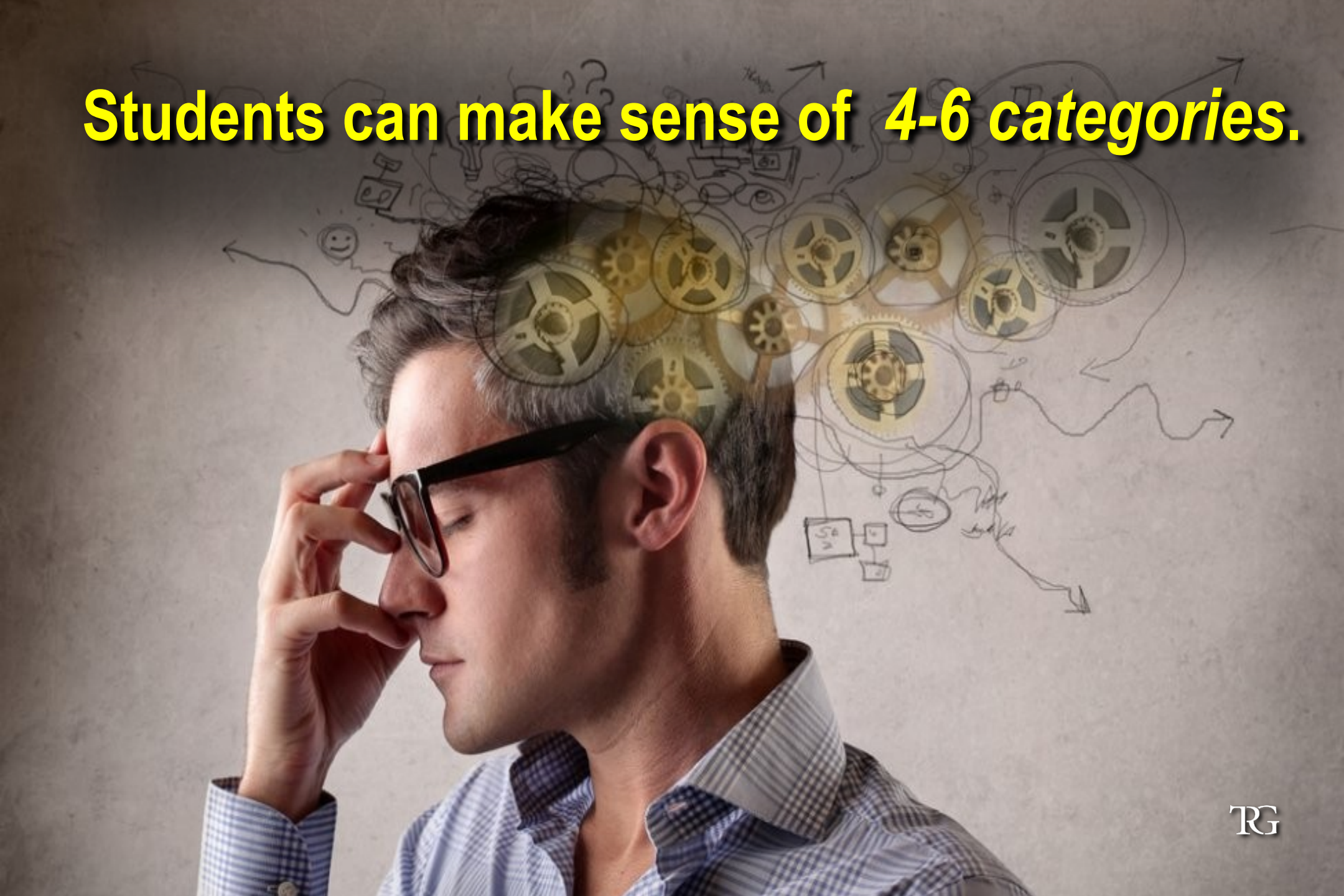
Competency-Based

(*Labels* attached to *categories* of performance)

- *Positives:*
  1. Offers a clear description of achievement
  2. Useful for diagnosis and prescription
- *Shortcomings:*
  1. Involves extra work for teachers
  2. May not be supported by gradebooks

How many ways can you break down a subject on a report card and have it be ***meaningful*** to students?

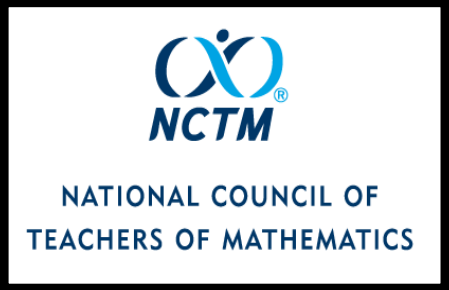

Students can make sense of 4-6 categories.

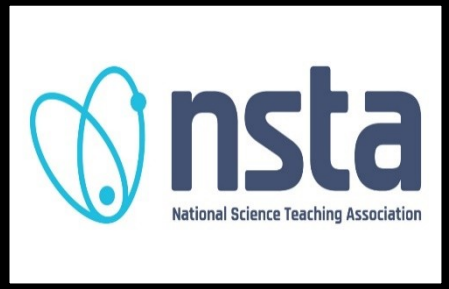
Summarizing Options

1. ~~Essential Competencies?~~
2. ~~Priority Competencies?~~
3. ~~Power Competencies?~~
4. Subject Area Strands/Domains

Professional Teacher Organizations

have grouped standards in ***strands/domains!***





TRG

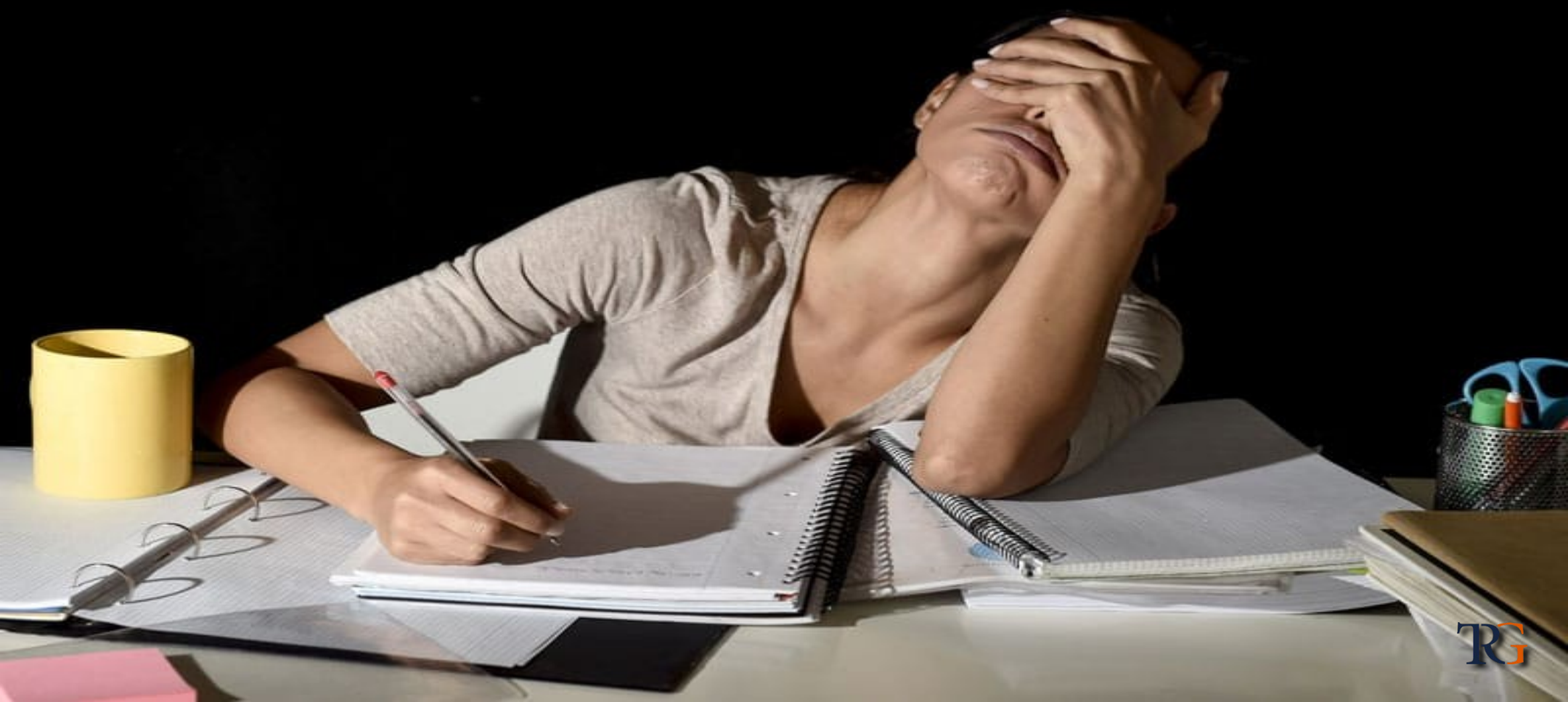
Differences in *Reporting*

Gradebook *Standards*	Report Card *Strands*
1. Designed to describe all aspects of students' learning	1. Designed to summarize students' performance
2. Many in number (10-50 per subject)	2. Relatively few in number (Usually 4-6 per subject)
3. Highly specific	3. Broad & more general
4. Complex & detailed	4. Clear & understandable
5. Expressed in subject-specific language	5. Expressed in parent-friendly language


We must change
the way we develop
rubrics!

Traditional Approach

Begin with “Proficient,” then go down *and* up.

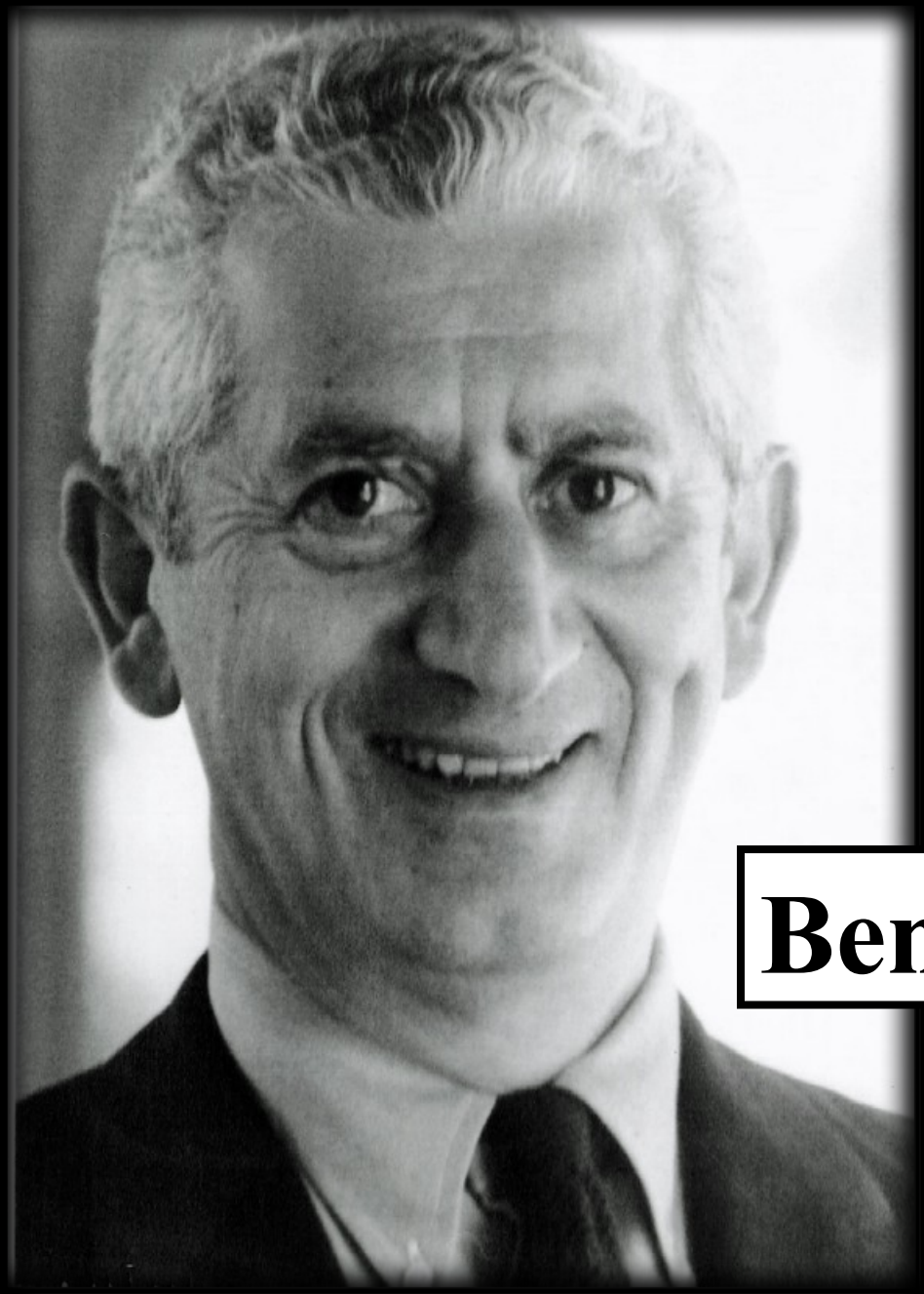


University students and adult learners *do not ask*,

"What must I do to be *proficient?*"

"How do I get an 'A'?"


New Approach
Begin by describing the
top level
of student performance!



Benjamin S. Bloom


Begin with a
"Model of Excellence"

Narratives

(Written *descriptions* of performance)

- *Positives:*
  1. Offer a clear description of achievement
  2. Useful for diagnosis and prescription

- *Shortcomings:*
  1. Time-consuming for teachers to develop
  2. May not communicate the adequacy of progress
  3. Comments often become standardized


The Best Comments:
1. Begin with something positive.
2. Describe what needs improved.
3. Offer guidance on how to make the improvements.
4. Express confidence in success!


Combine methods to enhance
communicative value!

Grades with comments are ***better*** than grades alone!

Grade	Standard Comment
A	*Excellent ! Keep it up.*
B	*Good work. Keep at it.*
C	*Perhaps try to do still better?*
D	*Let's bring this up.*
F	*Let's raise this grade!*

From: Page, E. B. (1958). Teacher comments and student performance: A seventy-four classroom experiment in school motivation. *Journal of Educational Psychology*, *49*, 173-181.

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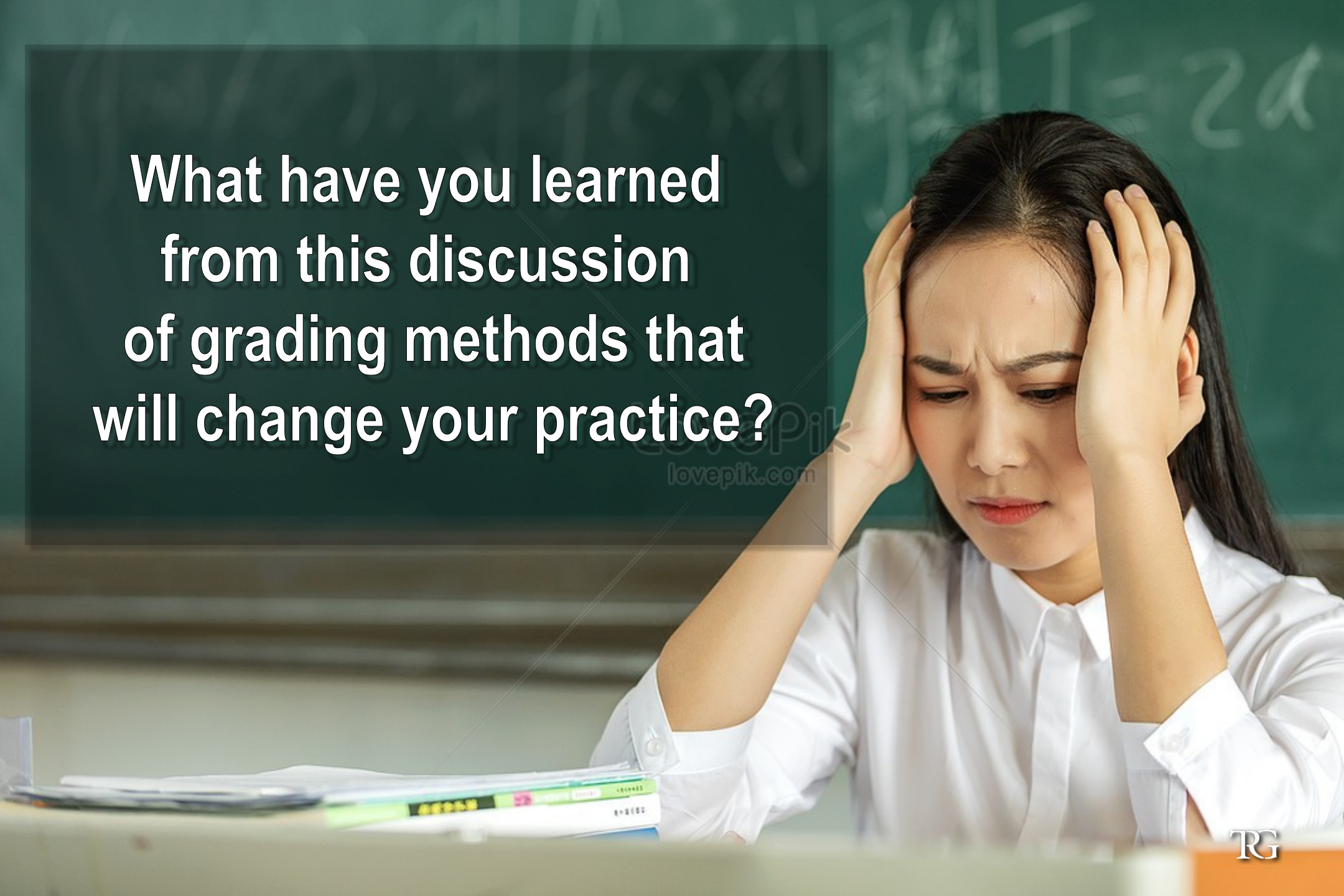
Ensure early success!


What have you learned from this discussion of grading methods that will change your practice?

5. Grading will ***always*** involve some degree of ***subjectivity!***

In general, reporting is ***more*** subjective with:

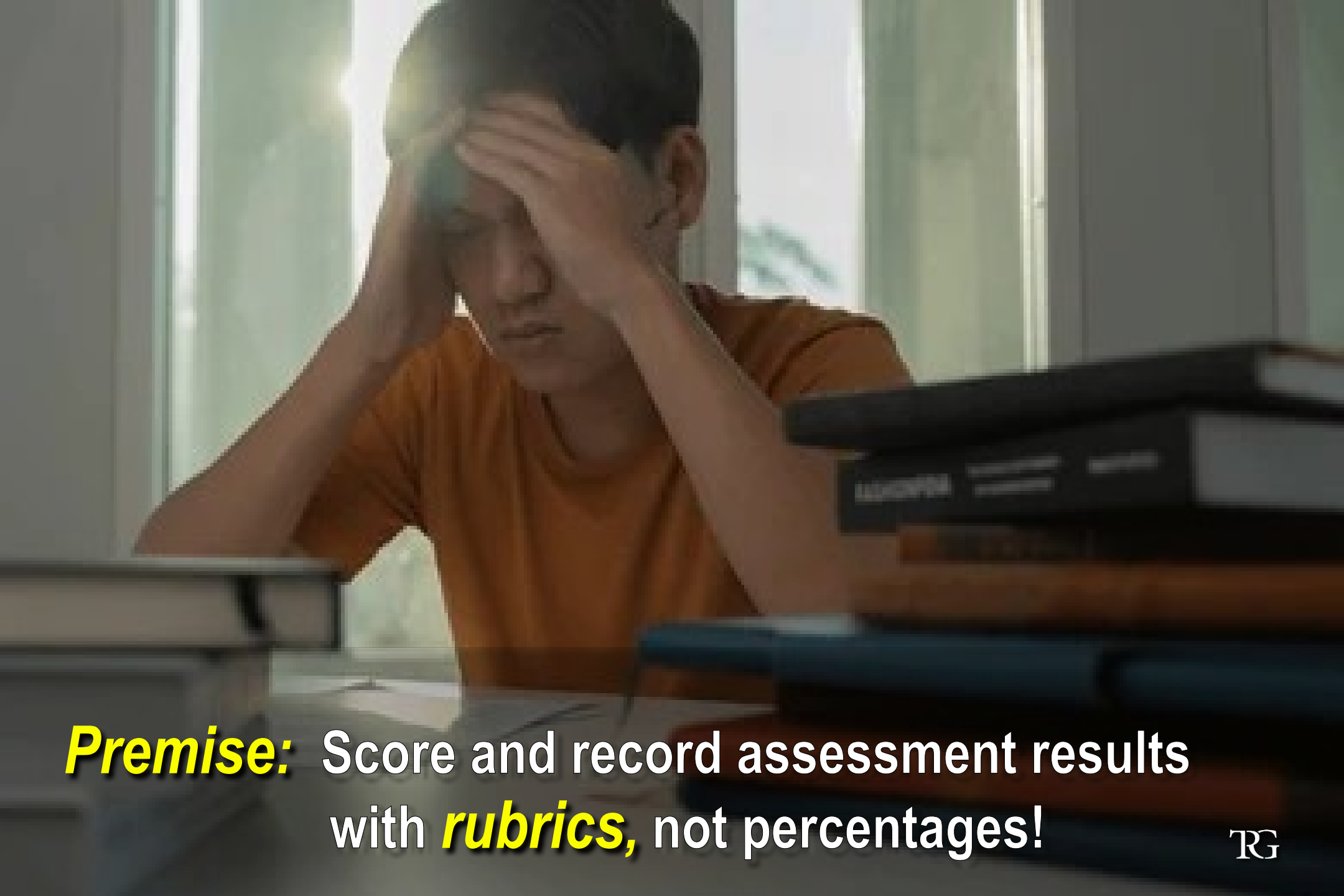
- ✓ More *detailed* or *analytic* reporting.
- ✓ More *categories* or *levels* in the grading scale.
- ✓ The more *'effort'* or *'behavior'* are considered.


However, more detailed and analytic reports
are better learning tools!

Challenge:

Balance reporting needs with *instructional purposes!*


6. Informed professional judgment is
better and more accurate
than mathematical algorithms!



Premise: Score and record assessment results with ***rubrics,*** not percentages!

Arriving at Grades on Competencies

Student	Competency #1						Summary
	9/9	9/14	9/22	9/27	10/3	10/6	Comp. #1
Gloria	**1**	**1**	**1**	**1**	**4**	**4**	**4**

Mathematical algorithms:

Average: 2
Median: 1
Mode: 1
Trend: 2.7

Professional judgment:

To best describe the student's current level of proficiency.

Score: **4**

Arriving at Final Grades on Competencies

Student	Competency #1						Competency #2						Add sections for other standards	Summary		
	9/9	9/14	9/22	9/27	10/3	10/6	9/9	9/14	9/23	9/27	10/3	10/8		Comp. #1	Comp. #2	Comp. #3
Gloria	1	1	1	1	4	4								4		
Ralph	2	1	2	3	3	3										
Alice	2	2	4	4	4	3										
David	3	1	3	2	3	1										
Ellen	2	3	2	4	3	4										

Arriving at Final Grades on Competencies

Student	Competency #1						Competency #2						Add sections for other standards	Summary		
	9/9	9/14	9/22	9/27	10/3	10/6	9/9	9/14	9/23	9/27	10/3	10/8		Comp. #1	Comp. #2	Comp. #3
Gloria	1	1	1	1	4	4								4		
Ralph	2	1	2	3	3	3								3		
Alice	2	2	4	4	4	3										
David	3	1	3	2	3	1										
Ellen	2	3	2	4	3	4										

Arriving at Final Grades on Competencies

Student	Competency #1						Competency #2						Add sections for other standards	Summary		
	9/9	9/14	9/22	9/27	10/3	10/6	9/9	9/14	9/23	9/27	10/3	10/8		Comp. #1	Comp. #2	Comp. #3
Gloria	1	1	1	1	4	4								4		
Ralph	2	1	2	3	3	3								3		
Alice	2	2	4	4	4	3								4		
David	3	1	3	2	3	1										
Ellen	2	3	2	4	3	4										

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Ralph	2	1	2	3	3	3								3		
Alice	2	2	4	4	4	3								4		
David	3	1	3	2	3	1								2/3		
Ellen	2	3	2	4	3	4										

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Arriving at Final Grades on Competencies

Student	Competency #1						Competency #2						Add sections for other standards	Summary		
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Gloria	1	1	1	1	4	4								4		
Ralph	2	1	2	3	3	3								3		
Alice	2	2	4	4	4	3								4		
David	3	1	3	2	3	1								2/3		
Ellen	2	3	2	4	3	4								4		

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Summary Grades Determined by Different Algorithms and Teachers' Professional Judgment

Student	Algorithm					Professional Judgment
	Mean (Average)	Median	Mode	Trend	Most Recent	Competency #1
Gloria	2	1	1	2.7	4	4
Ralph	2	2.5	3	2.7	3	3
Alice	3	3.5	4	3.5	3	4
David	2	2.5	3	2.3	1	2/3
Ellen	3	3	?	3.2	4	4


Teachers are
thoughtful and informed
professionals!


Trust your mind
instead of
your machine!

7. We must ***always*** base grades on ***learning criteria***,

not “norm-based” criteria.

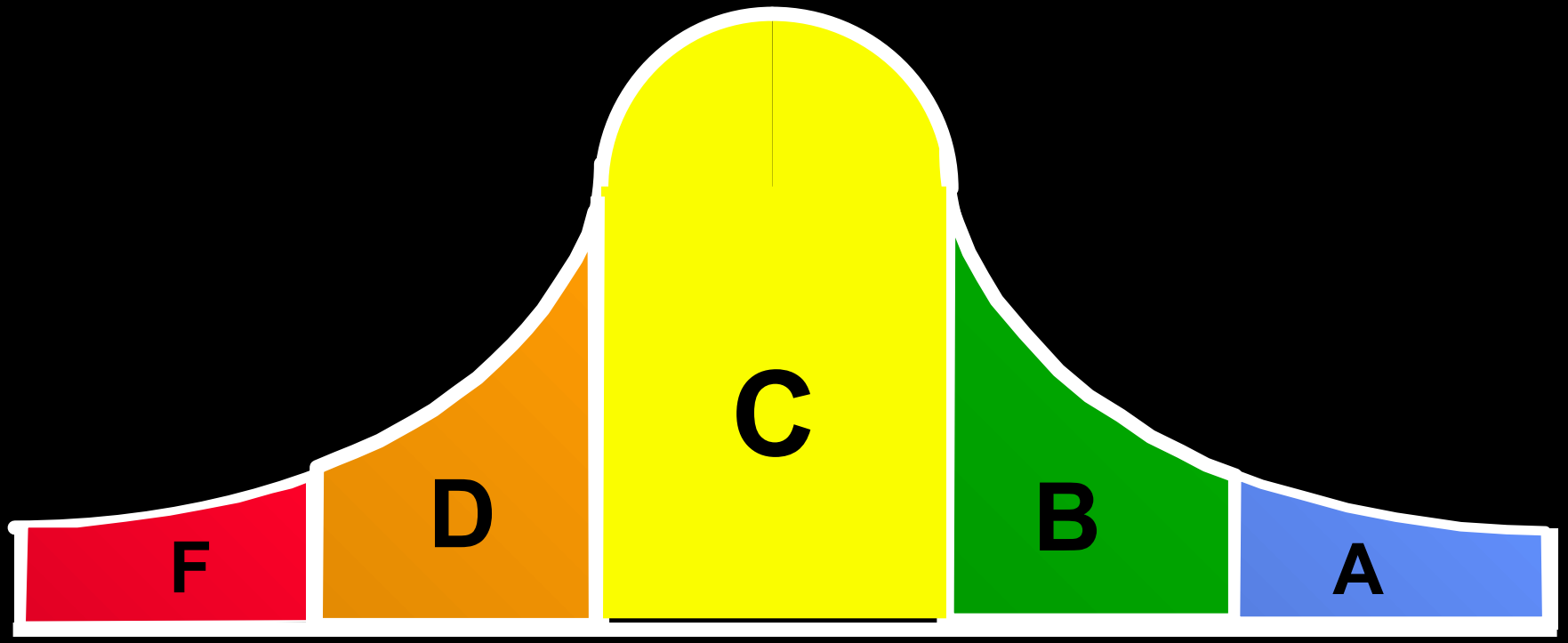
Results from **Norm-Based Grading**

(Grading "On the Curve")

1. Tells nothing about learning
2. Makes learning highly competitive.
3. Discourages student collaboration.
4. Diminishes relationships between students and teachers.

Ideal Distribution of Achievement with

Norm-Based Grading




Essential Question:
Is my purpose as an educator
to select talent, or
to develop talent?

Results from Criterion-Based Grading

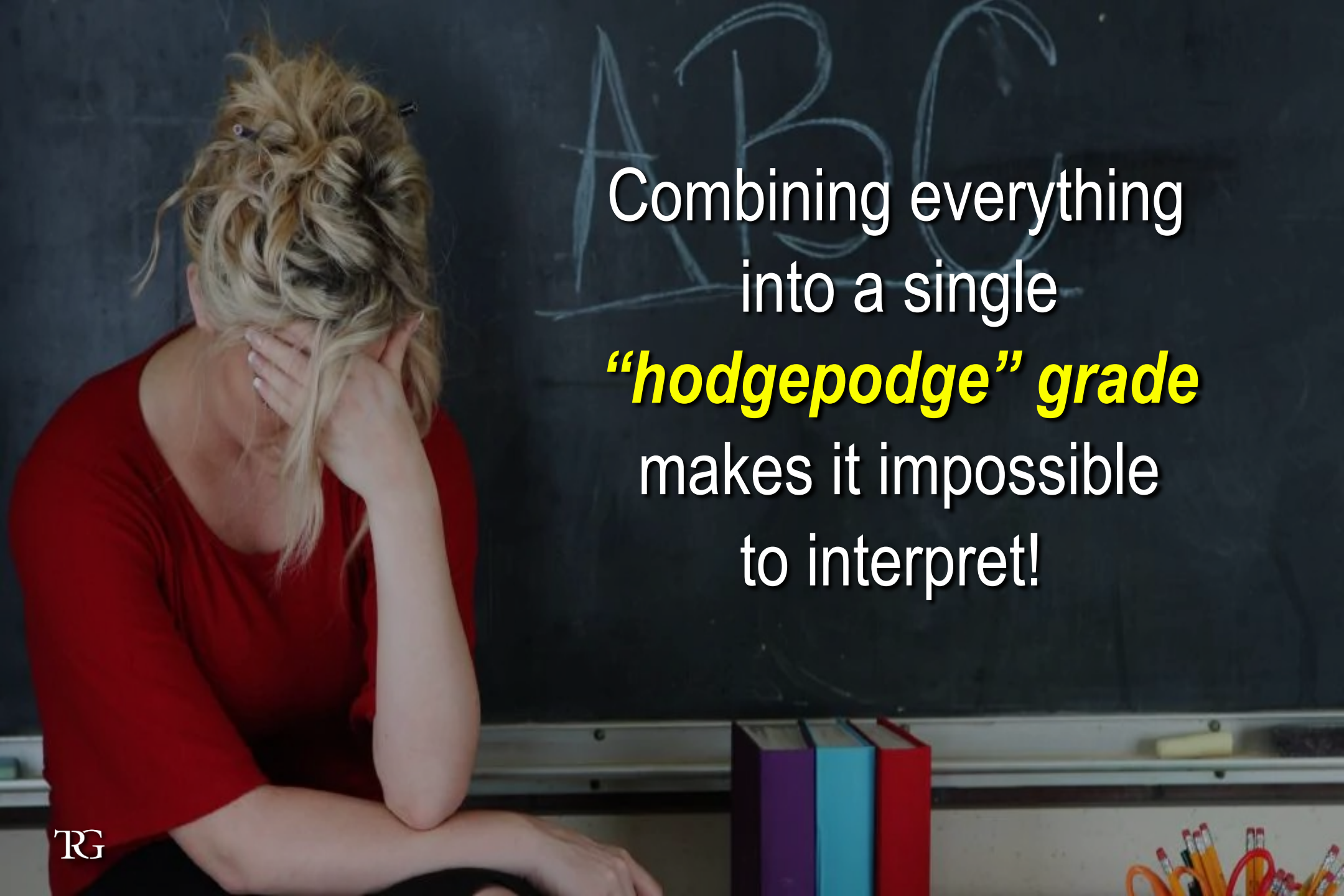
1. Accurately describes student learning.
2. Students compete against the curriculum; *not* each other.
3. Encourages student collaboration.
4. Puts teachers & students on the same side to master learning goals.


Grading Criteria
1. Product
2. Process
3. Progress

Three Types of Grading Criteria

1. *Product* (*Achievement* of learning goals)
2. *Process* (*Behaviors* that enable learning)
3. *Progress* (*Improvement* or learning gain)

TRG


Combining everything
into a single
“hodgepodge” grade
makes it impossible
to interpret!


8. We must use Multiple Grades to
report different learning goals!

Ms. Angelou – Language Arts

Achievement	Participation	Homework	Punctuality	Effort
A	**4**	**2**	**3**	**3**

This quarter we focused on poetry and different poetic forms. Students read both well-known and lesser-known poets and constructed their own poems. Chris actively participated in class discussions and wrote several excellent poems, but needs to be more conscientious about completing homework assignments on time.

Mr. Mori – Algebra II

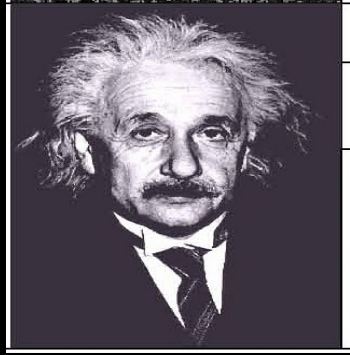
Achievement	Participation	Homework	Punctuality	Effort
B	**3**	**1**	**3**	**3**

Our class worked on solving complex problems using higher order equations. We also explored problem applications in physic. Chris did fairly well on class quizzes and assessments, and I am sure would do better if homework exercises were completed.

Ms. Roosevelt – Western Civilization

Achievement	Participation	Homework	Punctuality	Effort
A	**4**	**3**	**4**	**4**

We explored the influence of the Roman Empire on modern society, especially in language and government. Students also worked in teams to develop cooperative projects related to various aspects of Roman society. Chris was an active participant in all class activities, demonstrated a deep understanding of all issues, and was a valued contributor on the project



Mr. Einstein -- Physics

Achievement	Participation	Homework	Punctuality	Effort
B	**2**	**2**	**3**	**3**

This quarter we concentrated on the physics of atomic and subatomic particles. Students solved problems related to relativity. Chris did well on most classroom quizzes and large assessments, but needs to become a more active participant in class discussions.

Ontario

Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date

Student:	OEN:	Grade:	Homeroom:

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility	Organization
• Fulfils responsibilities and commitments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour.	• Devises and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	**Collaboration**
• Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision.	• Accepts various roles and an equitable share of work in a group. • Responds positively to the ideas, opinions, values, and traditions of others. • Builds healthy peer-to-peer relationships through personal and media-assisted interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	**Self-Regulation**
• Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity for innovation and a willingness to take risks. • Demonstrates curiosity and interest in learning. • Approaches new tasks with a positive attitude. • Recognizes and advocates appropriately for the rights of self and others.	• Sets own individual goals and monitors progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges.

Process Goals

1. Learning enablers
2. Social and emotional learning
3. Compliance

Academic

- Communication
- Creativity / Innovation
- Critical Thinking / Problem solving
- Application / Transference

Learning Enablers

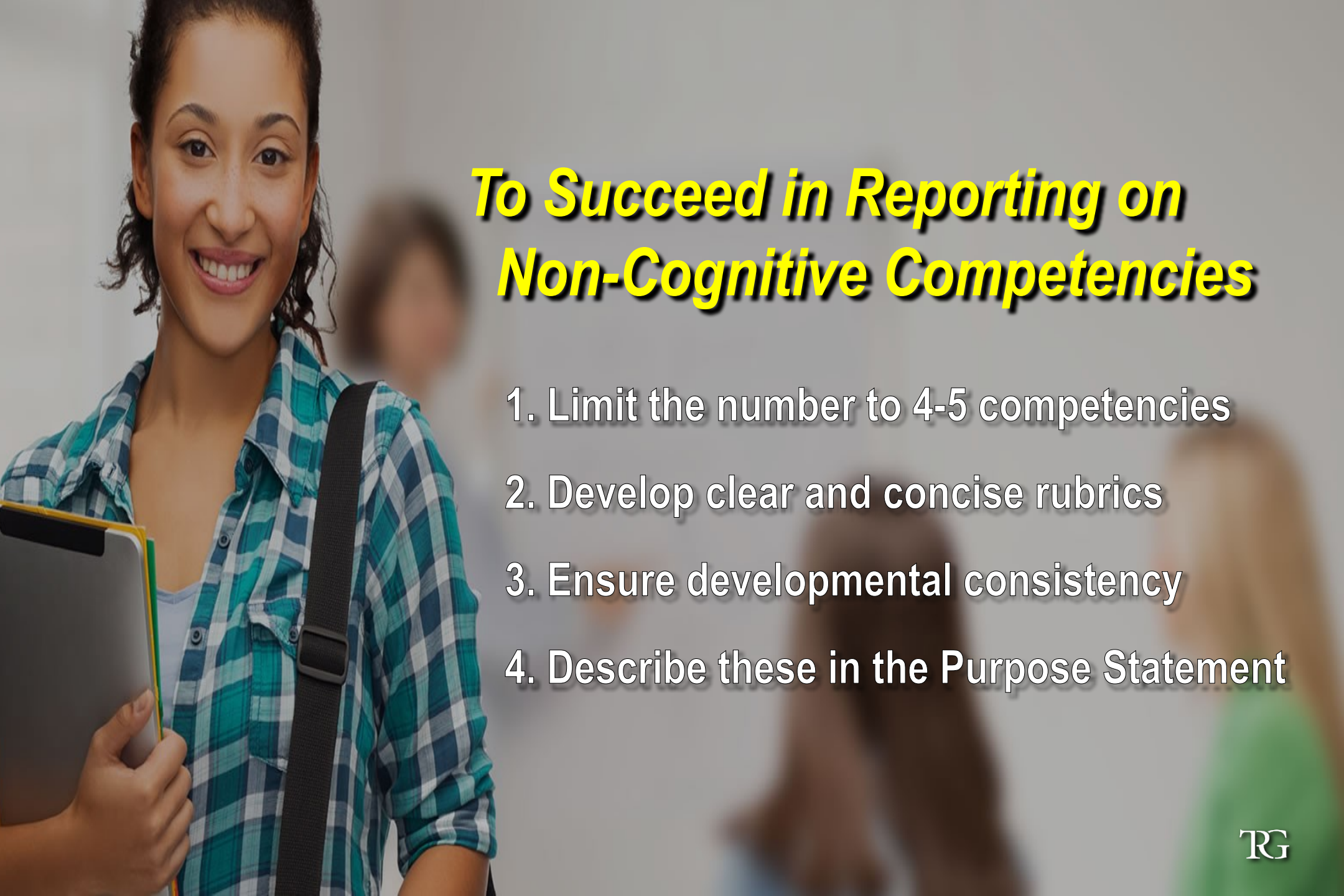
- Attitude in class
- Class attendance/participation
- Class quizzes or “Spot-Checks”
- Daily class work
- Effort
- Engagement
- Formative assessments
- Goal setting
- Homework (Completion & Quality)
- Notebook/journal completion
- Planning & organization
- Study skills
- Time Management
- Work habits

Compliance

- Behavior in class
- Class attendance
- Conduct
- Neatness of work
- Punctuality in assignments
- Punctuality to class

Social and Emotional Learning

- Citizenship
- Collaboration/Teamwork
- Compassion
- Cooperation with classmates
- Empathy/Perspective taking
- Ethics
- Flexibility/Adaptability
- Grit
- Growth mindset
- Habits of mind
- Help seeking & providing
- Initiative/Self direction
- Integrity
- Leadership
- Motivation
- Persistence/Perseverance
- Reflection
- Resilience
- Respect
- Responsibility/Accountability
- Self-advocacy
- Self-awareness
- Self-efficacy
- Self-discipline/motivation
- Self-regulation
- Social skills
- Tenacity
- Tolerance


To Succeed in Reporting on Non-Cognitive Competencies
1. Limit the number to 4-5 competencies
2. Develop clear and concise rubrics
3. Ensure developmental consistency
4. Describe these in the Purpose Statement

Example:

The primary purpose of grading is to effectively communicate students' current level of achievement of specific learning goals. A grade should reflect what a student knows and is able to do. Students will receive separate feedback and evaluation on their learning habits, which will not be included in the academic achievement grades.

State of College Admission Survey (2023)

National Association for College Admission Counseling

	Considerable Importance	Moderate Importance	Limited Importance	No Importance
High school grades in college prep courses	**76.8**	15.1	4.9	3.2
Total high school grades (all courses)	**74.1**	18.9	5.4	1.6
Strength of high school curriculum	**63.8**	22.7	10.3	3.2
Positive character attributes	28.3	**37.5**	18.5	15.8
Essay or writing sample	18.9	**37.3**	26.5	17.3
Student's interest in attending	15.7	27.6	25.4	**31.4**
Counselor recommendation	11.9	**40.0**	27.6	20.5
Teacher recommendation	10.8	**40.5**	28.1	20.5
Extracurricular activities	6.5	**44.3**	30.8	18.4
High school class rank	5.5	22.4	**43.2**	29.0
Admission test scores (ACT, SAT)	4.9	25.4	**38.9**	30.8
Portfolio	4.9	10.8	24.3	**60.0**
Interview	4.3	8.6	32.4	**54.6**
Work	2.2	30.8	**40.0**	27.0
State graduation exam scores	1.6	6.5	18.4	**73.5**
Subject test scores (AP, IB)	1.1	22.2	25.9	**50.8**

TRG

From College Admissions Officers:

"The competency-based movement has the potential to enable admissions officers to evaluate students on a deeper level. It might be even a more efficient way than we currently have to assess elements of a student's character, whether it's moral character or performance character."

"Is the student conscientious? Is the student someone who commits to civic responsibility? Is it someone who engages in school activities and leadership roles, is it someone who brings different kinds of students together in conversation and in learning? Is it someone who's not just comfortable with but learns from different cultures? If there are ways to get that in a really readable form, wow, we want to know about this."

Jerome Lucido, Executive Director, Center for Enrollment Research, University of Southern California

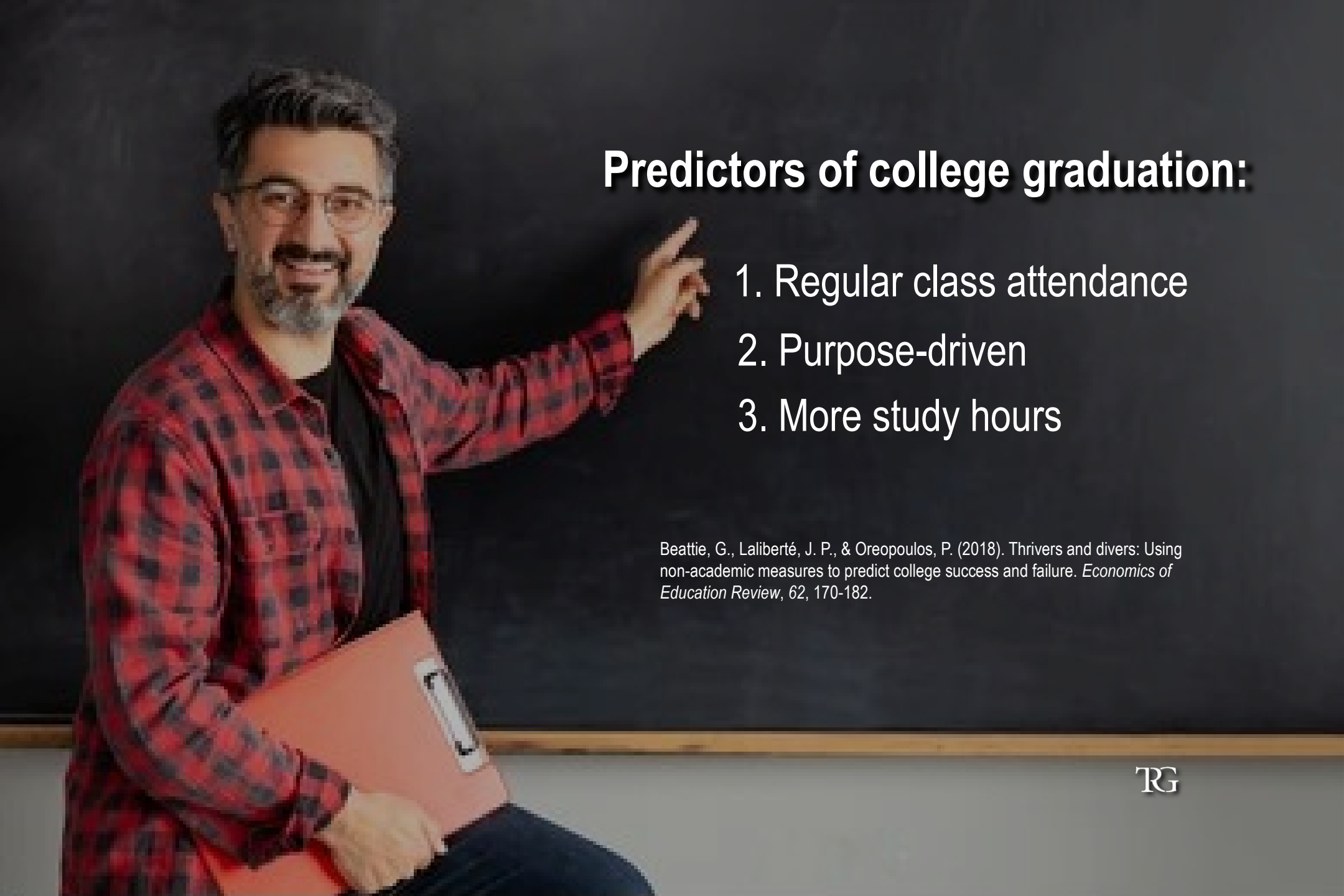
9. What skills contribute most to students' success in school and in their lives after?

Adult Skills Needed for College Success

- ✓ **Time Management:** Planning, organizing, & prioritization.
- ✓ **Stress Management & Self-Care:** Sleep, nutrition, exercise.
- ✓ **Money Management:** Banking services and budgeting.
- ✓ **Communication, Collaboration, & Cultural Competency:** Professional communication, dealing with different opinions, appreciate & emphasize with other cultures.
- ✓ **General Domestic Skills:** Basic cooking, cleaning, & laundry.

From: *CollegeData.com*

TRG


Predictors of college graduation:
1. Regular class attendance
2. Purpose-driven
3. More study hours
Beattie, G., Laliberté, J. P., & Oreopoulos, P. (2018). Thrivers and divers: Using non-academic measures to predict college success and failure. *Economics of Education Review*, *62*, 170-182.

The Millionaire Mind

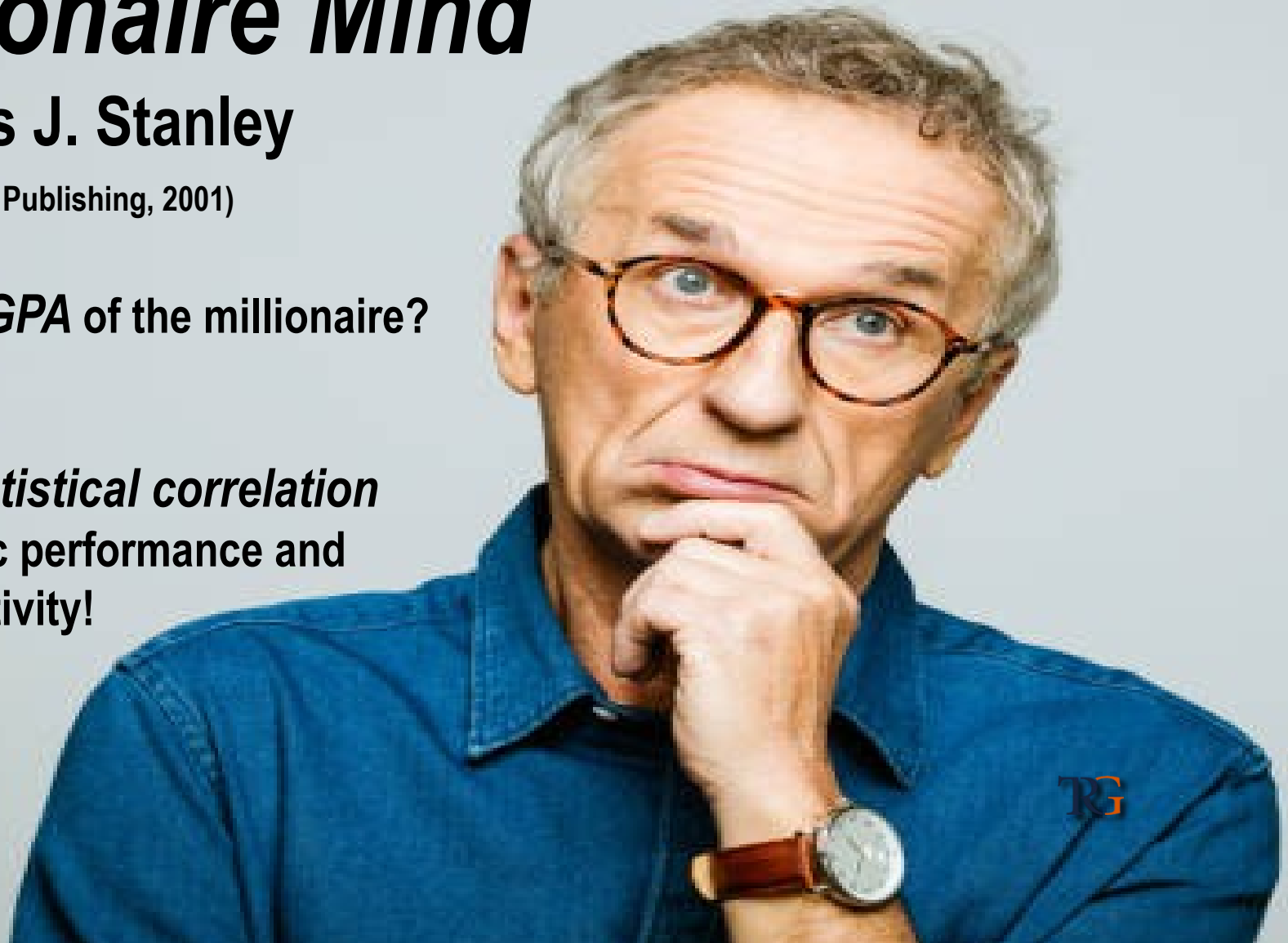
by Thomas J. Stanley

(Andrews McMeel Publishing, 2001)

1. Average *college GPA* of the millionaire?

2.85

2. They found *no statistical correlation* between academic performance and economic productivity!



Profiles of U.S. Universities

U.S. Universities with the ***Wealthiest Alumni***

University	Number of Alumni with 30+ Million in Net Worth
1. Harvard University	17,660
2. Stanford University	7,972
3. University of Pennsylvania	7,517
4. Columbia University	5,528
5. New York University	5,214
6. Northwestern University	4,354
7. Massachusetts Institute of Technology	4,089
8. Yale University	3,654
9. University of Southern California	3,594
10. University of Chicago	3,588

U.S. Universities with the ***Wealthiest Students***

University
1. Harvard University – Cambridge, MA
2. Stanford University – Palo Alto, CA
3. University of Pennsylvania – Philadelphia, PA
4. Columbia University – New York City, NY
5. New York University – New York City, NY
6. Massachusetts Institute of Technology, Cambridge, MA
7. Northwestern University – Evanston, IL
8. University of Southern California – Los Angeles, CA
9. University of Chicago – Chicago, IL
10. Yale University – New Haven, CT

Wealthiest Students

University¤
··1.·Harvard·University¤
··2.·Stanford·University¤
··3.·University·of·Pennsylvania¤
··4.·Columbia·University¤
··5.·New·York·University¤
··6.·Massachusetts·Institute·of·Technology¤
··7.·Northwestern·University¤
··8.·University·of·Southern·California¤
··9.·University·of·Chicago¤
10.·Yale·University¤

Wealthiest Alumni

University¤
··1.·Harvard·University¤
··2.·Stanford·University¤
··3.·University·of·Pennsylvania¤
··4.·Columbia·University¤
··5.·New·York·University¤
··6.·Northwestern·University¤
··7.·Massachusetts·Institute·of·Technology¤
··8.·Yale·University¤
··9.·University·of·Southern·California¤
10.·University·of·Chicago¤

U.S. Universities ***Rated "BEST"***

(U.S. News & World Report)

University¤
··1.·Princeton·University·–·Princeton,·NJ¤
··2.·Massachusetts·Institute·of·Technology,·Cambridge,·MA¤
··3.·Harvard·University·–·Cambridge,·MA¤
··4.·Stanford·University·–·Palo·Alto,·CA¤
··5.·Yale·University·–·New·Haven,·CT¤
··6.·California·Institute·of·Technology·–·Pasadena,·CA¤
··7.·Duke·University·–·Durhan,·NC¤
··8.·Johns·Hopkins·University·–·Baltimore,·MD¤
··9.·Northwestern·University·–·Evanston,·IL¤
10.·University·of·Chicago·–·Chicago,·IL¤

U.S. Universities ***Rated Wealthiest & Best***

(U.S. News & World Report)

University¤
··1.·Princeton·University·–·Princeton,·NJ¤
··2.·Massachusetts·Institute·of·Technology,·Cambridge,·MA¤
··3.·Harvard·University·–·Cambridge,·MA¤
··4.·Stanford·University·–·Palo·Alto,·CA¤
··5.·Yale·University·–·New·Haven,·CT¤
··6.·California·Institute·of·Technology·–·Pasadena,·CA¤
··7.·Duke·University·–·Durhan,·NC¤
··8.·Johns·Hopkins·University·–·Baltimore,·MD¤
··9.·Northwestern·University·–·Evanston,·IL¤
10.·University·of·Chicago·–·Chicago,·IL¤

U.S. Universities with the ***Most Creative Alumni***

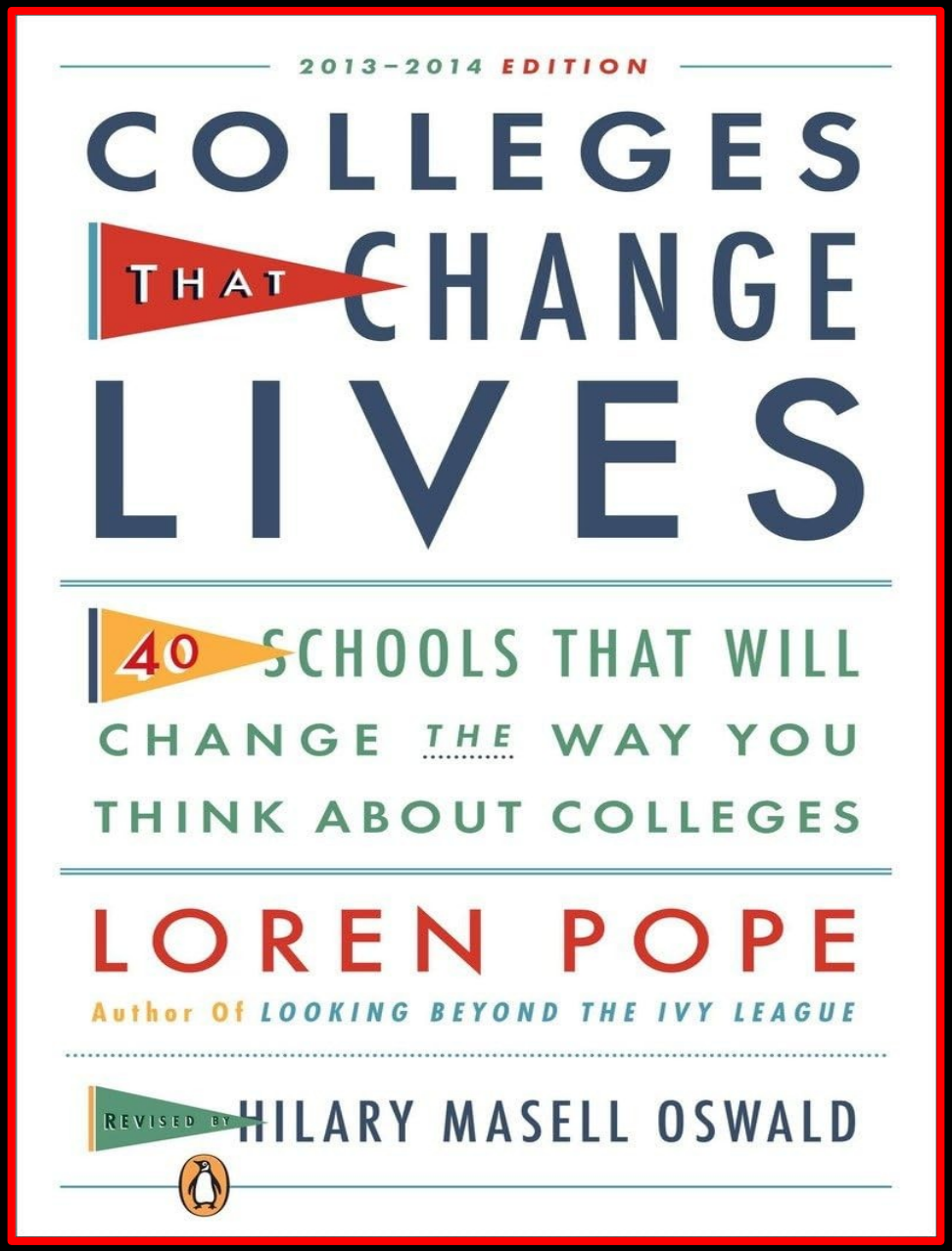
(Highly Experimental, Creative in Ideas, and Happy for Others to Create Ideas)

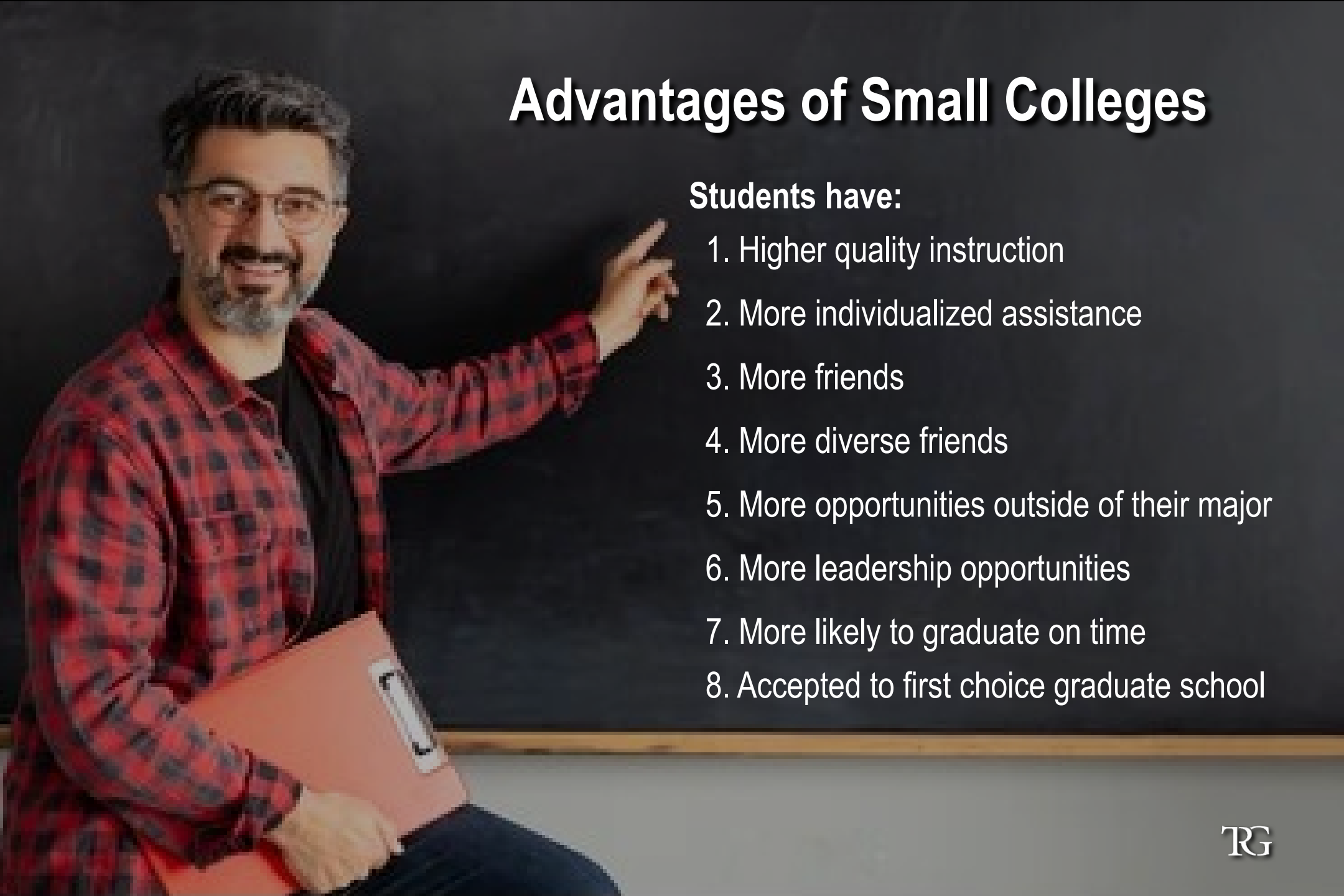
University
1. Washington University in St. Louis — St. Louis, MO
2. University of California, Berkeley — Berkeley, CA
3. University of California, Santa Barbara — Santa Barbara, CA
4. University of Illinois at Urbana-Champaign — Urbana-Champaign, IL
5. Brown University — Providence, RI
6. Johns Hopkins University — Baltimore, MD
7. Northwestern University — Evanston, IL
8. University of California, Davis — Davis, CA
9. University of Texas at Austin — Austin, TX
10. University of California, Los Angeles — Los Angeles, CA

U.S. Universities with the ***Happiest & Most Successful Alumni***

University¤	Enrollment¤
··1.·Dartmouth·College·–·Hanover,·NH¤	6,700¤
··2.·Williams·College·–·Williamstown,·MA¤	2,097¤
··3.·Princeton·University·–·Princeton,·NJ¤	5,671¤
··4.·Amherst·College·–·Amherst,·MA¤	1,910¤
··5.·Davidson·College·–·Davidson,·NC¤	1,904¤
··6.·Claremont·McKenna·College·–·Claremont,·CA¤	1,381¤
··7.·Haverford·College·–·Haverford,·PA¤	1,424¤
··8.·Wellesley·College,·Wellesley,·MA¤	2,417¤
··9.·Wabash·College·–·Crawfordsville,·IN¤	845¤
10.·University·of·Notre·Dame·–·South·Bend,·IN¤	8,968¤

70% with Student Enrollment <2500


2013–2014 EDITION
COLLEGES THAT CHANGE LIVES
40 SCHOOLS THAT WILL CHANGE THE WAY YOU THINK ABOUT COLLEGES
LOREN POPE
Author Of LOOKING BEYOND THE IVY LEAGUE
REVISED BY HILARY MASELL OSWALD



Advantages of Small Colleges

Students have:

1. Higher quality instruction
2. More individualized assistance
3. More friends
4. More diverse friends
5. More opportunities outside of their major
6. More leadership opportunities
7. More likely to graduate on time
8. Accepted to first choice graduate school

TRG


10. Report cards are but one way of communicating student learning!

Forms of reporting to students include:

- ✓ Report cards
- ✓ Notes with report cards
- ✓ Standardized assessment reports
- ✓ Interim progress reports
- ✓ Phone calls
- ✓ Text messages
- ✓ Newsletters
- ✓ Email
- ✓ Homework assignments
- ✓ Evaluated assignments or projects
- ✓ Portfolios or exhibits
- ✓ Class web pages
- ✓ Study hotlines
- ✓ Student-teacher conferences

In conversations with students:

1. Begin with *positive comments*.
2. Describe the *learning goals* and where improvement may be needed.
3. Provide *specific suggestions* for making improvements.
4. Express *confidence in the student's success*.


Three "Prerequisites" to Competency-Based Grading
1. Establish a clear and concise purpose statement.
2. Use 4-7 grade categories (Labels don't matter!)
3. Report multiple grades for *product*, *process*, and *progress* criteria.
TG


Questions?

Guidelines for *Better* Practice

1. Begin with a clear ***statement of purpose.***

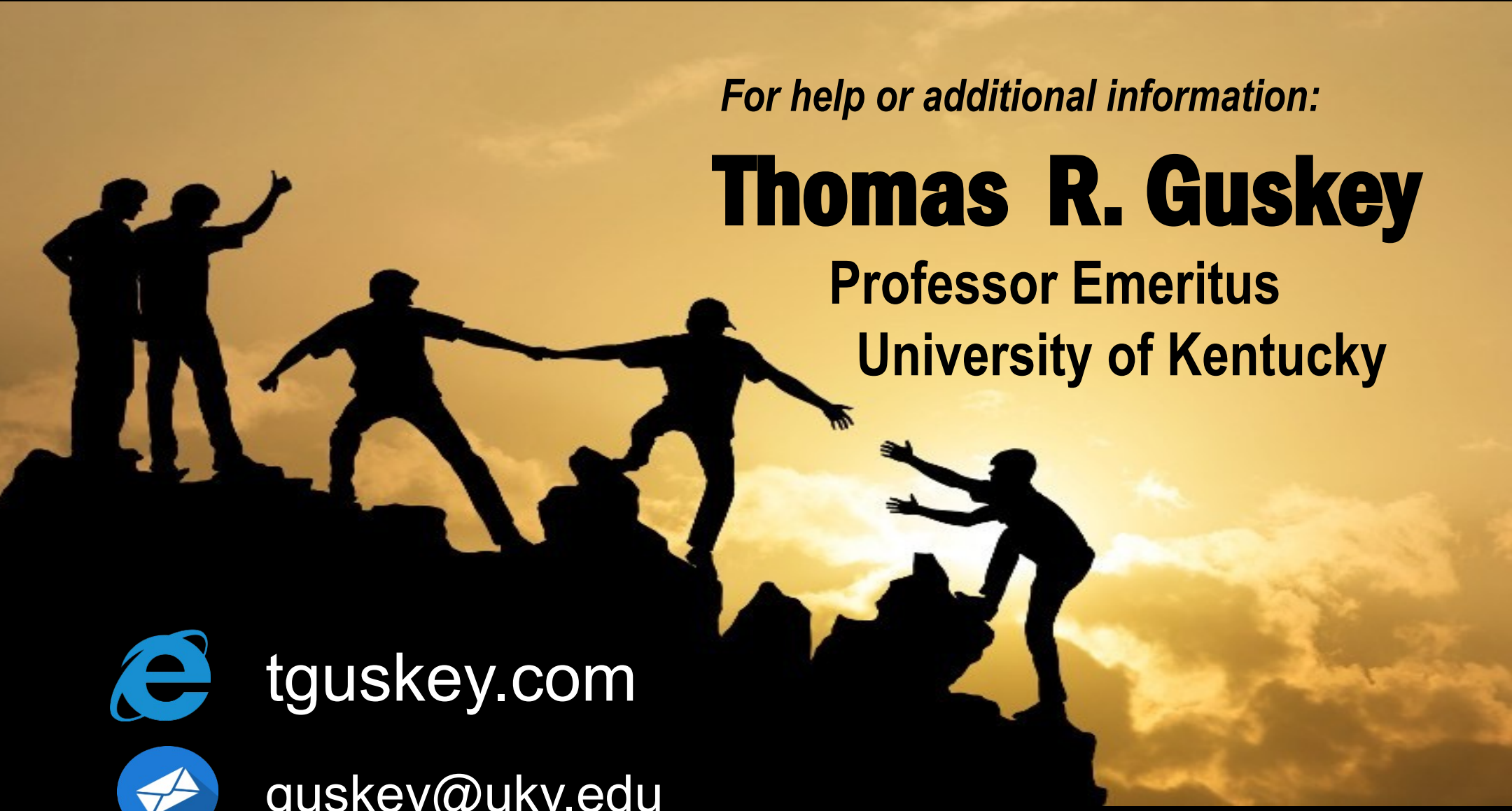
- ✓ Why use grading and reporting?
- ✓ For whom is the information intended?
- ✓ What are the desired results?

2. Provide ***accurate*** and ***meaningful*** descriptions of student learning.

- ✓ More a challenge in *effective communication*
- ✓ Less an exercise in *quantifying achievement*

3. Use grading and reporting to ***enhance teaching and learning*.**

- ✓ Facilitate communication
- ✓ Improve efforts to help students



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