Evidenced Based Grading Update

2024-25 School Year

Timeline of Evidence-Based Grading

2019-20

District 6-12 Grading Committee

2021-22

District PLC Reset w/ Curriculum Updates

2022-23

EBG Pilots with Skyward Gradebook

15 Teachers piloted EBG grading and reporting during trimester 3.

2023-24

Pilots and Evidence Based Grading PD and Updates

Work with Solution Tree and Dr. Reibel to explore the purpose behind EBG in schools and provide professional development on each phase of the step by step process in creating EBG classrooms. Updates were made in all phases for the 24-25 school year.

2024-25

Wave 1 EBG Implementation in Grades 6-12

Wave 1 teachers will use EBG in at least one course. Wave 2 teachers will follow the same professional development plan to prepare for 24-25.

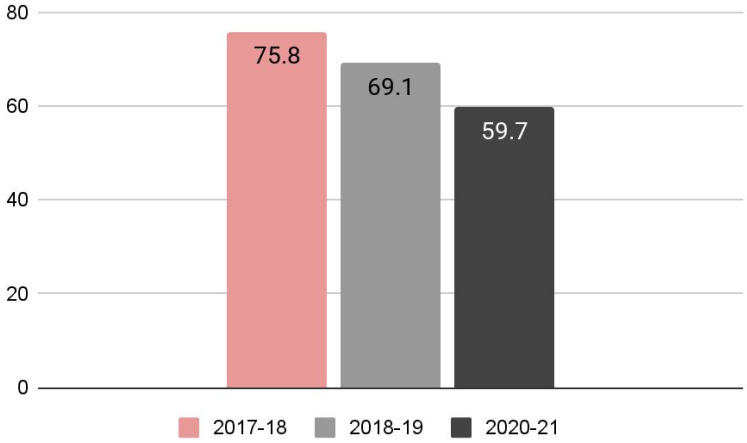
2025-26

Wave 2 EBG Implementation in Grades 6-12

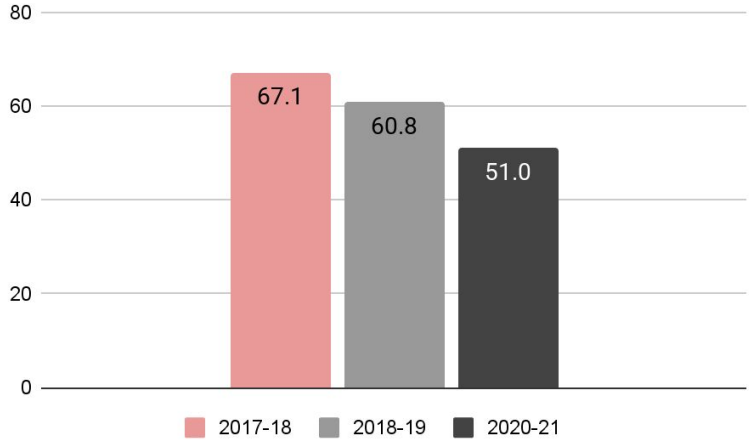
Wave 1 teachers will implement additional EBG courses. Wave 2 teachers will use EBG in at least one course for 25-26.

Why? – We needed to get better results!

District Report Card



MHS Report Card



We needed to improve our results and create a culture focused on learning and growth!

What is EBG?

Focus	Traditional	EBG	*Research - Hattie's High Impact Practices*
Learning	Completing tasks for grades	Mastery & Growth & Agency	**Teacher-Student Relationships (.72)** – Learning is social and relational.
Curriculum	Content Mastery	Skills (Competence)	**Mastery Learning (0.58)** – Multiple chances to demonstrate proficiency.
Rubrics/Scoring	Task or Content-focused	Proficiency Scale and Success Criteria	**Teacher Clarity (0.75)** – Clear expectations & rubrics guide learning.
Assessments	Final evaluations (tests, quizzes)	Ongoing practice & feedback	**Formative Assessment (0.68)** – Ongoing checks adjust instruction & support mastery.
Instruction	Teacher-led (Gradual Release)	Student-led (Flipped Gradual Release)	**Self-Reported Grades (1.33**) – Students track progress & take ownership.
Feedback	Teacher-owned, post-assessment	Continuous, student-involved	**Feedback (0.70)** – Actionable, specific feedback helps students improve.
Grading	Points, Averaging	Mode, Recency	*Kahneman, Guskey, Wormeli, Marzano, O'Connor*

Why? – Focus on Learning….and not about points!

Problems with Traditional Grading

- Averages performance over time, not mastery
- Includes non-academic factors (behavior, effort, late work)
- Inconsistent teacher grading practices (extra credit, homework, scoring)
- Doesn’t clearly show strengths & areas for growth (accumulation of points / average)

Benefits of Evidenced-Based Grading

- Focuses on what students actually learn (Skills and Competence)
- Raises the level of rigor of courses (Success criteria)
- Provides clear feedback for improvement (Targeted Support)
- Encourages mastery through reassessment (Values and Encourages Growth)
- Creates consistency & fairness (All students)
- Agency, Engagement, and Relevance (Our Vision)

Misconceptions

Misconceptions	Reality	Research & Evidence
Another trend in education	SBG/EBG has been research-backed for decades.	Experts like Thomas Guskey, Ken O'Connor, and Rick Wormeli have shown its effectiveness in improving student learning.
Lowers academic rigor	Increases rigor by requiring mastery of skills rather than memorization.	Students retain learning better when they apply concepts instead of just earning points.
Doesn't prepare students for college/careers	Builds critical thinking, persistence, and self-assessment skills valued by colleges and employers.	Many universities and industries prefer skills-based evaluations over traditional grading.
Removes accountability with reperformance	Reperformance is structured, requiring reflection and relearning before reassessment.	Research supports growth mindset development, improving long-term learning.
Makes grading subjective	Uses clear learning targets and rubrics for consistency and fairness.	Standards-based grading reduces bias by focusing on specific learning goals.

District Using EBG and Supporting Data

1. Rock Valley Conference - 5 of 10 schools use a similar grading system
2. Stevenson High School - Partnering with Monroe on EBG shift
3. Monroe High School Data - % of students earning high grades and how it correlates to standardized assessments. We'd like to see this correlation be higher!

Are other districts doing evidence-based grading?

School - Rock Valley	Report Card Score	Uses EBG/SBG/TBG
East Troy	76.1	Yes
Beloit Turner	73	Yes
Brodhead	71.4	Yes
Evansville	67.9	No
Clinton	65	Yes
Edgerton	64.7	Yes
Whitewater	64.1	No
Big Foot	61.3	No
Delevan	59.8	No
Jefferson	58	No

Data: Stevenson High School

The District has been working with Anthony Reibel since the summer of 2023.

- Principal and Researcher for Stevenson High School
  - Started EBG in 2013

- Stevenson Data (2013-2024) Overview
  - Improved alignment between course grades and AP exam scores from 2009 to 2024
  - A higher percentage of students have course grades that align with AP exam scores, especially as courses transitioned from traditional grading to Evidence-Based Reporting
  - Student Survey Data - Positive trends of students reporting higher levels of belonging and value in their subjects (Panorama Data)

% of students who earned an 5 on their AP exam and also earned an A in the course.

Before Times 0%	Early Years <50%	Middle Years >50% <100%	EBG Development Years	Full School EBG Years
Up to 2012	2013-2016	2017-2020	2013-2020	2021-2024
67% 0	74% 90	87% 196	83% 221	91% 221

Ending School Year ----- % students with A and 5 ----- approx. number of EBG courses

221 were total # of courses during EBG implementation

MHS Data – 3.5 GPA vs. Benchmark on Pre-ACT /ACT

Grade	# of students above 3.5	% Meeting Benchmark
9th (current sophomores)	54 students	50%
10th (current juniors)	66 students	42%
11th (current seniors)	50 students	30%

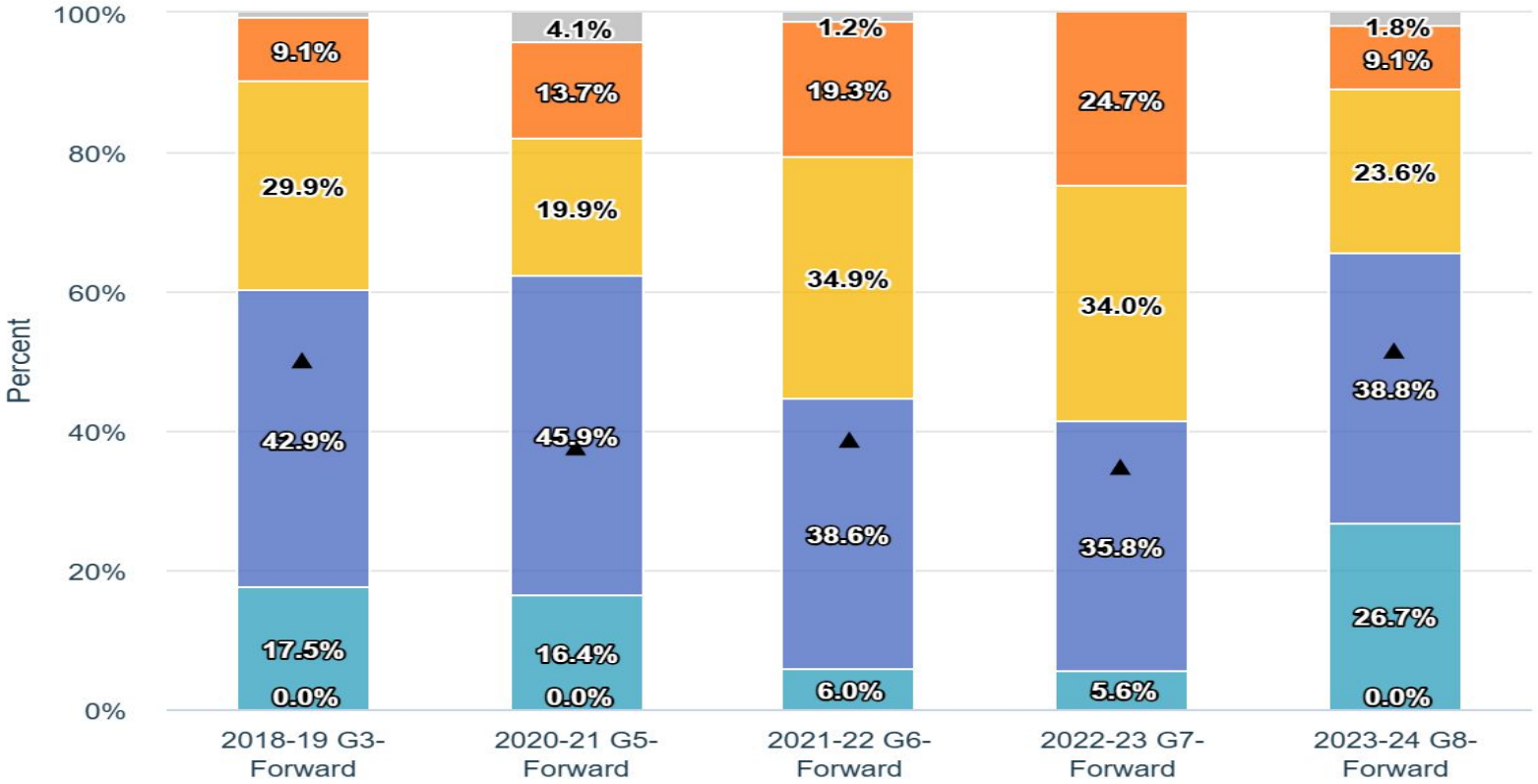
District Data - Positive Momentum

1. 8th Grade Math Data - Evidence supporting 8th grade math teachers work in implementing EBG practices

2. District and MHS Report Card Overall Score

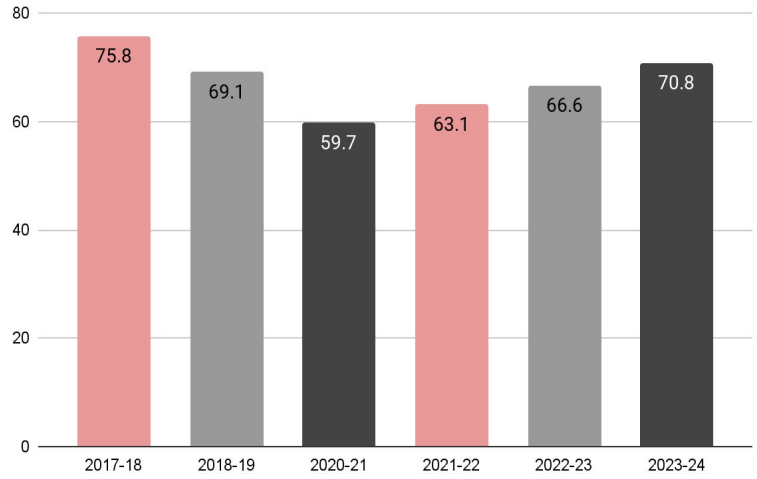
3. District %ile rank for growth and target group scores

Data - 8th Grade Math

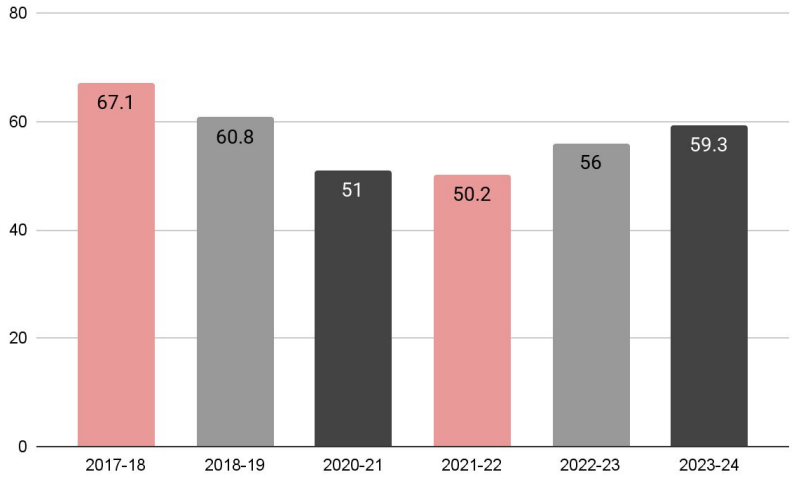


Data - State Report Cards

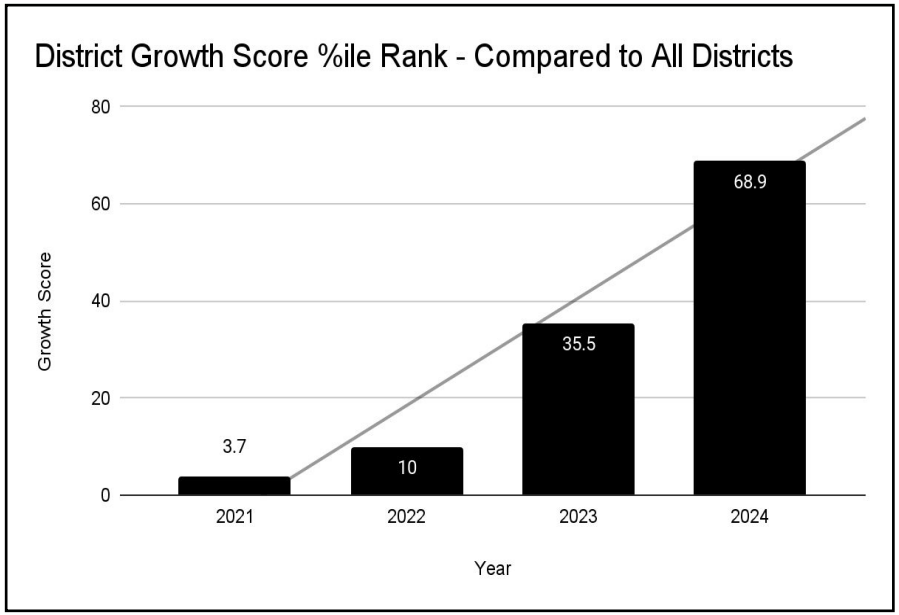
District Report Card

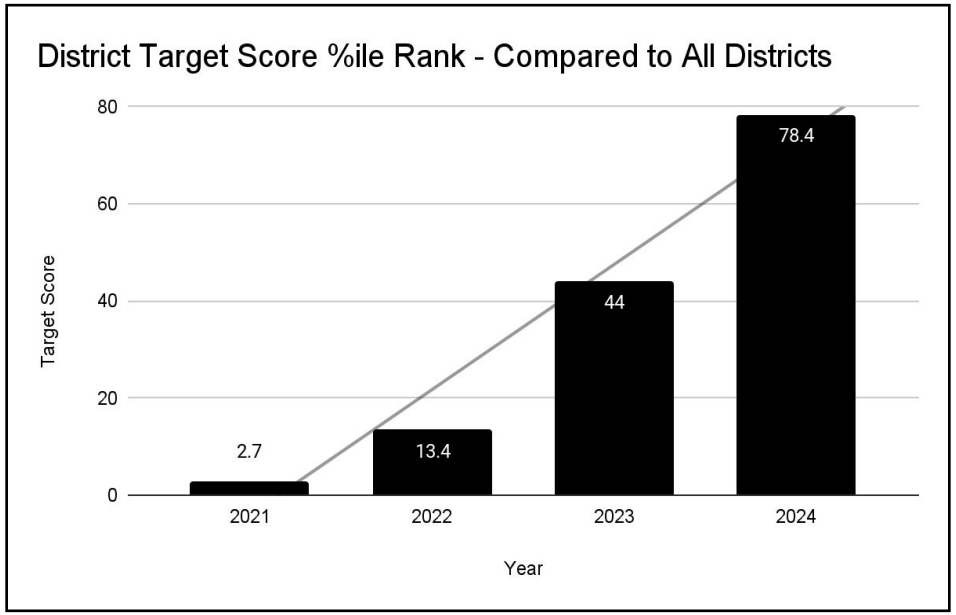


MHS Report Card



Sense of Urgency! District Growth on Report Cards!





- ★ Overall Score - 69%ile - Compared to All Districts
- ★ 20th in the state for biggest score increase -(4.4 points) (State Ave. 2 points)
- ★ 1 of 25 districts that improved their rating

Next Steps

1. **Staff Professional Development and Support**
2. **Feedback -** Create opportunities for feedback (students, parents, staff)
3. **Communication and Support -** Parent Workshops
4. **Monitoring Plan -** Reviewing the work, classroom observations, and data

Questions

Evidence Based Examples

1. Curriculum Organization with Skills
2. Success Criteria
3. Rubric - Student Self Reflection and Scoring
4. Grading Example
5. Grade Conversion Chart

Skill Focused Curriculum

Bio Course Example

SKILL 1 - SENSEMAKING PRACTICES

I can explain and model scientific phenomena using data. **(SEP 2, 4 & 6)**			
EXCEEDING I can explain and model scientific phenomena with data using all success criteria in unfamiliar contexts.	**PROFICIENT** **I can explain and model scientific phenomena with data using all success criteria in familiar contexts.**	DEVELOPING I can explain and model scientific phenomena with data using some success criteria in familiar contexts.	BEGINNING I can explain and model scientific phenomena with data in familiar contexts with support.

SKILL 2 - INVESTIGATING PRACTICES

I can ask questions to plan a controlled investigation and analyze the data. **(SEP1, 3 & 5)**			
EXCEEDING I can ask questions to plan a controlled investigation and analyze the data using all success criteria in unfamiliar contexts AND/OR making	**PROFICIENT** **I can ask questions to plan a controlled investigation and analyze the data using all success criteria in familiar contexts.**	DEVELOPING I can ask questions to plan a controlled investigation and analyze the data using some success criteria in familiar contexts.	BEGINNING I can ask questions to plan a controlled investigation and analyze the data in familiar contexts with support.

Math Course Example – By Unit

Simplify and Solve	Visual Representations	Analyze and Interpret
Area and Perimeter of Regular Polygons _____	Midpoint and segment length _____	Proof with Reasons _____
Scale Factor and Area and Perimeter of Similar Figures _____	Parallel, perpendicular, and congruent segments in the coordinate plane _____	Area and Circumference of Circles and Sectors _____
Interior and Exterior Angles _____		

Rubric – Student Self-Reflection

Skill: Reading & Analysis

Standard: I can analyze using logical inferences with textual support.

Exceeding	Proficient	Developing	Beginning
I consistently express insightful explicit inferences using carefully selected textual support.	I consistently provide analysis using logical inferences with textual support.	I provide analysis using simplistic inferences and textual support.	I provide literal or simplistic interpretations using some textual support or generalizations with teacher guidance.

Success Criteria	How well am I doing?	Teacher Feedback
Make Inferences Gather Evidence (and Cite in MLA) Analyze Evidence (how does the evidence support your inferences?)		Make accurate inferences that are supported by the text. • Identify character traits and characterization using a variety of methods (LARTS) • Identify conflicts and analyze how they impact character and plot • Use context clues to maintain comprehension and decode vocabulary Choose the best evidence to support inferences. • Cite in MLA format when applicable

Example of Scoring

Evidence	Traditional	EBG
Test 1	50%	1
Test 2	60%	1
Test 3	70%	2
Test 4	100%	3
Test 5	100%	3
Score / Grade:	83% - C	3 - A/B

Which system promotes and rewards growth?
Which system is more of an accurate representation of student learning?

Is EBG Subjective?

EBG GRADE CONVERSION CHART

COUNT OF SKILL SCORES	LETTER GRADE	GPA
3s + 4s	A	4.0
All 3s	A/B	3.67
3s + 4s and one 2	B	3.0
Two 2s (no score of 1)	C	2.0
One 1	D	1.0
Two 1s	F	0.0