

Welcome!

Please sit anywhere you like

District Advisory Council Meeting - October 10, 2023

DAC Chair Comments

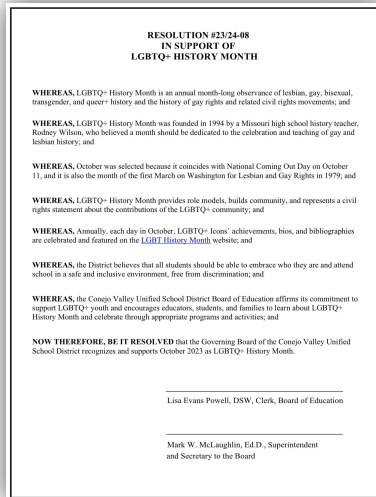
October 10, 2023



LGBTQ+ History Month

October

CVUSD Resolution



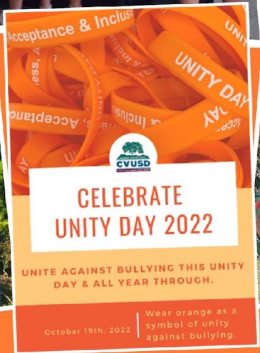
LGBTQ+ History Month Resources



UNITY DAY

UNITED FOR
KINDNESS
ACCEPTANCE
INCLUSION

National Bullying Prevention Center





Let's take a break until 10:00 AM

Please return your DAC name card and fill out a name tag

Welcome to SUPER DAC!

¡Bienvenidos a SÚPER DAC!

Please sit at a table by the grade-level you represent:

Elementary (Tables 1-6)

Middle School (Tables 7-9)

High School (Tables 10-12)

*Bilingual translators at Tables 1, 2, 3, 7 and 10

*Traductores bilingües en las mesas 1, 2, 3, 7 y 10

Elementary

Middle School

High School

FRONT



1*

5

9

2*

6

10*

3*

7*

11

4

8

12

BACK

Welcome to SUPER DAC!

¡Bienvenidos a SÚPER DAC!

1. Public Comments
2. Welcome to CVUSD Parent Advisory Councils/Committees
3. Table Introductions
4. Presentation & Discussion: Mastery Grading

1. Comentarios públicos
2. Bienvenidos a los consejos/comités asesores de padres de CVUSD
3. Introducciones de la tabla
4. Presentación y debate: calificación de dominio

Public Comments

Comentarios públicos



CVUSD SUPER DAC 10/10/2023

Welcome to CVUSD Parent Advisory Councils/Committees

Bienvenidos a los consejos/comités asesores de padres de CVUSD

CVUSD Board President, Lauren Gill

CVUSD Presidenta de la junta, Lauren Gill



Table Introductions

Tabla de introducciones

7:00

- **Your name and school**
 - **Why did you join an advisory council/committee?**
 - **What is one hope you have for CVUSD?**
- Su nombre y nombre de la escuela
 - ¿Porqué se unió a un Consejo/Comité asesor?
 - ¿Qué es algo que usted espera de CVUSD?

Presentation QR Codes

Código QR

English



Español



Grading for Mastery

October 10, 2023

Presentation by:

Sean Flaherty - Teacher, Newbury Park High School

David Pulsipher - Teacher, Westlake High School

Courtney Stockton - President, Unified Association of Conejo Teachers (UACT)

Dr. Dena Sellers - Director, Elementary Education

Kenny Loo - Assistant Superintendent, Instructional Services

Opening Table Discussions:

1. Rate the effectiveness of the grading system when you were a student. Zero is “not at all effective” and 10 is “extremely effective”. Explain why.

When I was a student, I would give a score of _____ to rate the effectiveness of grading because _____.

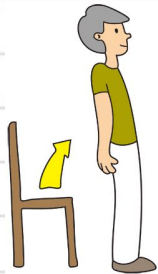
2. Rate the effectiveness of the grading system for your own students now. Zero is “not at all effective” and 10 is “extremely effective”. Explain why.

Now as a parent, I would give a score of _____ to rate the effectiveness of my child's grading system because _____.

Opening Table Discussions:

1. Rate the effectiveness of the grading system when you were a student. Zero is “not at all effective” and 10 is “extremely effective”. Explain why.

When I was a student, I would give a score of _____ to rate the effectiveness of grading because _____.



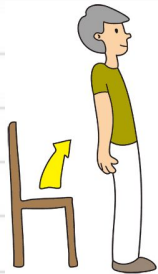
**Stand up if
you scored...**

~~70 to 80~~

Opening Table Discussions:

2. Rate the effectiveness of the grading system for your own students now. Zero is “not at all effective” and 10 is “extremely effective”. Explain why.

Now as a parent, I would give a score of _____ to rate the effectiveness of my child's grading system because _____.



**Stand up if
you scored...**

~~70 to 80~~

Our Purpose Today

Our purpose to inform our parent leaders in the community and to seek input and feedback.

Overview

The purpose of grading for mastery is to objectively measure students' learning of academic content standards.

Mastery grading embraces certain research-supported principles and practices that benefit both students and teachers.

Since last year, CVUSD and UACT have taken actions to increase the understanding and application of mastery grading practices.

The Role of Teachers and School District

“The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation.”

“The Superintendent or designee shall establish a uniform grading system based on standards that apply to all students in that course and grade level. Principals and teachers shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.”

Before We Get Too Far...

Assume positive intentions

Our focus is on long-term understanding and impact

Grades have always varied

Phrase that won't help:

- “Why aren't you like Sean and David?”
- “This sounds really easy.”



Two Personal Journeys Toward Mastery Grading

David Pulsipher, Math teacher, Westlake High School

- Son excels on AP Psychology exam yet fails the AP Psych class?!
- Why were students getting high report grades when they had underperformed in the curricular standards?
- Homework grades did not reflect performance on assessments.

Sean Flaherty, Spanish teacher, Newbury Park High School

- Responding to the drug war in Colombia, a pilot program in the '90s sought to ensure basic proficiency with respect to all essential concepts and skills.
- Increased focus on assessing benchmark standards and repeated opportunities for students to reach proficiency.

Why Not Traditional Grading? Why Mastery Grading? (1 of 2)

- While traditional grading evaluates content knowledge, it also evaluates behaviors, thus inviting subjectivity and bias.
- In traditional grading, because of their teacher's biases, two students with very different curricular performance levels may receive the same grade; likewise, one student's curricular performance level may yield different grades for two different teachers, due to their biases.
- Mastery Grading focuses on understanding of content (standards-aligned tests and grades).

Why Not Traditional Grading? Why Mastery Grading? (2 of 2)

- Mastery Grading principles and practices are supported by research.
- Mastery Grading eliminates any need for “Grade Hacks” that allow teachers to manipulate the grading program so that the grade “matches” the student (e.g. extra credit, dropping lowest grade, not counting certain assignments in the grade total).
- Mastery Grading does NOT mean: lowering expectations, grading students differently because of their demographic status, allowing students endless opportunities to retake tests, giving credit for incomplete work, contrived equal outcomes, etc.

Three Pillars for Mastery Grading

Accurate

“Grading must use calculations that are mathematically sound, easy to understand, and correctly describe a student’s level of academic performance.”

Bias-Resistant

“Grades should be based on valid evidence of a student’s content knowledge, and not based on evidence that is likely to be corrupted by a teacher’s implicit bias or reflect a student’s environment.”

Motivational

“The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption. The way we grade should be transparent and understandable that every student can know her grade at any time and know how to get the grade she wants.”

Mastery Grading Example Practice: More Weight to More Recent Performance

Agreement that a Math Unit Test is the most accurate determination of knowledge, therefore Quizzes help a student prepare for the test:

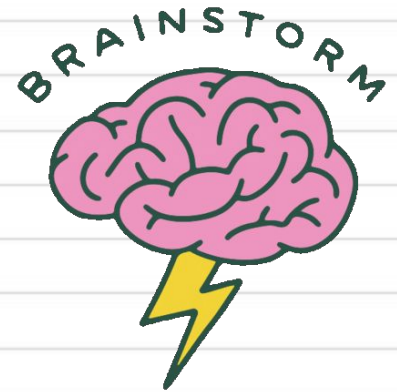
- **Students see formatting**
- **Lower instrument bias**
- **Provide structured practice**
- **See where mistakes are being made**
- **Formative - tracking progress**

7:00

Brainstorm & Write

What are some other examples of mastery grading practices? And, which of the three pillars does each grading practice address? For example, “Weight more recent performance - Accuracy pillar”

Use the chart paper to include phrases, sentences, pictures or visuals to explain.



Extra Time? Discuss some of the possible challenges for educators when implementing master grading practices.

Elementary: Standards Based Grading and Reporting

Currently:

- **TK-2 Standards Based Reporting**
 - Essential or target standards
 - Common assessments
 - Calibrated 1-3 grading
- **Gr. 3-5 Tradition A-F Reporting**

Future: November 1st Professional Learning Day

- **Grades 3-5 - Presentation to determine next steps**
 - Stay with Grades 3-5 doing A-F
 - Employ Mastery Grading Practices OR
 - Transition to Standards Based Reporting with 1-4 Scale

Why is This so Challenging?

- Mindset and paradigm shifts are always difficult (traditional practices are deeply ingrained for teachers, students, and parents).
- No formal training in teacher preparation programs
- Many misconceptions about mastery grading
- Lack of community buy-in and concern about parent/guardian pushback
- Some students don't immediately make the connection between soft skills and high performance on summative evaluations.
- Many teachers want to count soft-skills (i.e. participation, organization) in grades.
- It's difficult for some teachers to let go of "control" established through grading.
- Concerns about lack of motivation in students
- Lack of time for teachers to prepare and replace old systems

Benefits

Benefits to Students:

- More motivation to take risks and seek help
- More questions and clarity about content standards and how to master them
- Appreciation for the chance to show improvement after setbacks
- Increased sense of responsibility and investment in their education
- Developed sense of course content as having real-world currency
- Setbacks are destigmatized

Benefits to Teachers:

- The students' focus is now on learning, not "points".
- Working smarter, not harder
- Greater clarity about expectations
- Grades no longer used to control behavior
- Teacher is now seen more as a facilitator than an authority who requires "handling".
- No more A's due to inflation and fewer D's and F's.
- Q doesn't determine students' final grades: teachers do.

Student Feedback

Standards-Based Grading:

- “Puts less pressure on me and I can focus on learning”
- “I found that I was easily able to identify which standards I needed more work on and which standards were easier for me. It allowed me to better understand what concepts I understood and which ones I needed more practice on. Labeling the standards was a great way for me to understand my level.”
- “The multiple opportunities we receive to improve our grade, as well as the intense focus on actually learning rather than just getting an A in the class and a map of what skills we are trying to master in the course.”

Traditional Grading:

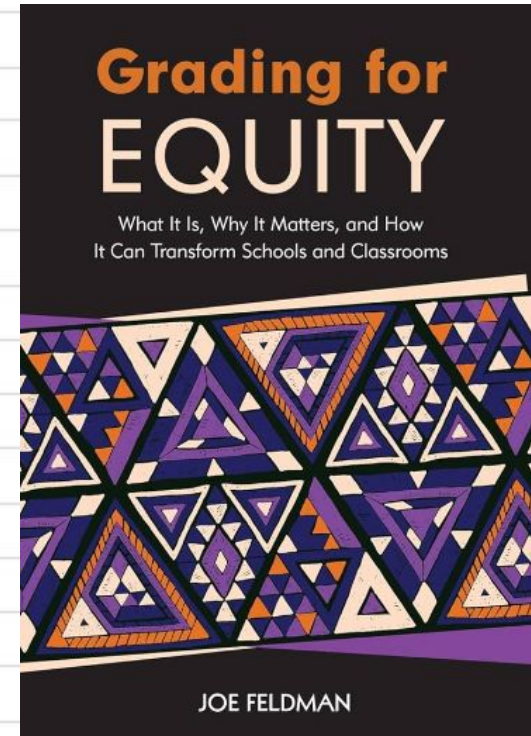
- “Feel defined by the grade and therefore more stressed and obsessed about grades rather than learning.”
- “Makes it harder to recover from a low grade.”
- “Focus on getting a higher grade with low retention.”

What We've Done and Learned (1 of 2)

Provided introductory presentation and discussion with all high school teachers in August 2022, and middle school teachers November 2022.

Initiated a book study on Grading For Equity by Joe Feldman for small groups of high school and middle school teachers to discuss and begin implementing the book's concepts. Feedback from teachers:

- “The book confirms how much we are in need of new grading procedures. The current system squashes a lot of incentive to learn for the sake of learning.”
- “It is hard to do this when we have an education system that priorities "A's" in the college admission process. I can't blame students for stressing over an "A" when it could very much impact the schools they get into. I can of course preach a growth mindset, and I can encourage students at all academic levels, but we should recognize that we have a systematic problem that will take several changes to fully address.”
- “That we can move away from a system that rewards certain behaviors and creates a fear of failure. I hope to see a system that encourages learning and growth over time.”



What We've Done and Learned (2 of 2)

Created a UACT Grading Committee and held a UACT Grading webinar town hall event

Provided a [presentation](#) to the CVUSD Board of Education and the public on February 15, 2023

The CVUSD Board of Education amended Administrative Regulation 5121 “Grades/Evaluation of Student Achievement” to begin as:

The CVUSD Board of Education is committed to the exploration and implementation of mastery-based grading practices. In an effort to support mastery-based practices, the CVUSD Board of Education encourages teacher innovation and flexibility within Administrative Regulation 5121 “Grades/Evaluation of Student Achievement” in the pursuit of assessment practices which are accurate, free from bias, and motivational.

Meeting with Elementary Report Card committee to have initial feedback and discussions

Additional training provided by teachers during August pre-service training week

Ongoing feedback is being collected from all secondary departments through articulation meetings.

More professional learning through teacher-led discussion and exploration planned for November 1st Professional Learning Day

Questions?

Final Wrap Up Coming Next...

Final Takeaways

1. **Table Share:** One big idea or takeaway from today's presentation and discussion
2. **Select:** One person from each group to share out with everyone
3. **Whip Around:** 30 seconds to share one big idea of takeaway

Thank You!

Next Super DAC meeting is
March 12, 2024

Have a future suggestion for Super DAC? Please fill out a card and leave it on your table.

Suggest a SUPER DAC topic

One future SUPER DAC topic could be _____
because _____

