

How It Works: Implementing Outcomes-Based Assessment with Grade Conversions



From Proficiency to Letter Grade Conversion

- ▶ Students' grades are a reflection of **how much they know**.
- ▶ Students are **Proficient** (P) for an outcome when they demonstrate that they understand the concept or skill. If they can do this at a high level, they receive **High Performance** (H).
- ▶ If students are not able to demonstrate they understand the concept, they are assessed as Not Yet Proficient (NY).
- ▶ When all outcomes have been rated, students' overall proficiency can be converted to a letter grade if necessary

Here is an example:

- ▶ This 9th grade Math class has 10 outcomes in which students are expected to become proficient.
- ▶ As teachers and students work through the class materials, students have the opportunity to show what they know, and teachers evaluate student learning, rating it H, P, or NY
- ▶ By the end of the marking period, students have been rated on their understanding of the 10 outcomes.

Math Class with 10 outcomes:

1. Solve a system of linear equations by graphing or substitution and in word problems.
2. Student can find the x and y-intercepts of a line.
3. Student can write the equation of a line given: graph, story, two points, or other pertinent information about the line
4. Student is able to solve a system of linear inequalities.
5. Student can communicate their mathematical thinking using words and diagrams.
6. Student can solve an equation using absolute value.
7. Student can simplify expressions by combining like terms and using order of operations.
8. Student can use multiple representations to describe a linear relationship
9. Student can solve linear equation with variables on both sides.
10. Identify sequences, determine which families they belong to and write rules to describe them.

Andre's ratings at the end of the term:

1. Solve a system of linear equations by graphing or substitution and in word problems. *Proficient*
2. Student can find the x and y-intercepts of the equation of a line. *Proficient*
3. Student can write the equation of a line given: graph, story, two points, or other pertinent information about the line *High Performance*
4. Student is able to solve a system of linear inequalities. *Proficient*
5. Student can communicate their mathematical thinking using words and diagrams. *Proficient*
6. Student can solve an equation using absolute value. *High Performance*
7. Student can simplify expressions by combining like terms and using order of operations.
8. Student can use multiple representations to describe a linear relationship. *Not Yet Proficient*
9. Student can solve a linear equation with variables on both sides. *Not Yet Proficient*
10. Identify sequences, determine which families they belong to and write rules to describe them. *Proficient*

TOTALS: 5 Proficient, 3 High Performance, 2 Not Yet Proficient
Proficient + High Performance = 8, or 80%;
High Performance = 30%;
Not Yet Proficient = 20%

Tina's ratings at the end of the term:

1. Solve a system of linear equations by graphing or substitution and in word problems. *Proficient*
2. Student can find the x and y-intercepts of the equation of a line. *High Performance*
3. Student can write the equation of a line given: graph, story, two points, or other pertinent information about the line *High Performance*
4. Student is able to solve a system of linear inequalities. *High Performance*
5. Student can communicate their mathematical thinking using words and diagrams. *High Performance*
6. Student can solve an equation using absolute value. *High Performance*
7. Student can simplify expressions by combining like terms and using order of operations. *High Performance*
8. Student can use multiple representations to describe a linear relationship. *Not Yet Proficient*
9. Student can solve a linear equation with variables on both sides. *High Performance*
10. Identify sequences, determine which families they belong to and write rules to describe them. *Not Yet Proficient*

TOTALS: *1 Proficient, 7 High Performance, 2 Not Yet Proficient*
Proficient + High Performance = 8, or 80%;
High Performance = 70%;
Not Yet Proficient = 20%

Walter's ratings at the end of the term:

1. Solve a system of linear equations by graphing or substitution and in word problems. *Proficient*
2. Student can find the x and y-intercepts of the equation of a line. *Proficient*
3. Student can write the equation of a line given: graph, story, two points, or other pertinent information about the line *Proficient*
4. Student is able to solve a system of linear inequalities. *Proficient*
5. Student can communicate their mathematical thinking using words and diagrams. *Proficient*
6. Student can solve an equation using absolute value. *High Performance*
7. Student can simplify expressions by combining like terms and using order of operations. *Proficient*
8. Student can use multiple representations to describe a linear relationship. *Not Yet Proficient*
9. Student can solve a linear equation with variables on both sides. *Not Yet Proficient*
10. Identify sequences, determine which families they belong to and write rules to describe them. *Proficient*

TOTALS: 7 Proficient, 1 High Performance, 2 Not Yet Proficient
Proficient + High Performance = 8, or 80%;
High Performance = 10%;
Not Yet Proficient = 20%

Sandra's ratings at the end of the term:

1. Solve a system of linear equations by graphing or substitution and in word problems. *Proficient*
2. Student can find the x and y-intercepts of the equation of a line. *Proficient*
3. Student can write the equation of a line given: graph, story, two points, or other pertinent information about the line *Proficient*
4. Student is able to solve a system of linear inequalities. *Proficient*
5. Student can communicate their mathematical thinking using words and diagrams. *High Performance*
6. Student can solve an equation using absolute value. *High Performance*
7. Student can simplify expressions by combining like terms and using order of operations. *Not Yet Proficient*
8. Student can use multiple representations to describe a linear relationship. *Not Yet Proficient*
9. Student can solve a linear equation with variables on both sides. *Not Yet Proficient*
10. Identify sequences, determine which families they belong to and write rules to describe them. *Not Yet Proficient*

TOTALS: *5 Proficient, 1 High Performance, 4 Not Yet Proficient*
Proficient + High Performance = 6, or 60%;
High Performance = 10%;
Not Yet Proficient = 40%

Summary of the 4 students

| | <i>P+ HP</i> | <i>HP:</i> | <i>NY</i> |
|----------------|--------------|-------------|------------|
| <i>ANDRE:</i> | <i>80%</i> | <i>30%</i> | <i>20%</i> |
| <i>TINA:</i> | <i>80%;</i> | <i>60%;</i> | <i>20%</i> |
| <i>WALTER:</i> | <i>80%;</i> | <i>10%;</i> | <i>20%</i> |
| <i>SANDRA:</i> | <i>60%;</i> | <i>10%;</i> | <i>40%</i> |

Remember, we are looking at the total number outcomes (10 possible), and the percentage of outcomes rated proficient or high performance for each student

What grade can these students expect?

| | <i>P+ HP</i> | <i>HP:</i> | <i>Grade</i> |
|----------------|--------------|-------------|--------------|
| <i>ANDRE:</i> | <i>80%</i> | <i>30%</i> | <i>B</i> |
| <i>TINA:</i> | <i>80%;</i> | <i>70%;</i> | <i>A</i> |
| <i>WALTER:</i> | <i>80%;</i> | <i>10%;</i> | <i>C</i> |
| <i>SANDRA:</i> | <i>60%;</i> | <i>10%;</i> | <i>INC/F</i> |

Remember, we are looking at the total number outcomes (10 possible), and the percentage of outcomes rated proficient or high performance for each student

Examples showing individual student ratings per marking period

Conversion Step 1: Has student met the threshold for proficiency?

70% of all outcomes must be rated as proficient or better

Conversion Step 2: If the student is proficient at 70% or better,

see where the conversion falls within the range here

RANGE for Converting Grades

| Proficient Below 70% | | INC/F |
|----------------------|-----|-------|
| (P/HP)+HP Between | and | Grade |
| 70 | 109 | C |
| 110 | 149 | B |
| 150 | 200 | A |

| | % of outcomes rated P or HP | % of total outcomes rated HP | Conversion (%P/HP + %HP) | Letter Grade |
|--------|--------------------------------|---------------------------------|-----------------------------|--------------|
| Andre | 80% | 30% | 110 | B |
| Tina | 80% | 70% | 150 | A |
| Walter | 80% | 10% | 90 | C |
| Sandra | 60% | 10% | NA | INC/F |