Strategies for Assessing and Grading Student Behaviors

Dr. Richard Jones
Center Specialist
NYS CTE Technical Assistance Center
Dick@spnet.us
Slides

https://tinyurl.com/Jones-Handout

Handouts

https://tinyurl.com/Jones-Handout
What skills and knowledge make you ready for.....

- Algebra
- AP Courses
- Reading Comprehension
- Writing
- Self-Reflection
- Responsibility
- Perseverance
- Collaboration
- Social
- Technical Certificate
- WBL
- Project-based
Activity

Why is it important to develop "soft skills?"
Life/Career Abilities Overview

Research
James Heckman - Hard Facts about Soft Skills

https://youtu.be/yKzQYQNTYts
Research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center, has all concluded that **85% of job success comes from having well-developed soft skills and people skills**, and only **15% of job success comes from technical skills and knowledge (hard skills)**.
18 Months After Hire

- Retained: 54%
- Discharged: 46%

Reason for Discharge

- Attitude: 89%
- Skill: 11%

*Forbes Magazine, January, 2012*
Examined social competence of kindergartners and key young adult success 19 years later

- An increase of a single point in social competency score showed a child would be 54% more likely to earn a high school diploma, twice as likely to graduate with a college degree, and 46% more likely to have a stable, full-time job at age 25.

- Social competence not fixed. Measures are helpful but multiple measures should be used.

American Journal of Public Health
http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2015.302630
The results of a 25 year study at the University of Minnesota found that the best indicator of future interpersonal and professional success was doing regular chores growing up.
16- to 19-Year-Olds Not in the Labor Force

Source: Challenger, Gray & Christmas, Inc., with unpublished non-seasonally adjusted data provided by the U.S. Bureau of Labor Statistics
What are the obstacles to developing "soft skills?"
Life/Career Abilities Overview
Three Key Strategies

1. **Define** - Begin with the End in Mind

2. **Measure** - Measure What Matters

3. **Develop** - Nurture Growth
Three White Papers

- **Define** - Life/Career Abilities Framework: Begin with the End in Mind
- **Measure** - Data Practices for Developing Life/Career Abilities
- **Develop** - Life/Career Abilities: Nurturing Growth

http://nyctecenter.org/resources/print
Defining Life/Career Abilities
Why Life/Career Abilities Framework?

- More comprehensive resource
- Develop a common language between CTE and academic teachers
- Detail to enable teachers to translate abilities into daily work
- Flexibility for schools/teachers to define appropriate measures
Sources - Other Standards and Research

• SPN Model Schools work
• US Dept of Ed OCTEA Employability Profile
• ASCA Student Mindsets and Behaviors
• Common Career Technical Core - Career Ready Practices
• Deeper Learning School Consortia
• NY SED CDOS Credential
• Research on non-cognitive skills
• CASEL Social Emotional Learning
Differentiating Life/Career Abilities

- Values
- Beliefs
- Behaviors
Differentiating Life/Career Abilities

- Guiding Principles
- Learning Mindsets
- Life/Career Competencies
Recommendation #1

Develop school wide Guiding Principles; model and frequently advocate in school conversations.
Guiding Principles

- Citizenship
- Compassion
- Courage
- Empathy

- Honesty
- Loyalty
- Respect
- Service
Learning Mindsets

- **Balance**: “I will develop myself mentally, emotionally, and physically.”
- **Belonging**: “I am comfortable as a member of this learning community.”
- **Commitment**: “I will apply my talents and skills to achieve the best result.”
- **Efficacy**: “I can succeed.”
- **Growth**: “I can improve my abilities through effort.”
- **Hope**: “I choose to be optimistic about future events.”
- **Relevance**: “This work has value and purpose for me.”
Recommendation #2

Use Learning Mindsets with individual students to encourage reflection and coach toward positive mindsets.
Life/Career Competencies

Task Responsibility - Own it!

Social Facility - Meet and Greet!

Self-control - Take Care of Yourself!

Self-direction - You Matter!

Engagement - Get Involved!

Self-reflection - Think About It!

Perseverance - Don’t Give Up!

Productivity - Do a Good Job!

Observation - Pay Attention!

Information Skills - Google It!

Problem Solving - Figure It Out!

Communication - Talk It Over!

Collaboration - Team and Trust!

Creativity - Think Differently!

Leadership - Step Forward!

Career Smarts - Focus on the Future!

Big Picture Awareness - Make Meaning!
Recommendation #3
Define appropriate competencies, measure student progress, give feedback and nurture growth.
What is one practice you have in your district that helps to quantify life/career abilities and/or recognize students?
Life/Career Abilities Overview

Measuring Life/Career Competencies
Options for Measurement

- Employability Profiles
- Rubrics in Student Projects
- Work-based Learning Documentation
- Student Awards
- Report Cards
- Daily Grading
- Student Progress Reflection
Life/Career Rubrics Databases

★ All CTE
  • 17 Competencies
  • 100 performance measures
  • Available now

★ Middle Level
  • 6 Strands
  • 38 performance measures
  • Available spring 2019
Rating

☐ Exemplary
☑ Proficient
☐ Developing
☐ Beginning
### Sample Life/Career Rubric

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Collaboration</strong></td>
<td>Consistently listens to others and their ideas; helps the team reach its full potential.</td>
<td>Listens to others’ points of view and makes a definite effort to understand their ideas.</td>
<td>Sometimes listens to others, but often assumes others’ ideas will not work. Tries to work well with the team.</td>
<td>Does not listen to group’s opinions and ideas; wants things done own way.</td>
</tr>
</tbody>
</table>

**Listen and Cooperates With Team Members**
The Life/Career Competencies Framework has been developed to assist teachers in giving students feedback on the development of behaviors that contribute to career readiness. The Framework is the synthesis of several research efforts including work with Model Schools. The Framework includes 17 broad competencies. Each competency is defined by 3-9 specific performance measures. These measures are further defined in a four level rubric of student proficiency. Teachers can select from these performance measures to adapt them as appropriate in rubrics for student projects, creating employability profiles, evaluating work-based learning and giving students feedback during instruction.

Directions: Scroll through performance measures to select those you wish to use in your application. Select items on the left to store in a temporary file of your selected performance measures. Use the buttons below to review and edit your selected performance measures.
Middle Level Life/Career Competencies

1. Career and Community Opportunities
2. Communication and Interpersonal Relationships
3. Financial and Consumer Literacy
4. Health, Safety and Wellness
5. Problem Solving and Innovation
6. Sustainability
Middle Level Life/Career Competencies

Career and Community Opportunities
- Acts Responsibly in the Interests of Others
- Analyzes Career Opportunities
- Makes Connections Between Work and Needs of Community
- Manages Time to Complete Tasks by Deadline
- Seeks information on Career Opportunities
- Seeks support for career plans
- Sets and Meets Goals

Communication and Interpersonal Relationships
- Forms Relationships
- Listens and Cooperates With Team Members
- Listens and Speaks when Appropriate
- Reads and Interprets Workplace Documents
- Regulates Emotions
- Resolves Conflicts
- Shares Responsibility
- Uses personal digital devices appropriately
- Uses Technology to Locate and Evaluate Information
- Works Effectively with Diverse Teams
- Writes Clearly
Middle Level Life/Career Competencies

Financial and Consumer Literacy
- Balances Short- and Long-term Goals
- Interprets Information and Draws Conclusions
- Manages Personal Finances

Health, Safety and Wellness
- Follows Procedures
- Identifies Emotions
- Maintains Health
- Practices Workplace Safety
- Shows Empathy
Middle Level Life/Career Competencies

**Problem Solving and Innovation**
- Analyzes Critical Information
- Contributes New Ideas
- Demonstrates Originality and Inventiveness
- Is Aware of Own Thinking
- Maintains Focus to Completion of the Project
- Resolves Problems that Arise in Completing Tasks
- Shows Willingness to Take Risks
- Uses System Thinking

**Sustainability**
- Allocates Resources to Meet Needs
- Contributes to Well-being of Community
- Demonstrates Understanding of the System and Environment Influencing the Organization
- Sees Consequences of Actions
Sample Project Rubric

Middle Level Project Presentation Rubric for __________________________ Date __________

<table>
<thead>
<tr>
<th>What am I being graded on?</th>
<th>Exceeds Requirements 4</th>
<th>Awesome Job 3</th>
<th>Good Job 2</th>
<th>Needs Work 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation of Ideas/Information</strong></td>
<td>Provides extensive and detailed descriptions to support claims, results and/or product.</td>
<td>Uses relevant, well-chosen descriptions, facts, details, and examples to support claims, results and/or product.</td>
<td>Uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant.</td>
<td>Uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Presents with an engaging introduction and strong conclusion. All points in presentation are clear and logical and uses time well.</td>
<td>Presents in a logical order, emphasizing main points in a focused, coherent manner, has an effective introduction and conclusion, uses time well.</td>
<td>Presents almost everything required, moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order. Generally times presentation well, but may spend too much or too little time on a topic.</td>
<td>Does not include important parts required in the presentation, lacks main idea or presents ideas in an order that does not make sense. Uses time poorly: the whole presentation, or a part of it, is too short or too long</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Speaks clearly and with confidence; changes tone to maintain interest. Rarely uses filler words.</td>
<td>Speaks clearly; not too quickly or slowly, loudly enough for everyone to hear; changes tone to maintain interest.</td>
<td>Speaks clearly most of the time; sometimes too quickly or slowly. Speaks loudly enough, but may speak in a monotone or occasionally uses filler words.</td>
<td>Mumbles or speaks too quickly or slowly. Speaks too softly to be understood. Frequently uses “filler” words (“uh, um, so, and, like, etc.”). May be too informal, use slang.</td>
</tr>
<tr>
<td><strong>Presentation Aids</strong></td>
<td>Outstanding and creative audio/visual aids or media enhance presentation.</td>
<td>Uses well-produced audio/visual aids or media to clarify information, emphasize important points, strengthen arguments, and add interest.</td>
<td>Uses audio/visual aids or media, but they sometimes distract from or do not add to the presentation.</td>
<td>Attempts to use one or a few audio/visual aids or media but they distract from or do not add to the presentation.</td>
</tr>
<tr>
<td><strong>Demonstrates Originality and Inventiveness</strong></td>
<td>Consistently demonstrates creativity in new situations.</td>
<td>Demonstrates creativity in many new situations.</td>
<td>Demonstrates creativity but does not always understand how to express it.</td>
<td>Does not demonstrate creativity.</td>
</tr>
<tr>
<td><strong>Demonstrates Understanding of the System and Environment Influencing the Organization</strong></td>
<td>Consistently acknowledges the economic and social relationships that impact multiple levels of an organization and uses this knowledge in interactions within the group.</td>
<td>Acknowledges the economic, political social relationships that impact multiple levels of an organization (e.g., local, national, international).</td>
<td>Acknowledges some social relationships that impact multiple levels of an organization.</td>
<td>Does not acknowledge social relationships that impact multiple levels of an organization.</td>
</tr>
</tbody>
</table>
**Middle Level Competencies**

### Student Reflection Tool - Middle Level CTE - Rubrics

**Life/Career Abilities - Middle Level CTE - Rubrics**

<table>
<thead>
<tr>
<th>School</th>
<th>Life/Career Abilities - Middle Level CTE - Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Performance Measure</td>
</tr>
<tr>
<td>Career and Community Opportunities</td>
<td>Manages Time to Complete Tasks by Deadline</td>
</tr>
<tr>
<td></td>
<td>Seeks information on Career Opportunities</td>
</tr>
<tr>
<td></td>
<td>Sets and Meets Goals</td>
</tr>
<tr>
<td>Communication and Interpersonal Relationships</td>
<td>Forms Relationships</td>
</tr>
<tr>
<td></td>
<td>Listens and Speaks when Appropriate</td>
</tr>
<tr>
<td></td>
<td>Reads and Interprets Workplace Documents</td>
</tr>
<tr>
<td></td>
<td>Interprets Information and Draws Conclusions</td>
</tr>
<tr>
<td></td>
<td>Manages Personal Finances</td>
</tr>
<tr>
<td>Health, Safety and Wellness</td>
<td>Follows Procedures</td>
</tr>
<tr>
<td></td>
<td>Maintains Health</td>
</tr>
</tbody>
</table>

---

**Successful Practices Network**

1. [http://spnetwork.org](http://spnetwork.org)
2. November 2018
Life/Career Abilities Overview

Grading

CTE TECHNICAL ASSISTANCE CENTER | NYCTECENTER.ORG
An Effective Grading System

• Easy to report
• Encourages student growth
• Multiple measures over time
• Measures proficiency
• Aligns with standards
Behavior Grading Options

- Avoid Grading
- Include in Performance
- Separate Grade Reported
- Daily Work Habits Grade - Averaged in
- Only Grade Life/Career
- Report the highest level achieved (or most recent)
Get Creative with Grading Scales

• Convert four-level rubric to 4 point scale or 100 point scale
• Create contracts for letter grade
• Competency-based on % of standards achieved
• Report the highest level achieved (or most recent)
Life/Career Abilities Overview

Nurturing Life/Career Abilities
Five Elements of Nurturing Life/Career Abilities

• Build Relationships
• Set Expectations
• Provide Experiences
• Model Behaviors
• Give Feedback
Drive by Dan Pink

The surprising truth about what motivates us
Soft Skills by Drive

• **Purpose** - Set Clear Expectations

• **Autonomy** - Give Students Choices

• **Mastery** - Track Progress Over Time
Key Strategies for Implementing Soft Skills

Dr. Richard Jones
Center Specialist
NYS CTE Technical Assistance Center
Dick@spnet.us