

Curriculum Leadership Institute E-Hint

Determining a Single Grade from Multiple and Varied Scoring Tools

In the April 2010 *ehint*, we discussed a method of creating a rubric to change a rubric score on a *single assessment* into a numeric score. In this *ehint*, we will go a step further and provide a sample of how to change markings from multiple scoring tools and techniques to a single grade for an entire outcome.

For this sample we are using a client district's actual definitions for student performance ratings approved for use in reporting on report cards.

3 –Student has met criteria for all parts of the component/outcome

2 –Positive progress has been made toward meeting criteria for component/outcome but the component/outcome has not been met

1 –Does not meet the criteria for the component/outcome and progress is not satisfactory

X –Component/outcome not assessed during this grading period

Step 1. Using the criteria above, assign a 3, 2, or 1 to each assessed target (component or total outcome) for the grading period.

In the chart below, three students' scores on given assessments are recorded.

- *The first column is the identification of the outcome or component being assessed.*
- *The second column describes the criterion that has been established as the acceptable level of performance on that assessment.*
- *The student scores columns represent student performance. If more than one score appears in that column, this represents repeated attempts by the student. For instance, on the Outcome assessment Student C scored a 30 on the first attempt, a 32 on the second attempt, and a 34 on the third attempt.*

Outcome/ Component	Criterion for each Assessment	Student A Score(s)	Rating	Student B Score(s)	Rating	Student C Score(s)	Rating
Component Assessments:							
MA8.1.a	6 of 7 correct	6	3	6	3	4 / 5 / 2	1
MA8.1.b	12 of 12 correct	7 / 9 / 10	2	11 / 12	3	4 / 6 / 7	2
MA8.1.c	3 of 5 correct	1 / 3	3	5	3	1 / 3	3
MA8.1.d	Rubric score of at least a 4	2 / 3 / 3	2	4	3	2 / 1 / 1	1
MA8.1.e	12 of 15 correct	12	3	13	3	7 / 8 / 12	3
MA8.1.f	6 of 9 correct	7	3	7	3	2 / 5 / 7	3
Outcome Assessment:							
MA8.1	38 of 45 pts correct	39 pts	3	42 pts	3	30 / 32 / 34 pts	2
Grade for Outcome							

Step 2. Use the following rubric to determine a single numeric grade.

Numeric Grade	Performance on component and outcome assessments
95	Rating of 3 on all component assessments and the outcome assessment.
90	Rating of 3 on the outcome assessment and a 3 on all component assessments but one. No rating below 2.
85	Rating of 3 on the outcome assessment and no rating below 2 on any component assessment.
70	Rating of 3 on the outcome assessment with one or more ratings below 2 on the component assessments.
60	Rating of 2 on the outcome assessment and no rating below 2 on any component assessment.
55	Rating of 2 on the outcome assessment with one or more ratings below 2 on component assessments.
50	Rating of 1 on outcome assessment.

Using this rubric for converting the multiple scores to a single numeric grade, Student A would receive a numeric score of **85**, Student B would receive a score of **95**, and Student C would receive a score of **55**. If a district has determined a grading scale for letter grades, the letter grade could easily be determined.

Outcome/ Component	Criteria for each Assessment	Student A Score(s)	Rating	Student B Score(s)	Rating	Student C Score(s)	Rating
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MA8.1.b	12 of 12 correct	7 / 9 / 10	2	11 / 12	3	4 / 6 / 7	2
MA8.1.c	3 of 5 correct	1 / 3	3	5	3	1 / 3	3
MA8.1.d	Rubric score of at least a 4	2 / 3 / 3	2	4	3	2 / 1 / 1	1
MA8.1.e	12 of 15 correct	12	3	13	3	7 / 8 / 12	3
MA8.1.f	6 of 9 correct	7	3	7	3	2 / 5 / 7	3
Outcome Assessment:							
MA8.1	38 of 45 pts correct	39 pts	3	42 pts	3	30 / 32 / 34 pts	2
Grade for Outcome			85		95		55

Obviously, this is just a sample. It is a starting point for discussion of how a rating scale can be turned into a numeric grade without “averaging averages.” This system does not require all components to have the same criteria for success or even a specified minimum. It also does not require that a numeric score be identified for every assessment. Students may have scores from a wide variety of assessment types including rubric ratings, raw points, or percentages, but as long as there is a criterion for each assessment, a total numeric score can be determined. If the grading policy of the district requires a single grade for the entire subject (rather than for separate outcomes), this process could go one step further and describe the performance required on *each outcome* to achieve the *subject* grade.