STANDARDS-BASED GRADING
PERSONALIZED WORKSHOP

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School District of Waukesha

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http://isnresources.weebly.com/
Workshop Resources

Grading vs Reporting Activity
SBG Continuum
SBG Action Steps Sequence
Principles to Practice
Learning Target and Rubric Development
Nouns and Verbs Document
Checklist for High Quality Rubrics
Learning Targets

1. I can determine my next action step(s) towards standards-based grading.
2. I can create an action plan for my next steps towards standards-based grading.
3. I can engage in collaborative problem solving with other individuals who share similar action steps or challenges about standards-based grading.
Workshop Format (Large group)

- Each team spends 5 minutes listing their 2-3 biggest challenges regarding their SBG initiative work.
- Differentiate between Grading and Reporting
  - Above and Below the line activity
  - Are your issues grading or reporting issues?
- Each team shares a challenge or question:
  - Use continuum to find possible next steps
  - Facilitated discussion / answer questions
- Rotate to next team and repeat the process
Workshop Format (Small group)

- Each team spends 5 minutes listing their 2-3 biggest challenges regarding their SBG initiative work.
- Differentiate between Grading and Reporting
  - Above and Below the line activity
- Are your issues grading or reporting issues?
- Circle chairs and work through each team’s questions and challenges together.
<table>
<thead>
<tr>
<th>Gradebook 1 “Five by Five”</th>
<th>LEARNING TARGET 1</th>
<th>LEARNING TARGET 2</th>
<th>LEARNING TARGET 3</th>
<th>LEARNING TARGET 4</th>
<th>LEARNING TARGET 5</th>
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**“The Line”**

| Individual Learning Target Scores | 2.2 | 2.8 | 2.1 | 2.8 | 2.3 | 2.44 |

“Above and Below the Line”
<table>
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</table>

**FINAL GRADE**

“The Line”

<table>
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<th>Individual Learning Target Scores</th>
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<th>4</th>
<th>4</th>
<th>2</th>
<th>3</th>
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</thead>
</table>

**3**
SBG Continuum

Place yourself on the continuum and support your placement with evidence. Have a brief conversation about your entry point.
Review the columns on the LEFT and determine which best represents your current situation. Consider your next action step which is outlined in the column on the RIGHT. Have a brief conversation about where you are and your initial reaction to the suggested Action Steps.

Please use this Action Step Sequence during the remainder of the presentation, to help focus your next action steps and determine what questions you need answered today.
“Standards Based Grading allows us to tell the truth about what we want students to know and be able to do AND if they know and are able to do it. Sometimes the truth hurts, but we must tell it regardless. In addition, assuming that the construct of a grade exists, SBG provides the best opportunity for DEVELOPMENTAL FEEDBACK and reporting of grades that are valid, accurate, reliable and reflective of student learning.

Moral Imperative for SBG
Standards-Based & Criterion-Referenced Grading

- Standards (Learning Targets) and Criteria (Rubrics)
- Reporting on LEARNING OUTCOMES (standards) not tasks
- Professional Judgement using common rubrics
- Balanced and High Quality Assessments
- Multiple Opportunities to demonstrate learning
- Reasonable Time
- Feedback and Formative Assessments
- No Zeros
- Risk-Free Practice

Standards-Based Grading Defined - What questions do you have?
Standards-Based is *The Foundation* for Proficiency-Based Learning Systems
Moving Beyond Standards-Based Grading

Proficiency-Based Systems...

- Change reporting - “proficiency” vs “grades”
- Learning Continuums
- Time isn’t a factor - Self-Paced?
- Learner Profiles and Student Portfolios
- Collection of Evidence Aligned directly to Learning Outcomes
- Different Reporting Tools?
- Student-Led Conferences

All are possible in a Standards-Based System!
Moving Beyond Standards-Based Grading

Competency-Based Systems…

In addition to the “proficiency-based criteria”:

- Change reporting - “competency” and “grades”
- Reporting “competent” or “not yet competent” based on course ‘competencies’
- Competencies could be the “enduring understandings” in a UbD Planning Template
- Changing the construct of seat time and school calendars

All are possible in a Standards-Based System!
Quick Wins
- What you can do tomorrow...

- Alignment Audit at scale - are you assessing what you teach and want students to learn?
- Analyzing Student Work in your PLC - be responsive instructionally.
- Plan for at least 5 formative assessments in your next class period - checks for understanding - and what you will do based on the results.
- Change one lesson design to provide timely and developmental FEEDBACK to students during the lesson.
- Build one good rubric aligned to a course outcome and then build one authentic / performance assessment linked to the outcome; then provide students feedback aligned to the learning outcome and not just a grade on the assessment.
- Grade the next assignment or assessment by giving feedback only - no grades.
- Provide multiple opportunities for students to demonstrate what they know and are able to do, with no penalty and within a reasonable time frame.
- Read a book about SBG or follow a key thought leader through social media.
- Have a conversation with a colleague about your moral imperative for grading and remove “to prepare students for college” from the discussion...
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Works Cited

