Standards-Based Grading Continuum - “Flip the Focus”

Identify where you are on the continuum below (classroom, department, school or district?) Then, support your placement with evidence in writing and have a brief conversation with a neighbor about your ‘entry point’?

Legacy Grading
Focus on Grades; Reporting by task; Validity of Grades in question

Standard-Based Feedback, Reporting by Standards and Guarantees of Learning
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 feedback linked directly to the intended 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...