

## OUR PROCESS

FEEDBACK FROM
PARENTS,
STUDENTS,
TEACHERS,
ADMINISTRATORS
ABOUT INEQUITIES
IN GRADING

MASTERY-BASED
LEARNING PD
(PRIORITIZING
STANDARDS, GRID
METHOD)

O3
ASSESSMENT AND
STANDARDS-BASED
GRADING PD

O4
PLC (LEARNING) AND
GRADING COMMITTEE
(POLICY)

DEPARTMENT LEVEL WORK

# Initial Feedback/Questions

- 1. Departments/grade levels all have different grade weighting (quizzes, tests, projects, hw, formative/summative, etc.).
- 2. Students focus on the grade, not the learning. How do we shift this?
- 3. Do teachers allow, encourage, or force student re-dos/revisions?
- 4. What do retakes/revisions look like?
- 5. Do we put in a 0 if students don't complete work?
- 6. Are students able to turn in work late? Is there a penalty for this?
- 7. What does a 3 mean if using standards-based grading? Is there a consensus on this?
- 8. Do we offer opportunities for students to complete above standard level work (4)?
- 9. How do we increase student accountability during the learning process?

instructional mindset shifts

## PRIOTIZE STANDARDS

1

Leverage - Will the standard be used in another subject area? 2

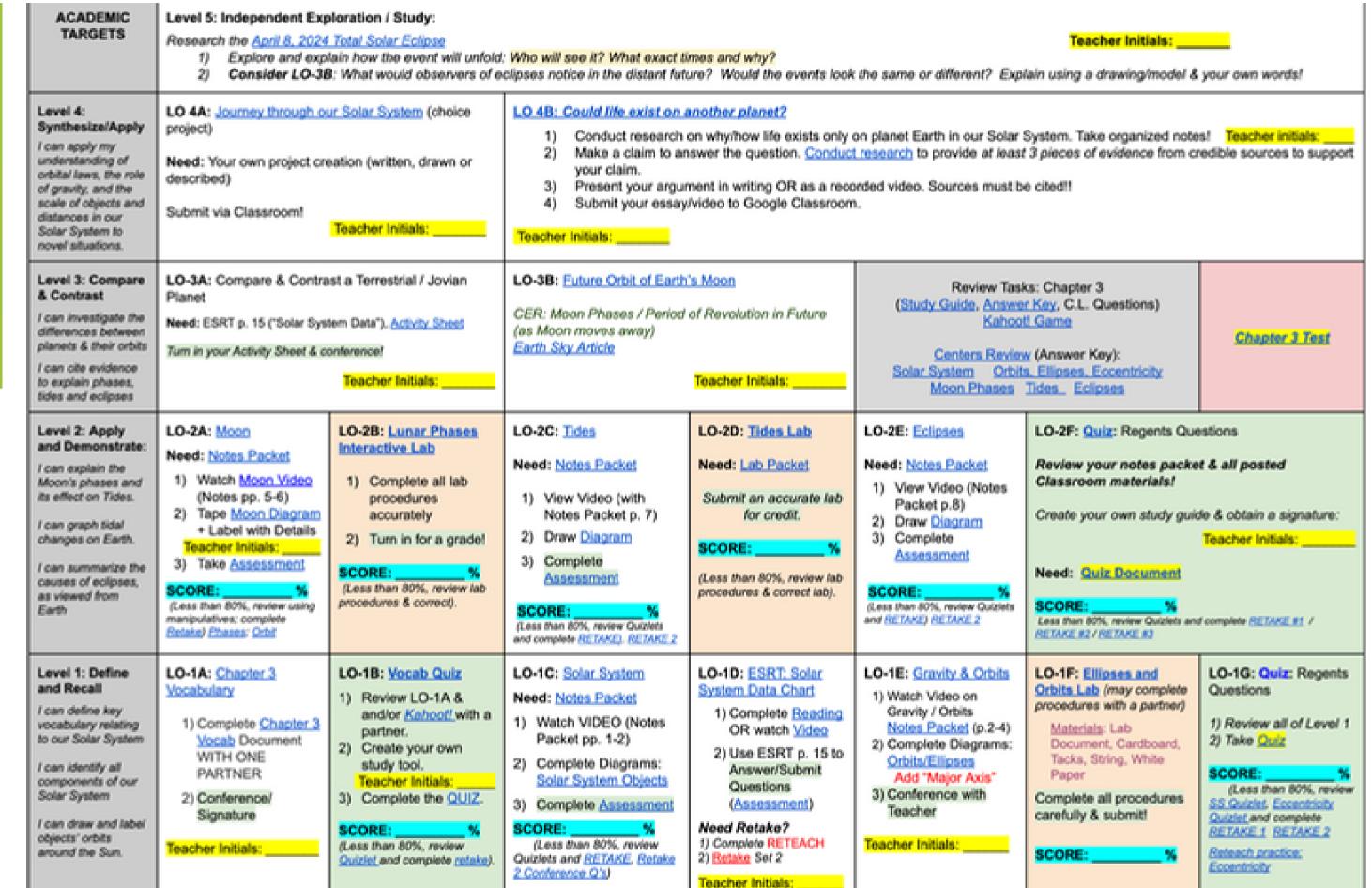
Endurance- Will students see this standard again in the same subject?

3

Depth of Knowledge-complexity level

## What can a mastery-based learning classroom look like?





### ASSESSMENT PD



GRADE / SUBJECT

**Tiered Assessment Blueprint** 

**Teacher Name** 

#### TIERED ASSESSMENT BLUEPRINT

**Directions:** Utilize this Assessment Blueprint to develop, design and evaluate your assessment as it is created. Ensure that your questions, tasks and alignment are targeted to the goals of instruction and that they meet the rigor prescribed by the standards.

UNIT TOPIC(S) / CONTENT AREA:

STANDARD(S) COVERED (DOK LEVEL):				
Questions Types: Selected Resp DOK GOAL = Use of ALL DOK 1,2 and 3				
LEARNING TARGETS / OBJECTIVES	Question Types Used. (SR, SCR, LCR)	# of Items on Test:	# of Points Total on assessment.	% of Total score: (# Points / Total Points)
DOK 1: RECALL  • I CAN:				
DOK 2: APPLICATION / SKILL / CONCEPT  • I CAN:				
DOK 3: STRATEGIC THINKING  • I CAN:				
DOK 4: EXTENDED THINKING (Not Assessed in Unit Assessment)  • I CAN:	Should be assessed with higher level projects, or production and or defense of original artifact of learning / understanding.			
		THIS TES	T WILL BE SCORED	OUT OF Points

- Breaking assessments down by DOK level - highest percentage of questions at the level of the standard
- Including different forms of assessment (3-5 assessments per standard)
  - \*Curriculum-tied assessments?
  - \*Conferences?
  - \*Small group observations?
  - \*Check-ins?

# FEEDBACK/QUESTIONS

- 1. What is assessment?
- 2. Should we give students choice to show evidence of learning? How?
- 3. How long does an assessment have to be to show mastery?
- 4. Do we still have true summative assessments? Does this end their learning?
- 5. How do we get students to read and utilize our feedback?
- 6. How do we get students to self-assess and peer-assess work in class?
- 7. How does our feedback lead to future learning for students?
- 8. What are our grades communicating?
- 9. Do our grades communicate if a student is struggling? How do we pinpoint how to help?
- 10. Do we average or use recent scores that show growth? (consistency)
- 11. Do our grades communicate to students how much they have mastered standards?
- 12. Do we need to provide feedback on everything? Do we need to provide grades on everything?

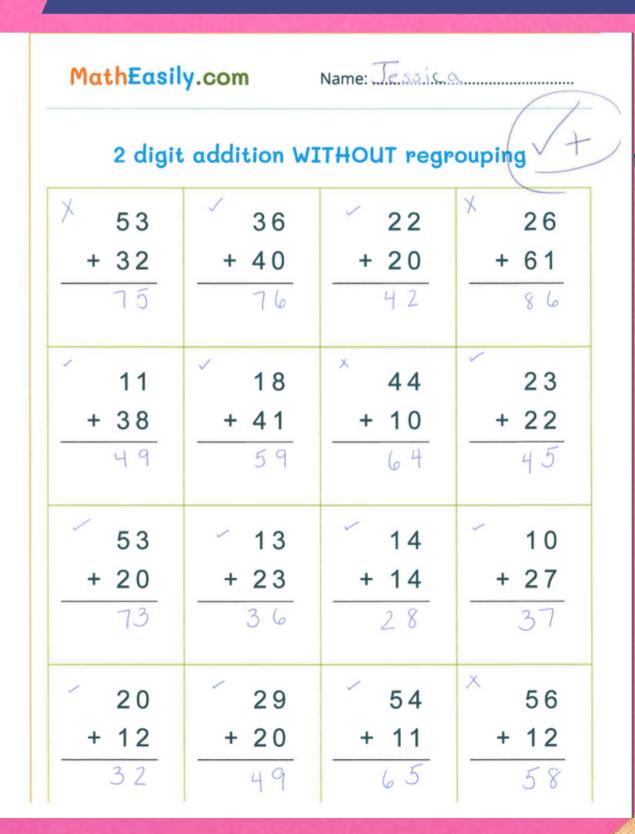
## WHAT DID THE STUDENTS SAY?

- 1.Do grades help you learn?
- 2. How do grades make you feel?
- 3. Why do teachers give grades?



# what do numbers mean? move on after test better with rubric what did my friends get? competitive learning is final grade for parents

## IF YOU RECEIVED THIS BACK AS A STUDENT, WHAT WOULD YOU THINK?



- 1. Does it inform future instruction?
- 2. Do you know what intervention is needed to help support struggling students?
- 3. Does the student know how to fix their mistakes?

## PLC DISCUSSION

To what extent are the following statements true...

- 1. Grades are a label.
- 2. Grades are communication.



