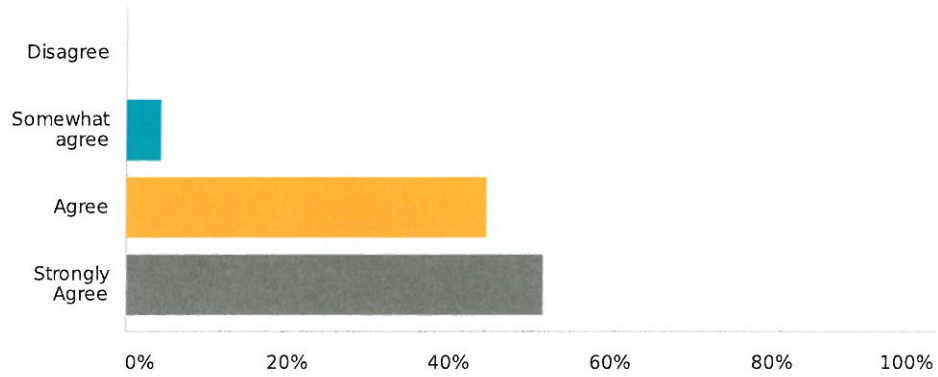


Q1 I understand the Standards-Based Grading System.

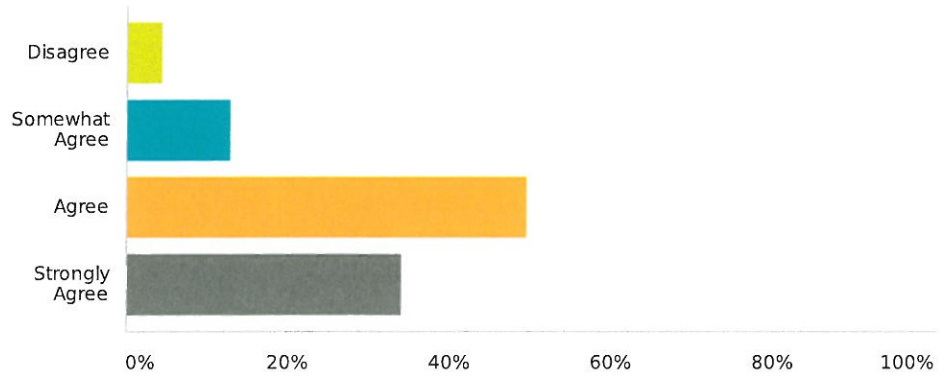
Answered: 72 Skipped: 0



Answer Choices	Responses
Disagree	0% 0
Somewhat agree	4.17% 3
Agree	44.44% 32
Strongly Agree	51.39% 37
Total	72

Q2 I was well prepared for full implementation of the Standards-Based Grading System in the 2012/13 school year.

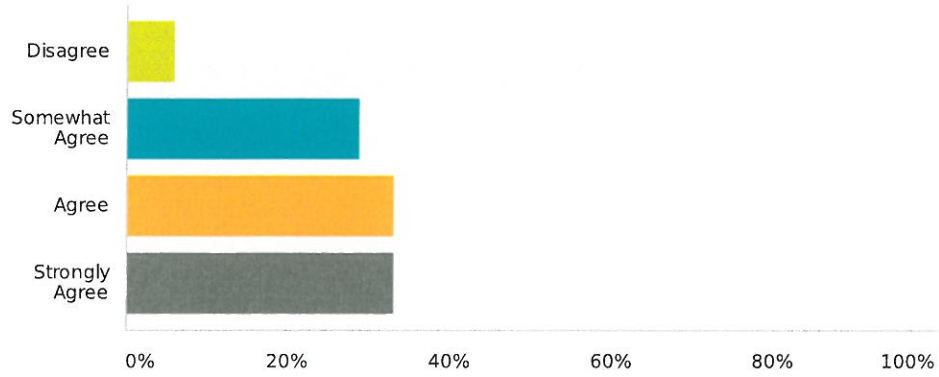
Answered: 71 Skipped: 1



Answer Choices	Responses	
Disagree	4.23%	3
Somewhat Agree	12.68%	9
Agree	49.30%	35
Strongly Agree	33.80%	24
Total		71

Q3 The Standards-Based Grading System is a more accurate reflection of student learning than a 100 point scale system.

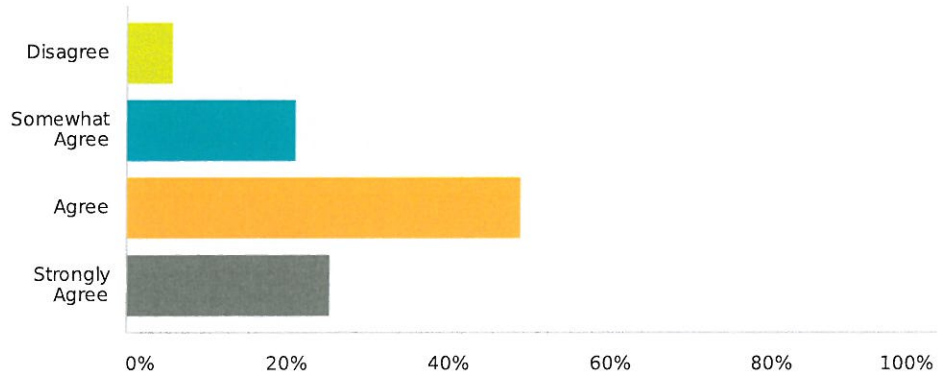
Answered: 70 Skipped: 2



Answer Choices	Responses	
Disagree	5.71%	4
Somewhat Agree	28.57%	20
Agree	32.86%	23
Strongly Agree	32.86%	23
Total		70

Q4 I believe that my students understand the Standards-Based Grading System.

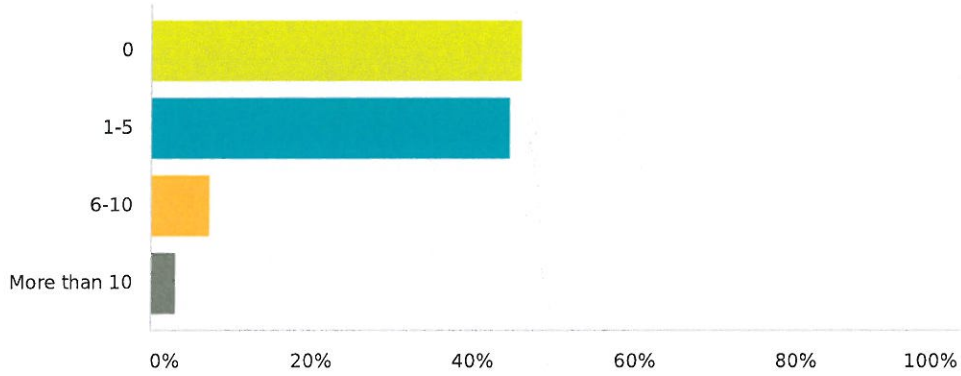
Answered: 72 Skipped: 0



Answer Choices	Responses
Disagree	5.56% 4
Somewhat Agree	20.83% 15
Agree	48.61% 35
Strongly Agree	25% 18
Total	72

Q5 During the 2012/13 school year, outside of Student-Led Conferences and Open House, the following number of parents have contacted me personally regarding the Standards-Based Grading System:

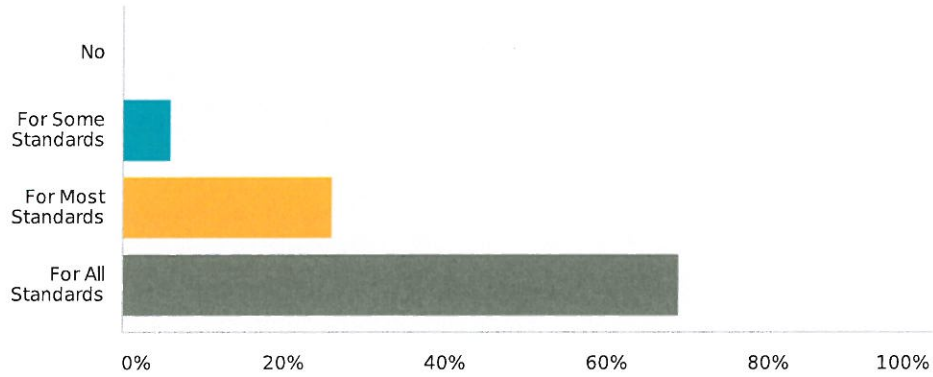
Answered: 70 Skipped: 2



Answer Choices	Responses	
0	45.71%	32
1-5	44.29%	31
6-10	7.14%	5
More than 10	2.86%	2
Total		70

Q6 My grade-level content team has commonly developed rubrics for each of the learning goals in my area.

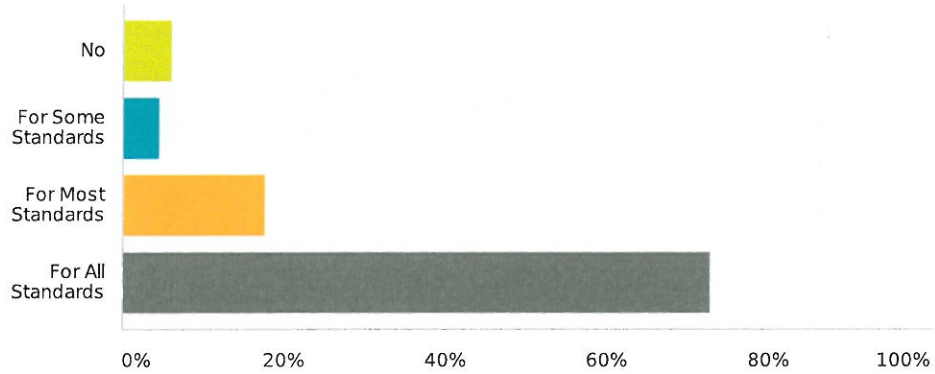
Answered: 70 Skipped: 2



Answer Choices	Responses	
No	0%	0
For Some Standards	5.71%	4
For Most Standards	25.71%	18
For All Standards	68.57%	48
Total		70

Q7 I have access to commonly developed rubrics for each of the standards.

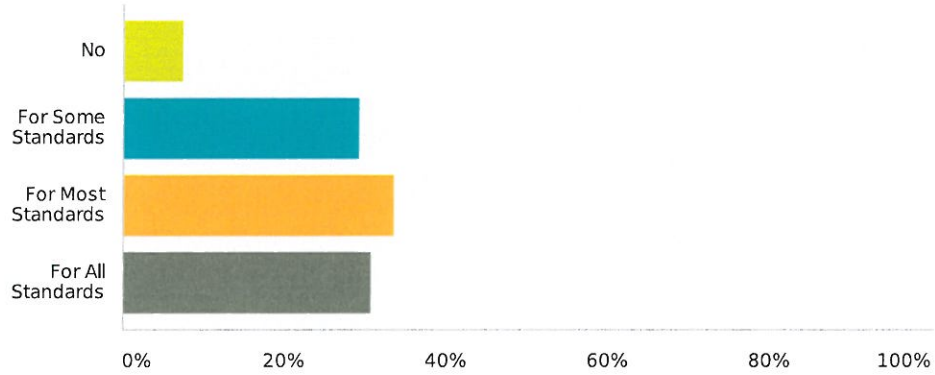
Answered: 69 Skipped: 3



Answer Choices	Responses	
No	5.80%	4
For Some Standards	4.35%	3
For Most Standards	17.39%	12
For All Standards	72.46%	50
Total		69

Q8 My grade-level content team has developed at least one common summative assessment tied to our commonly developed rubrics.

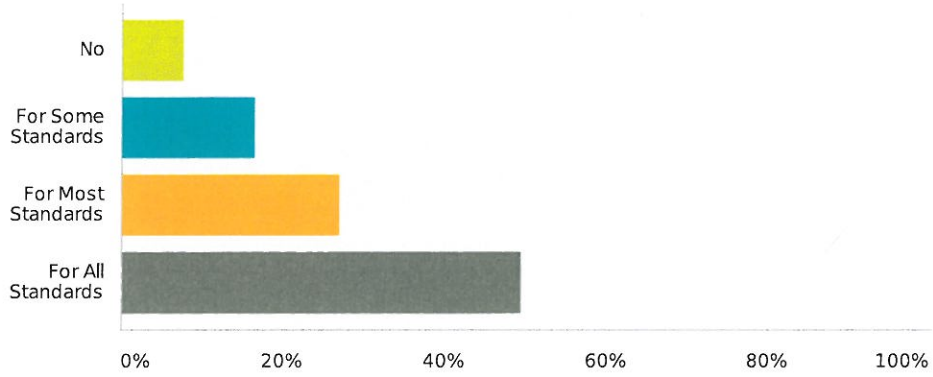
Answered: 69 Skipped: 3



Answer Choices	Responses	
No	7.25%	5
For Some Standards	28.99%	20
For Most Standards	33.33%	23
For All Standards	30.43%	21
Total		69

Q9 I have access to all common summative assessments that are graded using the commonly developed rubrics.

Answered: 67 Skipped: 5



Answer Choices	Responses	
No	7.46%	5
For Some Standards	16.42%	11
For Most Standards	26.87%	18
For All Standards	49.25%	33
Total		67

Q10 Comments on what I need to do next for my own personal growth:

Answered: 38 Skipped: 34

#	Responses	Date
1	As long as I am using standards based grading, my goal is to learn everything that I can,	3/20/2013 3:38 PM
2	Continue to work with team teachers, and the special education team and communicate during the standards based research.	3/18/2013 10:15 AM
3	My content area is still working on developing summatives to match the rubrics that we have. We have needed further guidance through out the year and have been confused by the differences in Marzano and Wormeli's rubrics and assessment styles. In district pd has been helpful, but limited. District staff are still learning and sometimes offer suggestions that are later contradicted by administration. Out of district pd with clear examples of assessments for our content area would be great.	3/17/2013 7:42 PM
4	this type of standard base grading is not an efficient way to grade special education students	3/15/2013 11:40 AM
5	As a special educator, what is most important to me and other special educators, is developing/accessing materials and/or providing accommodations for our students so that they may meet success with the grade level standards.	3/15/2013 11:05 AM
6	I have found that reteaching and retaking of summative assessments has to be done afterschool, during lunch or during Advisory. I personally do not think it is good for kids to have them feel guilty about not having lunch or having the Advisory experience. Staying after school is hard for many kids and me sometimes. I have to improve my time-management and learn how to fit those parts of the standards-based system into my class time without holding students back while reteaching others.	3/15/2013 8:40 AM
7	I need to keep refining the rubrics for student understanding and achievement.	3/15/2013 7:53 AM
8	Continue to collaborate with content team on increasing the measure of mastery in PE on our rubrics as we get better and the students go beyond our old expectations in PE. Common time discussing these issues is very helpful.	3/15/2013 7:09 AM
9	Need to decide how special ed students are to be graded.	3/15/2013 7:08 AM
10	continue to work with PLC on rubrics and common assessment	3/15/2013 7:07 AM
11	Develop common summative with content and rewrite standards to reflect Common Core	3/14/2013 8:31 PM
12	The meaning and purpose of question 9 is very unclear.	3/14/2013 7:13 PM
13	I need to continue to have conversations and learn from fellow teachers about their experiences with implementing standards based grading.	3/14/2013 4:28 PM
14	Continue to refine rubrics and summatives	3/14/2013 3:49 PM
15	I feel like I know the system really well!	3/14/2013 2:33 PM
16	Difficult to answer some of the questions, We only share 1 common standard and we have work on that one standard together.	3/14/2013 2:01 PM
17	As with anything in education, we'll continue forward with revision and editing to continue to strive for our best.	3/14/2013 7:17 AM
18	Continue work on developing assessments that accurately report learning and growth.	3/13/2013 5:21 PM
19	We need to align with the COmmon Core, readjusting rubrics and standards and align with 6th and 8th grade so that we fill in the gaps created by this first year of change.	3/13/2013 4:09 PM
20	I only teach one common standard in the intire building, with one other teacher. I can't really answer questions about content questions when I'm a content subject of one teacher.	3/13/2013 2:45 PM
21	Many of these question are not relevant to special education teachers.	3/13/2013 7:01 AM
22	Learn what I need to do to transition to the common core standard.	3/12/2013 7:00 PM
23	Work with my content area to align or adjust our rubrics to reflect the shifts in instruction due to the implementation of Common Core Standards.	3/12/2013 4:01 PM
24	All set	3/12/2013 3:50 PM

TRMS Standards-Based Grading/Teachers #2

#	Responses	Date
25	Revise rubrics and summatives based on how they went. Add or change formative assessments to better prepare students and offer practice. Create alternative formatives for special education students and students who need redos.	3/12/2013 3:44 PM
26	I understand that this survey is for the purposes of communicating my level of understanding in the Standards Based grading system, but I want to add a comment. I believe we could improve the accuracy of our reflection on student learning if we were not tied to the 1,2,3,4 grades. I have students that are a true 3, but others that are a true 3.5 or 3.6. I do not believe it is accurate to call these students a 4. I also have students that score a 2 (like a C) and 2 (like a C), and a 1 (like F), which fails them for the term and that was not my intent. Also, it is my opinion that while it is helpful to have access to my colleagues' summative assessments to align my tests appropriately, it is not in the best interest of the students to be have to take another teacher's assessment all the time. There are nuances in assessments, and I've found frustration on the part of students when dealing with this. Here is one example; a student was solving an equation that seemed to have no solution. While a legitimate question for a high school math student it is not considered a middle school math question. I had to stop the test and explain that it's true in math that sometimes there is no solution, but I didn't mean to put them in this spot. I explained how to do the problem and then told them I would not count the question against them. Since this was a common assessment, I went back to the maker of the test and asked why such a high level question was on the test and I was told it was a typo. I went to a Rick Wormeli conference, and spoke to Rick about common assessments. He said they are good once in a while so that teachers can sit down and analyze students' work together afterwards, but he said teachers need to "develop their own tests on a regular basis with their own flavor". He did not favor developing common assessments for all or most standards. Sharing assessments is and always has been extremely helpful to me, but forcing an assessment made by a teacher that doesn't teach my students has not always been a good practice for my students.	3/12/2013 3:23 PM
27	Continue to develop project assessments that accurately reflect student learning	3/12/2013 2:42 PM
28	Continue to improve formative feedback to students so that they improve their summative performance. I am always working on methods that would teach each learning goal best!	3/12/2013 2:28 PM
29	Continue working with and training staff. Areas in need of improvement are retake procedures and homeworkknow. Continue encouraging students, parents, and staff to ask questions about this grading system if they have them.	3/12/2013 2:17 PM
30	I need to time to meet with my grade level to do ongoing revision of our rubrics, summativeassessments and formative assessments.	3/12/2013 2:09 PM
31	Standards based grading takes up a lot of time. I now use my lunch to re-teach and afterschool for redos. But it is good for students and the best way to grade./	3/12/2013 1:58 PM
32	Continue to work with teams of teachers	3/12/2013 1:31 PM
33	Question #8 and #9: You asked if we had developed a commons summative for atleast ONE of the standards/rubrics. The answer is YES	3/12/2013 1:28 PM
34	I need to continue to attend workshops and PLC's on SBA to keep current on the topic.	3/12/2013 1:25 PM
35	I need time with my colleagues in order to transition from current learning goals and rubrics to Common Core learning goals and rubrics.	3/12/2013 1:14 PM
36	I need time to find quality projects to integrate into my classroom.	3/12/2013 1:13 PM
37	I feel our policy of REDOs needs to be looked at because it is causing a lot of problems with student learning. I also need more time set aside with my content area colleagues to plan and develop. We are learning better ways to address our standards and we constantly tweak our units. But we spend a lot of our own personal time planning together, we could use more time provided.	3/12/2013 1:09 PM
38	The best professional development day would be one in which we teachers can have the whole day to use as we wish. I would like to work with my grade-level content team to share ideas, share formative and summative assesments, and share teaching techniques for differentiation. We need time to do what we feel we need to do, not follow a list of "requirements for the day" or listen to speakers (even the fun ones). Thank you!	3/12/2013 1:09 PM