





Today's Goals

- To share our experiences from ISD to Classroom
 To provide a potential framework for upgrading practices and policies

Stage 1 Preparation	Stage 2	Stage 3	Stage 4	Stage 5
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How do we transform grading practices & policies to be accurate, consistent, meaningful, and supportive of learning?

SD GOalso L

1. To guide the exploration of cradeteffective grading practices. 2. To provide educators with the is intervention and a resources, information and a vince facilitation to support and a vimplementation due to manual



Multiple Voices

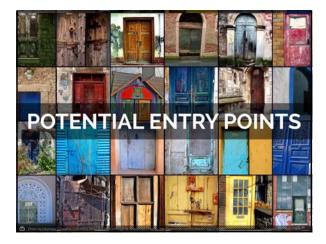
- Ken O'Connor
- Rick Wormeli
- Lee Ann Jung
- Myron Dueck
- Practitioners across the Country

Multiple Pathways

- **o On-Site Consultation**
- **Webinar Series**

o Workshops

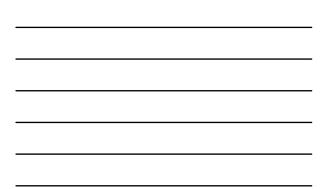
- **o Twitter Book Study**
- County Committee exploring SBG & Electronic Gradebooks
- **o Formative Assessment Series**



SUBJECT TITLE	DEPT.	SUBJECT NUMBER	GRADE	HOURS ATTEMPTED	HOURS PASS
N OF ACCOUNTING	ACCT	2115	8	3.0	3.0
N PRINCIPLES	ECON	2116	84	3.0	3.0
DIES IN GENRE NTASY & SCIENCE FI	ENGL	2214	54	3.0	3.0
NTITATIVE METHODS	HSCI	2405	A	3.0	3.0
RO ASTRONOMY	PHYS	2054	B	3.0	3.0
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WHAT IS A GRADE?

- 100 point scale!
- Extra Credit
- Behavior/Responsibility
- Practice
- yes Open Mouth Shut

COMMON UNDERSTANDING:

- Primary purpose of grades
- What counts toward the grade
- Retakes/Re-dos
- How will grades be reported
- Differentiate Assessments

COMMON VOCABULARY

- Formative/Interim/Summative
- Learning Objectives/Learning Targets
- Rubrics

START WITH THE END IN MIND!

Unpack Standards

- Acceptable Evidence? Develop Assessments/RUBRICS
 - Assessment Audits/Blueprinting
- · Report Card Descriptors

ADDITIONAL CONSIDERATIONS

- Electronic
 Gradebooks!
- Mean, Median, Mode, Power Law

ANOTHER CHALLENGE

How does SBL Fit With:Project-based learning

- Authentic Assessment
- Performance Tasks...





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