

A photograph of a pond with several colorful koi fish swimming in clear water over a stone bed. The water is a vibrant greenish-blue, and the stones are visible through the bottom. The koi fish are in various colors, including orange, white, and brown. The background shows a grassy bank with some wooden posts.

Dive In, HEAD FIRST!

**Standards-Based
Grading**



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Winner of ISU 2017 Outstanding Young Alumni Award













Standards - Based Grading

 Who, What, Where, When, & Why

 The Four Pillars

 Practicing the Scale w/ Students

 Practicing Effective Feedback



EVALUATE BEST TEACHING PRACTICE



STEM / STEAM



MASTERY
LEARNING



HANDS-ON
LEARNING



UNIVERSAL
LEARNING
DESIGN



RESTORATIVE
PRACTICE



MOVEMENT

EVALUATE BEST TEACHING PRACTICE



STEM / STEAM



MASTERY
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DESIGN

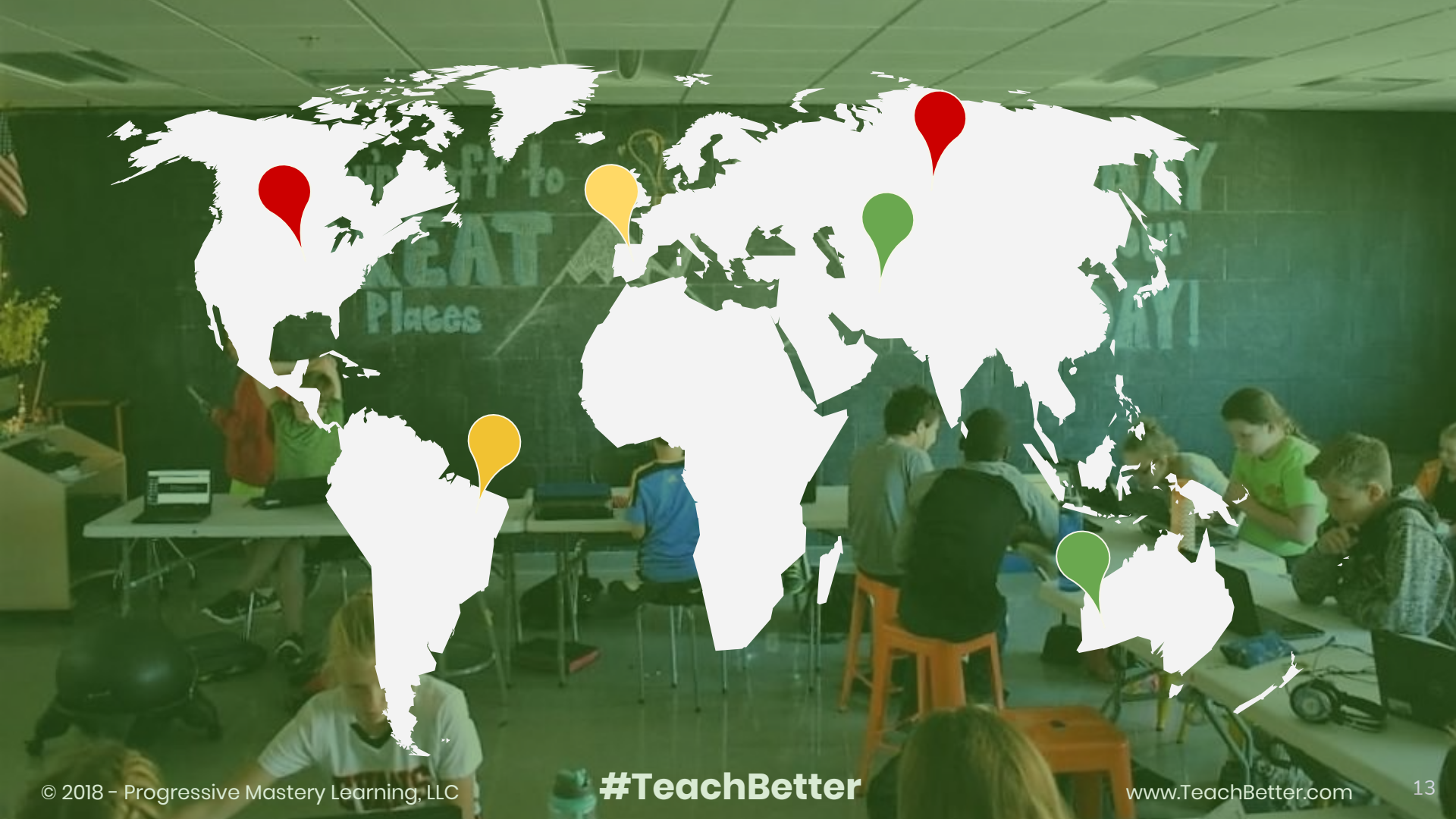


RESTORATIVE
PRACTICE



MOVEMENT

GRADING





Rick Wormeli



Lee Ann Jung



Garnet Hillman



Ken O'Connor



Robert J. Marzano

EVALUATE GRADING



WHAT
TEACHERS
GRADE



HOW GRADING
IS USED



THE VALUE
GRADING
BRINGS TO THE
STUDENT



WHY GRADING
HAS NOT
CHANGED



WHERE IT
ORIGINATED



LIMITATIONS



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LIMITATIONS



targeted instruction built from mandated standards



direct correlation between specific **vocabulary** to a **numeric** value



focus on **understanding** rather than task completion

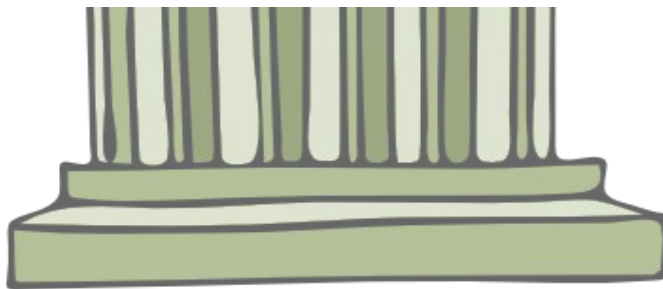


multiple attempts to prove mastery





targeted instruction built from
mandated standards

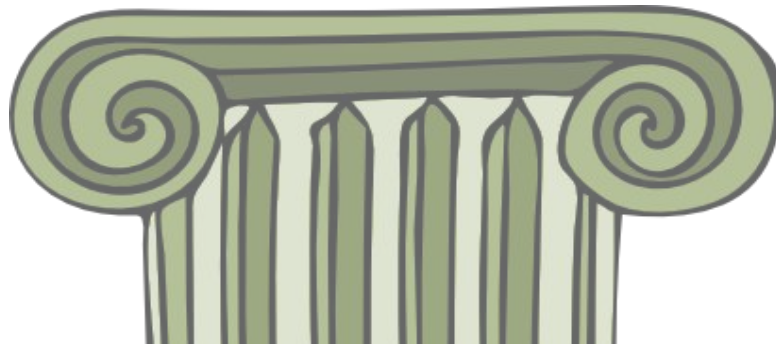


STANDARD

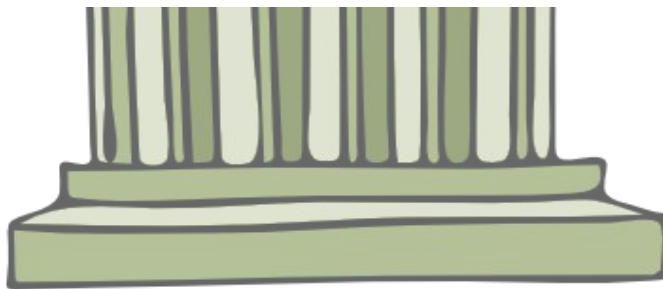
TARGETS

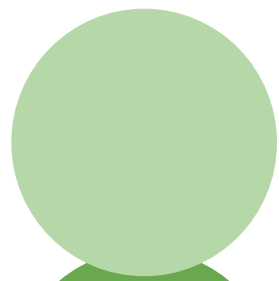
ASSESSMENT



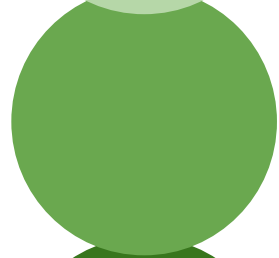


direct correlation between
specific **vocabulary** to a
numeric value

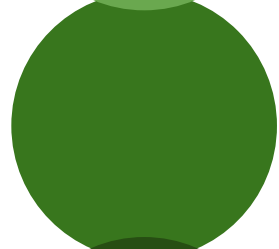




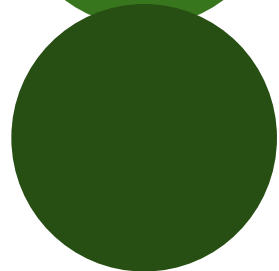
4 = Above & Beyond



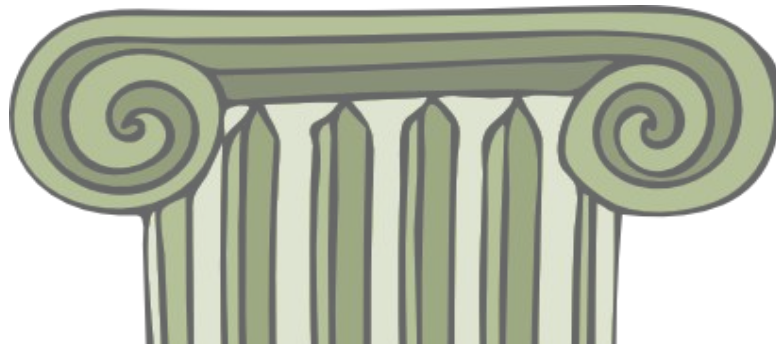
3 = Mastery (Proficient)



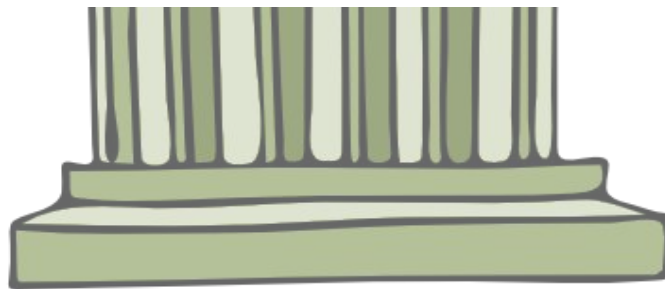
2 = Progressing



1 = Beginning



focus on **understanding**
rather than task completion





TARGET : I CAN COLOR IN THE LINES

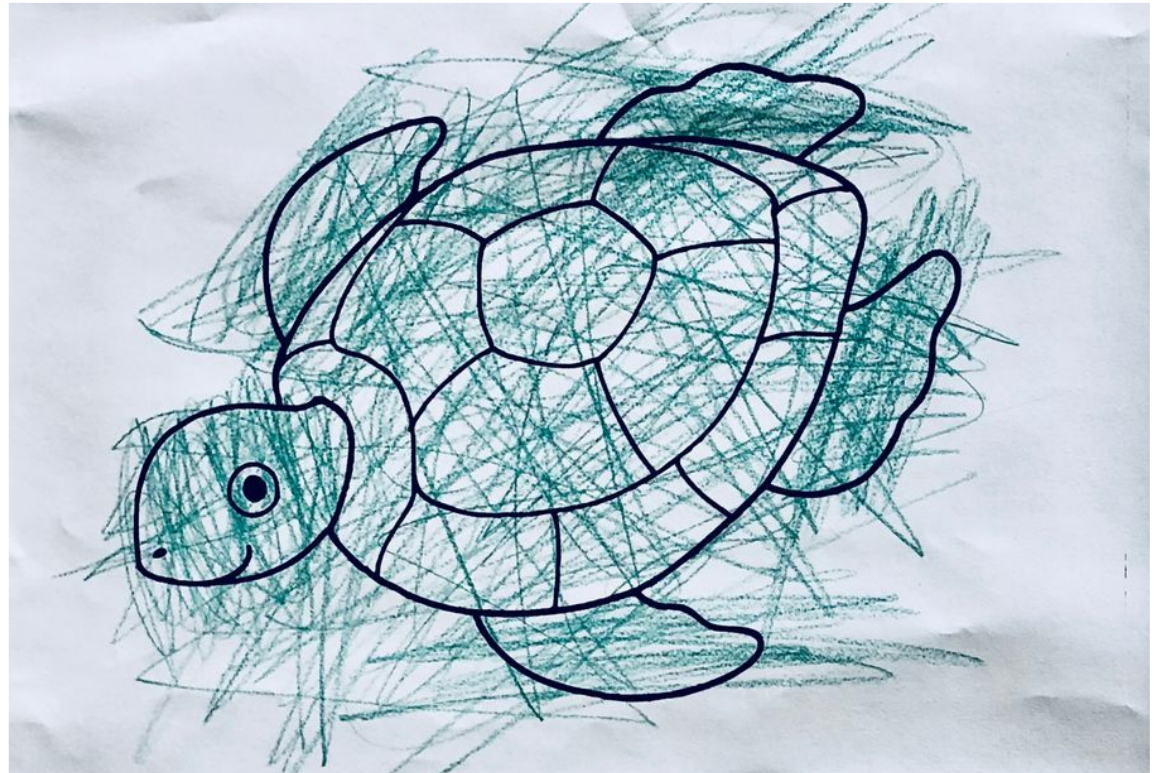


Beginning

TARGET : I CAN COLOR IN THE LINES

Beginning

TARGET : I CAN COLOR IN THE LINES



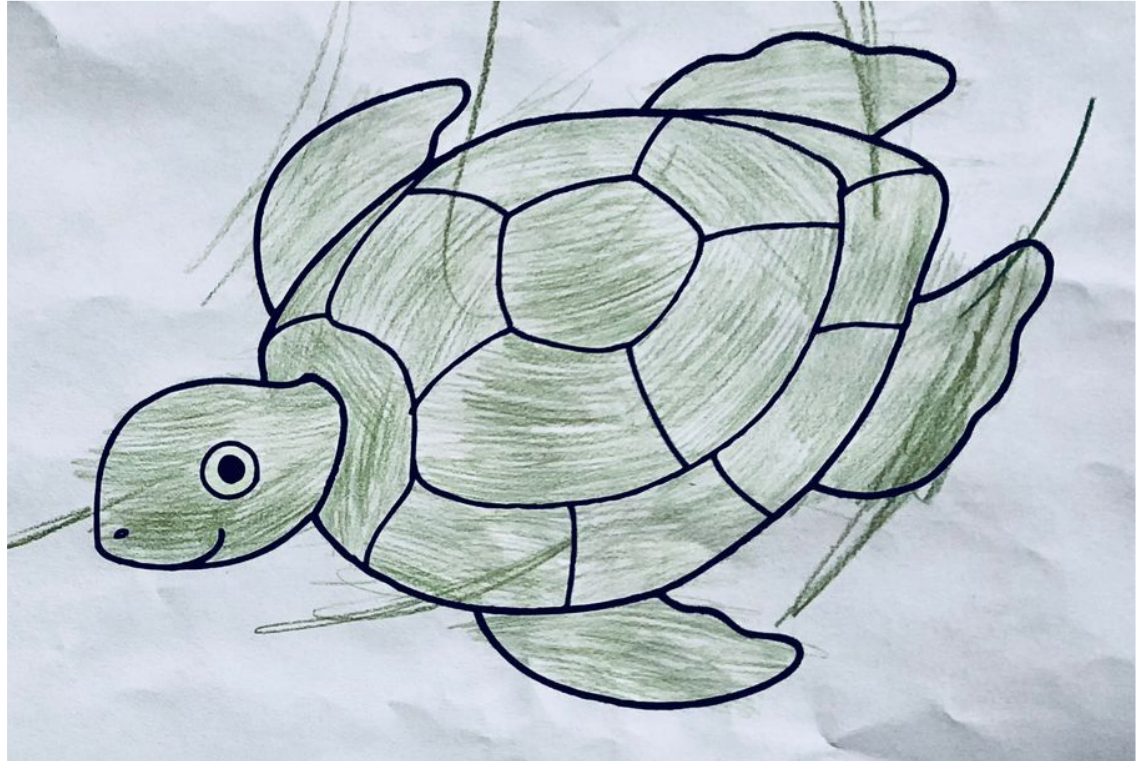
A photograph of a sailboat on a lake with a green circle overlay containing the word 'Progressing'.

Progressing

TARGET : I CAN COLOR IN THE LINES

Progressing

TARGET : I CAN COLOR IN THE LINES





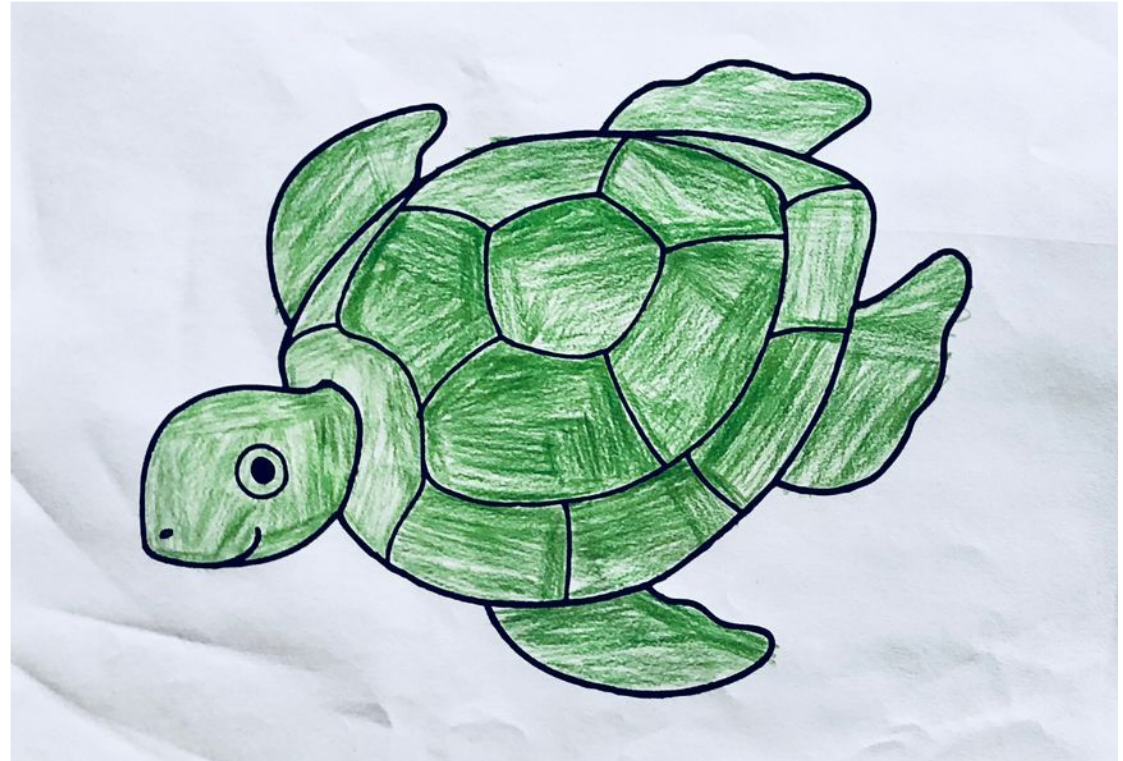
Mastery



TARGET : I CAN COLOR IN THE LINES

Mastery

TARGET : I CAN COLOR IN THE LINES



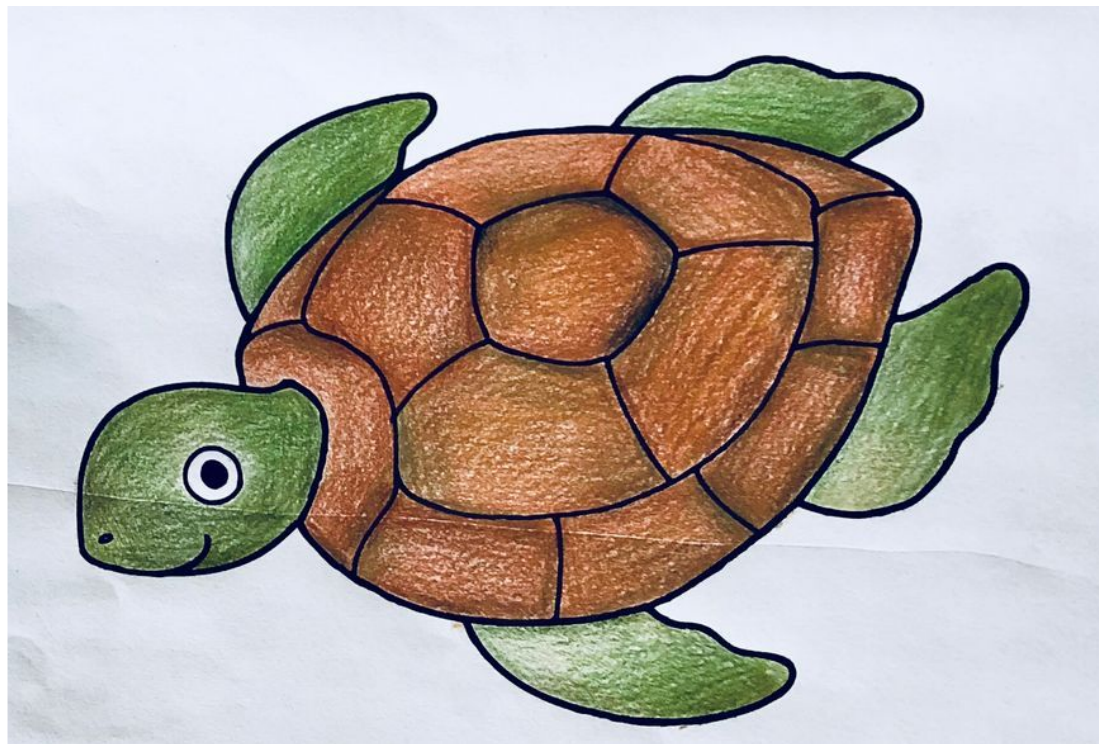
A photograph of a sailboat on a body of water with a green circular overlay containing text.

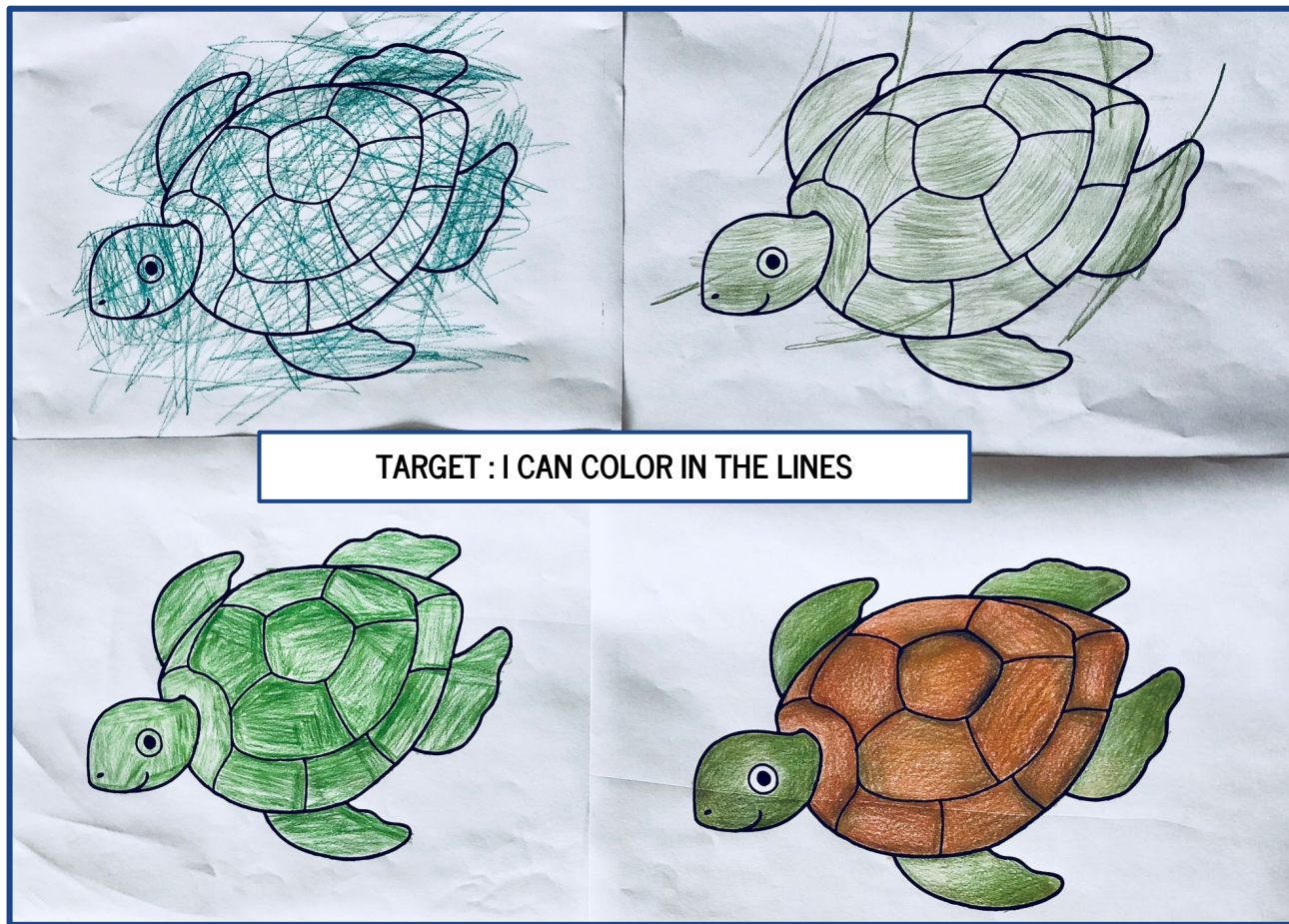
Above
& Beyond

TARGET : I CAN COLOR IN THE LINES

Above
& Beyond

TARGET : I CAN COLOR IN THE LINES

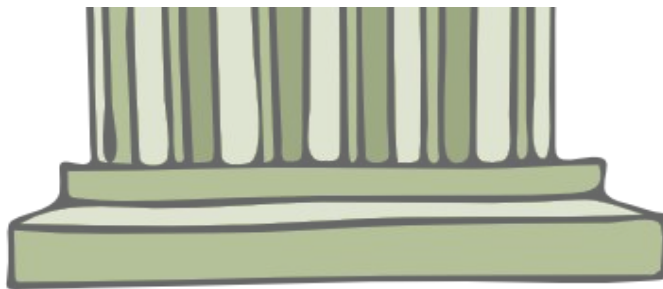




TARGET : I CAN COLOR IN THE LINES



multiple attempts to
prove mastery





Meet Jed

Multiple Attempts Process



Combatting

Common

Concerns



“How can I hold students accountable if behavior, responsibility, and respect can not go into the gradebook?”



*“What was wrong with the old way?
I turned out just fine.”*



“What about College? My child will never get accepted into college without a letter grade!”



“Do I have to go back and completely change everything I have always done in the classroom?”



“The Grading Scale gives me less feedback.”

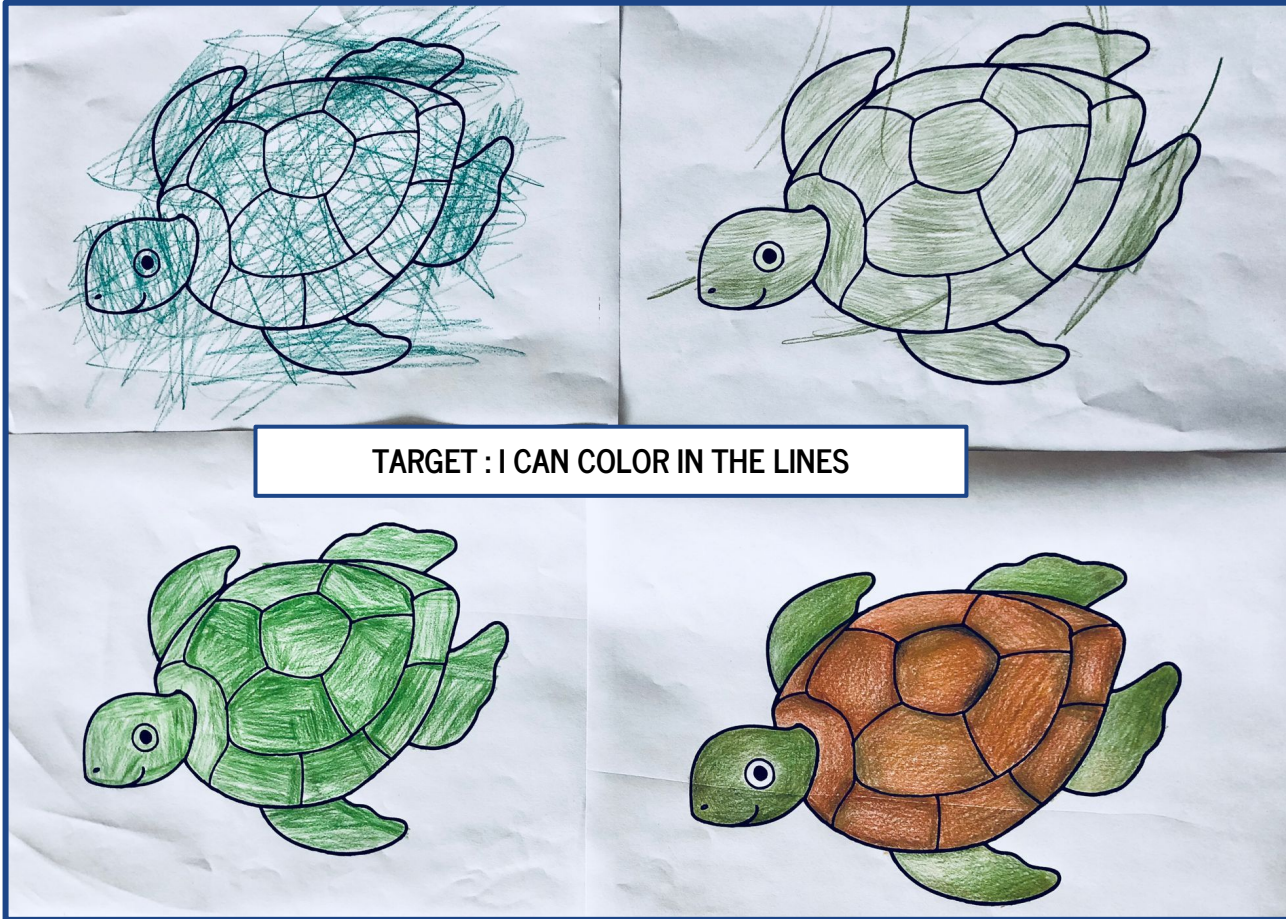




Classroom Implementation

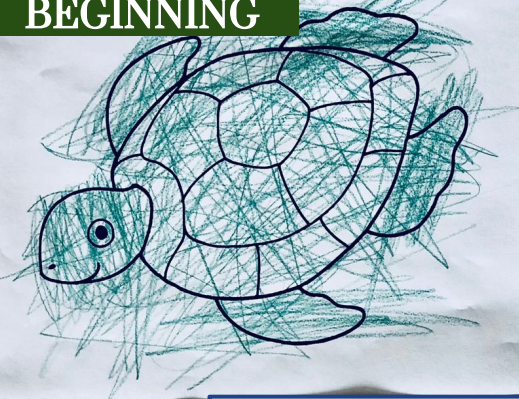
A classroom scene with a teacher and students looking at a whiteboard. The teacher, a woman with curly hair, is pointing at the whiteboard. A young girl in an orange shirt is looking up at the whiteboard. Another student is visible in the background. The whiteboard has some text and a table on it. The text 'Practice the Scale' is overlaid in large white letters.

Practice the Scale

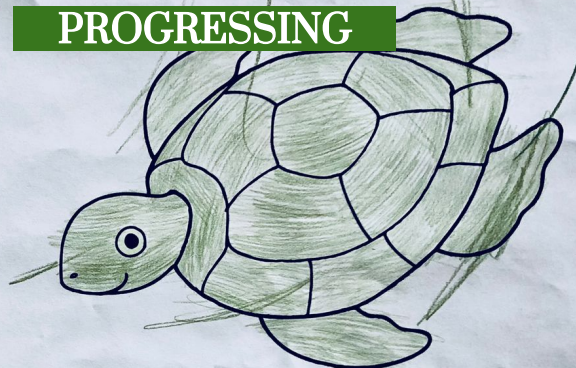


TARGET : I CAN COLOR IN THE LINES

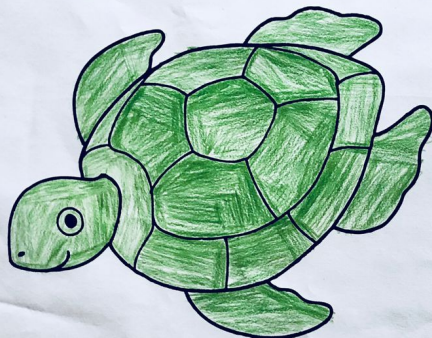
BEGINNING



PROGRESSING



TARGET : I CAN COLOR IN THE LINES

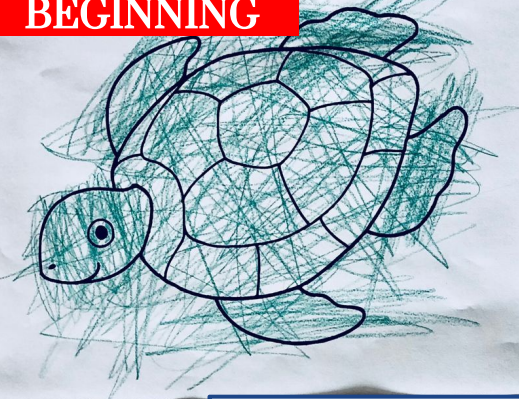


MASTERY

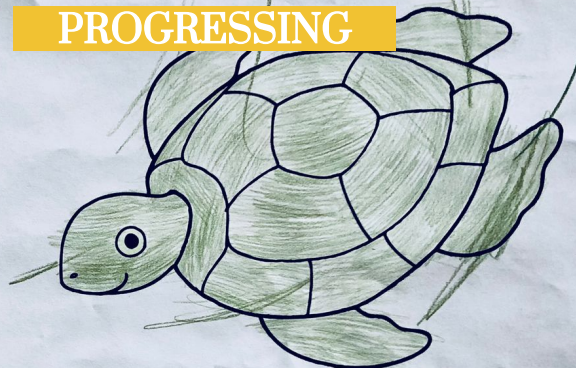


ABOVE & BEYOND

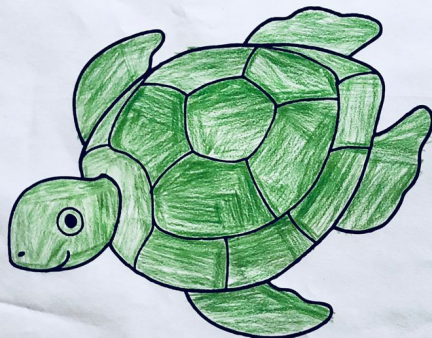
BEGINNING



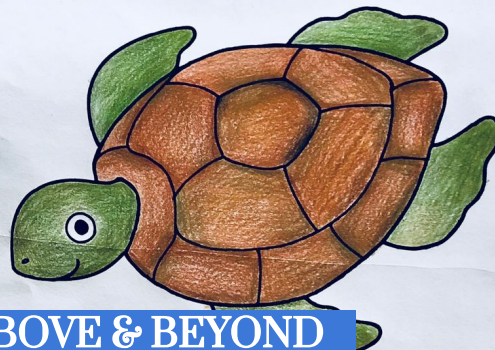
PROGRESSING



TARGET : I CAN COLOR IN THE LINES



MASTERY



ABOVE & BEYOND

A photograph of a classroom scene, overlaid with a green tint. In the foreground, a woman with blonde hair in a braid is seen from the back, looking towards a desk. The desk has a laptop and papers. In the background, several students are seated at desks, some looking at laptops. A whiteboard with charts is visible in the distance. The text "Practice the Feedback" is written in large, white, serif font across the center of the image.

Practice the Feedback

Name : _____ Date: _____ Hour : _____

Quiz 1 (End of Level 1)

Topic	Score		
6.EE.5 Substitution	Mastery Understanding	Basic Understanding	Beginning Understanding
Solve and show all work :			
WHEN X=2 AND Y=1 SOLVE: $(10 + 2X) - Y - 10$	WHEN X=2 AND Y=10 SOLVE: XXXYX	WHEN X=4 AND Y=4 SOLVE: $2X + 2Y$	

Topic	Score		
6.EE.5 Solving Equations	Mastery Understanding	Basic Understanding	Beginning Understanding
Identify the inverse of each equation :			
$X + 15 = 20$	$\frac{x}{5} = 6$	$2x = 44$	

Name : _____ Date: _____ Hour : _____

Quiz 1 (End of Level 1)

Topic	Score		
6.EE.5 Substitution	Mastery Understanding	Basic Understanding	Beginning Understanding
Solve and show all work :			
WHEN X=2 AND Y=1 SOLVE: $(10 + 2X) - Y - 10$	WHEN X=2 AND Y=10 SOLVE: XXXXX	WHEN X=4 AND Y=4 SOLVE: $2X + 2Y$	

Topic	Score		
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Quiz 1 (End of Level 1)

Topic	Score		
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Solve and show all work :

WHEN $X=2$ AND $Y=1$

SOLVE:
 $(10 + 2X) - Y - 10$

WHEN $X=2$ AND $Y=10$

SOLVE:
 $XXX - Y$

WHEN $X=4$ AND $Y=4$

SOLVE:
 $2X + 2Y$

Topic	Score		
6.EE.5 Solving Equations	Mastery Understanding	Basic Understanding	Beginning Understanding

Identify the inverse of each equation :

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$$\frac{x}{5} = 6$$

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Name: _____ Date: _____ Hour: _____

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k :		
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SOLVE:	SOLVE:	

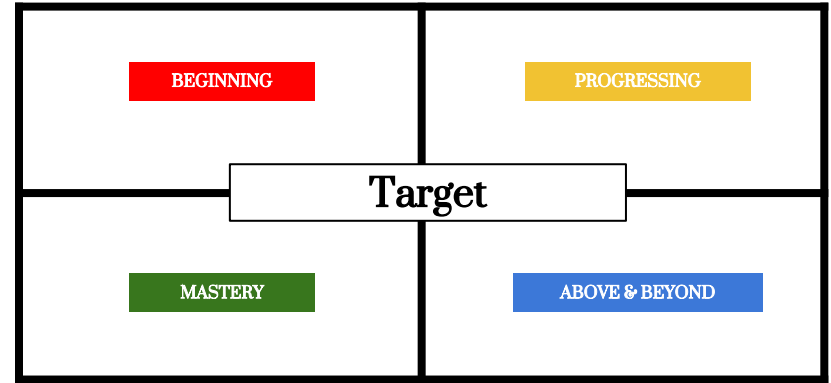


*Quality is not an act,
it's a habit*

-Aristotle

“

- ❑ Counting to Ten
- ❑ Knowing the ABC's
- ❑ Connect the Dots
- ❑ Adding or Subtracting Numbers
- ❑ Evaluating a Poem





Getting Started

Getting Started

Evaluate
Language

Revamp
Your
Scale

Learn
through
Social

Explore
the
Research

Link
Standard

Retakes



Connect



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