

---

---

---

---

---

---

---

---

For further conversation about any of these topics:

**Rick Wormeli**  
**[rwormeli@cox.net](mailto:rwormeli@cox.net)**  
**[rick@rickwormeli.onmicrosoft.com](mailto:rick@rickwormeli.onmicrosoft.com)**  
**703-620-2447**  
**Herndon, Virginia, USA**  
**(Eastern Standard Time Zone)**  
**@RickWormeli2 (Twitter)**  
**[www.rickwormeli.com](http://www.rickwormeli.com)**

---

---

---

---

---

---

---

---

As leaders, we all have our own philosophy/pedagogy that we believe. To what degree will we allow our teachers to hold beliefs and conduct practices different from our own?

---

---

---

---

---

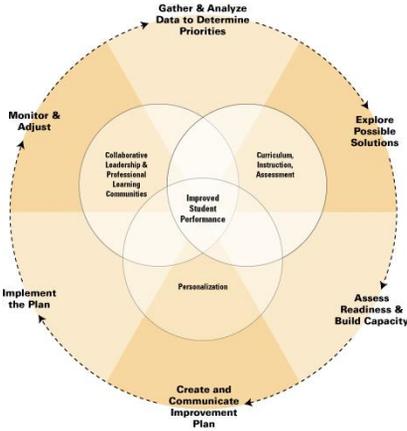
---

---

---







A Process Circle for Guiding Change [From *Breaking Ranks*, NASSP, 2011]

---

---

---

---

---

---

---

---

**Respect the Challenge of the Teacher's Journey**

“Denying others the opportunity to *[resist, push back, stress, work through challenges, clarify their thinking, struggle with new perspectives]*, criticizing them for not responding to explanations about change, dismissing their resistance or hesitation as ignorance or prejudice expresses arrogance and contempt for the meaning of other people's lives (Marris, p. 155).” - Evans, p. 63

---

---

---

---

---

---

---

---

**Three Premises:**

- We can **control** and **coerce** someone to do something, but we can't **motivate** anyone to do anything they don't already want to do.
- Motivation is only doing to the best of our ability what we are *already capable* of doing. (*Rick Lavoie, F.A.T. City Workshop: How Difficult Can This Be?* PBS Video)
- Motivation is not something we do **to** teachers, it is something we create *with* them.

---

---

---

---

---

---

---

---

Three elements in intrinsic motivation:

- Autonomy -- the ability to choose what and how tasks are completed
- Mastery -- the process of becoming adept at an activity
- Purpose -- the desire to improve the world.

-- Daniel H. Pink

*Drive: The Surprising Truth about What Motivates Us*  
2009

## Build teacher autonomy.

When teachers retain autonomy to make lesson changes they find effective, they take responsibility for the outcomes. They commit to a lesson's success more personally, analyzing their actions and revising thoughtfully.

Examples of Teachers' Lack of Autonomy:

- ✗ Mandated scripted programs with no option to adjust it according to students' needs...
- ✗ "Teachers are warned to plan accordingly because the paper supply will run out in January..."
- ✗ The master schedule cannot be changed to accommodate a compelling guest speaker...
- ✗ Teachers can't incorporate a new "app" in their lessons because it promotes the use of personal technology that school hasn't sanctioned...
- ✗ New students are three grade levels below grade-level proficiencies but they must do well on the final exam anyway...
- ✗ No, you can't take that field trip with the class because you only get one per year, and it would be too much time away from preparing for the annual exam.

## Create a Culture of Expectancy

- ◆ “This is our way of doing things around here.”
- ◆ Letter to potential new faculty
- ◆ Immersion -- If it's in sight, it's in mind, so put it in sight.
- ◆ Publicize at faculty meetings, newsletters, letter to parents, news organizations, Website
- ◆ Promote in public spaces used by teachers
- ◆ Attach differentiated instruction practices to professional goals and annual evaluation

Create moral  
imperative.

### **Provocations:**

***Grades are merely placeholders for longer descriptions of evidence. They mean nothing by themselves.***

***A grade reflects what we know at the end of learning, not how we got there.***

***Averaging distorts final grade accuracy and should be abandoned.***

***Effort should be reported separately from achievement.***

**Provocations:**

**Grades are NOT rewards, validation, or compensation.**

**It's okay to use alternative assessments as long as the same evidence of the standard is presented.**

**A single-sitting unit test or final exam should NOT count a lot in the final report grade.**

**We should give students the test questions on the first day of the new unit.**

---

---

---

---

---

---

---

---

**Provocations:**

**Whenever students demonstrate mastery of content/skills, they get full credit for it, even if it's months after the unit is finished.**

**Grades by themselves are not accurate forms of reporting that can be used for high-stakes decisions regarding students.**

**Homework counts zero percent in the final grade.**

**Test grades should be disaggregated.**

---

---

---

---

---

---

---

---

**Provocations:**

**We can learn without grades, but we can't learn without feedback.**

**Pre-assessments and formative assessments are overt acts of direct instruction, not sidebars to it.**

**On re-do's, students should be given full credit, not partial credit, even if they cheated on the original attempt.**

---

---

---

---

---

---

---

---

**Provocations:**

***On the 100-point scale, all zeroes should be turned into 50's or higher before averaging.***

***We should drop the 100-point (percentage system) scale for grading.***

***Most educators do not share the same definitions of "developing," "emergent," "satisfactory," "proficient," "mastery," and "Exceeds the Standard."***

---

---

---

---

---

---

---

---

**Provocations:**

***It's okay to record, "Alternative Curriculum" on the report card for a child designated as "Special Ed," so that others don't think his "A" is the same level of learning as regular education students who received the same grade.***

***There shouldn't be one overall grade per subject. Instead, grades for individual subsets of the subject should be provided.***

---

---

---

---

---

---

---

---

**COGNITIVE COACHING**

Tips and Reminders

---

---

---

---

---

---

---

---

ULTIMATE GOAL:

**Self-Efficacy**

Teachers are empowered through autonomy, professionalism, and specific skill skillsets to employ best practices, self-monitor/analyze/reflect, and to revise practices based on those reflections.

**WHEN COGNITIVE COACHING, WE:**

- Clarify lesson goals and objectives;
- Help determine evidence of student achievement;
- Help teachers anticipate teaching strategies, decisions, concerns;
- Help teachers summarize their impressions and assessments of the lesson;
- Help teachers recall data supporting those impressions and assessments;
- Help teachers infer relationships between student achievement and teacher decisions/behavior;

From:  
[csuscognitivecoachingfic.wikispaces.com/file/view/CognitiveCoaching-UofTexas.pdf](https://www.wikispaces.com/file/view/CognitiveCoaching-UofTexas.pdf)

**ELEMENTS/TIPS**

- Maintain at least three steps:
  - Pre-Observation discussions, Observations, Post-Observation discussions
- Honor the person
- Be present and attentive
- Teacher does most of the talking – *Seriously, record a session and do the percentages*
- Avoid simplistic platitudes and education politicizing
- Listen without judgment and regulate your internal editor – Don't give in to intellectual biases; empathize with first-time eyes
- Channel Stephen Covey: Seek to understand, then to be understood
- Model, as needed









**With colleagues,  
reflect on the bigger questions:**

- How does my approach reflect what we know about students this age?
- Why do we grade students?
- Does our current approaches best serve students?
- How do we communicate with parents?
- How does assessment inform our practice?
- Is what we're doing fair and developmentally appropriate?
- How can we counter the negative impact of poverty/mobility on our students' learning?
- What role does practice play in mastery?
- What is mastery for each curriculum we teach?
- What is homework, and how much should it count in the overall grade?
- How are our current structures limiting us?

---

---

---

---

---

---

---

---

---

---

**With colleagues,  
reflect on the bigger questions:**

- Whose voice is not heard in our deliberations?
- What do we know about differentiated practices and the latest in cognitive theory and how are those aspects manifest in our classrooms? If not, why not?
- Are we mired in complacency?
- Are we doing things just to perpetuate what has always been done?
- Are we open to others' points of view – why or why not?
- Does our report card express what we're doing in the classroom?
- How are modern classrooms different from classrooms thirty years ago?
- Where will our practices look like 15 years from now?
- To what extent do we allow state, provincial, country, or international exams to influence our classroom practices?

---

---

---

---

---

---

---

---

---

---



**Re-frame.**

---

---

---

---

---

---

---

---

---

---







*Just because we can't fathom the logistics  
doesn't mean we abandon the principle.*

---

---

---

---

---

---

---

---

**Assumptions and Biases  
that Are Hard to Overcome...**

- Rubrics by their nature limit the next generation.
- Teachers impart knowledge to their students? 'Not necessarily.
- "Show me the research that this works!"
- Students need to be punished for infractions.
- "Grades motivate students."
- Technology integration will improve student achievement – Not without pedagogy!
- All English Language Learners should get the same response.

---

---

---

---

---

---

---

---

**Accept the Fallacy  
of "Physics Envy"**

Misconception:

The only research in Social Sciences that is acceptable for education reform is one that adheres to proper-protocol, juried journal, reproducible, third party tested research such as exists in physics and similar "hard" sciences:

- Develop a theoretical model and hypothesis
- Test the hypothesis with large sample size and in multiple situations
- Publish results
- Ask others to reproduce the tests with same elements and get similar results (*Causation makes for good conclusion: "When A is done, B occurs."*)
- Publish those verifications.

**So, what's more construtive?**

---

---

---

---

---

---

---

---

**Accept the Fallacy  
of “Physics Envy”**

**Constructive Approach:**

Social Science research conclusions are rarely causal. More often, they are correlational, relying more on qualitative than quantitative data analysis, and looking at patterns/extrapolations over time, sometimes with limited data sets, or data for a large population but losing correlation when applied to an individual learner. We can rarely replicate exact conditions or account for all confounding variables when repeating experiments to test theories.

Properly conducted research is welcomed, however. It catalyzes our next questions/investigations and invites critical analysis from thoughtful educators. It informs our decisions, but it rarely identifies definitive action. Teacher experience, professionalism, context, and reasonable attempts to gather more information are valued.

---

---

---

---

---

---

---

---

**Accept the Fallacy  
of “Physics Envy”**

**Be Clear:**

Not all that is good and effective in education has a robust research base. It doesn't exist – yet. We need to conduct it. We can't paralyze our instructional practice, however, by worshipping at the research altar, claiming we only do research-based practices. Declaring, “*Show me the research this works, or I will refuse to do what you ask,*” is a cop out.

*In case you didn't notice, this is a call to get more invested in education research, sharing it with one another, and conducting it professionally ourselves.*

---

---

---

---

---

---

---

---

***In Case You're Interested: Articles with More Ideas***

- “Patient and Tenacious Teaching”
- “The Intellectual Life of Teachers”
- “Empathy as Doorway to Effectiveness”
- Chapter 2 of new *Fair Isn't Always Equal, 2nd Edition* – Being Principled, How Would it Manifest?
- “Confronting Assumptions and Biases”
- “Setting the Pedagogy Straight: Response to Mike Schmoker on Differentiated Instruction”
- Forest City Summit Letters to the Editor on Grading - December, 2015

---

---

---

---

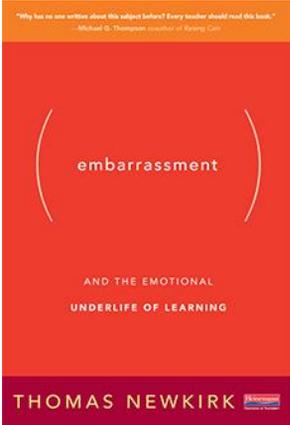
---

---

---

---





'Highly recommended new book, 'worthy of a book study – One of the most impactful books on teaching I've read in years.

---

---

---

---

---

---

---

---

"[People]...cannot accept even the simplest and most obvious truth if it ...would oblige them to admit the falsity of conclusions which they have delighted in explaining to colleagues, which they have proudly taught to others, and which they have woven, thread by thread, into the fabric of their lives. (Gleick, 1987, p. 38)" – Evans, p. 30

---

---

---

---

---

---

---

---

"The humiliation of becoming a raw novice at a new trade after having been a master craftsman at an old one, and...the deep crisis caused by the need to suppress ancient prejudices, to

**Respect the Challenge of the Teacher's Journey**

push aside the comfort of the familiar to relinquish the security of what one knows well." (Kaufman, 1971, p. 13)" - Evans, p. 48

---

---

---

---

---

---

---

---

"People must be sufficiently dissatisfied with the present state of affairs – and their role in maintaining it – or they have no reason to endure the losses and challenges of change." - Evans, p. 57

---

---

---

---

---

---

---

---

Some teachers and school leaders are irrational, territorial, uninformed, or ill-suited to their jobs. With these people we can:

- **Help them see how they come across in whatever diplomatic way we can**
- **Help them get guidance if they are poorly trained**
- **Offer them alternative compromises between their needs and our needs so that both are served**
- **Educate them patiently so they can “save face,” by speaking from understanding and not being threatened by the proposed changes**

- **Present concerns along with their solutions so they are not stressed further**
- **Acknowledge that they are having a tough time and come across as supportive, not adversarial**
- **Quit working for him or her**
- **Make it very comfortable for him or her to vacate the position**
- **Share our concerns with someone in supervisory capacity**

Don't succumb to the opinions of untrained parents, business leaders, and politicians. "Trust your training, you will."



**Make the new grading practices ever-present elements of our school's culture – Our way of doing things around here – And go for total immersion:**

- ✓ If it's in sight, it's in mind.
- ✓ If it's out of sight, it's out of mind.
- ✓ So, put in sight that which you want in mind, and take out of sight that which you do not want in mind.

---

---

---

---

---

---

---

---

**Premise:**

**A teacher waiting for the school or district to provide professional development for him isn't even treading water. We are responsible for our own professional development.**

---

---

---

---

---

---

---

---

**Our Own Professional Development**

- Mentoring
- Professional Reading, Book Study
- Reflective Learning Logs
- Listservs, on-line communities
- Instructional Roundtables
- Professional Learning Communities
- Faculty Portfolios
- Videotaping and Analysis
- Workshops and Conferences
- Web casts and Video-conferencing
- Action research
- National Board Certification

---

---

---

---

---

---

---

---

Great On-line Tutorials about Teaching  
and/or the Subjects We Teach

- [www.teachingchannel.org](http://www.teachingchannel.org)
- [www.schooltube.com](http://www.schooltube.com)
- [www.teachertube.com](http://www.teachertube.com)
- [www.khanacademy.org](http://www.khanacademy.org)
- [www.youtube.com](http://www.youtube.com)
- Authors/Publishers often have videos  
([www.stenhouse.com/fiae](http://www.stenhouse.com/fiae))

---

---

---

---

---

---

---

---

## Teacher Inservice Training

- [www.ascd.org](http://www.ascd.org)
- [www.sde.com](http://www.sde.com)
- [www.leadandlearn.org](http://www.leadandlearn.org)
- [www.nassp.org](http://www.nassp.org)
- Specific subject professional organizations
- Authors and presenters
- [www.aeispeakers.com](http://www.aeispeakers.com)
- Speaker's bureaus
- "Wisdom Within" – experts in the building already
- Consider Webcasts, E-Seminars, or Videocasts

---

---

---

---

---

---

---

---

### Subscribe

- RSS Feeds
- Blogs
- Magazines/journals
- Updates
- Smartbrief 



Sample Smartbrief Topics:

- Stem Education
- Middle Level Teaching
- Special Education
- ASCD
- Global News
- Ed Tech
- Geography
- English and Literacy
- Social Studies
- Math
- Scientific Research
- Education Leadership
- Education Policy

---

---

---

---

---

---

---

---



For your own Professional Development,  
Write Education Articles and Blogs

---

---

---

---

---

---

---

---

**Writing Media to Consider:**

- Magazine/Journal/Newsletter Articles
- GPS or IPS (see other slides on this)
- Listservs
- Blogs
- Editorials
- Journaling
- Books
- Twitter
- “White Papers”



---

---

---

---

---

---

---

---

**What if there were no  
hypothetical  
questions about  
assessment and  
grading?**

---

---

---

---

---

---

---

---

Where Do You Stand?

- If a student gets a 100% on a pre-test, he should NOT have to do any assignments in the unit of study, and instead, he should do a personal research project related to the general topic of the unit while other students learn the material.
- In the same 30 minutes, it's appropriate to give advanced students get 25 math problems while struggling students are assigned only five.
- On the 100-point scale, any student who turns in nothing, should get a 50 instead of a zero.
- After two weeks, all incompletes in a student's grade report should become F's (or zeroes).
- The 100-point scale is an effective grading scale for the standards-based grading classroom.

---

---

---

---

---

---

---

---

- An "A" or "4.0" means students have gone above and beyond the standard, not just met the standard.
- "C" refers to average performance in our school.
- Teachers in our school are consistent in their student expectations for each standard.
- One student writes poorly, so when the rest of the class is given several non-writing choices as a way to demonstrate mastery, it's appropriate for the teacher to assign this student a writing piece so he can improve his skills.
- Danika is borderline between a C and a B grade. In order to choose one or the other for the final report card grade, it's appropriate for her teacher to consider Danika's outstanding attitude, behavior, and high homework completion rate when determining whether to record the C or the B on the report card.

---

---

---

---

---

---

---

---

- Two students struggle with graphing the intersection of two inequalities, so the teacher asks them to graph only one instead. Is this okay?
- All students in Mr. Brown's class keep journals in math. The type of journal matches each student's strengths and interests. For example, one journal is for the students whose verbal skills are stronger than their math skills. Students keep a list of math terms learned in class and then use the terms in sentences. Another journal is for students have good visual-spatial skills. These students draw pictures to remind them of math vocabulary.
- A student who seems to mix up decimal places and place values in his math problems is asked to do his work on graph paper, even on tests, thereby keeping his numbers clearly within their columns.
- The teacher raises or lowers what she expects of students regarding the grade level curriculum based on their developmental level, and she adjusts her assignments for them accordingly.

---

---

---

---

---

---

---

---

- A student has test anxiety, so his teacher schedules his exam for three, after-school sessions, each one for 20 minutes, over the course of three days. Instead of the short answer, multiple choice format the rest of the class is using, she conducts the test as an interview. Is this okay?
- English Language Learner students get a lower-order thinking task than the rest of their class.
- A student keeps re-doing an essay in order to improve his grade, but he seems to disregard the advice the teacher gives him on each attempt. He makes a few cosmetic changes and re-arranges some words, but there's no substantive change. He and the teacher are getting frustrated at his lack of progress.
- J.J. demonstrates 100% on all of his formative assessments, so his teacher doesn't make him take the final unit test. She just records a 100 for the final unit test for him.

---

---

---

---

---

---

---

---

---

---

- The electronic report card used by her school averages grades, but Mr. Teachwell knows this falsifies the final grade. "Oh, well," he thinks, "there's nothing I can do," and he continues to average the grades in his classroom.
- It's January. For some wonderful reason, your student, Philip, finally completes and turns in a project from September that he never did. You thank him for doing it, but you do not give him credit for doing the work, or for the knowledge and skill demonstrated in it. 'Any issue here?'
- Mrs. GoodTeacher counts her single-sitting, two-hour, final exam at the end of the year as 30% of the overall grade. 'Concerns?'
- Some students did well in standards 1, 2, and 5 on the test, but poorly in 3, 4, and 6. Other students did the opposite: performing well on 3, 4, and 6, but bombing out on 1, 2, and 5. Only the aggregate score of "C" is recorded for every one of these students, however. 'Any concern here?'

---

---

---

---

---

---

---

---

---

---

**Run the numbers for those that need to see them.**

Rotate meeting places in order to fully dimensionalize colleagues—so they become more than stereotypes and caricatures. Help faculty and colleagues see the full person with whom they are working.

---

---

---

---

---

---

---

---

---

---

When disagreeing, is it better to say, "Tell me more about that," or to roll our eyes in derision? Put norms in place in which it is safe to question the status quo without fear of reprisals or looking ridiculous.

---

---

---

---

Invite Devil's Advocate, Socrates, "Yes, but..." questions to let folks to get answers to specific concerns, but also facilitate an equal number of "Yes, and..." responses in which colleagues improve or extend ideas.

---

---

---

---

**Skill Sets Teachers Need in Order to Work Together to Improve Practices**

- How to write and talk about teaching; how to make the implicit explicit
- Formative versus Summative Assessments
- Cognitive Science applied in the classroom
- How to critique each other constructively
- How to work with mentors/coaches
- How to read, critique, and share professional materials – text, Websites, videos, research.

---

---

---

---

---

---

---

Ask what a respected colleague or leader would do.

---

---

---

---

---

---

---

Realize that every administrator/teacher wants students to be successful. If you find a better way to achieve student success, don't be bashful. Present it.

---

---

---

---

Present problems with their solutions.

---

---

---

Put time, energy, people, and money into coaching/mentoring teachers.

- Consider:
- -- PLC's
  - Critical Friends Network
  - Teacher Action Research Teams
  - Becoming a Lab School for a local University
  - Beginning teacher induction programs

---

---

---

---

---

---

---

Deviate from the program here and there as necessary for students' success, but translate what you're doing into the language of the district so you can keep your job.

---

---

---

Tell those questioning your deviation from the establish program that you're doing a "pilot." People get panicked by permanence.

---

---

---

---

**Start with a Few...**

- ◆ Identify 3 or 4 staff already differentiating or willing to give it a shot...*and support their journey with everything you've got.*
- ◆ Ask them to present their journey to the faculty -- 'mistakes, successes, 'everything.
- ◆ Invite a parent or three to be a part of the conversations.

---

---

---

---

---

---

---

---

**Regularly Affirm Small Steps**

- public recognition at faculty gatherings
- private notes of thanks & encouragement
- take over a teacher's class in order to give her an extra planning period
- refer a teacher looking for help to a successful teacher
- post teacher successes somewhere visible
- invite news organizations to interview teachers who've been successful
- ask successful teachers to take on leadership roles

---

---

---

---

---

---

---

---

**"Dipstick" frequently.**  
(a John Saphier term)

This includes a checklist for evidence of standards-based assessment/grading in your Walk-through observations.

---

---

---

---

---

---

---

---

Bring at least one parent to every conference or in-service training.

---

---

---

---

---

---

---

### **Open each Faculty Meeting with the Idea**

A different group shares their interactions with the topic for five to ten minutes each meeting. Rotate different departments and grade levels through the presentation duty.

---

---

---

---

---

---

---

### **Use Department Meetings**

At every department meeting:  
Discuss an aspect of the idea and prepare a report for the administration

Ask: What does this look like in our discipline?

---

---

---

---

---

---

---

## Disseminate articles/ideas in teacher boxes

Keep the idea(s) in front of teachers so it doesn't get moved to the back burner. Make sure to follow up with a structured interactions.

---

---

---

---

---

---

---

---

## Publicize!

Add the new program or emphasis to the school's publications such as newsletters, Website, Work Plan, accreditation materials, and promotional school materials.

---

---

---

---

---

---

---

---

## Conduct Instructional Roundtables

- One-hour or less
- Someone (not limited to leaders) posts a topic for discussion and a location for the meeting two weeks in advance
- All are invited, but 'must have one idea to share (photocopied) as ticket to the roundtable

---

---

---

---

---

---

---

---



C.B.A.M. --  
Concerns-Based Adoption Model

Teachers move through different stages of concern – for themselves, for the task, for the new idea’s impact – as well as through stages of use. If we respond to each level of concern and how teachers are using the idea, teachers are more willing to partake in the new initiative.

---

---

---

---

---

---

---

---

**Teacher Concerns**

- 6 - Refocusing**
- 5 – Collaboration**
- 4 – Consequences**
- 3 – Management**
- 2 – Personal**
- 1 – Informational**
- 0 – Awareness**

---

---

---

---

---

---

---

---

**Teachers Use of the New Idea**

- 6 – Renewal**
- 5 – Integration**
- 4a/4b – Refinement/Routine**
- 3 – Mechanical**
- 2 – Preparation**
- 1 – Orientation**
- 0 – Non-use**

---

---

---

---

---

---

---

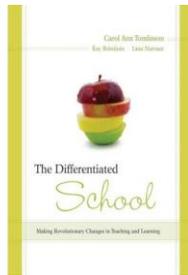
---



Great book to get started:

***The Differentiated School: Making Revolutionary Changes in Teaching and Learning***

Carol Ann Tomlinson, Kay Brimijoin, Lane Narvaez  
ASCD 2008



---

---

---

---

---

---

---

---

Also, to Get Started:



***Talk About Teaching!***  
*Leading Professional Conversations,*  
NASSP/Corwin/NSDC,  
2009

***Transforming School Culture: How to Overcome Staff Division***  
Anthony Muhammad, Solution Tree Press, 2009



***Leading Change in your School: How to Conquer Myths, Build Commitment, and Get Results,***  
ASCD,



***Breaking Ranks: A Field Guide to Leading Change,*** NASSP, 2009 (Don't forget BRIM – *Breaking Ranks in the Middle, too!*)

---

---

---

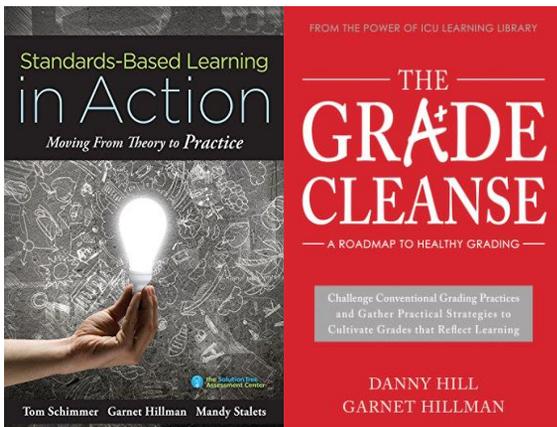
---

---

---

---

---



---

---

---

---

---

---

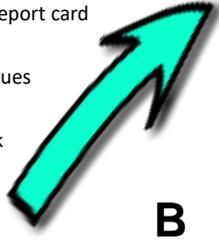
---

---



**Ideas for the First Steps in Capacity Building:**

- Design the ideal gradebook/report card
- Do hypotheticals with colleagues
- Practice Descriptive Feedback
- Ask teachers to write and defend their Grading Philosophy Statement (GPS)



---

---

---

---

---

---

---

---

# GPS

Grading Philosophy Statement  
(Your Personal navigation device)

---

---

---

---

---

---

---

---

## GPS Format

1. 1-2 sentence statement of your philosophy.  
Ex: *"Homework will count 10% in this class."*
1. 1-5 sentences of rationale as to why this is your policy. Ex: *"Homework is meant to be practice as students learn a topic, not a declaration of summative mastery of that topic. Since grades are reserved only for summative declarations of mastery, homework should not be a major portion of the final grade for the grading period."*

---

---

---

---

---

---

---

---

Include in your statement your philosophy on the following:

Differentiated and fair grading  
Rubrics  
Modified or adjusted curriculum  
Student self-assessment  
Extra credit  
What grades mean  
Definitions of individual grades  
Grading scales (100 vs 4.0)  
Formative vs summative assessments  
Averaging grades vs using median/mode  
Grading classwork  
Grading homework  
The purpose of homework  
How much curriculum should be on one test and tiering tests

The role of alternative assessments  
Weighting grades  
The percent influence of varied assessments  
Dealing with late work  
Setting up the gradebook according to categories, assessment formats or standards  
Re-doing work or tests for full credit  
The purpose of grades and grading

---

---

---

---

---

---

---

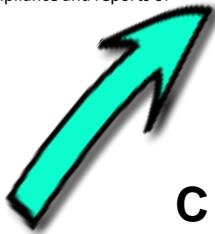
---

---

---

***Ideas for the First Steps in Capacity Building:***

- Discern between reports of compliance and reports of learning/standards
- Read at least 3 different books on SBG and discuss with colleagues
- Rubricize a unit not normally rubricized



---

---

---

---

---

---

---

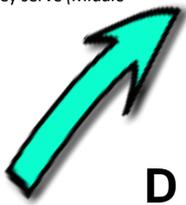
---

---

---

***Ideas for the First Steps in Capacity Building:***

- Update the faculty on how the brain learns, developmental nature of students they serve (*Middle School Concept!*)
- Correlate mean and mode with outside the school testing
- Create a culture of candor and openness to revising one's thinking



---

---

---

---

---

---

---

---

---

---



*Six Critical Conversations to Conduct  
as We Plan to Change Culture  
for Standards-Based Grading:*

**2. Brainstorm your goals regarding assessment and grading practices in the school or district: What in assessment and grading practices do you want to achieve? Dream big, list them all...**

---

---

---

---

---

---

---

---

*Six Critical Conversations to Conduct  
as We Plan to Change Culture  
for Standards-Based Grading:*

**3. Consider your evaluative criteria for success: What evidence will you expect to see if teachers are successfully implementing effective, ethical assessment/grading practices?**

---

---

---

---

---

---

---

---

*Six Critical Conversations to Conduct  
as We Plan to Change Culture  
for Standards-Based Grading:*

**4. Anticipate hurdles and challenges: List "sticking points," pushbacks, issues (pedagogical, emotional, financial, logistical) that you may encounter during implementation.**

---

---

---

---

---

---

---

---

