Context: Elementary Building

Elementary principal and a small group of teachers familiar with the principles of standards-based grading.

Step 1: Understanding Power Standards
1. School leaders agree on a *process for identifying power/priority/essential standards.
2. Individual teachers pilot power/priority/essential standard protocol to see how it works using state/local standard lists.
3. Teams of teachers are allocated time to determine the most important standards in each content area which will be communicated on the report card. (Initial attention should be given to determining when each standard will be reported throughout the year, although this may be a dynamic process from year to year)

Step 2: Developing rubrics and assessments
1. For a unit of study, identify the standards which are to be taught. Look at a previously created end-of-unit assessment to ensure each standard is assessed OR create a new assessment for the unit of study.
2. Identify the specific questions/prompts from the assessment aligned with each standard (or aspects of the project). For example, questions 1 and 3 might align with Standard 5.MD.5.
3. Ask a group of students to complete the assessment!
4. Identify one standard. A group of teachers sorts student work into four piles (assuming a 4-point scale) and then agrees on the characteristics of each pile. These characteristics are the basis for writing rubrics for the standard! Repeat for other standards.

Step 3: Developing *school-wide grading guidelines
1. Borrow liberally from another school and/or create a committee of teachers for the purpose of agreeing on grading guidelines/principles (Matt & Nathan provide samples; Ken O'Connor’s books may be helpful).
2. How will teachers measure and report non-academic indicators such as work habits?

Step 4: Writing homework and reassessment *statements
1. What is the purpose of homework/practice in the building or district? How much homework/practice will be assigned each night/week and for what purpose?
2. How and when will teachers initiate re-teaching and re-assessment opportunities for students based on the most essential standards?

Step 5: Establish a building-wide intervention time/schedule
1. Students who are struggling with the most essential standards are provided additional time and support in a smaller group setting.

Step 6: Implementation in classroom and communication with students
1. Commit to trying out a standards-based report card for at least one content area. Collect feedback from parents and teachers.
2. Establish a timeline for utilizing a 100% standards-based report card.
3. *Draft communication to parents (e.g. sample report card, FAQ, why this change is being made, how it will benefit students and parents). Consider utilizing a video, frequently-updated web page and/or parent nights.

Step 7: Refinement
Context: Secondary Building

Principal and a small group of teachers familiar with the principles of standards-based grading.

Step 1: Understanding Power Standards
1. School leaders agree on a process for identifying power/priority/essential standards.
2. Individual teachers pilot power/priority/essential standard protocol to see how it works using state/local standard lists.
3. Teams of teachers are allocated time to determine the most important standards in each content area which will be communicated on the report card and/or in the grade book.

Step 2: Developing rubrics and assessments
1. For a unit of study, identify the standards which are to be taught. Look at a previously created end-of-unit assessment to ensure each standard is assessed OR create a new assessment for the unit of study.
2. Identify the specific questions/prompts from the assessment aligned with each standard (or aspects of the project). For example, questions 1 and 3 might align with Standard 5.MD.5.
3. Ask a group of students to complete the assessment!
4. Identify one standard. A group of teachers sorts student work into four piles (assuming a 4-point scale) and then agrees on the characteristics of each pile. These characteristics are the basis for writing rubrics for the standard! Repeat for other standards.

Step 3: Developing school-wide grading guidelines
1. Borrow liberally from another school and/or create a committee of teachers for the purpose of agreeing on grading guidelines/principles (Matt & Nathan provide samples; Ken O'Connor’s books may be helpful).
2. How will teachers measure and report non-academic indicators such as work habits, if at all?

Step 4: Writing homework and reassessment statements
1. What is the purpose of homework/practice in the building or district?
2. How and when will teachers initiate re-teaching and re-assessment opportunities for students based on the most essential standards?
3. What will the re-learning plans look like for students who initiate reassessments? How long will students have to complete reassessments?

Step 5: Building reassessment opportunities
1. When will students be provided additional time and support for re-teaching and re-assessment opportunities during the school day?
2. How will teachers balance the need to work with students who are struggling on many standards with feeling obligated to working with students who simply want to improve from a B+ to an A?
3. Does the school have separate “skill” and “will” interventions in mind? In other words, what supports are provided to students who appear to be capable, but are not giving their best effort?

Step 6: Implementation in classroom and communication with students
1. Commit to trying out a standards-based report card for at least one content area. Collect feedback from parents and teachers.
2. Establish a timeline for 100% implementation of the grading guidelines. Consider providing additional time for teachers to initially write re-assessments.
3. *Draft communication to parents (e.g. sample report card or grade book screen shot, FAQ, why this change is being made, how it will benefit students and parents). Consider utilizing a video, frequently-updated web page and/or parent nights.

Step 7: Refinement

**Matt & Nathan will provide examples/samples.
## Proposed Standards-Based Grading (SBG) Workshop Timeline

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>Audience</th>
<th>Dates</th>
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<tbody>
<tr>
<td>SBG Overview</td>
<td>Track 1</td>
<td>November 18, 2016</td>
</tr>
<tr>
<td>SBG Overview</td>
<td>Track 2</td>
<td>January 20, 2016</td>
</tr>
<tr>
<td>SBG Overview (continued)</td>
<td>Track 1</td>
<td>March 2, 2016</td>
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<tr>
<td>Step 1: Understanding Power Standards</td>
<td></td>
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<tr>
<td>Condensed (?):</td>
<td>Track 2</td>
<td>June 15, 2016</td>
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<tr>
<td>● Step 1: Understanding Power Standards</td>
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<td>● Step 2: Developing rubrics and assessments</td>
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<tr>
<td>Step 3: Developing school-wide grading guidelines</td>
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<tr>
<td>Step 2: Developing rubrics and assessments</td>
<td>Track 1</td>
<td>August TBD 2016</td>
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<tr>
<td>Step 3: Developing school-wide grading guidelines</td>
<td>Track 1</td>
<td>November TBD 2016</td>
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<tr>
<td>Leading the SBG change.</td>
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<td>January TBD 2017</td>
</tr>
<tr>
<td>Committing to a pilot.</td>
<td>Track 2 - Principals/Admin only?</td>
<td></td>
</tr>
<tr>
<td>Communicating with parents, community and board of education.</td>
<td>Track 1</td>
<td></td>
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