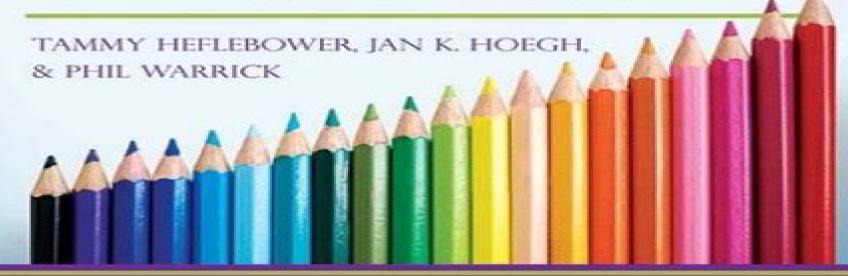
SCHOOL LEADER'S

STANDARDS-BASED GRADING



with Mitzi Hoback, Margaret McInteer, & Bev Clemens foreword by Robert J. Marzano

A School Leaders Guide To Standards Based Grading

Jana Hunzicker

A School Leaders Guide To Standards Based Grading:

A School Leader's Guide to Standards-Based Grading Tammy Heflebower, Jan K. Hoegh, 2014-05-30 Accurately report students academic strengths and weaknesses with standards based grading Rather than using traditional systems that incorporate nonacademic factors such as attendance and behavior learn to assess and report student performance based on prioritized standards You will discover reliable practical methods for analyzing what students have learned and gain effective strategies for offering students feedback on their progress A School Leader's Guide to Standards-Based Grading School Leaders Guide to Standards-Based Gradinig Tammy Heflebower, Jan Hoegh, Phil ,2025-02 SOT0035 Warrick, 2014-05-23 A School Leader's Guide to Standards Based Grading by Tammy Heflebower Jan K Hoegh and Phil Warrick with Mitzi Hoback Margaret McInteer and Bev Clemens offers a reliable framework for analyzing student learning and providing students and stakeholders with effective feedback on student progress This guide not only articulates significant research supporting standards based grading as an accurate precise and effective way to report academic strengths and weaknesses but also shares applicable anecdotes from educators implementing its components. The authors detail specific procedures processes and systems necessary for implementation In chapter 1 readers will learn the differences between standards based grading and standards referenced grading and address why grading practices should change Chapter 2 explains how teachers can prioritize standards and create proficiency scales Chapter 3 helps readers design assessments based on the standards and scales Chapter 4 guides readers through the grading process Chapter 5 addresses the role of exceptional learners students with special needs English learners and gifted and talented students in the assessment process Finally chapter 6 provides a big picture view to help school leaders implement standards based grading school or districtwide Each chapter also includes real life accounts from teachers principals superintendents and other educators who have applied standards based grading in their schools Charting a Course to Standards-Based **Grading** Tim Westerberg, 2016-08-24 What s the best way to ensure that grading policies are fair accurate and consistent across classrooms How can schools transition to a grading system that better reflects what students are actually learning Tim R Westerberg makes this journey easier by offering a continuum of options with four destinations on the road to improved grading and assessment Destination 1 critically examines such popular grading mechanisms as the zero extra credit the semester killer project averaging mixing academic performance with work ethic and refusing to accept late work and explains how they undermine objectivity and instead result in widely divergent grades for comparable work with major consequences for students Destination 2 invites educators to put assessment and grading into the larger context of a districtwide guaranteed and viable curriculum and lays out the organizational conditions and necessary steps to accomplish this goal Destination 3 brings parents and others on board with a multiyear implementation plan and community engagement strategies for introducing report cards that indicate student achievement by standards rather than or in addition to letter

grades Destination 4 competency based education involves a total rethinking of the nature and structure of school leading to individualized education for all students However far they choose to go administrators and teacher leaders can turn to Charting a Course to Standards Based Grading for the guick wins and long term support and guidance they need to make the The Road to Success with MTSS Tom Hierck, Chris Weber, 2022-09-09 This is the roadmap trip well worth the effort educators need to create a customized intervention system for their unique circumstances Packed with research based strategies The Road to Success With MTSS is an exceptional tool for educators beginning their school's multitiered system of supports MTSS journey and those who have already come so far and are looking to reflect and reset for success Educational leaders and teachers will Embrace the multifaceted approach of MTSS which includes academic social emotional and behavioral needs Understand and anticipate obstacles to MTSS implementation while also learning how to overcome them Better assess student learning and growth Use a wide variety of tools to customize their MTSS journey Read case studies drawn from the authors and their colleagues experiences as well as from research and literature in the MTSS field Contents Introduction Chapter 1 What Practices and Elements Make Up Tier 1 Chapter 2 What Practices Make Up Tier 2 and Tier 3 Chapter 3 Where Are We and What Are the Next Steps Chapter 4 What Is the Implementation Process Chapter 5 What Does Student Evidence Reveal Epilogue Appendix Case Studies References and Resources Index **Quandaries of School** Leadership Debra J. Touchton, Mariela A. Rodríguez, Gary Ivory, Michele Acker-Hocevar, 2017-08-16 This book provides insights into the everyday practices of school leaders as told through the real life stories of principals The editors and their contributors blend practice with theory helping aspiring leaders to discover that school leadership is not simply putting prescribed solutions into action but a constant encounter with quandaries that demand thinking responding and adjusting to the situations at hand Readers build their capacities to view quandaries from multiple lenses consider a variety of responses and draw conclusions based on perspectives that may vary from those initially identified The chapter authors encourage a sharper self awareness of what scholars value and envision about education encouraging them to think about how to navigate decision making through a variety of theoretical frameworks and practices while balancing their own leadership platform development How to Use Grading to Improve Learning Susan M. Brookhart, 2017-07-21 Grades are imperfect shorthand answers to What did students learn and how well In How to Use Grading to Improve Learning best selling author Susan M Brookhart guides educators at all levels in figuring out how to produce grades for single assignments and report cards that accurately communicate students achievement of learning goals Brookhart explores topics that are fundamental to effective grading and learning practices Acknowledging that all students can learn Supporting and motivating student effort and learning Designing and grading appropriate assessments Creating policies for report card grading Implementing learning focused grading policies Communicating with students and parents Assessing school or district readiness for grading reform The book is grounded in research and resonates with the real lessons learned in the classroom Although

grading is a necessary part of schooling Brookhart reminds us that children are sent to school to learn not to get grades This highly practical book will help you put grading and learning into proper perspective offering strategies you can use right Using Grading to Support Student Learning away to ensure that your grading practices actually support student learning Matt Townsley, 2022-06-22 Using Grading to Support Student Learning offers an accessible foundation for using grading practices to support student learning through classroom assessment Purposeful defensible grading and reporting mechanisms cannot be neglected in today s reform climate and new approaches are needed to understand and refine the roles of homework formative and summative assessments and standards across grade levels Evidence based and full of illustrative examples this book bridges research and theory on grading and assessment with classroom practices for pre service and in service teachers and fresh perspectives for educational researchers studying grading practices A School Leader's Guide to Implementing the Common Core Gloria D. Campbell-Whatley, David M. Dunaway, Dawson R. Hancock, 2016-02-05 This accessible resource addresses the problems challenges and issues that general and special education leaders frequently face on a day to day basis in implementing the Common Core standards in their schools Grounded in best practices from current literature this text provides leaders with practical solutions to working with teachers and differentiating instruction for all students including students with special needs ESL and ELL learners A School Leader s Guide to Implementing the Common Core presents a cohesive framework and offers viable options for effective inclusive instruction based on students varied learning needs Special Features Vignettes and Research Based Practical Tips offer concrete connections to school contexts and illustrate practical applications Explores current trends in Universal Design for Learning UDL Multi tiered Systems of Support MTSS and Response to Intervention RTI and how they relate to the Common Core Standards Guides leaders through the development of effective policies for culturally responsive instruction in the classroom Jessica Kanold-McIntyre, Matthew R. Larson, 2015-01-28 Focus your curriculum to heighten student achievement Learn 10 high leverage team actions for grades 6 8 mathematics instruction and assessment Discover the actions your team should take before a unit of instruction begins as well as the actions and formative assessments that should occur during instruction Examine how to most effectively reflect on assessment results and prepare for the next unit Juli K. Dixon, Thomasina Lott Adams, 2014-10-09 Focus your curriculum to heighten student achievement of instruction Learn 10 high leverage team actions for grades K 5 mathematics instruction and assessment Discover the actions your team should take before a unit of instruction begins as well as the actions and formative assessments that should occur during instruction Examine how to most effectively reflect on assessment results and prepare for the next unit of instruction

Mona Toncheff, Timothy D. Kanold, 2014-12-11 Focus your curriculum to heighten student achievement Learn 10 high leverage team actions for grades 9 12 mathematics instruction and assessment Discover the actions your team should take before a unit of instruction begins as well as the actions and formative assessments that should occur during instruction

Examine how to most effectively reflect on assessment results and prepare for the next unit of instruction Achievement <u>Teams</u> Steve Ventura, Michelle Ventura, 2022-05-27 What if you had a collaborative process of looking at student data that could pinpoint student gaps in learning and suggest effective strategies to close those gaps What if you knew not only what you should start doing to enhance student learning but also what you should stop doing because it hasn t given you the hoped for results Enter Achievement Teams This is not another program that s here today and gone tomorrow it s a timeless approach that any school or district can replicate that focuses on the most significant variable in student achievement teaching In Achievement Teams Steve Ventura and Michelle Ventura offer a framework based on John Hattie's Visible Learning research that makes teacher collaboration more efficient rigorous satisfying and effective Think of it as a systematic treasure hunt for best practices using real data on your students The authors walk you through the Achievement Teams four step meeting protocol In Step 1 teams focus on the evidence from a pre assessment to provide specific feedback to students and teachers about concepts and skills that students did and did not learn In Step 2 teams use that evidence to establish SMART goals for both teachers and students In Step 3 teams summarize the collected data and make inferences around students mastery levels In Step 4 teachers select high impact strategies directly targeted to student needs A post assessment reveals what did and didn t work The authors provide a plethora of resources along the way including reflection activities to extend your thinking and a variety of helpful downloadable templates designed to facilitate the work If you re a teacher or leader who is interested in maximizing student achievement this book is for you Pathways to Proficiency, Second Edition Anthony R. Reibel, Mark Onuscheck, Eric Twadell, 2025-02-11 This book provides a five phase process for implementing evidence based grading offering practical guidance for teachers and a clear road map for school leaders to improve student assessment grading and reporting The five phase process helps schools address some of the challenges they encounter with standards based and competency based grading models providing structured steps and solutions K 12 administrators can use this book to evaluate their system's effectiveness reflect on successes and challenges and continuously refine evidence based grading practices to enhance student learning outcomes K 12 administrators can use this book to Propose design and evaluate new grading practices based on student performance Lead and organize the implementation of evidence based grading policies and practices Establish clearer guidelines benchmarks and standards of student performance Navigate common pitfalls when transitioning to a new evidence based assessment model Enhance student performance through more consistent feedback and stronger mentorship Contents Introduction A Case for a Better Way to Grade Chapter 1 Preparation Core Commitments Chapter 2 Incubation Unexpected Connections Chapter 3 Insight Critical Discoveries Chapter 4 Evaluation Key Questions Chapter 5 Elaboration Essential Realizations Epilogue Appendix A Evidence Based Grading Gradebook Hacks Appendix B Other Evidence Based Grading Impacts Appendix C Converting a Unity of Study to Evidence Based Grading References and Resources Index **Teacher Leadership in Professional Development Schools** Jana

Hunzicker,2018-04-06 Featuring scholarly descriptions teacher leader reflections and thoughtful questions this thoughtful collection will immerse readers in deep exploration of teacher leadership and student learning definitions structures and cultures that promote teacher leadership and teacher leader preparation and development **Cultural Literacy for the Common Core** Bonnie M. Davis,2014-07-08 Build your cultural literacy while inspiring deep thoughtful unbiased thinking in students Discover a six step framework for becoming culturally literate that complements the Common Core and encourages students to be at the center of learning Explore how to develop teacher student relationships engage in collaborative conversations and encourage feedback to give voice to the increasingly diverse student body found in today s classrooms

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overwhelmed confused worried and frustrated about how to best support their children with what they see as the new math The problem has been compounded by the shift to more distance learning in response to a global pandemic Partnering With Parents in Elementary School Math provides educators with long overdue guidance on how to productively partner and communicate with families about their children's mathematics learning It includes reproducible surveys letters and planning documents that can be used to improve the home school relationship which in turn helps students parents teachers and education leaders alike Readers will find guidance on how to Understand and empathize with what fuels parents anxieties and concerns Align as a school and set parents expectations about what math instruction their children will experience and how it will help them Communicate clearly and productively with parents about their students progress strengths and needs in math Run informative and fun family events support homework Coach parents to portray a productive disposition about math in front of their children Educators families and students are best served when proactive productive and healthy relationships have been developed with each other and with the realities of today s math education This guide shows how these relationships can be built

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