**October 12, 2016**

Next District Leadership meeting – January 16th

Coming together is a beginning: keeping together is progress; working together is success. ~Henry Ford

Smartest person in the room is the room.

Non-negotiables vs. flexibles at the classroom level

If you learn, the grade will follow. Put grades in the background and the achievement will happen.

**Non-negotiables:**

* Criterion-referenced
  + Analyze the standards/benchmarks
    - Unit-long standards/benchmarks
    - Year-long standards/benchmarks
  + Must flesh out what mastery of a standard looks like in the middle of the year versus at the end of the year
    - Deconstruct the standards/benchmarks – what do they really mean?
  + Prioritize the standards/benchmarks – which standards will students be able to show mastery with at the end of the marking period.
  + Have the conversations: What can I summatively assess at this point to report on?
* Evidence based
  + Make sure you are getting quality evidence to support your grade
  + This is continual work and its okay to grow in this process
  + There is no one right way!!!
  + Ask yourself…what is the best way to gather the evidence?
    - It may be differentiated based on students, abilities, disabilities, etc.
  + Assessments (tests, skill performance, projects, etc.) probably will encompass multiple standards and therefore can be reported on several standards.
* Academic achievement, process (behaviors) and progress (growth) are reported separately
  + Give all three the weight they deserve by reporting them separately
  + This does not mean they have equal weight
* Shortened scale (4-6 levels of proficiency) Windom is using 4 levels
  + True SBG – 2 proficiency levels (proficient and Not yet)
  + Most common = 4 levels
  + Have 0.5 or not have the point fives.
  + Build exemplars together as teachers or gather from students
  + Whenever you increase levels, you increase subjectivity and decrease inter-rater reliability
* More feedback, less grading
  + Feedback builds confidence and confidence builds success
  + Must teach how to “do” feedback
    - They need to know how to assess themselves and how to assess others (peer assess)
      * Explicitly teach and model
  + Get a method!
    - SE2R (Summarize, explain, redirect, resubmit)
    - Here’s what , so what? Now what?
    - TAG, you’re it!
      * T= tell what you like or tell what you did
      * A= ask a question
      * G=Give an actionable suggestion
      * You’re it = Do something with the feedback!!
    - Feedback can be punitive, corrective, or actionable (strengths-based) – students will grow better in the actionable realm
* Common Language

What happens next? The natural process of learning is honored.

Make sure we know our standards.

**There are no right ways to do this!**

Try things, experiment, and change it if it doesn’t work.

Every year we learn more about our standards – they are complex; we must figure out what the verbs are demanding of our kids; we unpack, then tweak, then revisit, continue to analyze them;

Growth and behaviors for academic eligibility

* If we are being honest about where our students are, we have sped students who won’t be eligible – using behavior grades (effort, etc.) may be an answer
* Google form to indicate eligibility – if kids have a preponderance of 2s in 3 or 4 behaviors then the student is ineligible

2 sentence narrative by student and teacher indicating growth

As a SBLAG committee, we need to remove roadblocks for staff so that they can experiment and feel confident while promoting professional conversations so that people can grow in the process

Most schools consider a 3 an A

* So why would a kid go for a 4?
* The 4 comes in how we frame the conversation with the kids – those kids want to be challenged. “I get to do this ‘harder’ thing in science.”
* We tell the kids – “I know you can do this, I want you to do\_\_\_\_\_.” Not for the grade but for the challenge and to meet them at their level.

What leads to failure?

* All 2s leads to a midrange C
* A mixture of 2s and 3s needs teacher judgment
* 1.5 to 2 is the D mark
* Less than a 1.5 is a failing mark

At the high school, think about sending them on to the next course or class. Are they ready?

Not all sped will be held to grade level standards

Some with severe disabilities are held to modified standards

These can be indicated on the report card but not the transcript

High School: Our grades need to “compute” in a way so that our kids can compete on an even plane with other students from other districts

VARIANCES AND AUTONOMY

THERE IS NO ONE RIGHT WAY TO DO THIS!!!!

It’s never going to be perfect.

Formative vs. Summative

* Is the assessment a window to the future or a mirror of what has happened?

Parent concerns:

* Concerned about preparing for the real world – does SBG prepare for the real world
* The number 1 way we can prepare our kids for college, we must make sure they learn.
* College has always been a different entity than High School ex. reassessment policies
  + Our reassessment policies ensure that students

**SPED**

Kids assessed on grade level standards (majority of sped kids)

* What if they are all 1s and 2s?
* Remember: goal of grading is to be accurate; to report accurate proficiency levels
* There’s a reason they have IEPs

Asterisk to indicate modified standard on report cards (not on transcript) – Julie Menage will be meeting with Mary Palmer and the directors to double-check on MN law for this

Reassessing:

Be reasonable; remind students, make plans, and aim to put the onus on the student; SPED students might need to limit the number of times so that they don’t get frustrated – things will spiral back