

Standards-Based Grading & Reporting 2013-2014 Leadership and Development Teams

Proficiency Grading Leadership Team	Behaviors vs. Academics Leadership Team	Synergy PD for Teachers/ Progress Reporting on Standards with a Traditional Grade Book
<p>Project Outcomes</p> <ul style="list-style-type: none"> <li>• Proficiency Grading in HSD Agreements and PD Support Plan (Curriculum requirements, Instruction requirements, Assessment requirements)</li> <li>• Proficiency Grading in HSD PD Support (building level mentorship)</li> <li>• What are the generic HSD Performance Levels?</li> <li>• What Final Grade Matrix will HSD use for those using proficiency-based grading?</li> <li>• Parent Communication Tool (key information: application and Synergy, general concerns)</li> <li>• What are the supports necessary to make this successful?</li> <li>• Sample Teacher Tools for Pilot Team: syllabus components</li> <li>• August PD for Synergy</li> </ul>	<p>Project Outcomes</p> <ul style="list-style-type: none"> <li>• What behaviors are we reporting on or communicating about?</li> <li>• What rubric should we use to evaluate or communicate about behaviors?</li> <li>• When and how do teachers report on or communicate about behaviors? (<i>e.g. only once per semester, at each grading period, whenever they want but at least once per grading period</i>)</li> <li>• What are the parent communication tools we need to support this work?</li> <li>• What syllabus template or samples can we create to help teachers?</li> </ul>	<p>Project Outcomes</p> <ul style="list-style-type: none"> <li>• How will progress on standards be reported—what, how, when</li> <li>• PD plan ideas for TIFs-June 27</li> <li>• PD plan for August half day</li> <li>• Parent Communication about Progress Reporting</li> <li>• Questions               <ul style="list-style-type: none"> <li>○ Can parents opt out of paper reports because of electronic access via ParentVue?</li> <li>○ Computer lab access at the schools for ParentVue access with support? How can this be a learning piece for parents as well?</li> </ul> </li> </ul>
<p>June 4<sup>th</sup> Objectives</p> <ul style="list-style-type: none"> <li>• Shared learning of what is proficiency-based grading</li> <li>• Brainstorm ideas about parameters for proficiency-based exploration team</li> <li>• What is the process to opt in to the proficiency-based exploration team?</li> <li>• What are the supports necessary to make this successful?</li> </ul>	<p>June 4<sup>th</sup> Objectives</p> <ul style="list-style-type: none"> <li>• Sharing the behaviors that are important to each building or reviewing behavior standards from other sources (district, college common app, habits of mind, etc) to create a list of potential behavior standard choices.</li> <li>• Create a common evaluation rubric that will work with all behavior standards.</li> </ul>	<p>June 4<sup>th</sup> Objectives</p> <ul style="list-style-type: none"> <li>• Shared learning about the benefits of progress reporting on standards for parents and students</li> <li>• Decide how often and when to report progress on standards</li> <li>• Review standards reporting options in Synergy and begin to build a list of reporting format options to be shared with other teams</li> <li>• Review and revise basic Synergy PD plan for teachers during August in-service</li> </ul>
<p>Supplies</p> <ul style="list-style-type: none"> <li>• Post-it notes</li> <li>• Pens/markers</li> <li>• Index cards</li> <li>• Butcher paper</li> <li>• Sherwood rubric w/MYP</li> <li>• Beaverton Summary Judgment and activity</li> <li>• Tape</li> <li>• Project Outcomes for all groups—part of agenda??</li> <li>• June 4 Objectives??</li> </ul>	<p>Supplies</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Supplies</p> <ul style="list-style-type: none"> <li>•</li> </ul>