**Assessment in the Age of Accountability**

**Instructional Leaders- Fall 2014**

**Poll Everywhere: Please respond to the question posted.**



**Objectives for the Day:**

1. **Discuss the purpose for grades and the dilemma of teaching responsibility and/or content.**
2. **Discuss how quality assessment on a daily basis takes away the stress of the test.**
3. **Discuss the value of students interacting with the standards daily in class.**
4. **Discuss the data that supports change.**

**Food for thought: If every aspect of teaching has changed in the last 10 years, why haven’t our grading policies?**

**With STAAR testing it has become imperative that teachers are measuring the standard and not “the work”. This requires a HUGE transition from how we were teaching and assessing students under the TAKS accountability system.**



**Big Questions…**

* **Do you have students who pass every six**

**weeks, and fail the STAAR test?**

* **Do you have students who fail every six**

**weeks, and pass the STAAR test?**

**The biggest question your teachers will have- what is my job?**

**Do you want teachers to focus on teaching responsibility or do you want them to focus on teaching the standards?**



**This idea sounded great, BUT what did that look like in a classroom?**

**2 keys for implementing a grading policy that held students accountable to content:**

1. **Grading policies need to reflect your goals.**
2. **Students need to interact with the standard.**

**Classroom Expectations Handout- QR Code**

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My goal is for all of my students to master the state objectives for my course.

**My grading policies had to MATCH this goal!**

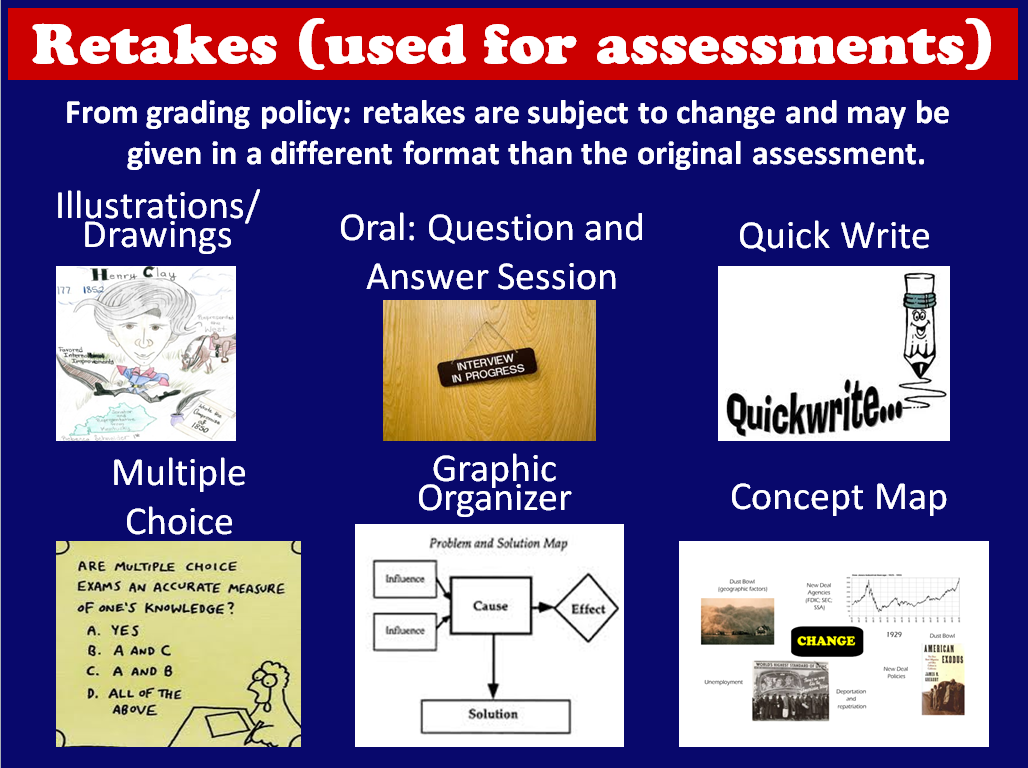
What does that look like in the gradebook?

* Think about the names of your categories in the gradebook.
* Assignments do not all have to be worth 100 points, Readiness vs. Supporting Standards

How do you allow for corrections/re-takes/re-dos? If your goal includes mastery then you need to allow opportunities for students to achieve mastery.

Assessment Corrections Handout- QR code





**Brainstorm different ways you could have students show mastery of the standards on your campus?**

**You can start changes at the administrative level and at the same time give teachers ownership of the details.**

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**Example:**

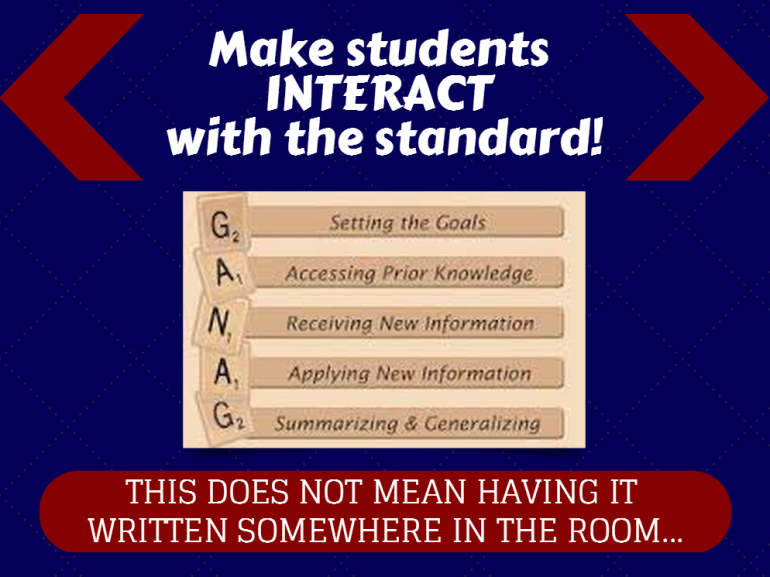
* **District/Campus policy- We will give opportunities for students to obtain mastery of standards through corrections and retakes of assignments.**
* **Teacher is allowed to set the timeline on when those corrections and retakes need to be completed and turned in.**

**You need to give teachers ownership of their reality!**

**2 keys for implementing a grading policy that held students accountable to content:**

**1. Grading policies need to reflect your goals.**

**2. Students need to interact with the standard.**



**GANAG- Objectives and Summary Statements QR code**

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**Make predictions on growing pains for your school or district:**

**What do you think about the data?**

|  |  |
| --- | --- |
| **Conclusions** | **Questions** |
|  |  |

**Possible positive results of changing your grading policies at your district…**

**1.**

**2.**

**3.**

**Question of the Day:**

**What is the purpose of a grade?**

**Follow Up Question:**

**Does the grading system you currently have at your district reflect this purpose?**

**Bibliography**

* **Tim Westerberg, Becoming a Great High School, 2009**
* **Robert Marzano, Standards Based Grading and Formative Assessment, 2009**
* **Rick Wormeli, Fair Is Not Always Equal, 2006**
* **Marilee Springer, Learning and Memory, 1999**
* **Marzano, Pickering and Pollock, Classroom Instruction that Works, 2001**

**Please feel free to contact me if you have any questions.**

**Jenny Gaona**

**Social Studies/Instructional Technology Specialist**

**jgaona@esc17.net**

**(806)281-5805**

**Best wishes for the 2014-2015 school year!**