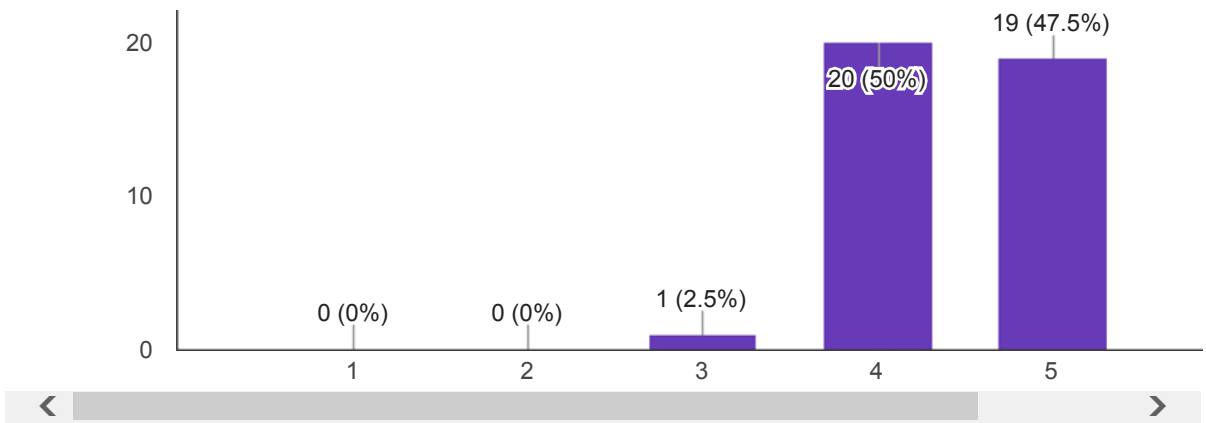


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On scale of 1-5 how would you rate the quality of Andy Fields Presentation? (1 being low 5 being high)

(40 responses)



Based on the presentation from Andy Fields what is something that positively impacted your practice?

(38 responses)

Looking
for quality in the assessments and aligning them to standards.

The
idea that all lead up work needs to be completed in order to retake a
test.

Reading
his school's policies on retakes for summative assessments was very useful.
Hearing the process of how his school has gotten to where they are today was
encouraging.

After
his presentation, I was feeling more confident that we can make this work! It
has made me rethink what I do in sped as well.

It works at a junior high in Stillwater, it can work at ours.

His discussing the power of staff buy in. I think if we all try to do this fully it will have great results.

Continue to do what is in the best interest of the students.

Use the 80/20 assessment model

To affirm that I'm on the right track

I appreciated his willingness to say that it's a difficult process and sometimes a long journey. I really liked the materials he left for us, the grading scale and policies from their school I think are a really good tool for us to get started.

80/20

Like the grading scale that was in the packet and then putting 4, 3, 2, 1 to it.

I liked when he went through the top and bottom topics that helped improve scores. I also liked to see some concrete grading scales.

A more clear vision of the changes we are enacting.

Hattie's Top 10 of things that impact student learning

The policy on retakes and hard deadlines for summative assessments.

I see a lot of value in changing the way we have always done things. It makes sense to grade for knowledge and give many chances to do so. I really found value in looking at what works!

I like how he talked about it being a journey and a process that will take time. Many times we get overwhelmed looking at the end point

I was happy that they had worked through some of the kinks and was drawn to their retake policy. Do all the practice and formatives before you take the summative if you want to take a retake on the summative.

getting
a solid retake policy.

I
appreciated the opportunity that the presentation provided for creating a
baseline for discussion and collaborative learning. His presentation made
everything seem achievable!

This
grading system guides students towards excellence. It reminds us that learning
is more important than a letter grade or points.

Not
giving 0s for a punishment

Hearing
once again that even though this is a long process it does work

He
reassured me about the parent buy in at 80/20/0 assessing. It is not really
common outside the cities and it has been papers lately how to go away for high
stakes testing. This way of grading sounds like that at first, but is really a
way to assess the students growth and ability to content rather than anything
else which in relation would give a better representation of the student rather
than just a letter grade that the parent sees. There is a process and
explanation for the letter grade in this system that is backed by student data
that can help parents understand.

His
honesty about the process. He acknowledged the importance of learning from
mistakes and experiences.

The
idea that we might not have everything figured out by day 1 and the fact that
this will be something we will work, adjust and grow was beneficial to hear.

Reaffirming
that the practices work

I
appreciated the process he shared about requiring students to complete all
formative assessments in order to be eligible to retake summative assessments.

That
realizing that this is a process, evaluate at points in the year and do not take
it personally if changes need to be made

The
puzzle piece activity provided great clarity for planning.

Examples
offered more insight into how this practice can work within our school.

Hearing
about the use of HR monitors in their district

I
like the idea of retakes at a cost of work completion. He had a great way of
lining this up to complete this.

Always
keeping an open mind while guiding my grading practices to best tailor students
growth.

Copy
of their middle school grading handout

I
have some new ideas on how to deal with retakes and late work in my
classes.

I
loved that this this going to be tackled as a school wide initiative. As a new
teacher this showed me how well everyone comes together when something is seen
as being in the best interest of the students.

Based on the presentation from Andy Fields what is something that challenged your practice?

(36 responses)

Taking
time to have a hard look at how we do what we do.

Kind
of overwhelming and will take years to perfect.

My
views on grading aligned very well with what Andy had to share. I can't think of
anything that he presented that I highly disagreed with.

The
no zeros

Lots
to do with an unknown timeline.

Not
giving zeros at all. I agree in theory, but I worry it will mean students are

not motivated until it's "too late" - it's not feasible to write three missing papers at the end of the quarter to avoid an incomplete.

Looking
at how grading is handled. As a SPED teacher we are at the mercy of the general education teachers getting/being on board.

Giving
students no zeros and able to turn in late work whenever

Not
much

I
don't feel like he challenged my practice, I feel like he just motivated me to want to try all of this!

how
do we do formative and summative with sped?

When
he talked about sports practices late season and formative assessments being the same, I couldn't grasp that, as for me as a coach the late season practices are some of the most important. It is the idea that formative is not as important as summative, I agree that more weight should be put on summative, but without formative most students will not get to where we want them. Sometimes it is the formative and the small things that allows a student to be able to pass the summative assessment.

Some
of the stuff linked to the 15 fixes. There are some things that I don't necessarily see as broken. Also, the student self assessment idea is great, but isn't it my professional responsibility to do that? Especially with summative work?

Getting
all of the changes done and in place to use.

Not
grading a student based on behavioral matters such as group work. I believe that at a middle school level course there are so many skills that are not in the content matter that need to be developed and practiced such as social skills. I feel that I would have a hard time deciding consequences for a student's behavior that are not tied to a grade such as late work.

Time
for students to retake summative assessments.

Changing
how I grade labs and doing group lab grades

The
bookkeeping of all the retakes.

Grading
scale of 90, 80, 70, 60

I
am

It
challenged me to find different strategies for formative assessments and change
how I assign and assess daily homework.

formative
and summative assessments in dcd/life skills

Zero
Policy

It
drove me crazy to imagine only grading based on assessing the understanding of
content and not having the students having to be held accountable for their
'citizenship' in school because that correlates to helping them prepare for the
real life in college or the work force and being a good person (BE RED).

How
it will fit in our particular area.

The
attendance, effort and participation not being an important of the grade is way
different than we are used to.

The
lack of accountability to the students, I am concerned if our culture doesn't
change a lot of the positive change won't occur.

I
struggle with telling students that there is a firm and strict deadline for work
and if I understood Fields correctly, his faculty does set deadlines for final
work to be in. Last year I had one 7th grader who took a summative assessment
two quarters after she completed the quarter class. I was so impressed that she
earned 83% of the points on it. My take on her performance was that she had
retained that information over that period of time and not that the assessment
was too easy. The assessment really wasn't easy. That student had learned the
material! In fact, I asked her several questions in addition to the test and
she demonstrated that, indeed, she did know the material. Also, I had a 3rd
quarter 8th grader who came back the last few days of 4th quarter after school
and redid an entire one-point perspective drawing. This student had perfection
issues that handicapped her in the classroom. During 3rd quarter she worked on
two brilliant designs and abandoned them because they weren't to her liking. I
touched base with her every week and suggested she just get the requirements
redrawn so that she could demonstrate that she understood the standards. She
earned an "A!" She would have earned an "A" 3rd quarter if her own personal
critic was not so loud and tenacious and I was not willing to say no to here at
the end of the year.

The
lab group grade should not be a summative assessment

The
separation of homework from formative work.

Often
student achievement is tied to desired behaviors in most schools, so really
digging deep, admitting to yourself, and distinguishing between the two at first
was more difficult for me. It totally makes more sense now.

Not
basing grades on participation, effort, etc.

I
think the challenge will always be the feedback to students. Sure I want to be
able to give it immediately but how. I think it's hard to always rely on the
devices. Not that they shouldn't be used but 100% is challenging

Not
grading based on performance and attendance in class even though we are a
performance based class.

I was surprised that teachers make students take summative assessments even when
they have not completed all of the formative assessments.

I
don't really know how much of what was discussed will apply to my work in ELL or
credit recovery, which is why I did not initially fill out this
survey.

Based on the presentation from Andy Fields what is one area you
would need support?

(36 responses)

Time
for updating curriculum

Time
and technology

Having
alignment (grades, expectations, deadlines, etc.) across departments or the
whole staff is an area that will necessitate support.

Training
& resources.

Student
choice, because he found it very impactful on student success. How could that
look in our classrooms if students took more ownership?

As
always, support is needed to help students achieve to their highest
level.

Assessment

Nada

We
need a grading scale that is common for the whole school.

how
to develop formative and summative assessments

Overall,
I just need to see how this works in my content area. Need to find a school
that it is working in and visit them.

Establishing
policies to allow a no fluff grading system. If we don't do zeros, what teeth do
we have? There still needs to be consequences for bad choices: behaviorally and
academically.

The
technical side of change is always a challenge for me,

How
I can still do group work but grade individually-this is hard to track if you
are not with the students constantly to see what each student contributes.

Time.

Setting
up my schoology to allow for standards based grading of my summative tests. I
am getting help from Melissa...

Including
ways for students to be involved in assessing their own work.

The
% is just a get used to it

I
will need help in aligning rubrics to standards and organization of the grade
book. A vertical alignment of those rubrics will be key in moving forward as a
department.

I feel this grading system is something I have already been doing for the past few years. The practitioner gave me some great ideas and helped me adjust a few important changes that I am excited to try.

80/20
grading

How
to keep students on track and completing formative assessments before
summative

Developing
great assessments

Since
summative assessments are 80% of grade I want to produce strong summative
assessments that reflect the formative assessments and power standards and I am
scare on how long it will take to get to the best assessment I can for my
students (i.e. How much time is this going to take and do I have enough to
produce something of value?)

I
think seeing a specific model would be the best way to support us.

Figuring
out how participation and attendance fits in the PE area.

Classroom
delivery, I would like to see a practicing standards based classroom.

When
I get everything I want in writing I am going to want feedback. Also, I would
love a morning workshop on designing my grade book. I would be willing to come
in at 7:00 a.m., (okay, 7:09) if it meant that I could get more time to get
something concrete in place.

Finding
ways to assess group work - labs, activities with individual scores

aligning
formative assessments to summative work

Support
for students who are not motivated to complete work after multiple attempts to
help have been given and what to do for grade reporting so it is equal for all
students in that circumstance.

Creating
assessments

Mostly
in the back bone of the descisions being made. There is going to be a lot of

first during this process. This will be intense for the teachers, students, and parents. The teachers are going to need the support of the admin as they make these changes.

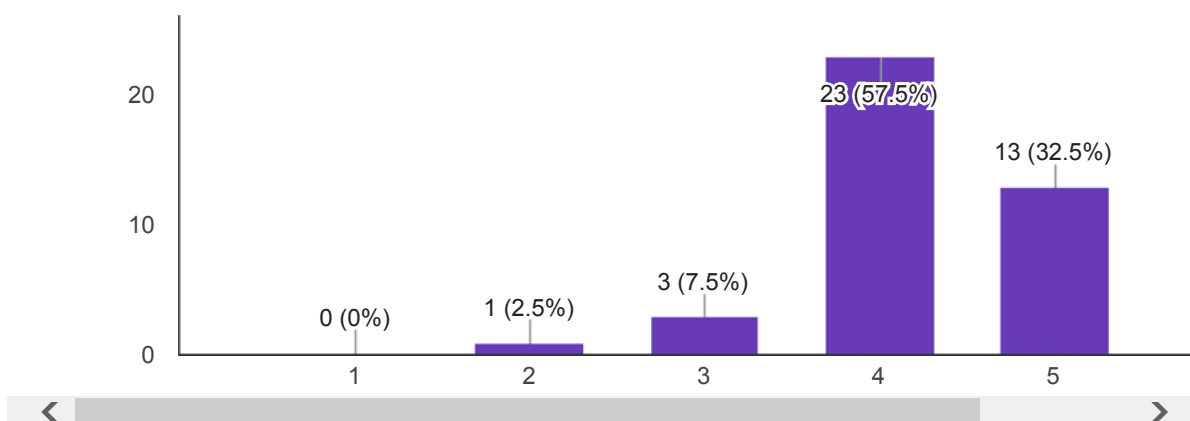
Checking
to make sure my assessments are best practice to maximize student growth.

None

As
someone in the building that is not actively using the scale, answering student questions may prove challenging for me. The agreed upon policies for retakes and deadlines may be difficult to remember at first.

On scale of 1-5 how would you rate the quality of "15 Fixes" conversation? (1 being low 5 being high)

(40 responses)



Based on the "15 Fixes" what is something that positively impacted your practice?

(39 responses)

Not
using the same old methods, but grading on student knowledge, not behavior.

The
academic irregularities issue and having a school policy to deal with it.

Having the "15 fixes" to reference has made me feel more confident in what my grading practices should look like. I also felt that discussing these fixes with my department was empowering and opened up the conversation to some challenging, but really worthwhile issues.

The math dept was very cohesive. A lot of what we do already was reaffirmed.

Our department is cohesive.

Organizing my grades into standards instead of full assignments.

Being able to understand the individual teachers beliefs/philosophies on grading etc.

Using more formative assessments

To get everyone on the same page

It's nice to re-think maybe what you've always done or what you were planning on doing and making sure it always goes back to learning.

sped can do it!!

The idea that we agree that handling of cheating is important.

The collaborative discussion with our department. We all had a lot of questions/concerns that we got to hash out.

Consensus answers to cheating, attendance issues, grading practice.

I think having a diverse group of teachers ranging from new to veteran was eye opening on a number of the "fixes". Working with the social studies department sparked very good conversations about our past practices and what we learned from each of them. For me personally, having the conversation about flexibility in reassessment helped me decide what I would like to do in my classroom for the upcoming year.

Felt
that we are able to agree on what we can do.

I
had to really think about why I do things the way I do. Sometimes there are reasons, sometimes it is because of how I was taught or what I learned in college. I agree that there need to be changes to some of the ways we grade, I just do not agree with some of them.

Getting
rid of extra credit as an option

Do
not grade behaviors.

we
agreed on a school wide scale.

It
was good to hear that some of the things I've been doing are "right," but that other people also have some of the same practical dilemmas to work through.

It
has shown me how to grade for learning.

Getting
us thinking in a different way how this works and doesn't work for SPED

Changing
attendance and cheating policies

I
now know what kind of opinions others have about the issues. It makes me feel good that we are all interested in fixing things but that we are all frustrated together, in a constructive way!

I
love the idea of the entire junior high and high school being on the same page or rather guidelines and scales on assessing our students. This would help with transitions from year to year and expectations for students, staff and parents to have the same understanding. I also love that we are individualizing student learning in a way and assessing progress and knowledge in a qualitative way.

There
was some good insight from people that have some experience.

It
was great to get our department together to break down what we do and figure out what we can and will do to improve student learning.

A
uniform grading scale.

I
have always, or most always accepted late work, encouraged and sometimes required students to revise or redo work, and retake tests. With retakes I always used the best score. So, I wasn't averaging scores however, one of the 15 has me looking at using the best scores a bit differently.

Science
department debating and coming to consensus on how we would become more uniform in our assessment practices.

not
assessing behavior-making it all about learning

About
1/2 of the items are not currently considered within the grading and/or achievement expectations of my classroom and it was refreshing in a sense that those considerations should not be affecting academics to begin with.

More
clarity on what we are actually grading students on

The
idea of the 80 and 20 most math teachers live for this idea but with out technology it was very hard to get it moving

Bouncing
ideas off of other co-workers that work in the same content area.

Helped
me self reflect on how my role fits in to bigger picture

It
was good for our department to discuss all of these fixes and see who agreed and did not agree.

Again,
I don't really assign grades with my work, but I liked that it brought everyone together and prompted some wonderful discussions.

Based on the "15 Fixes" what is something that challenged your practice?

(38 responses)

How
to actually assess or re-assess a student in a lab setting.

)'s
not being an acceptable grade.

I
think I am still struggling with not ever including zeros in the grade book. I
fully understand the purpose behind this, but am not exactly sure what the
alternative to zeros is if a student never completes an assessment (especially a
summative).

No
zeros.

How
we are going to communicate to the community.

Again,
not giving zeros but still helping students stay motivated to turn in
work.

The
absent policy, the cheating policy, and the participation policy.

No
consequence for academic dishonesty

Still
not sure about 0's ever, I think there aeRe times when they are needed. Nothing
is still nothing.

Making
sure all assessments are "quality." It makes me want to go through and look at
everything I have planned.

zeros

The
idea of a drop dead date for something being handed in. If it was important
enough to assign then even if late we need to take a look at it and grade it.
Now I am not saying we can't dock for it being handed in late, but not a huge
fan of "ZEROS".

Almost
all of the fixes generated "what if" scenarios. Not sure if it's realistic to do
apply all of them.

Again,
the time and skills to implement practices that I do see as valuable.

I have a hard time getting around the ideas of not having deadlines or giving zeros.

cheating
policy and fixes.

My biggest challenge was the issue of late work and deadlines. I simply can't wrap my head around that in a junior high classroom, or any for that matter. I understand the idea of grading for learning, and support that. At the same time, there has to be deadlines. One piece leads to the next activity or assignment. There is a structure in how we teach. To say things can be made up whenever doesn't work for me. I don't think 8th graders are ready to handle that responsibility. I know I wasn't at that age. I may not be now to be totally honest. I also have a real hard time with the cheating policy. There NEEDS to be a plan in place to deter cheating. An alternate assignment is not a punishment. It is a second chance. I don't see how that deters the act at all. There needs to be a punishment. Maybe it doesn't show up in the gradebook, but it needs to be there.

The no zero policy.... not sure how to make this work

No
zeros

no
0

Because this is my first year with two new curriculums, I will need to focus on creating, reviewing, and adapting quality assessments.

Not giving zeros and no bonus points.

sped has laws that we need to follow and my mind set needs to change

Zero
policy

Not much. I want to do these things I just have to figure out how.

In social studies and as an educator I believe in the "we are preparing our students to be effective and positive members of society". I am big on behavioral education falls on teachers and in this system I am scared those qualities this community is strong on may be let go like so many schools have already done. The responsibility and attitudes of our youth is changing and this community holds integrity, hard work and respect to a standard. I don't

want to see that leave the ideology of the district (or lose it in the process of proving data for grades is there - can we meet halfway?)

A
lack of definite commitment. At some point we want to know what we're doing. The discussions have to stop and the progression has to begin. We start school in roughly 10 days, we need to be prepared for that.

Again,
a lot of the no zeroes and not punishing attendance and effort, will be a big adjustment for us.

The
belief of how to handle absents and academic dishonesty

I
think the challenge for me will be doing various formative assessments that check for the same learning target to find that best score.

The
zero grade, still being able to mark grades as 'Missing'

not
assigning zeros

Some
of the fixes are a lot harder to put into action without actions to re-enforce or uphold responsibility to the student. Examples for me personally would be not having any hard deadlines, consequence for students who consistently do not turn in work, not putting zeros in the grade book for incomplete/missing work, and methods to hold students accountable for doing all summative coursework for a well-rounded and complete reflection of grade mark & learning.

Absence
policy, cheating policy

differentiating
between not done and zero

None.

How
to deal with unexcused absences and how that impacts a students ability to make up work.

This
closely aligns with what I have been learning in my classes recently, so nothing really. These are agreed upon as good practices, the only struggle is breaking old habits and giving this a chance.

Based on the "15 Fixes" what is one area you would need support?

(38 responses)

Managing
time well to ensure that students achieve.

Time

I
fully support the idea of aligning all assessments with actual learning targets
in the grade book, but, having never actually seen this before, am not sure what
exactly this is supposed to look like.

My
mind is swimming

A
standards based 10th grade literature textbook.

I
just think we still need specific consequences for plagiarism or it will run
rampant as it did in Stillwater (according to Rachel Steil).

Continuing
implementation of what the group decides.

Assessments

Some
of the district wide stuff, like academic integrity, and the plan moving
forward.

Once
again, just clear policies and a common grading scale.

how
to relate to sped

Need
support from Admin, we need our Admin to listen to the conversations had and
then if we can't agree, be the leaders and make a call. After a period of time
if it doesn't work, we can reevaluate.

Administrative
follow through on consequences when certain things (Poor attendance, academic
dishonesty etc.) occur.

Organizing
the gradebook to include a reflection of standards, formative work and summative
achievements.

I
will need support or our department will need support compromising on a few of the fixes so that we can be "on the same page" as students go from teacher to teacher.

clear
and communicated expectations for students and parents.

Many
of them. I don't think I (we) are ready as a staff to move forward with a lot of those "fixes"

Making
sure my summative pieces are high enough quality to account for 80% of their grade.

Rubric
making and self evaluation by students of their work.

I
think that we need to look at having a policy for zeros within a class (two different teachers) and then look at a per department policy.

I
believe in not using 0's in the grade book for missing work. However, some other carrot/stick will need to be developed and supported for encouraging students to complete work in a timely manner.

I
think I have found solutions to my immediate concerns but feel I will receive support from my PLC group if I need more ideas or have issues with the changes.

not
using averages and relating it to SPED

Zero
policy

Gradebook
- Using the 1-4 scale vs the 60/70/80/90/etc...and how to make it work.

I
need help on how to build rubrics so they are effective and fair in grading.

More
input from people that have done it in our area.

Mindy
was very helpful in guiding us through some of these issues and finding examples for us to look at from other PE programs. I am sure we will need more info as we see how this fits into our world.

Classroom
delivery of material, how does a class look in this structure.

The
grade book.

Continued
time for discussion and implementation of changes.

adding
students to the grading process

Not
having set deadlines for assessments.

Linking
standards to assessments

Broad
school wide expectations that everyone enforces and is again backed 100% by the
administration.

Checking
to make sure my assessments are best practice to maximize student growth.

none

Determining
the best way to apply components of this to an ungraded activity/ELL
instruction, or how to apply these to the OCR program when Apex handles the flow
of work and assessments.

On scale of 1-5 how would you rate the quality of the content area
(practitioner) conversation? (1 being low 5 being high)

(39 responses)

Based on the content area (practitioner) conversation what is something that positively impacted your practice?

(39 responses)

Knowing
that this is a process that takes time.

Knowing
that in their school people are in different levels on this but still moving
toward a better grading system.

Hearing
that the process of changing school grading procedures has taken her school
quite a while made me feel like our staff is making a lot of positive progress
in a short amount of time. She also had really great practical advice regarding
procedures for retakes.

We
aren't the only ones struggling through this and there is a light at the end of
the tunnel.

We
are in year 2 of a 5 year process.

Hearing
Rachel's real-life experience was incredibly valuable. She gave lots of examples
of things to try. We would love it if the school could use more common
vocabulary and organizational strategies like they did in Stillwater.

Hearing
first hand from someone that has started this journey, on how special education
students have been affected and the struggles/successes they have had.

That
there is challenges and changes along the way

I
will be using a learning target checklist for a self assessment piece that will
be a new addition for me. And some other little things that will help guide me
in the blended process.

It
was a great way to see how we can use standards based grading in the specialists
area. Sometimes I feel like we get pushed aside and today I felt like we really
matter and Wendy did a great job of reaching out to everyone, not just music.

examples
of assessments

Grading
scale .

They
are on year 7 and still don't have it figured out. Also, they decided to go
against a few of the 15 fixes.

She
brought some interesting and practical examples of how scoring could
work.

Procedures
that are in place for standards based grading such as late work policies,
deadlines, giving zeros, academic dishonesty, formative and summative
assessments.

How
we set up our policy for practice/formative/summative is similar to
his.

She
was awesome and very honest. She was truthful about the work involved in this
and how this isn't going to happen in one year, not even a decade! I found it
interesting that at year 10 they are starting to work on assessments aligning to
standards perfectly. That gave me comfort in knowing my classroom will not be
perfect this year. It is a work in progress.

I
loved hearing about where Minnetonka is with this process. I liked hearing that
it has taken years for them to get to the 85/15/0 grading scale. They have not
yet gotten to standards based grading so in some ways we are moving faster than
they are because our school size is smaller.

Minnetoka
school had guidelines and the individual teachers had some control of how things
worked in their classrooms.

we
are not crazy

She
shared with us the most clear-cut path in moving forward: start by creating an
end of the semester summative assessment based on the learning targets, and walk
back into unit summative assessments, formative assessments, and learning
activities from there.

It
reminded me to focus on learning and not grading.

She
knew a variety of classes and how to help each area

It
was wonderful to have someone in our content area who does this daily come in
and show us some examples and bounce ideas

Some
things clicked on how I wanted to structure my Publications class in the
assessment arena.

It
was nice to hear the realistic side of grading in the classroom in the content
specific area that I teach. It made it seem less scary to hear the school the
practitioner was from has been doing it for 10 years and every year they tweak
it better to help their students and the teachers.

She
had some great insight on setting up an effective rubric.

The
many different examples she had for us was very good to see. It gave us some
ideas of how we can build our own rubrics and and how to best fit our material
into our 80,20,0 model.

Knowing
that this is a years process and not a days process

I
appreciated the examples. There was a nice variety and I was especially
interested in the tiered assessment that she shared.

Different
methods to grade labs and different strategies dealing with the ability to grade
summative assessments

hearing
about a real life classroom where this is working and seeing materials from that
classroom

More
real-life examples.

Creating
a rubric that included standards

The
ability to here ideas that follow exactly the line you where hoping
for.

How
to best grade using both a standard grading scale, but also the 4-3-2-1 scale -
how do they convert so it's accurate. Both a challenge and impact.

Good
conversations

I
was not in attendance on Friday, but had a colleague take notes for
me.

I
did not attend this meeting, but it went well from what I have
heard.

Based on the content area (practitioner) conversation what is something that challenged your practice?

(38 responses)

Clearly
understanding what that time line is, and if I should work ahead.

The
amount of time and expertise in order to implement a lot of the
changes.

She
described that she has a 1 week timeline for reassessment, which seems to
somewhat contradict the idea of limited deadlines. I am still uncertain about
what an appropriate window is for retakes and accepting late work.

How
to deal with a missed formative that a student proved on summation they
knew

How
we as a district are going to handle plagiarism.

Rachel
said that there was a giant spark in plagiarism when they allowed students
second chances to do work. I'm concerned this will occur for us as
well.

Getting
an better understanding on how this will impact my students.

Linking
the formative to the summative

Nothing
really, pretty similar to what we are doing moving forward.

I
think just making sure I'm consistent all year with grading and looking at individual progress. With so many students involved in the choir program it's hard to take time and really look at each individual student and give feedback but I want to try and create formative assessments that are helpful for me and the students.

same
grading scale

Need
to see this in action in my content area.

Nothing
really. It was a great conversation.

Application
when looking at projects and paperwork. I am still organizing the new look in my mind.

I
was surprised to hear that they are not to the standards based grading portion yet in the journey. They have made a lot of progress in the grading for learning journey. I was disappointed to hear that they haven't explored standards based grading quite yet.

having
a sequential way what to do if this or that happens for practice, formative, summative assessments.

To
be totally honest, much of what Minnetonka does contradicts our discussions regarding the "15 fixes" and they are NOT a standards based grading school. They call themselves "standards referenced" and many of their policies were contradicting to the previous 2 days of our workshops. To summarize what Minnetonka does that was contradicting to our workshop the prior 2 days: They do not allow formatives to be made up after the summative. Ever. They have one week to retake an assessment after it has been returned. They must complete all formative work to retake it, but they get no points for the formative piece. They also must fill out a Corrective Action sheet to retake that makes the student reflect on what went wrong and there were other pieces. This makes it MORE work to retake the assessment. They get one shot and the second score is taken! Not an average or the high. They take off points for late work. They give zeros for cheating! There were more, but that is what stood out from my notes. This process was frustrating for me. Not because of our practitioner, but because it contradicted quite a bit of our prior work and it sent my head spinning. It is tough to decide what is important and what isn't when you hear different things. Are we trying to be Minnetonka? Are we trying to be Stillwater? Are we just hearing ideas to mold our own district? Making sure the practitioner lined up better with our vision (if there is a concrete vision)

would have been valuable. I don't want to sound like a complainer! I came into this year with the goal of being positive and constructive. That is what this is intended to be. I will say I love this front loaded development! We certainly didn't solve all of our problems, but we took steps forward. Much more so than we would have under the old format.

They
have a hard deadline of 1 week for their formative assessments to be completed until they turn to zeros.

What
to do with kids that refuse to do anything?

they
had not done standards based grading but sees that it will be coming down the line but that itself is a 5+ year project.

I
was frustrated because based on my experience, many of the things that were suggested were not aligned with the beliefs of standards based grading, and it felt as if parts of the conversation actually moved the group backwards instead of forward.

Participation,
effort and bonus points were my main issues. The practitioner listened to me and helped me brainstorm for solutions.

not
knowing enough about SPED

Nothing,
most of what he does is my vision for how I want my class to look

Not
much.

If
some teachers/departments do not 'buy in' then it could be very frustrating and purposeless on the journey to implement this grading system.

Still
didn't really get to see a model consistent with our content area.

To
me, seeing all the good examples and ideas she had for us, challenges me to make sure the things we do are good enough for our kids because I don't want my kids to be behind students in other schools because I didn't do a good enough job.

Finding
common assessments especially formative ones

Getting
the grade book to look like a standards-based grade book will be a challenge for
me.

Minnetonka
discussed how the zero grade is still given for missing assignments and that it
has and continues to be an area of discussion.

trying
to build a clearer scope and sequence within our department, as well as common
summative assessments

Finding
a uniform grading procedure using a 4-3-2-1-0 scale to translate into correct %
in the grade book.

How
do we still include participation into a grade.

How
we structure the grade book/s

How
to best grade using both a standard grading scale, but also the 4-3-2-1 scale -
how do they convert so it's accurate.

How
to put it into practice in my area

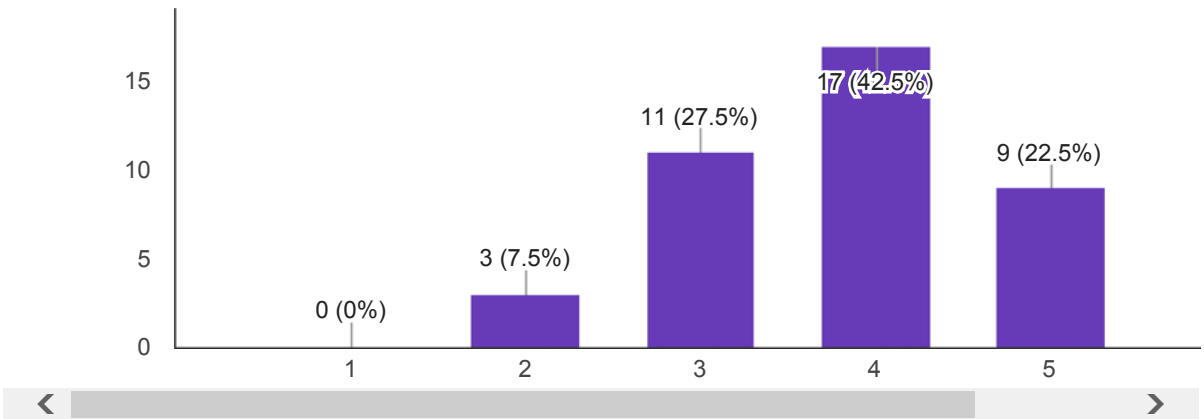
I
did not attend this meeting, but it went well from what I have
heard.

What is your interest level in moving toward a grading for learning
focus? (1 being low 5 being high)

(40 responses)

How would you rate your comfort level (based on your skills) in moving toward a grading for learning focus? (1 being low 5 being high)

(40 responses)



We are forming a "Grading for Learning" Committee to evaluate school grading policies? The team will consist of 4-5 teachers. You hear from many of your colleagues this week. Please nominate at least one teacher (you may nominate yourself) you feel would be valuable to have on this team.

(38 responses)

Matt Hennen
Matt Hennen
Matt Hennen
Matt Hennen

Bethany
Otto

Bethany
Otto

Bethany
Otto

Melissa
Hanson

Melissa
Hanson

Melissa
Hollnagel

Melissa
Hollnagel

Adam
Smith

Adam
Smith

Ashley
Germerscheid

Tina

Tricia
or Mel

justin
johnston

Joe
Ploetz

Anez

I
would love to be a part of this team to speak for specialists!

matt
hennen

Morgan
Niemela

Tricia
Wagner

Aaron
Provancha

Katie
Anez

Randy
Carlson

Pederson

I
would be happy to participate (Tricia Wagner)

?

Jerold
Stauffacher

Steve
Schroeder

Tricia

Bruce
Mathiowetz

Mel
Holnagel

Mel!!!

Kevin
Robinson

Melissa
Hanson (Myself...if you need me)

I
don't know, I am still getting to know the teachers. I do enjoy being on
committees though, and would love to be in a committee like this as it would
hopefully cut down on the number of students in credit recovery by allowing them
to be more successful in their classroom initially.

Front loading the professional development at the beginning of the
school year has provided me tools to implement ideas in my
practice for the 2016-17 school year.

(10 responses)

