Table of Contents

Letter from Superintendent 3
Part I: Introduction 4
Part II: Archdiocesan Policies Related to Assessment and Grading 6
  5120.1: Assessment of Student Learning 6
  5121: School Grading Practices 6
Part III: Foundational Documents 7
Vision of Quality Assessment Programs 8
Assessing for Mastery Implementation Continuum 9
The Cycle of Learning for Student Growth and Achievement 10
Assessment and Grading Beliefs and Practices 11
Part IV: The Six Guiding Principles in Practice 13
Guiding Principles #1 14
Guiding Principle #2 16
Talking Points: Why We Need a New Grading Paradigm 17
  How Grading is Defined 17
  How Learning is Structured 17
  How Learning is Experienced 18
  How Grades are Used 18
Guiding Principle #3 21
Guiding Principle #4 23
Guiding Principle #5 25
Guiding Principle #6 27
  Frequently Asked Questions for Parents and Students 29
  Frequently Asked Questions for Teachers 33
Assessment and Grading Primary Resource Books 36
  Assessment and Grading Social Media Professional Development Resources 38
Twitter Chats 41
August 1, 2018

Dear Colleagues:

The Office for Schools in the Archdiocese of Milwaukee is pleased to provide you with this *Assessment and Grading Guidebook*, compiled by a designated group of teachers and principals in the archdiocese, specifically for the purpose of informing and improving assessment practices in our elementary and secondary schools.

This single guide includes the following key components related to appropriate assessment and grading practices:

- **Questions to drive implementation** for principals and teachers to assist them in effectively managing the change process

- **Research and rationale resources** for principals and instructional leaders that align with the Archdiocese Milwaukee Assessment and Grading Beliefs and Practices and the National Standards and Benchmarks for Effective Catholic Schools

- **Implementation tools for principals and teachers** to align assessment and grading practices in a standards-based learning environment

- **Frequently Asked Questions** to assist in the change process

The interactive nature of this document allows schools to insert additional relevant materials and resources as they are discovered or developed at the local level.

Thank you for your thoughtful utilization and integration of these assessment and grading resources for the ongoing improvement of student learning in our schools.

Gratefully,

Kathleen A. Cepelka, Ph.D.
Superintendent
Part I: Introduction

“An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.”

-Standard 8: National Standards and Benchmarks for Effective Catholic Schools

The **purpose** of this manual is to provide the schools in the Archdiocese of Milwaukee with **research-based best practices in assessment and grading practices** to support the implementation of grading to standards. The contents draw heavily upon the work of leading voices in the field whom we have been fortunate to bring to the Archdiocese of Milwaukee to engage directly with administrators and teachers. These include Susan Brookhart, Ph.D., Myron Dueck, Jane E. Pollock, Ph.D. and Cathy Vatterott, Ph.D. We are grateful for the opportunity to have learned much from them and other authors and researchers who have informed our work.

The **contents** of this manual represent the collaborative efforts of administrators and teachers who serve on the Assessment Task Force, Learning Support Team Planning Committee, and Empowering Teacher Leaders Committee.

The **information and resources** contained in this manual are based on the following key understandings and definitions:

**Assessment** is a comprehensive set of practices that analyze, inform, and drive student learning.

**Assessment serves three purposes:**

1. Provides a **defined measurement of student growth and achievement over a designated time period**. This measurement illustrates where the student’s level of mastery is at the end of the designated period of time. The level of student performance necessary to achieve mastery is clearly defined and understood by both the student and the teacher prior to the end of the designated time period. These assessments are **summative**.

2. Provides both the student and teacher with reliable **feedback of the student’s growth and achievement of mastery** at any given time during the process, and throughout the duration, of the learning experiences. These assessments are **formative**.
3. Provides feedback and data on the student’s growth and achievement of mastery to the teacher to guide and differentiate the instructional practices, strategies, and experiences the student engages in during the designated learning period.

There are two types of assessment: formative and summative. The National Standards and Benchmarks for Effective Catholic Schools define formative and summative assessment as follows:

- **Formative:** Demonstrated learning by the student; the instructional process that provides ongoing, growth-producing feedback that informs and supports improved learning and adjusted teaching.

- **Summative:** Demonstration of proficiency in knowledge and skills at the end of a period of instruction.

Assessment, in and of itself, is not grading. Assessment practices that are comprehensive and integrated will provide quality data of student growth and achievement which will allow the school to synthesize this data into a system of letters, numbers, symbols, or words. This data can then be used to report out student growth and achievement to various constituencies as needed.

**Grading** is the assigning of a symbol to represent a summary of a student’s mastery of a given standard at the end of a predetermined time period or course of study.

**Reporting** is the tool or mechanism used to convey a student’s level of mastery to both the student and his/her family at a specific, defined time in the academic year (quarter, trimester, and/or semester).

**Standards-based grading** is based on the principle that grades should convey how well students have achieved standards. In other words, grades are not about what students earn; they are about what students learn. Brookhart, S.M. (2011). Starting the Conversation About Grading. Educational Leadership, 69(3), 10-14.
Part II: Archdiocesan Policies Related to Assessment and Grading

5120.1: Assessment of Student Learning

Assessment is a comprehensive set of practices that analyze, inform, and drive student learning. Schools will employ a system of integrated assessment that includes:

- Routine, ongoing, and developmentally appropriate formative assessment at the classroom level toward the goal of responsive instruction for each student.
- Ongoing summative assessments at the classroom level measuring student mastery of content standards and extending the practice of responsive instruction for each student.
- Intermittent school-wide assessment providing normative data for progress monitoring of individual students, student groups, and school improvement.
- Standardized summative assessment to direct ongoing school improvement.

To receive accreditation, all schools shall administer standardized assessments as required by the Office for Schools and/or legally required by the Parental Choice Program. Results of the testing are reported to staff, parents, students, and school representatives on an annual basis by the principal.


5121: School Grading Practices

Effective grading practices are necessary for improved teaching and learning. Schools will adopt local grading policies that will support the following guiding principles:

- Assessment and grading are ongoing processes that guide continuous learning.
- Grading should be standards-based and reflect what students know and are able to do.
- Grading should be transparent and promote common understanding between students, parents, teachers, and schools.
- Grading should support a growth mindset.
- Grading should only reflect student achievement.
- The purpose of homework is to check for understanding, provide feedback, and prepare students for summative assessments.

ADOPTED: 9/29/2016
Part III: Foundational Documents

The following foundational documents were created by the Archdiocesan Assessment Committee to frame and guide implementation of assessment and grading practices for the Archdiocese of Milwaukee. They are aligned with the Archdiocese of Milwaukee Teacher Effectiveness Framework and the National Standards and Benchmarks for Effective Catholic Schools.
Vision of Quality Assessment Programs

Mission Driven

Reflect Catholic identity and mission to serve God’s children
Ensure delivery of quality curriculum, instruction and assessment
Increase capacity to serve all students

Systematic

Drive instruction PreK – 12
Include formative and summative assessments
Serve multiple purposes
Align curriculum and instruction

Efficient

Provide a broad range of information
Promote delivery of targeted professional development
Communicate results
Guarantee good stewardship of resources

The Guiding Principles of Quality Assessment Programs outline the work of any highly effective school. The National Standards and Benchmarks for Effective Catholic Schools (NSBECS) clearly articulate the relationship between effective assessment and grading practices and student learning. The specific alignment of the NSBECS to assessment, grading, professional development, school improvement planning, teacher effectiveness, instruction, and curriculum are found in the Questions Guiding Assessment.
Assessing for Mastery Implementation Continuum*

**Student outcome:** Students will be assessed in accordance with the Assessment and Grading Guiding Principles so that grades and reporting are supportive of learning, meaningful, accurate, and consistent. *(Ken O’Connor on Grading Effectively)**

<table>
<thead>
<tr>
<th>Knowledge: Content, concepts, principles, information, etc., used as a basis for determining and implementing actions.</th>
<th>Attitudes: Beliefs about the value of particular information, strategies, processes, or actions.</th>
<th>Skills: Strategies and processes to apply knowledge; capacity to act.</th>
<th>Aspirations: Desires, or internal motivation, to engage in a particular practice.</th>
<th>Behaviors: Consistent application of practices within authentic settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Principal and teachers have a shared understanding of the Assessment and Grading Guiding Principles (AGGP).</td>
<td>☐ Principal and teachers demonstrate an in-depth understanding of the AGGP and reflect on their practice individually and as a staff.</td>
<td>☐ Principal and teachers articulate procedures and strategies for implementation of the AGGP.</td>
<td>☐ Principal and teachers engage each other, students, and parents in the implementation of the AGGP.</td>
<td>☐ The school has a coherent, planned set of actions and essential resources to fully implement the AGGP. TEF 18.1; 18.2; 4A.1 NSBEC 6.5; 6.7; 7.7; 8.5</td>
</tr>
<tr>
<td>☐ Teachers are familiar with grade level standards and student learning targets.</td>
<td>☐ Teachers have an in-depth understanding of grade level standards and base instruction on identified learning targets.</td>
<td>☐ Instruction and assessments are designed based on standards.</td>
<td>☐ Assessment is both formative and summative with a focus on feedback that consistently informs teaching and learning at all grade levels.</td>
<td>☐ There is a clear linkage between standards, assessment, grading and reporting. TEF 3A.2; 3A.3 NSBEC 7.1; 7.3; 8.3</td>
</tr>
<tr>
<td>☐ Students have a clear understanding of what they should know and be able to do.</td>
<td>☐ Students have an in-depth understanding of grade level standards and base instruction on identified learning targets.</td>
<td>☐ Policies and procedures are reviewed and updated to support the AGGP.</td>
<td>☐ Grades reflect students’ performance on specific learning criteria.</td>
<td>☐ Grades and reporting are meaningful, accurate, and consistent. TEF 3A.1; 3A.4; 3A.5; 4A.2; 4A.3 NSBEC 7.5; 7.6; 8.4</td>
</tr>
</tbody>
</table>

All schools in the Archdiocese of Milwaukee must have an implementation plan in place for fully adopting the Assessment and Grading Guiding Principles by the 2019-20 school year.


The Cycle of Learning for Student Growth and Achievement

"An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices."

-Standard 8: National Standards and Benchmarks for Effective Catholic Schools

**MASTERY DEFINED**
Identification of learning targets based on standards
Design of assessments based on standards/learning targets
TEF 3A.2 4A.2

**INSTRUCTION**
Implementation of best practices supported by standardized-based curriculum and research-based resources
Shared ownership of learning with students
TEF 3A.1 3A.3 3A.4 3A.5

**STUDENT GROWTH and ACHIEVEMENT**

**REFLECTION AND EVALUATION**
TEF 2B.1 2C.1

**REPORTING**
Sharing of results with various constituencies
TEF 1B.1 1B.2

**GRADING**
Synthesis of assessment data into a symbol
TEF 4A.2

**ASSESSMENT**
Providing growth-producing formative and summative feedback to inform learning
TEF 4A.2 4A.3
Assessment and Grading Beliefs and Practices

Assessment is a comprehensive set of practices that analyze, inform and drive student learning. Effective grading practices are necessary for improved teaching and learning.

<table>
<thead>
<tr>
<th>Guiding principles</th>
<th>Best practices</th>
<th>Discontinued practices</th>
</tr>
</thead>
</table>
| 1. We believe assessment and grading are ongoing processes that guide continuous learning. | ● Teachers will allow students to demonstrate their learning in a variety of ways.  
● Teachers will provide opportunities for practice, retakes and revisions.  
● Teachers will determine proficiency by considering multiple points of the most recent data.  
● Teachers will provide feedback to reflect student progress toward learning goals and inform continuing instruction.  
● Teachers will base homework on identified learning targets.  
● Teachers will use homework to check for understanding and provide feedback.  
● Students will complete assessments to demonstrate the acquisition of knowledge and skills. | ● Teachers will not determine grades based on a single assessment.  
● Teachers will not determine grades based on the mathematical average of scores earned over time.  
● Teachers will not assign a summative grade without providing the student with an opportunity to respond to formative feedback. |
| 2. We believe grading should be standards-based and reflect what students know and are able to do. | ● Teachers will determine grades that reflect evidence of student learning.  
● Teachers will determine grades based on mastery of standards.  
● Teachers will use a variety of developmentally appropriate methods and tools to assess learning.  
● Students will know which learning standards and goals they are working on. | ● Teachers will not grade student work given to provide practice or check for understanding.  
● Teachers will not give assessments without identifying the standards with which they are aligned.  
● Teachers will not use methods and tools that are not developmentally appropriate. |
| 3. We believe grading should be transparent and promote common understanding between students, parents, teachers and schools. | ● Teachers and schools will make sure that grading practices are valid, accurate and consistent.  
● Teachers and schools will clearly communicate grading practices.  
● Students and parents will have access to feedback and grades. | ● Teachers will not withhold information about student progress. |
<table>
<thead>
<tr>
<th>Guiding principles</th>
<th>Best practices</th>
<th>Discontinued practices</th>
</tr>
</thead>
</table>
| **4. We believe grading should support a growth mindset.** | ● Teachers will give feedback to direct and motivate continuous learning.  
● Teachers will provide feedback that helps students understand their individual progress against learning goals.  
● Teachers will provide methods for students to track their progress towards learning goals.  
● Students will anticipate success in acquiring knowledge and skills.  
● Students will employ strategies to promote successful learning.  
● Students will recognize and track their progress toward learning goals.  
● Teachers will not give a final grade on student work without first offering the student formative feedback and an opportunity to redo or revise the assignment.  
● Teachers will not track grades without sharing them with students and parents. |  |
| **5. We believe grading should ONLY reflect student achievement.** | ● Teachers will only consider achievement scores in determining grades.  
● Students will demonstrate the knowledge and skills they have acquired.  
● Students will submit proof of remediation, such as completing missing/alternate assignments prior to retaking a test or re-submitting a project.  
● Students will receive grades only on assignments that demonstrate what they know and are able to do.  
● Teachers will not consider behavior, effort, attendance, class participation, missing work or extra credit when determining academic grades. |  |
| **6. We believe the purpose of homework is to check for understanding, provide feedback, and prepare students for summative assessment.** | ● Teachers will only assign homework that is aligned with learning targets.  
● Teachers will only assign homework that supports a student’s individual learning needs.  
● Teachers will only use homework to check for understanding and provide feedback; it will not be graded.  
● Students will complete homework to advance their knowledge and skills.  
● Teachers will not grade homework that is given for practice or to check for understanding.  
● Teachers will not assign homework that does not support growth toward identified learning targets (i.e. word searches, coloring book pages, copy of text passages). |  |
Part IV: The Six Guiding Principles in Practice

To support schools in the implementation of assessment and grading policies, the Archdiocese of Milwaukee has adopted a set of *Assessment and Grading Beliefs and Practices* to clearly define expectations for assessment and grading.

This section of the guidebook is intended to provide research and practices that support the implementation of the *Assessment and Grading Beliefs and Practices*. For each Guiding Principle you will find:

Questions to drive implementation for principals and teachers to assist them in effectively managing the change process

- Research and rationale resources for principals and instructional leaders that align with the Archdiocese Milwaukee Assessment and Grading Beliefs and Practices and the National Standards and Benchmarks for Effective Catholic Schools
- Implementation tools for principals and teachers to align assessment and grading practices in a standards-based learning environment
- Frequently Asked Questions to assist in the change process

The following link has been provided to allow teachers and administrators to submit additional resources for inclusion in the guidebook. The link will take you a submission form. You are encouraged to collaborate in keeping resources valuable and current.

[Assessment and Grading Guidebook Resource Submission Link](#)
Guiding Principles #1

We believe assessment is an ongoing processes that guide continuous learning.

<table>
<thead>
<tr>
<th>Guiding principles</th>
<th>Best practices</th>
<th>Discontinued practices</th>
</tr>
</thead>
</table>
| 1. We believe assessment and grading are ongoing processes that guide continuous learning. | - Teachers will allow students to demonstrate their learning in a variety of ways.  
- Teachers will provide opportunities for practice, retakes and revisions.  
- Teachers will determine proficiency by considering multiple points of the most recent data.  
- Teachers will provide feedback to reflect student progress toward learning goals and inform continuing instruction.  
- Teachers will base homework on identified learning targets.  
- Teachers will use homework to check for understanding and provide feedback.  
- Students will complete assessments to demonstrate the acquisition of knowledge and skills. | - Teachers will not determine grades based on a single assessment.  
- Teachers will not determine grades based on the mathematical average of scores earned over time.  
- Teachers will not assign a summative grade without providing the student with an opportunity to respond to formative feedback. |

Questions to Drive Implementation

How is curriculum tracked? [TEF* 3A.2; 3A.3]
How do you know the ratio of formative to summative assessments in a given class/course/grade? [4A.1]
What feedback is given? In what form? [4A.1; 4A.3]
What alternative assessments are you seeing? [4A.1]
What evidence of differentiation is observable? [4A.1]

*Teacher Effectiveness Framework correlation
Research and Rationale

Video: Using Assessment to Inform Instruction (1:46) [All]
Article: It's Time to Stop Averaging Grades [All]
Book: Formative Assessment Strategies for Every Classroom [All]
Article: It's OK Not to Reassess (Sometimes) [All]

Tools for Implementation

Book: How to Grade for Learning, K-12 (Volume 3) 3rd Edition Ken O’Connor [All]
Article: How Classroom Assessments Improve Learning [All]
PDF: Teaching for Understanding: Ongoing Assessment [All]
Video: Formative Assessments: Using Feedback to Guide Instruction (7:06) [Middle School]
Article: 3 Ways Student Data Can Inform Your Teaching [All]
Article: Good Feedback Is Key to Active MS Learning [Middle School]
PDF: Best Practices in Assessment in EC Education [Early Childhood]
Article: Seven Keys to Effective Feedback [All]
Video: Criteria for Success (3:05) [Early Childhood]
Website: Developing Reliable Student Assessments [Middle/High School]
Article: Tips From Dr. Marzano Formative Assessment & Standards-Based Grading [All]
Article: The Ultimate List – 65 Digital Tools and Apps to Support Formative Assessment Practices [All]
Article: Fantastic, Fast Formative Assessment Tools [All]

Link to all Learning Support Team Keynote Resources from Myron Dueck:
https://myrondueck.wordpress.com/resources-and-tools/ (Scroll down to Archdiocese of Milwaukee August 1, 2017)

Frequently Asked Questions

Teachers
Parents and Students

Assessment and Grading Guidebook Resource Submission Link
Guiding Principle #2
We believe grading should be standards-based and reflect what students know and are able to do.

<table>
<thead>
<tr>
<th>Guiding principles</th>
<th>Best practices</th>
<th>Discontinued practices</th>
</tr>
</thead>
</table>
| 2. We believe grading should be standards-based and reflect what students know and are able to do. | ● Teachers will determine grades that reflect evidence of student learning.  
● Teachers will determine grades based on mastery of standards.  
● Teachers will use a variety of developmentally appropriate methods and tools to assess learning.  
● Students will know which learning standards and goals they are working on. | ● Teachers will not grade student work given to provide practice or check for understanding.  
● Teachers will not give assessments without identifying the standards with which they are aligned.  
● Teachers will not use methods and tools that are not developmentally appropriate. |

Questions to Drive Implementation
Are learning targets posted as “I Can” statements? [3A.2]
Is there evidence of lessons attached to standards – course correlation, alignment grids (as revised)? [3A.2]
Is the teacher’s grade book set-up to attach assessments to standards? [4A.2]
Do teachers and students have a clear understanding of what standards mean and what constitutes evidence of mastery? [3A.1]
Have instructional materials been reviewed to make sure they support teaching of grade level standards? [3A.3]
Are rubrics used so students can track their own learning? [4A.2]
Talking Points: Why We Need a New Grading Paradigm

Standardized grading practices differ from traditional grading in four major ways:

### How Grading is Defined

<table>
<thead>
<tr>
<th>Traditional Grading Paradigm</th>
<th>Standards-Based Grading Paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-level rote knowledge</td>
<td>Higher-order thinking skills</td>
</tr>
<tr>
<td>Knowing and understanding</td>
<td>Applying, analyzing, synthesizing</td>
</tr>
<tr>
<td>Learning defined by what students know</td>
<td>Learning defined by what students can do with what they know</td>
</tr>
<tr>
<td>Evidence of learning is repeating back</td>
<td>Evidence of learning is using skills in new situations*</td>
</tr>
<tr>
<td>Rigor is coverage</td>
<td>Rigor is complexity*</td>
</tr>
</tbody>
</table>

*Source: Rethinking Grading by Cathy Vatterott, ASCD, 2015  
*Rigor and Relevance Framework

### How Learning is Structured

<table>
<thead>
<tr>
<th>Traditional Grading Paradigm</th>
<th>Results</th>
<th>Standards-Based Grading Paradigm</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class—all get the same instruction, same homework, same test</td>
<td>Only students who learn well from that method succeed</td>
<td>Learning is differentiated to enable mastery</td>
<td>Learning is more efficient</td>
</tr>
<tr>
<td>Time to learn fixed/achievement varies</td>
<td>Learners who need more time are penalized</td>
<td>Time to learn varies/achievement fixed</td>
<td>More student achieve mastery</td>
</tr>
<tr>
<td>One-shot learning Grades are permanent Cycle of teach, test, move on</td>
<td>Speed = intelligence</td>
<td>Assessment is a continuous process Feedback loop: Teach, check, apply learning, feedback</td>
<td>“I can keep working and take the assessment when I am confident that I understand.”</td>
</tr>
</tbody>
</table>

*Source: Rethinking Grading by Cathy Vatterott, ASCD, 2015*
## How Learning is Experienced

<table>
<thead>
<tr>
<th>Traditional Grading Paradigm</th>
<th>Results</th>
<th>Standards-Based Grading Paradigm</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning is expected to be error-free – mistakes are punished</td>
<td>Reinforces fixed mindset (&quot;I’m just not smart&quot;)</td>
<td>Defines learning as hard and frustrating but achievable</td>
<td>Reinforces growth mindset</td>
</tr>
<tr>
<td>Students are judged with grades while still learning</td>
<td>Fear of failure</td>
<td>Mistakes are a natural part of learning</td>
<td>Learned optimism Perseverance</td>
</tr>
<tr>
<td>Failure is a judgement and a validation of ability</td>
<td>Struggling students avoid learning Teacher rescues struggling learners Learned helplessness</td>
<td>Lack of understanding is a puzzle, not a validation of stupidity Struggle is good – BUT with support</td>
<td>Students’ beliefs empower them to achieve</td>
</tr>
</tbody>
</table>

Source: Rethinking Grading by Cathy Vatterott, ASCD, 2015

## How Grades are Used

<table>
<thead>
<tr>
<th>Traditional Grading Paradigm</th>
<th>Results</th>
<th>Standards-Based Grading Paradigm</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locus of control - teacher</td>
<td>Student motivation – extrinsic based on reward and punishment</td>
<td>Locus of control – student</td>
<td>Student motivation – intrinsic based on progress toward mastery</td>
</tr>
<tr>
<td>Form of control – points</td>
<td>Grade is the goal <em>Quid pro quo</em> – “I work, you pay” Gaming the system Cheating</td>
<td>Form of control – individual learning progress</td>
<td>Learning is the goal Only way to win the game is to get better at the learning Cheating doesn’t help you learn or pass the assessment</td>
</tr>
<tr>
<td>Grading during learning – grading homework, including the late penalties</td>
<td>Penalizes kids for taking risks Breeds hopelessness</td>
<td>Homework is not graded – it is used to check for understanding/provide feedback “We don’t keep score during practice”</td>
<td>It’s safe to make mistakes and take risks in learning</td>
</tr>
<tr>
<td>All grades are permanent and averaged together</td>
<td>One bad grade seals your fate F – the gift that keeps on giving Mistakes are permanent (no redemption)</td>
<td>Test for mastery Grade in pencil Grades can be improved More recent information replaces old information</td>
<td>It’s OK not to “get it” right away Redemption is possible</td>
</tr>
</tbody>
</table>

Source: Rethinking Grading by Cathy Vatterott, ASCD, 2015
Research and Rationale

Book: **Changing the Grade: A Step-by-Step Guide to Grading for Student Growth** [Principals/All]

Book: **Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset** [All]

Book: **Rethinking Grading: Meaningful Assessment for Standards-based Learning**

Book: **Charting a Course to Standards-based Grading: What to Stop, What to Start, and Why It Matters**

PDF: **History of Grading**  (This is an excerpt from the NCEA Assessment Whitepaper *Comprehensive Assessment Programs: Demonstrating Academic Excellence in Catholic Schools* by Pamela Raines Bernards, Ed.D., Thomas F. O’Brien, Ed.D., Ph.D. and Sr. Edward William Quinn, IHM.)

Handout: **Building Level Action Plan** [All]

Article: **Class Rank Weighs Down True Learning** [Middle/High School]

Article: **Starting the Conversation About Grading** [All]

Article: **“Seven Reasons for Standards-Based Grading”** [All]

Book chapter: **Develop and Implement a Schoolwide Literacy Action Plan** [Principals]

Video: **Standards Based Report Cards**  (5:14) [All]

Video: **A Recovering Perfectionist’s Journey to Give Up Grades** (11:32) [Intermediate/Middle/High School]

Tools for Implementation

Book: **Standards-Based Learning in Action: Moving From Theory to Practice** [All]

Video: **The Stoplight Method: An End-of-Learning Assessment** (0:53) [High School]

Website: **Aligning Instructional Practices with Standards and Assessments** [All]

Website: **Aligning Curriculum** [Middle School]

Website: **ASCD Using Standards to Integrate Curriculum** [All]

Article: **Knowing Your Learning Target** [All]

Article: **The Dos and Don’ts of Learning Targets** [All]

Book: **How to Create and Use Rubrics for Formative Assessment and Grading** [All]

Handout: **Grading for Mastery Self-reflection** [All]

Book: **Rethinking Grading: Meaningful Assessment for Standards-Based Learning** [All]

Article: **EC Assessment: 9 Keys to Effective Practice** [Early Childhood]

**Link to all Learning Support Team Keynote Resources from Myron Dueck:**
[https://myrondueck.wordpress.com/resources-and-tools/](https://myrondueck.wordpress.com/resources-and-tools/)  (Scroll down to Archdiocese of Milwaukee August 1, 2017)
Frequently Asked Questions

Teachers
Parents and Students

Assessment and Grading Guidebook Resource Submission Link
Guiding Principle #3

We believe grading should be transparent and promote common understanding between students, parents, teachers and schools.

<table>
<thead>
<tr>
<th>Guiding principles</th>
<th>Best practices</th>
<th>Discontinued practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. We believe grading should be transparent and promote common understanding</td>
<td>● Teachers and schools will make sure that grading practices are valid, accurate and consistent.</td>
<td>● Teachers will not withhold information about student progress.</td>
</tr>
<tr>
<td>between students, parents, teachers and schools.</td>
<td>● Teachers and schools will clearly communicate grading practices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Students and parents will have access to feedback and grades.</td>
<td></td>
</tr>
</tbody>
</table>

Questions to Drive Implementation

Do school policies promote a common understanding of assessment belief and practices? [1A.4; 1B.1; 1B.2]

How do you communicate to parents what the beliefs and practices are? [1B.1]

What practices are in place to assure transparency in grading? [4A.2]

How do teachers communicate formative progress? [1A.4]

How do teachers track formative progress? [4A.1; 4A.3]

What is being taught? When? Do parents know? [1B.1; 1B.2; 3A.2]

Research and Rationale

Videos: [Grading Practices Videos](#) [All – link to numerous videos and resources]

Article: [A New Era of Classroom Transparency](#)

Book: [Learning Targets: Helping Students Aim for Understanding in Today's Lesson](#) [All]
Tools for Implementation

Video: Common Core: Rubric Use in the Classroom  (2:01) [All]
Book: How to Create Use Rubrics for Formative Assessment and Grading  [All]
Website: Marzano Research: Proficiency Scale Bank  [All – sign up with email]
Video: Making Feedback Meaningful  (10:06) [6-12]
Apps: 4 Apps to Foster Parent-Teacher Communication  [All]
Website: Observation and Assessment: What Early Educators Can Do  [Early Childhood]
Website: Five Keys to Successful Parent-Teacher Communication  [All]
Article: Exemplars Rubrics  [All]
Article: How to Grade in Physical Education  [All]
Article: How to: Use Rubrics in Student Assessment  [All]

Frequently Asked Questions

Teachers
Parents and Students

Assessment and Grading Guidebook Resource Submission Link
### Guiding Principle #4

<table>
<thead>
<tr>
<th>Guiding principles</th>
<th>Best practices</th>
<th>Discontinued practices</th>
</tr>
</thead>
</table>
| **4. We believe grading should support a growth mindset.** | - Teachers will give feedback to direct and motivate continuous learning.  
- Teachers will provide feedback that helps students understand their individual progress against learning goals.  
- Teachers will provide methods for students to track their progress towards learning goals.  
- Students will anticipate success in acquiring knowledge and skills.  
- Students will employ strategies to promote successful learning.  
- Students will recognize and track their progress toward learning goals. | - Teachers will not give a final grade on student work without first offering the student formative feedback and an opportunity to redo or revise the assignment.  
- Teachers will not track grades without sharing them with students and parents. |

**Questions to Drive Implementation**

How are high expectations communicated to individual students and families? Is the communication done in a culturally appropriate way?

What strategies do you have in place to support a growth mindset?

Do you have systems in place to truly support and celebrate mastery in the classroom? (Grading Smarter Not Harder, Dueck. P. 95)

Are your classrooms student-centered? What does a student-centered classroom sound like? Look like?
Research and Rationale

Article: Why Students Procrastinate [Intermediate/Middle/High School]
Website: Learning the Language of Growth and Complexity [Intermediate/Middle/High School]
Video: Carol Dweck - A Study on Praise and Mindsets (2:07) [All]
Book: Mindset: The New Psychology of Success [All]
Article: What Having a ‘Growth Mindset’ Actually Means [All]
Book: Grading Smarter Not Harder [All]
Study Guide: Grading Smarter Not Harder Study Guide [All]
Article: Nudges That Help Struggling Students Succeed [All]

Tools for Implementation

Article: “Empowering Students with Data” [All]
PDF: Mindset in the Classroom [All]
Article: 4 Ways to Encourage a Growth Mindset in the Classroom [All]
Website: Resources for Teaching Growth Mindset [All]
PDF: Mindset in the Classroom [All]

Frequently Asked Questions

Teachers
Parents and Students

Assessment and Grading Guidebook Resource Submission Link
### Guiding Principle #5

<table>
<thead>
<tr>
<th>Guiding principles</th>
<th>Best practices</th>
<th>Discontinued practices</th>
</tr>
</thead>
</table>
| 5. We believe grading should **ONLY** reflect student achievement. | - Teachers will only consider achievement scores in determining grades.  
- Students will demonstrate the knowledge and skills they have acquired.  
- Students will submit proof of remediation, such as completing missing/alternate assignments prior to retaking a test or re-submitting a project.  
- Students will receive grades only on assignments that demonstrate what they know and are able to do. | - Teachers will not consider behavior, effort, attendance, class participation, missing work or extra credit when determining academic grades. |

### Questions to Drive Implementation

- Are grades based on most recent evidence of academic performance on standards-based learning targets? [1A.4]
- How are non-academic factors reported to parents? [1B.1; 1B.2]
- What evidence are you using to assess student mastery of academic standards? [3A.2; 3A.2]
- Are assignments directly tied to individual students’ progress towards mastery? [3A.1; 3A.5]
- Are students allowed to submit evidence of mastery in multiple ways? [4A.3]
Research and Rationale

Article: The Case of the Illogical Grades [All]
Website: Schools Could Learn a Thing or Two from Driver Education [All]
Article: GPAs don’t really show what students learned. Here’s why. [Middle/High School]

Tools for Implementation

Article: Grade the Work, Not the Behavior [Middle/High School]
Article: Smart Goal Setting with Your Students [All]
Website: Behavior Contracts and Checklists That Work [All]
Book: How to Use Grading to Improve Student Learning [All]

Link to all Learning Support Team Keynote Resources from Myron Dueck:
https://myrondueck.wordpress.com/resources-and-tools/ (Scroll down to Archdiocese of Milwaukee August 1, 2017)

Frequently Asked Questions

Teachers
Parents and Students

Assessment and Grading Guidebook Resource Submission Link
Guiding Principle #6

<table>
<thead>
<tr>
<th>Guiding principles</th>
<th>Best practices</th>
<th>Discontinued practices</th>
</tr>
</thead>
</table>
| 6. We believe the purpose of homework is to check for understanding, provide feedback, and prepare students for summative assessment. | ● Teachers will only assign homework that is aligned with learning targets.  
● Teachers will only assign homework that supports a student’s individual learning needs.  
● Teachers will only use homework to check for understanding and provide feedback; it will not be graded.  
● Students will complete homework to advance their knowledge and skills. | ● Teachers will not grade homework that is given for practice or to check for understanding.  
● Teachers will not assign homework that does not support growth toward identified learning targets (i.e. word searches, coloring book pages, copy of text passages). |

Questions to Drive Implementation

As the principal are you aware of what homework is being assigned? [3A.3]  
Do you have a policy in place about the purpose of homework? [1A.4; 1B.1]  
Is homework used only for checking for understanding and providing feedback? [4A.1; 4A.2; 4A.3]  
Does homework focus on need rather than compliance? [3A.1]  
Does homework advance the student’s knowledge and skills? [3A.3; 3A.5]  
What are the policies for students who don’t do homework? [3A.2]  
Have you effectively communicated to parents the purpose of homework? [1B.1; 1B.2]
Research and Rationale

Website: What Research Says about the Value of Homework
Article: Is Homework Good for Kids? Here’s What the Research Says [All]
Author: Cathy Vatterott - Website, Rethinking Grading, Rethinking Homework [All]

Tools for Implementation

Website: Grading and Giving Feedback on Homework Assignments [All]
PDF: Classroom Tips: Assigning Effective Homework [All]
Book: Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn [All]
Author: Myron Dueck’s Learning Support Resources (August 2017) [All]
Article: Designing Effective Homework [All]
Article: Five Hallmarks of Good Homework [All]

Frequently Asked Questions

Teachers
Parents and Students

Assessment and Grading Guidebook Resource Submission Link
Why are we changing to standards-based grading (SBG)?
Traditional grading scales, which are based on points and percentages, only serve to rank and order students. This system of grading emphasizes the outcome (grade/GPA) rather than the learning experience. A standards-based grading system does not rank students but rather focuses on growth. Students are assessed on clearly defined learning goals that are aligned with state standards. They are offered multiple opportunities and various ways to demonstrate proficiency and track their progress towards learning goals. Traditional grades combine many elements to determine a final grade that can include: test scores, quizzes, homework, class participation, and extra credit. Standards-based grading separates these elements so parents know exactly what their child knows and is able to do. In a traditional grading system, a parent may not know whether their child received a low grade because he needs academic help or if he just can’t remember to turn in his homework. Standards-based grading uses clear learning targets that allows teachers to grade for growth and provide parents with more detailed information.

Why are we moving away from letter grades?
There are a number of advantages to using proficiency based grading rather than letter based grades. The use of letter based grades can often confuse students and parents as they don’t clearly communicate the level of learning students are achieving. The criteria behind earning a particular letter grade can vary greatly among districts, schools, and even teachers within a school, leaving students and parents confused. In standards-based grading, the performance indicators clearly communicate the level of learning students have demonstrated on the standards during the grading period.

How does SBG change the way my child experiences learning?
SBG provides parents and students with specific feedback on each learning standard. Since the focus of instruction is on mastery for students, they will have more than one opportunity to demonstrate mastery, if and when it is needed. Feedback from assessments tell students what learning goals they have mastered and what they still need to work on. Students “own” their learning which creates a culture of learning that is more engaging for students and embraces learning as the goal.

Will SBG change the curriculum?
No. The curriculum of the Archdiocese of Milwaukee is designed to be standards-based and has always been aligned with state and national standards.

How does SBG motivate my student in their learning?
One of the greatest advantages of SBG is its impact on student motivation. Research shows that SBG can have a significant positive impact on student learning and school culture. SBG helps students clearly understand what they are expected to know and be able to do. Additionally, students are given opportunities to progress toward their mastery of standards without penalty and fear of failure. They learn the value of learning through practice and perseverance, while embracing academic challenges.
Why is my child graded using a number scale (1, 2, 3, 4) rather than letter grades?
When students are graded on standards-based learning targets, a number scale is used to identify where they are in the learning process. The following number scale provides a description of what each number means.

### Grades 1-3 Proficiency Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficiency</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3     | Proficient  | - Student demonstrates consistent understanding and application of concepts and skills aligned with grade level standards.  
- Student can complete assigned tasks independently. |
| 2     | Developing  | - Student demonstrates partial understanding of grade level standards.  
- Student can sometimes complete learning activities without assistance. |
| 1     | Emerging    | - Student needs more time to develop understanding of grade level standards.  
- Student can complete learning activities with assistance. |

### Grades 4-8 Proficiency Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficiency</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | Advanced    | - Student demonstrates understanding of concepts and skills extending beyond grade level standards.  
- Student can independently complete self-directed studies. |
| 3     | Proficient  | - Student demonstrates consistent understanding and application of concepts and skills aligned with grade level standards.  
- Student can complete assigned tasks independently. |
| 2     | Developing  | - Student demonstrates partial understanding of grade level standards.  
- Student can sometimes complete learning tasks without assistance. |
| 1     | Emerging    | - Student needs more time to develop understanding of grade level standards.  
- Student can complete learning activities with assistance. |
Do the numbers on the scale match letter grades?
A common misconception for those new to grading for mastery is that the 3 or 4-point rubric scales used are interchangeable with the traditional letter-based grading scale. When implementing SBG, it’s important to note that a numeric score on a rubric does not have the same meaning as a traditional letter grade. For example, this means that a 4 on a rubric is not the equivalent of an A but rather indicates students’ progress toward the mastery of standards.

What is the purpose of a standards-based report card?
The purpose of a standards-based report card is to better communicate your child’s achievement on specific learning targets in a subject area. These learning targets are based on the standards adopted by the Archdiocese of Milwaukee. A standards-based report card provides more detailed information about a student’s progress than a traditional report card.

What is the advantage of the standards-based report card for parents?
A standards-based report card gives you a much better picture of what your child knows and is able to do. A traditional report card provides limited information, often consisting of one overall grade per subject. While a standards-based report card provides feedback on your child’s progress in several developmental areas within a subject. Additionally, standards-based report cards allow students, parents and teachers to identify specific strengths and weaknesses in a given subject area.

How is this report card different from previous report cards?
A standards-based report card better identifies progress towards the mastery of learning targets. Evidence of learning is collected through assignments, tests, observations, projects and performances. A standards-based grade does not include practice work and formative activities that take place during instruction.

Why isn’t there a GPA on the new report card?
GPA’s create a ranking system to compare students to each other. This is a questionable practice as the use of grades to rank students against each other has little value to most students. Sorting students into “successful” or “not-as-successful” categories is a practice that has little positive impact on the learning process as it rewards and validates only a small number of students. Our goal is to help ALL students achieve mastery of the standards; the use of GPAs does not help us achieve that aim.

Some parents ask if the absence of GPAs on report cards will harm their child’s chances at acceptance in certain high schools. In speaking with local high schools, we have found that they use indicators beyond GPA because grades are not necessarily accurate indicators of current achievement or future academic success. Furthermore, high schools receive applicants from a wide variety of middle schools and grades are not a standardized unit of measurement.

Will all of the standards be shown on the report card?
Due to the large number of standards that students are assessed on in a given year, a report card displaying all standards would become overwhelming due to size. Additionally, a report card is only one communication tool used to convey student progress. Our current report card features broad categories that correspond to specific learning targets.
Does the report card give information about behavior, effort, and study skills?
Although, these skills are very important for student success, they are not true indicators of academic progress. Therefore, they are reported separately from academic skills in the section titled “Personal/Social Growth and Learner Behaviors.”

Are there any disadvantages to SBG?
There are no disadvantages to SBG, but there are challenges. Working for “the grade” is a concept that is deeply internalized in our school culture. SBG is a paradigm shift that requires education and communication for students, parents, and teachers. SBG also requires time for teachers to rethink how they are grading assessments and time to design new assessments that are specifically targeted to standards requiring higher levels of understanding.
Frequently Asked Questions for Teachers

**Why are we changing to standards-based grading (SBG)?**
The move to a standards-based learning model is based on a wealth of educational research. Too often students become skilled at the “game” of school, which is to say that the priority becomes the acquisition of points rather than the development of transferable skills. Removing points and percentages allows the learning targets to take center stage; as a result, the conversations about student progress become centered on skill development instead of letter grades.

**What is the timeline for implementation of SBG?**
All schools will need to have fully implemented the Assessment and Grading Beliefs and Practices by 2019-2020 school year. Implementation practices are also embedded within the NSBECC and TEF. There is also an [Assessing for Mastery Implementation Continuum](#) to outline the steps needed for full implementation.

**Who will assist me in the SBG transition?**
School leaders have designed an implementation plan to address your school’s needs. This guidebook also provides a variety of professional resources for both teachers and principals.

**How will the SBG transition be communicated to families?**
Although each school is in a different place in their transition to SBG, all school leaders have received resources to help explain the shift in practice to families, including a frequently asked questions document designed specifically for parents and students. We recommend that all schools have internal discussions related to common language around SBG.

**How will my instructional approach change to foster a standards-based learning environment?**
In a standards-based learning environment, the instruction, feedback, and assessment are all intentionally tied to standards. Formative assessments are not used for student scoring and ranking, but rather for informing instruction to help all students achieve mastery. Reporting of student progress and skill development is organized by standards and not traditional category designations such as test, quiz, project, homework, etc.

**How does SBG motivate my students in their learning?**
The standards-based learning model returns the student’s focus to the learning process instead of collecting points. Students are given opportunities to progress toward their mastery of standards without penalty and fear of failure. In this model, students are better equipped to track their own development and reflect on their progress.
What do I do to help my students understand and embrace the shift to SBG?
The first step is to communicate the rationale for standards-based learning to students and families. When giving feedback, provide actionable suggestions tied to standards and learning targets. As new standards-based systems are developed, be consistent in your feedback practices, reflection activities, and conferencing methods.

Are there any disadvantages to SBG?
Any institutional change requires strategic planning and deliberate action. While this transition will take some time to fully implement, SBG is reflective of best practice and is consistent with national trends.

But won’t high schools and universities expect to see letter grades?
High school admission teams use indicators beyond GPA because grades are not necessarily accurate indicators of current achievement or future academic success. Furthermore, high schools receive applicants from a wide variety of middle schools and grades are not a standardized unit of measurement. Since universities face a similar challenge on a much larger scale, applicants are expected to complete an application package/portfolio to document performance beyond their transcript.

SBG in K-8 but not in high school?
All schools are working toward SBG, including the high schools. While the high school teams are in earlier stages on the Assessing for Mastery Implementation Continuum, they are already engaging in professional development around SBG.

Will the school information system (SIS) we use at our school fully support the use of rubrics instead of percentage grades?
Your school’s SIS is designed to support a points-based system OR a standards-based system; recent experiences indicate that hybrid scoring systems (such as a standards-based approach with a statistical conversion at the end) do not work well.

When will Power School support SBG?
PowerSchool currently supports standards-based grading. As mentioned previously, the system was not designed to accommodate hybrid reporting systems that include standards and points. PowerSchool continues to upgrade their design to offer more options for standards-based reporting.

Will all of the standards be shown on report cards?
Due to the large number of standards that students are assessed on in a given year, a report card displaying all standards would become overwhelming due to size. Additionally, a report card is only one communication tool used to convey student progress. Our current report card features broad categories that correspond to specific learning targets.
Does the Archdiocese have recommended content area textbooks to support SBG?
SBG represents a philosophical shift that can be applied to any curricular approach. In general, materials that focus on higher order thinking and targeted skill development best support the SBG transition. While most instructional material decisions are made at the school level, all materials must be aligned to the Archdiocese of Milwaukee curriculum.

Will SBG become part of my teacher evaluation?
Yes, SBG is part of the Teacher Effectiveness Framework and is included in Domain 4 which highlights assessment. In using assessment to advance student learning, the indicators in Domain 4 evaluate the teacher’s ability to:

- Use assessment data to plan future instruction for student subgroups, including re-teaching and reassessment if necessary.
- Ensure that students are fully aware of and can articulate the criteria and performance standards by which their work will be evaluated.
- Provide students with frequent opportunities to self-assess and monitor their progress and the results of their own work against the assessment criteria and performance standards.
Assessment and Grading Primary Resource Books


**Copyright guidelines:**

[Can Your Business be Liable for Posting a Link to Copyrighted Material?](#)

[Does Linking to Content Infringe Copyright?](#)

A recent federal court decision confirms that, without more, merely providing a link to copyrighted content is not direct infringement of the copyright in that content.
Assessment and Grading
Social Media Professional Development Resources

Facebook Groups:

Standards Based Learning and Grading [Public group]
Archmil Early Childhood [Closed group]

Follow these people and accounts on Twitter:

<table>
<thead>
<tr>
<th>Name</th>
<th>Username</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archdiocese of MKE</td>
<td>@MKECatholicEd</td>
<td>One of many pieces of professional development for educators in the Archdiocese of Milwaukee.</td>
</tr>
<tr>
<td>Myron Dueck</td>
<td>@myrondueck</td>
<td>Myron Dueck - author of ‘Grading Smarter Not Harder’ (ASCD) teacher, VP, speaker, consultant: topics of Assessment, Grading, Relationships</td>
</tr>
<tr>
<td>Cathy Vatterott</td>
<td>@realhomeworkldy</td>
<td>I am a professor of education, former teacher and principal, and author of the ASCD book, Rethinking Homework and just released ASCD book Rethinking Grading.</td>
</tr>
<tr>
<td>Rick Wormeli</td>
<td>@rickwormeli2</td>
<td>Teacher, Author, Educ Consultant</td>
</tr>
<tr>
<td>Tom Guskey</td>
<td>@tguskey</td>
<td>Professor of Educational Psychology University of Kentucky</td>
</tr>
<tr>
<td>Ken O’Connor</td>
<td>@kenoc7</td>
<td>Independent consultant specializing in issues related grading and reporting.</td>
</tr>
<tr>
<td>Kelly Gallagher</td>
<td>@KellyGToGo</td>
<td>I teach, I write, I travel, I talk—to help kids become better readers and writers.</td>
</tr>
<tr>
<td>Vicki Davis</td>
<td>@coolcatteacher</td>
<td>I love students! Best teacher blog winner * Mom * Speaker * author * HOST 10-Minute Teacher Show * @Mashable Top Teacher on Twitter * top #edtech Twitterer</td>
</tr>
<tr>
<td>Giselle Santos</td>
<td>@feedtheteacher</td>
<td>My name is Giselle Santos.I’m a</td>
</tr>
<tr>
<td>Name</td>
<td>Twitter Handle</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dan Brown</td>
<td>@DanBrownTeacher</td>
<td>Google Certified Innovator, EFL Teacher &amp; social media, technology enthusiast believe in the power of Making and Hacking life!</td>
</tr>
<tr>
<td>Tom Whitby</td>
<td>@tomwhitby</td>
<td>Nonprofit leader, National Board Certified Teacher, Author of The Great Expectations School. Formerly @EducatorsRising @usedgov <a href="mailto:danbrownteacher@gmail.com">danbrownteacher@gmail.com</a></td>
</tr>
<tr>
<td>Jim Rickabaugh</td>
<td>@drrickabaugh</td>
<td>Dan Brown</td>
</tr>
<tr>
<td>George Couros</td>
<td>@gcouros</td>
<td>Author, Blogger, Speaker, HS/MS 34 yrs, College 6 yrs. Founder #Edchat, Edchat Interactive, EDU PLN, Edchat <a href="http://bit.ly/2hwzU9q">http://bit.ly/2hwzU9q</a> My Island View <a href="https://tomwhitby.com">https://tomwhitby.com</a></td>
</tr>
<tr>
<td>Douglas Fisher</td>
<td>@DFISHERSDSU</td>
<td>Nonprofit leader, National Board Certified Teacher, Author of The Great Expectations School. Formerly @EducatorsRising @usedgov <a href="mailto:danbrownteacher@gmail.com">danbrownteacher@gmail.com</a></td>
</tr>
<tr>
<td>Nancy Frey</td>
<td>@NancyFrey</td>
<td>Nonprofit leader, National Board Certified Teacher, Author of The Great Expectations School. Formerly @EducatorsRising @usedgov <a href="mailto:danbrownteacher@gmail.com">danbrownteacher@gmail.com</a></td>
</tr>
<tr>
<td>Robert Marzano</td>
<td>@robertjmarzano</td>
<td>Let's get our teaching FIT!</td>
</tr>
<tr>
<td>Tina Boogren</td>
<td>@THBoogren</td>
<td>The best educators change the trajectories of those they serve. Through learning, teaching, writing, &amp; speaking, I continue to aspire to this. I also love dogs.</td>
</tr>
<tr>
<td>Tammy Heflebower</td>
<td>@tammyhef</td>
<td>The best educators change the trajectories of those they serve. Through learning, teaching, writing, &amp; speaking, I continue to aspire to this. I also love dogs.</td>
</tr>
<tr>
<td>Michael Toth</td>
<td>@MTothLSI</td>
<td>The best educators change the trajectories of those they serve. Through learning, teaching, writing, &amp; speaking, I continue to aspire to this. I also love dogs.</td>
</tr>
<tr>
<td>Tim Westerberg</td>
<td>@weterbergt</td>
<td>The best educators change the trajectories of those they serve. Through learning, teaching, writing, &amp; speaking, I continue to aspire to this. I also love dogs.</td>
</tr>
</tbody>
</table>

---

**Google Certified Innovator, EFL Teacher & social media, technology enthusiast believe in the power of Making and Hacking life!**

**Nonprofit leader, National Board Certified Teacher, Author of The Great Expectations School. Formerly @EducatorsRising @usedgov danbrownteacher@gmail.com**


**Senior Advisor, Institute for Personalized Learning**

**The best educators change the trajectories of those they serve. Through learning, teaching, writing, & speaking, I continue to aspire to this. I also love dogs.**

**Let's get our teaching FIT!**

**Author and Professor @ SDSU**

**Co-founder/CEO of @MarzanoResearch. I translate research and theory into educational practice. I use #NASOT to share my book, The New Art & Science of Teaching.**

**Author and Associate with Marzano Research and Solution Tree. Lover of words, giggles, travel, learning, yoga, and family. Fierce advocate for educators.**

**Wife, mother of two boys, baseball mom, learner, author, presenter coach, fun-loving, outdoor enthusiast, researcher, leader at Marzano Research.**

**Founder & CEO of @Learn_Sci. Award-winning #education author & researcher. Committed to helping #K12 educators develop rigorous 21st-century classrooms.**

**Retired high school principal, author, and national and international consultant on a**
<table>
<thead>
<tr>
<th>Name</th>
<th>Twitter Handle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deana Senn</td>
<td>@DeanaSenn</td>
<td>Content developer/Staff developer/Instructional Strategy/Assessment Specialist, Teacher, Dual citizen-Canadian and American, Traveller</td>
</tr>
<tr>
<td>Brian Marks</td>
<td>@Yummymath</td>
<td>Real world math activities that your students will love. Brian is a math ed leader &amp; activity writer.</td>
</tr>
<tr>
<td>Tom Schimmer</td>
<td>@TomSchimmer</td>
<td>Education author, speaker, &amp; consultant with @SolutionTree &amp; @SolutionTree_CA, Focused on Assessment, Grading, Leadership, &amp; RTI. #atAssess #GFIO</td>
</tr>
<tr>
<td>Kathy Biernet</td>
<td>@ScientistMaker</td>
<td>Middle School Science teacher with passion for creating STEM curriculum and sharing that with others,#NMLSTA, #ScienceScope, #NSTA</td>
</tr>
<tr>
<td>Amanda Seppanen</td>
<td>@AmandaSeppanen</td>
<td>Owner of Sustainable Formations, LLC. Education consultant. Policy enthusiast. Advocate for change.</td>
</tr>
<tr>
<td>Rachel Lantz</td>
<td>@Rachel_Lantz</td>
<td>A Presenter, Writer, Middle and High School English Teacher, Mother, and Obsessed with All Things Education</td>
</tr>
<tr>
<td>Theresa Dixon</td>
<td>@TheresaKDixon</td>
<td>Innovative Teacher, Mom, Reader, Writer, Blogger, Presenter, Teckie, and Learning Junkie who thinks kids are cool</td>
</tr>
<tr>
<td>Megan Garczynski</td>
<td>@MeganGar3</td>
<td>Mom, 7th Grade ELA teacher, Wife. Lover of reading, coffee and wine. Encourager and energizer of adolescent readers. Grateful.</td>
</tr>
<tr>
<td>Sue Nelson</td>
<td>@sbnelson100</td>
<td>Associate Superintendent for Curriculum, Instruction, Assessment, and Grading Archdiocese of Milwaukee</td>
</tr>
</tbody>
</table>
Twitter Chats

How to participate in Twitter chats:

Learning to Twitter Chat is Not Difficult at All
How to Find Free Professional Development for Rock Star Educators

Places to find Twitter Chats:

#DITCHbook Thursdays at 9pm
Created by Ditch That Textbook author Matt Miller; the chat focuses on innovative teaching ideas and disrupting standard textbook education.

#formativechat Mondays at 6pm
Discuss the implementation and impact of formative assessment.

#flipclass Monday at 7pm
Flipped classrooms reverse the traditional learning environment by delivering instructional content, often online, outside of the classroom.

#LearnLAP Mondays at 7pm
Guest moderators and participants discuss topics from author Paul Solarz’s book Learn Like a PIRATE

#musedchat Monday at 7pm
Each Monday evening at 8PM EST, music teachers get together and share ideas about important topics within music education.

#Edtechchat Monday at 7pm
Focuses on Education Technology, #Edtechchat Facebook Group

#COLchat Monday at 8pm
Building a Culture of Learning, moving away from compliance to create and foster a true COL

#4thchat Monday at 7pm
For teachers or anyone to talk about educational issues relating to 4th grade.

#ELLCHAT Monday at 8pm
A repository for ideas related to teaching English Language Learners

#Kinderchat Monday at 8pm
Glue, glitter, gogurt; bringing daily joy to twitter to talk all things Early Years
#TLAP Monday at 8pm
Chat for educators who embrace David Burgess' approach of teaching like a pirate: increase student engagement, boost your creativity, and transform your life as an educator

#resiliencechat at 9pm
Co-moderated by Dr. Robert Martinez and Sara Truebridge, #resiliencechat focuses on promoting resilience amongst educators and students.

#edchat Tuesday at 11am / 6pm (slowchat)

#Edchat is a hashtag, a movement—it is a weekly organized Twitter discussion of educators and people interested in education that meet virtually from all over the world. #Edchat serves as a conversation thread on Twitter and is also used for organized weekly discussions.

#TEDEdChat Tuesday at 5pm
Sparked by the enthusiasm of teachers in the TED-Ed community, TED-Ed hosts #TEDEdChat on Twitter

#2PencilChat Tuesday at 6pm
The #2PencilChat is a weekly conversation about educational technology. As we enter a more student-centered age, let's talk about using all the tools in our toolboxes to be innovative and dynamic teachers.

#2ndaryELA Tuesday at 7pm
A group of middle and high school English Language Arts teachers looking to share ideas and best practices.

#5thchat Tuesday at 7pm
For people interested in chatting about topics in education, especially as they relate to Grade 5.

#EdSurge Tuesday at 7pm
EdSurge is an independent information resource and community for everyone involved in education technology. Join #EdSurgeChat to grow your tribe and engage with a dynamic PLN about current #edtech topics.

#6thchat Tuesday at 8pm
Chat, collaborate, and grow with other sixth grade educators from around the globe.

#personalizedPD Tuesday at 8pm
A fast-paced, fun chat to discuss personalized professional development for educators. We discuss what it is, why it's better than traditional PD, how to create personalized PD opportunities, how to scale it from individuals to districts, and how to inspire it from individuals to districts to want more and more of it.

#PIAchat Tuesday at 8pm
All about being #principalsinaction. The chat is a fast moving 30 minutes on the 2nd and 4th Mondays of the month.
#TeachWriting Tuesday at 8pm  
Where educators talk about writing instruction.

#TWOTCW Tuesday at 8pm  
(Growth mindset)  
A weekly chat that discusses the Big Ideas, classroom strategies, and tips from *The Writing on the Classroom Wall*.

#worldgeochat Tuesday at 8pm  
A weekly chat focused on teaching geography and global studies.

#XPLAP Tuesday at 9pm  
Book study chat focusing on *Explore Like a Pirate*, written by Michael Matera.

#1to1techat Wednesday at 7pm  
We discuss all aspects of the effective implementation of 1:1 programs in schools.

#CollaborativePD Wednesday at 7pm  
Join the Collaborative Professional Development movement! Incorporate blended learning tools and ideas derived from other educators into your instruction and professional development.

#fearlessedchat Wednesday at 7:30pm  
The chat topics vary week to week, but they all focus on trying new things and not being afraid to fail, since that is how we learn.

#dtk12chat Wednesday at 8pm  
Please join us for a weekly conversation about design thinking in K12 education.

#educoach Wednesday at 8pm  
The #educoach hashtag is used by instructional coaches around the world to share resources, ask questions and collaborate with instructional coaches.

#UDLchat Wednesday at 8pm  
Meet and chat with colleagues about Universal Design for Learning (UDL).

#whatisschool Thursday at 5pm  
Express an unbiased response to questions about schooling, where educators have a voice in shaping the future through their experience, recommendations and interests.
#games4ed Thursday at 7pm
Discussions cover ways in which gaming can be used in education.

#LangChat Thursday at 7pm
Dedicated to the discussion of topics associated with issues and trends in world language instruction and learning.

#LATICchat Thursday at 7pm
Interested in student-driven classrooms? Join a community of educators to share insights, stories, examples, and pictures from their classrooms.

#mschat Thursday at 7pm
A chat that offers middle school teachers a chance to have a collaborative discussion about a different topic each week.

#G2Great Thursday at 7:30pm
This chat is dedicated to continuing the conversation about teacher reflection it's based on Dr. Mary Howard's book Good to Great Teaching.

#ChristianEducators Thursday at 8pm
Chat occurs every Thursday evening at 9:00pm EST. Rik Rowe, @WHSRowe is the moderator and should be followed for reminders.

#ElemMathChat Thursday at 8pm
Discuss best practices, examine student work, explore routines for reasoning and research that guides and supports pedagogy centered on problem and student based learning.

#sstlap Thursday 8pm
Weekly chat that infuses the ideas of Teach Like a Pirate by Dave Burgess into the Social Studies classroom.

#steminstitute Thursday 8pm
Educators from pre-service to mentors collaborating, reflecting and working hard to provide the best learning experience for our students.

#K12ArtChat Thursday at 8:30pm
An #ArtsEd chat founded by #TeamGrundler @ArtGuy76 & @GrundlerArt & share Ss' art on Fridays via #FabArtsFri.
#teachmindful Thursday at 8:30pm
A discussion about balance, calm and mindfulness and integrating the three into the classroom and everyday life. Strategies for a mindful, focused and growth-minded life.

#EngageChat Friday at 7pm
A weekly chat session moderated by @DavisWelcome that focuses on engagement in schools.

#Satchat Saturday at 6:30pm
A weekly Twitter conversation for current and emerging school leaders

#bookcampPD Saturday at 8am
Educators discussing professional books with each other.

#CatholicEdchat
Topics focus on discussions around educational issues for Catholic Educators and topics beneficial to Catholic Schools.

#EduGladiators Saturday at 8am
This chat is about a new era of Leadership, Advocacy & Engagement focused on what’s BEST for kids.

#NT2T Saturday at 8am
This Twitter chat is dedicated to those educators who are new to Twitter. Join them each Saturday morning at 9am EST for a weekly discussion.

#leadupchat Saturday at 8:30am
Focuses on school leadership, culture, changing paradigms, and the growth mindset.

#leadlap Saturday at 9:30am
Our chat will focus on the idea that we can lead and make positive change from any position in our school systems. Leadership is not about a title; it is a way of thinking and acting.

#elemchat Saturday at 5pm
Provides elementary (or primary) school educators with a venue for discussing issues and strategies that are specific to teaching in their context.

#HackLearning Saturday at 7:30am
We solve big problems with simple ideas. Hacklearning.org.
#1stchat Saturday at 7pm
Weekly chat for excited 1st grade teachers who love to learn and share ideas. Participants are interested in a variety of topics including literacy, math, technology, play, inquiry, and being the best educators they can be!

#21stedchat Saturday at 7pm
Our mission for our 21st century chat is to create a positive 21st century learning environment for our students by sharing resources and ideas that has worked in our classrooms.

#mnlead Sunday at 7pm
A Twitter chat for leaders and learners.

#CaringClassroom Sunday at 9pm
The #CaringClassroom Chat explores positive teacher-student relationships, classroom management, and engaging and supportive instruction