

- ✦ **Clear Communication is Essential:** with colleagues, students, and families.
- ✦ **Use Standards-based Rubrics:** Create performance level rubrics based on the standards in a lesson or unit, and not the specific activities. Attach each performance level to a letter grade or other common measure in your school. *Note: Teachers have found success with a combination of standards-based rubrics and product descriptor scoring. This works best when the product descriptors become a task checklist for students, and the students understand that the rubric clarifies degrees of success, ultimately leading to a grade.*

Thinking about assessments with standards-based rubrics...

- When developing assessments, make sure to include questions or tasks that represent each performance level in your grading rubric. Use Bloom's verbs to help with this.
 - Know which questions or tasks are connected to which standards or points on the rubric. Standards-based rubrics move teachers away from points driven grading, e.g. giving a student 15 out 20 points if they answered 15 of 20 questions correctly. It asks teachers to give a holistic grade based on evidence of learning at a defined performance level. A student could only answer 5 of 20 questions to show they are at an advanced performance level.
 - If you have already seen ample evidence that a student is performing at a high level, you can direct them to only complete specific questions on an assessment. This will honor the student's learning and save you time grading.
 - Ask students to quickly reflect on each question or task. For example,
 - I'm confident this is correct.
 - I'm not confident; I guessed.
 - I haven't learned what I need to answer this question/perform this task.
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- ✦ **Evidence Portfolios:** Students review the standards and performance level rubrics on which their grades are based. They select evidence from their classwork that demonstrates where they are performing.

Make it successful:

- Include student reflections, self-evaluations, of what they selected and how it demonstrates their performance level.

- Have students add to the portfolio, revise reflections, and swap out evidence often, leading to a grading period.
- The teacher models sample work from an imaginary student at each collection point.
- Check in one-on-one with a small number of students each week. Ask them questions about their progress and evidence. Direct them to use language from the standards and rubrics when they talk.
- Have students practice talking about their portfolios with a partner using sentence frames.
- Make it a routine for students to analyze each piece of work from the class: ready for the portfolio, great opportunity to revise for the portfolio, learned a lot for the next task, shows I need to go back and relearn some things.

 **Questions to think about:**

- In a given grading period, are you grading students on a specific set of standards that are the same for everyone, or are you grading students on the specific standards they are working on individually?
- Do you have the ability to communicate two grades: one for the target benchmark standards for all students, and one for the specific individual targets if a student is working below or above the grading period benchmarks?
- Does every student need to complete the same tasks/assessments to demonstrate mastery of a standard or set of standards?
- How can I build in student choice in my assessments?
- How do I honor varied paces of learning and allow students to reach mastery at different times? Is retesting “fair” in my classroom? What does retesting look like?