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# SMALL STEPS, BIG IMPACT: LAUNCHING STANDARDS BASED GRADING

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**JUNE 15, 2026**

# OUTCOMES

- I CAN IDENTIFY GRADING PRACTICES THAT MORE ACCURATELY REFLECT STUDENT LEARNING AND GROWTH.
- I CAN DETERMINE ESSENTIAL STANDARDS THAT DRIVE INSTRUCTION, ASSESSMENT, AND STUDENT LEARNING.
- I CAN DEVELOP ALIGNED ASSESSMENTS, “I CAN” STATEMENTS, AND RUBRICS THAT CLEARLY COMMUNICATE PROFICIENCY.
- I CAN CREATE REPORTING PRACTICES THAT PROVIDE CLEAR, ACCURATE COMMUNICATION OF STUDENT PROGRESS TO STUDENTS AND FAMILIES.



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**BELLRINGER**

**IF GRADES ARE SUPPOSED TO COMMUNICATE  
LEARNING, WHAT ARE OUR CURRENT GRADING  
PRACTICES ACTUALLY COMMUNICATING TO STUDENTS?**



# THE PHILOSOPHY

- **WHY- TO PROVIDE FAIR AND ACCURATE GRADING PRACTICES THAT BRING FORTH WHAT WILL BE LEARNED AND HOW SUCCESS WILL BE MEASURED AGAINST STANDARDS. UTILIZING TRANSPARENCY AND CLEAR EXPECTATIONS TO OPEN THE DOOR TO CONTINUED LEARNING AND GROWTH FOR ALL STUDENTS.**
- **HOW- THROUGH THE PROPER IDENTIFICATION OF STANDARDS AND TRANSPARENT APPLICATION OF GRADING PRACTICES, REASSESSMENT, FORMATIVE FEEDBACK, SUMMATIVE ASSESSMENTS, RUBRICS, AND CLEAR COMMUNICATION WITH STUDENTS AND PARENTS.**
- **RESULT- GRADING WILL BE FAIR, ACCURATE, AND INFORMATIVE IN ORDER TO DRIVE MAXIMUM LEARNING AND GROWTH FOR EACH STUDENT.**
  
- **AS YOU ENTER THIS PROCESS, KNOW THAT WHAT IS BEST FOR KIDS CAN BE HARD.**
- **THIS IS NOT ALWAYS BEST FOR ADULTS...BECAUSE IT'S HARD!!**



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**I CAN IDENTIFY GRADING PRACTICES  
THAT MORE ACCURATELY REFLECT  
STUDENT LEARNING AND GROWTH.**

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# TEN GRADING PRACTICES

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# TEN GRADING PRACTICES

## WE WILL:

1. FOCUS OUR WORK ON STUDENT LEARNING, NOT TEACHING AND GRADING.
  - A. THE GOAL IS TO FOCUS ON STUDENT LEARNING AND WHAT IS BEST FOR STUDENTS.
  - B. WE WILL FOLLOW THE BEST TEACHING PRACTICES AND FAIR AND ACCURATE GRADING.
  
2. DETERMINE A STUDENT'S PROFICIENCY LEVEL USING ESSENTIAL STANDARDS FOR THE COURSE.
  - A. ESSENTIAL STANDARDS AND STUDENT PERFORMANCE ON THOSE STANDARDS DRIVE OUR INSTRUCTION.
  
3. DETERMINE A STUDENT'S PROFICIENCY LEVEL USING SUMMATIVE ASSESSMENTS, NOT FORMATIVE PRACTICE.
  - A. PRACTICE WILL BE PENALTY-FREE TO ENCOURAGE GROWTH AND RESILIENCY.



# TEN GRADING PRACTICES

## WE WILL:

4. ENSURE THE PROFICIENCY LEVEL OR ESSENTIAL STANDARDS THROUGH RETEACHING AND REASSESSING.

A. RETEACHING AND REASSESSING INCREASES STUDENT CONFIDENCE, SELF-EFFICACY, AND LEADS TO INCREASED LEARNING.

5. REPORT LIFE SKILLS SEPARATELY AND NOT AS PART OF THE ACADEMIC PROFICIENCY LEVEL.

A. WE REPORT ACADEMIC KNOWLEDGE AND UNDERSTANDING BASED PURELY ON THE STUDENT PERFORMANCE ON ACADEMIC CONTENT.

B. WE REPORT AND MANAGE BEHAVIORS APART FROM ACADEMIC GRADE.



# TEN GRADING PRACTICES

## WE WILL:

6. NOT USE EXTRA CREDIT.

A. EXTRA CREDIT LESSENS THE ACCURACY OF THE ACADEMIC GRADE.

7. ASSESS STUDENTS INDIVIDUALLY EVEN WHEN THEY ARE WORKING IN GROUPS.

A. THE GOAL IS TO MEASURE AND REPORT ON THE INDIVIDUAL STUDENT'S UNDERSTANDING OF THE ESSENTIAL STANDARDS.

8. NOT ASSIGN ACADEMIC CONSEQUENCES FOR LATE WORK AND WE WILL LOOK FOR EVIDENCE OF PROFICIENCY NO MATTER WHEN IT HAPPENS.

A. BEHAVIORAL CONCERNS (EX. LATE WORK) WILL BE DEALT WITH APART FROM THE ACADEMIC GRADE. GRADES WILL NOT BE USED AS PUNISHMENT.



# TEN GRADING PRACTICES

## WE WILL:

9. USE PROFESSIONAL JUDGMENT IN CONJUNCTION WITH PERFORMANCE DATA TO DETERMINE A STUDENT'S OVERALL PROFICIENCY LEVEL.

A. OUR PROFESSIONAL JUDGMENT IS NOT SUBJECTIVE. WE WILL BALANCE OUR EXPERIENCE AS PROFESSIONALS WITH THE PERFORMANCE DATA TO DETERMINE PROFICIENCY LEVELS.

10. PROVIDE STUDENTS WITH OPPORTUNITIES TO EXCEED PROFICIENCY.

A. TEACHING TO THE 4 MODELS WHAT EXCELLENCE LOOKS LIKE FOR EVERY STUDENT.

B. WE WILL RAISE THE BAR FOR ALL STUDENTS CAUSING THEM TO INCREASE THEIR UNDERSTANDING, KNOWLEDGE, AND PERFORMANCE ON THE ESSENTIAL STANDARDS.



## Continuum for Implementing the 10 Grading Practices

| Grading Practice   | TEAM LEVEL   |  |   |
|--|--|--|---|
| Focus our work on student learning not teaching and grading.   | <u>Getting Started</u><br>The team has not yet developed this common grading practice. | <u>Implementing</u><br>This grading practice has been established at the team level. | <u>Sustaining</u><br>This grading practice is used with fidelity at the team level. |
| Determine a student's proficiency level using essential standards for the course.                                    | <u>Getting Started</u><br>The team has not yet developed this common grading practice. | <u>Implementing</u><br>This grading practice has been established at the team level. | <u>Sustaining</u><br>This grading practice is used with fidelity at the team level. |
| Determine a student's proficiency level using summative assessments, not formative practice.                         | <u>Getting Started</u><br>The team has not yet developed this common grading practice. | <u>Implementing</u><br>This grading practice has been established at the team level. | <u>Sustaining</u><br>This grading practice is used with fidelity at the team level. |
| Ensure proficiency of essential standards through reteaching and reassessing.  | <u>Getting Started</u><br>The team has not yet developed this common grading practice. | <u>Implementing</u><br>This grading practice has been established at the team level. | <u>Sustaining</u><br>This grading practice is used with fidelity at the team level. |
| Report life skills separately and not as part of the academic proficiency level.                                     | <u>Getting Started</u><br>The team has not yet developed this common grading practice. | <u>Implementing</u><br>This grading practice has been established at the team level. | <u>Sustaining</u><br>This grading practice is used with fidelity at the team level. |
| Not use extra credit.  | <u>Getting Started</u><br>The team has not yet developed this common grading practice. | <u>Implementing</u><br>This grading practice has been established at the team level. | <u>Sustaining</u><br>This grading practice is used with fidelity at the team level. |
| Assess students individually even when they are working in groups.   | <u>Getting Started</u><br>The team has not yet developed this common grading practice. | <u>Implementing</u><br>This grading practice has been established at the team level. | <u>Sustaining</u><br>This grading practice is used with fidelity at the team level. |
| Not assign academic consequences for late work & we will look for evidence of proficiency no matter when it happens. | <u>Getting Started</u><br>The team has not yet developed this common grading practice. | <u>Implementing</u><br>This grading practice has been established at the team level. | <u>Sustaining</u><br>This grading practice is used with fidelity at the team level. |
| Use professional judgment in conjunction with performance data to determine a student's overall proficiency level.   | <u>Getting Started</u><br>The team has not yet developed this common grading practice. | <u>Implementing</u><br>This grading practice has been established at the team level. | <u>Sustaining</u><br>This grading practice is used with fidelity at the team level. |
| Provide students with opportunities to exceed proficiency.   | <u>Getting Started</u><br>The team has not yet developed this common grading practice. | <u>Implementing</u><br>This grading practice has been established at the team level. | <u>Sustaining</u><br>This grading practice is used with fidelity at the team level. |



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# SIX STEPS TO INSTRUCTION

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**I CAN DETERMINE ESSENTIAL  
STANDARDS THAT DRIVE  
INSTRUCTION, ASSESSMENT, AND  
STUDENT LEARNING.**

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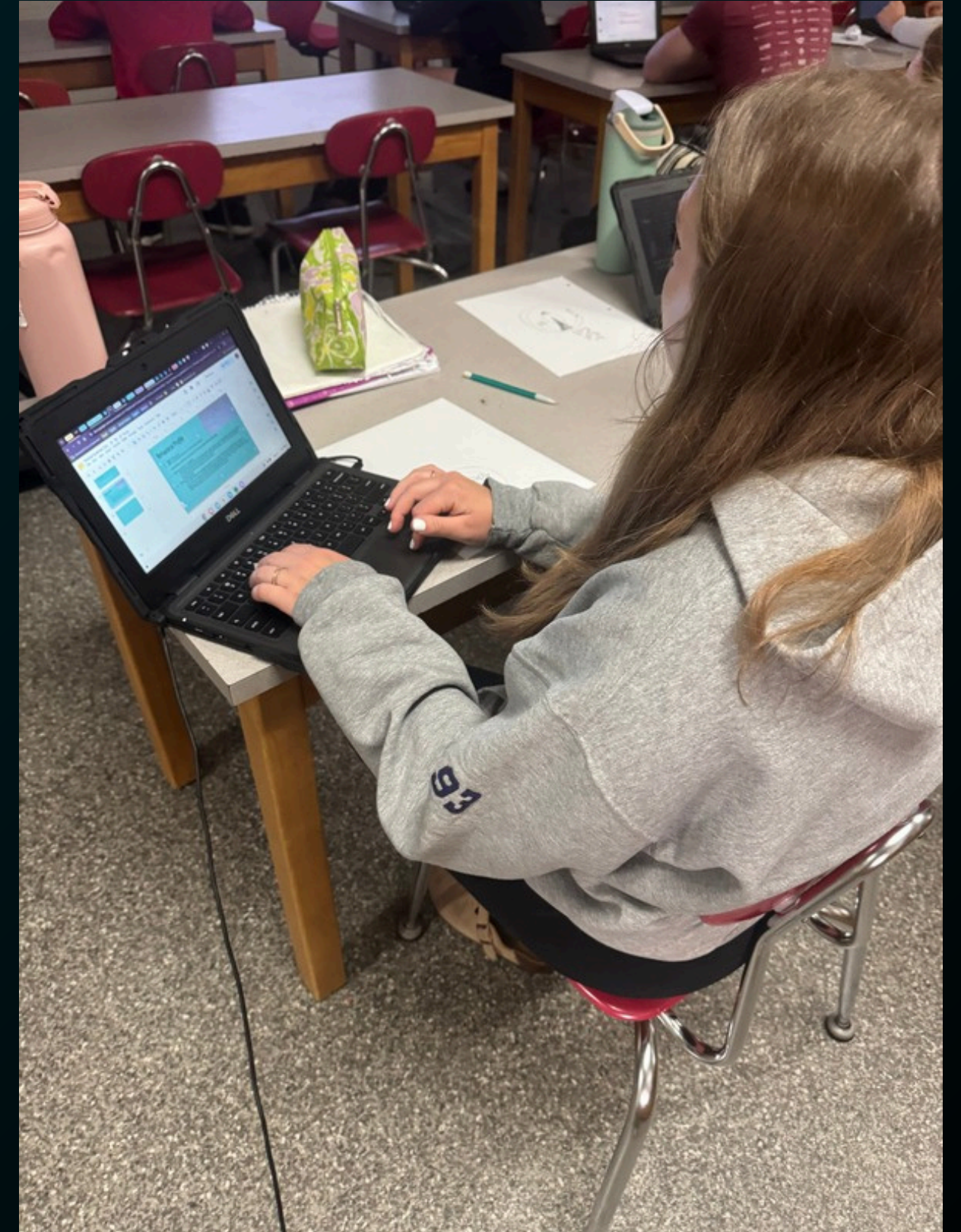


# STEP 1: IDENTIFY THE ESSENTIAL STANDARDS

- ENDURANCE
- LEVERAGE
- READINESS FOR THE NEXT LEVEL

WHAT STANDARDS ARE VITAL FOR STUDENTS TO KNOW, UNDERSTAND,  
AND DEMONSTRATE?

THE HUMAN AIM IS IMPORTANT, BUT THE HUMAN HEART IS ESSENTIAL!



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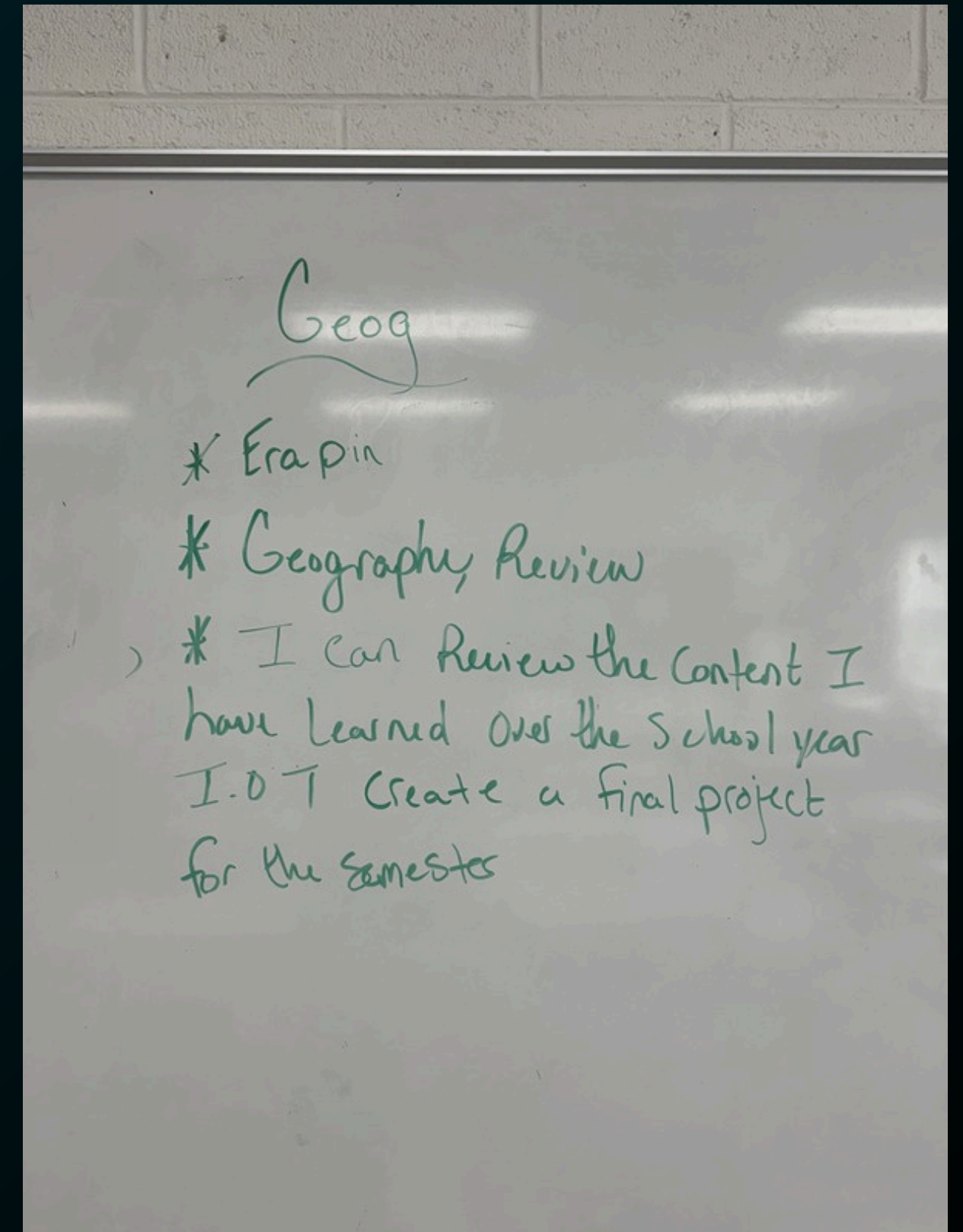
**I CAN DEVELOP ALIGNED  
ASSESSMENTS, “I CAN” STATEMENTS,  
AND RUBRICS THAT CLEARLY  
COMMUNICATE PROFICIENCY.**

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# STEP 2: DETERMINE THE "I CAN" STATEMENTS

LINK YOUR "I CAN" STATEMENT TO THE STANDARDS. TELL THE STUDENTS WHAT THEY WILL KNOW AND BE ABLE TO DO. USE STUDENT FRIENDLY LANGUAGE!!



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## STEP 3:

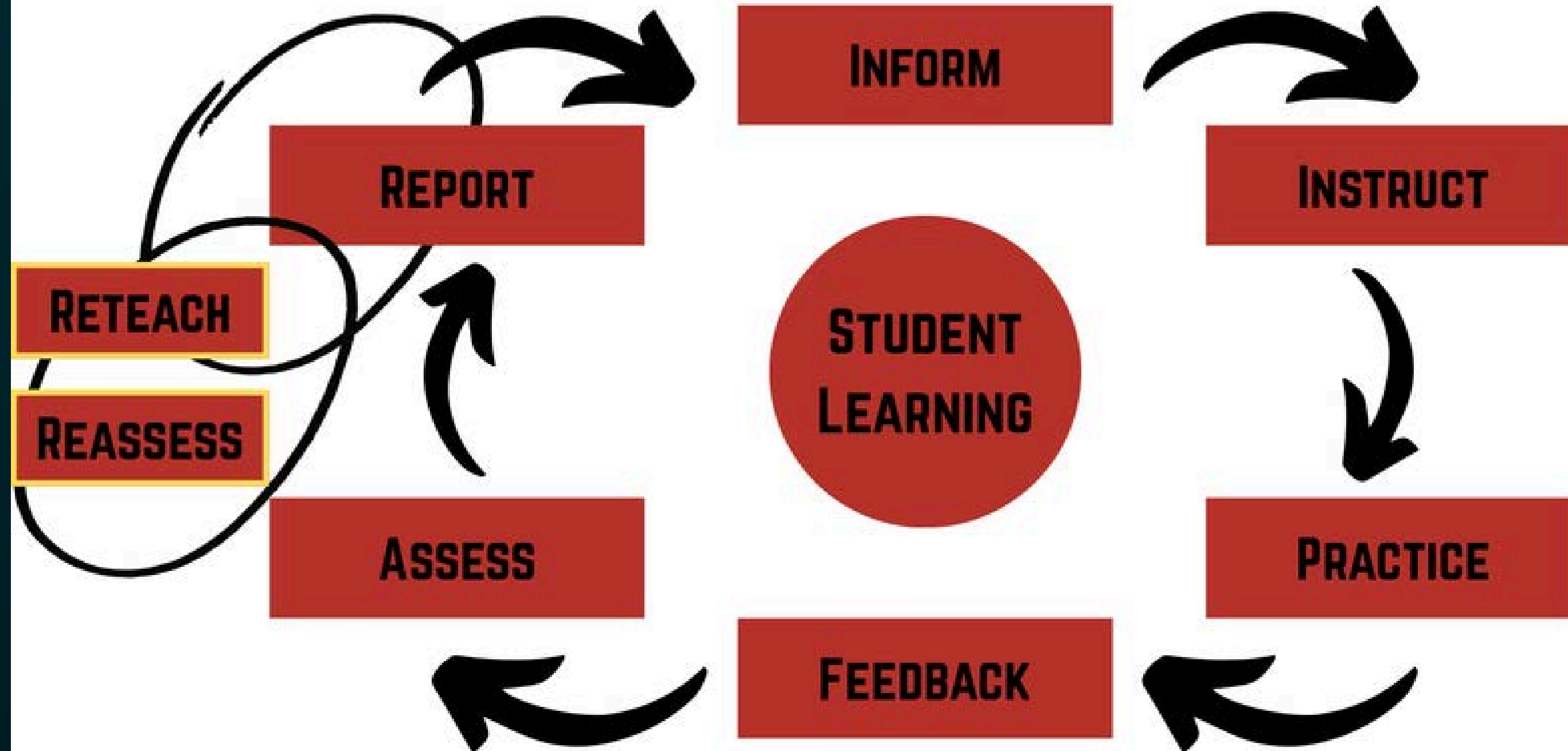
# DESIGN SUMMATIVE THEN FORMATIVE ASSESSMENTS

**SUMMATIVES - SUMMATIVES ARE A MEASURE OF WHAT THE STUDENT HAS LEARNED. THIS SHOULD BE A REFLECTION OF THE PREVIOUSLY DEMONSTRATED SKILLS AND KNOWLEDGE.**

**FORMATIVES - FREQUENTLY AND CONSISTENTLY PROVIDE OPPORTUNITIES FOR STUDENTS TO DEMONSTRATE THEIR PROGRESS. CLEAR FEEDBACK TO MAXIMIZE ACADEMIC GROWTH AND ACHIEVEMENT**



# ELMWOOD INSTRUCTIONAL MODEL



**LEARNING IS THE CONSTANT, TIME IS THE VARIABLE!!!**



# **ELMWOOD MS/HS REASSESSMENT POLICY:**

- 1. STUDENTS MUST PASS ALL SUMMATIVE ASSESSMENTS TO GET CREDIT IN A CLASS (INCLUDING FINALS)**
- 2. IF A STUDENT NEEDS/WANTS TO RETAKE A SUMMATIVE ASSESSMENT, THE TEACHER CAN:**
  - A. REQUIRE “RE-LEARNING” WITH A TEACHER OR QUALIFIED MENTOR.**
  - B. QUICK ASSESS THE STUDENT FOR A MISTAKE.**
    - I. THIS CAN HAPPEN BEFORE A GRADE IS ENTERED.**
  - C. GIVE A SUMMATIVE ASSESSMENT BACK IMMEDIATELY TO FIX.**
- 3. RE-LEARNING MATERIAL MUST BE DIRECTLY RELATED TO A MISSING SKILL(S) ON SUMMATIVE ASSESSMENT.**
- 4. DOCUMENT RE-TAKE DATE AND PREVIOUS ASSESSMENT PERCENTAGE IN SKYWARD COMMENTS.**
- 5. RE-TEACH OPPORTUNITIES (AND RE-LEARNING) SHOULD BE DONE IN A TIMELY MANNER.**

**LEARNING IS THE CONSANT, TIME IS THE VARIABLE!!**



# STEP 4: CREATE RUBRICS

ASSESS PROCESS AND PRODUCT. CLEARLY DEFINE  
DEGREES OF QUALITY.

D. Donovan

| <b>E</b> Career & Technical Education Employability Skills Rubric  |   |   |  |   |
|--|---|---|--|---|
| Class:   |   | Student Name:   |  |   |
| Unit:  |   |   |  |   |
| I Can Statement(s):  | I can demonstrate and apply positive work behaviors and personal qualities needed to be employable.           |   |  |   |
| Standard Assessed:   | Proficient- 4   | Developing - 3  | Basic - 2  | Minimal- 1  |
| CD4.a: Identify and demonstrate positive work behaviors and personal qualities needed to be employable.                      | Consistently meets expectations when demonstrating a positive attitude in work situations.                    | Demonstrates a positive attitude in work situations.  | Sometimes demonstrates a positive attitude in work situations.   | Does not demonstrate a positive attitude in work situations.  |
|  | Explain:  | I feel like I come in and was positive and ready for the day and grateful I got to cook   |  |   |
|  | Consistently demonstrates integrity in work situations and use of classroom resources.                        | Demonstrates integrity in work situations and use of classroom resources.   | Demonstrates integrity in work situations and use of classroom resources with assistance, reminders and/or prompts.      | Does not demonstrate integrity in work situations and use of classroom resources.   |
|  | Explain:  | I used the right amount of ingredients everytime and used the equipment correctly   |  |   |
|  | Consistently demonstrates flexibility and/or willingness to learn new knowledge and skills.                   | Demonstrates flexibility and willingness to learn new knowledge and skills.   | Demonstrates flexibility and/or willingness to learn new knowledge and skills with assistance, reminders and/or prompts. | Does not demonstrate flexibility and/or willingness to learn new knowledge or skills.                                     |
|  | Explain:  | I learned alot about making cookies efficiently and producing the right amount and diversity it efficiently   |  |   |
|  | Demonstrates exceptional communication and/or collaboration skills to accomplish tasks and solve problems.    | Demonstrates strong communication and/or collaboration skills to accomplish tasks and solve problems.   | Communication and/or collaboration skills need improvement to accomplish tasks and solve problems.                       | Does not demonstrate communication and/or collaboration skills, needs improvement to accomplish tasks and solve problems. |
| Explain:   | I did alot of things and helped people that needed it and would work on anything it asked                     |   |  |   |
| Consistently demonstrates initiative, reliability, responsibility, and time management of work roles and responsibilities.   | Demonstrates initiative, reliability, responsibility, and time management of work roles and responsibilities. | Demonstrates initiative, reliability, responsibility, and time management of work roles and responsibilities with reminders, assistance and/or prompts. | Does not demonstrate initiative, reliability, responsibility, and time management of work roles and responsibilities.    |   |
| Explain:   | I missed a few days so I can email you and do better next time  |   |  |   |
| Comments: I just liked have something to do everyday<br>Besides some missed days - your work was solid -<br>good work 8.9/10 |   |   |  |   |

E

# RUBRIC DESIGN GUIDELINES

- **THE PURPOSE OF A RUBRIC**

- **CLEARLY CONVEY INFORMATION TO STUDENTS AND PARENTS.**

- **A SIMPLE BUT COMPREHENSIVE EXPLANATION/DESCRIPTION OF THE STANDARD THAT IS EASY TO READ AND UNDERSTAND.**
- **CLEARLY DEFINED MEASURES/DESCRIPTIONS OF QUALITY.**
- **PROVIDE THE TEACHER, STUDENT, AND PARENTS WITH COMMON LANGUAGE AND UNDERSTANDING OF THE RUBRIC, ALONG WITH THE EXPECTATIONS.**



# RUBRIC DESIGN GUIDELINES

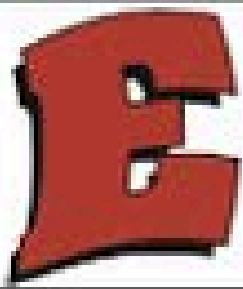
- RUBRICS SHOULD INCLUDE THE FOLLOWING:
  - THE STANDARD BEING ASSESSED IS WRITTEN IN STUDENT PARENT-FRIENDLY LANGUAGE. YOU CAN LINK TO THE STANDARD IF NEEDED (DIGITALLY)
  - IT SHOULD INCLUDE “I CAN” STATEMENTS.
  - THE RATINGS OF 4-1.
  - THE DESCRIPTION OF EACH LEVEL SHOULD BE A DESCRIPTION OF QUALITY FROM PROFICIENT TO BEGINNING.



# RUBRIC DESIGN GUIDELINES

- **A RUBRIC IS NOT:**
  - **A CHECKLIST**
  - **A MEASURE OF QUANTITY (4 FACTS, 3 EXAMPLES, ETC.)**
  - **A RATING SCALE**
- **OTHER HELPFUL CONTENT MAY INCLUDE (NOT PART OF THE ACTUAL RUBRIC):**
  - **A CHECKLIST FOR STUDENTS TO SELF-ASSESS THEIR PROGRESS**
  - **EXEMPLAR OR LINKS TO AN EXEMPLAR**





# Elmwood Middle/High School Standards Rubric

Class: 5th Social Studies

Lesson: 10

Student Name:

I Can Statement(s):

I can analyze and evaluate cause and effect at multiple levels.

I can analyze how British actions angered the colonists in the 1700s.

Standard(s) Assessed:

Proficient -- 4

Developing -- 3

Basic -- 2

Minimal -- 1

**Standard SS.Hist1:**  
Wisconsin students will use historical evidence for *determining* cause and effect.

I can *analyze* and *evaluate* cause and effect at multiple levels.

I can *explain* cause and effect at multiple levels.

I can *describe* cause and effect at multiple levels.

I can *identify* cause and effect at multiple levels.

I can analyze how British actions angered the colonists in the 1700s by using cause and effect.

Using text evidence, I can **analyze** how Great Britain angered colonists through cause and effect.

I can **explain** how Great Britain angered colonists through cause and effect.

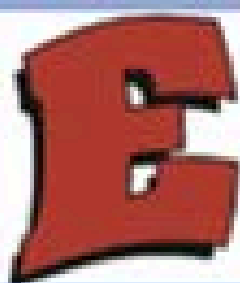
I can **describe** that Great Britain angered colonists.

I can **identify** that Great Britain angered the colonists.

**Directions:** you will create a timeline of the following events and the causes and effects it had on the colonists. You must also include dates of each event **IN ORDER**.

- The French and Indian War
- The Proclamation of 1763
  - The Quartering Act
  - The Stamp Act
- The Boston Massacre
- The Boston Tea Party
- The Intolerable Acts





# Middle/High School Standards Rubric

**Class:**  
**Unit:**

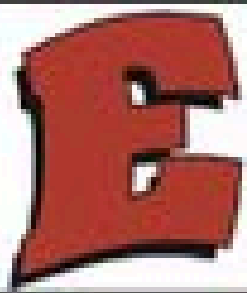
**Student Name:**

## I Can Statement(s):

- I can analyze and evaluate cause and effect at multiple levels.
- I can historically evaluate and analyze primary and secondary sources.
- I can determine, analyze and evaluate connections between the past and the present.
- I can analyze and evaluate why things change and why things remain same throughout history.

| Standard(s) Assessed:  | Proficient -- 4   | Developing -- 3  | Basic -- 2  | Minimal -- 1  |
|--|---|--|---|---|
| <b>Standard SS.Hist1:</b> Wisconsin students will use historical evidence for <i>determining</i> cause and effect.   | I can <i>analyze and evaluate</i> multiple causes and effects that led to so many people dying in Jamestown.  | I can <i>explain</i> multiple causes and effects that led to so many people dying in Jamestown.  | I can <i>describe</i> multiple causes and effects that led to so many people dying in Jamestown.  | I can <i>identify</i> multiple causes and effects that led to so many people dying in Jamestown.  |
| <b>Standard SS.Hist2:</b> Wisconsin students will <i>analyze, recognize, and evaluate</i> patterns of continuity and change over time and <i>contextualization</i> of historical events.   | I can <i>analyze and evaluate</i> why the events of Jamestown led to things changing in early Colonial American and why things changed as a result. | I can <i>explain</i> why the events of Jamestown led to things changing in early Colonial American and why things changed as a result. | I can <i>describe</i> why the events of Jamestown led to things changing in early Colonial American and why things changed as a result. | I can <i>understand</i> why the events of Jamestown led to things changing in early Colonial American and why things changed as a result. |
| <b>Standard SS.Hist3:</b> Wisconsin students will <i>connect</i> past events, people, and ideas to the present; use different perspectives to <i>draw conclusions</i> ; and suggest current implications.                                    | I can <i>analyze and evaluate</i> multiple reasons of how the events of Jamestown are important to today.   | I can <i>explain</i> multiple reasons of how the events of Jamestown are important to today.   | I can <i>describe</i> multiple reasons of how the events of Jamestown are important to today.   | I can <i>identify</i> multiple reasons of how the events of Jamestown are important to today.   |
| <b>Standard SS.Hist4:</b> Wisconsin students will <i>evaluate</i> a variety of primary and secondary sources to <i>interpret</i> the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). | I can historically <i>evaluate</i> primary and secondary sources related to Jamestown's story and their historical methodology.                     | I can historically <i>explain</i> primary and secondary sources related to Jamestown's story and their historical methodology.         | I can historically <i>describe</i> primary and secondary sources related to Jamestown's story and their historical methodology.         | I can historically <i>identify</i> primary and secondary sources related to Jamestown's story and their historical methodology.           |





# Rubric

Spanish

Unit:

Student Name:

## I Can Statements:

I can use familiar vocabulary and context clues to understand the main idea and basic details in a story.

I can use evidence to support my answers.

### Proficient -- 4

My work shows that I understand the content/skills completely, I can support my ideas with evidence and express myself in this medium from my unique perspective.

### Developing -- 3

My work shows that I understand the important things about the content/skills required for this topic.

### Basic -- 2

My work shows that I have a general understanding of the content/ skills, but I'm also confused about some important parts of the concept.

### Minimal -- 1

My work shows that I do not understand the concept/skills for this topic.

## Standards and I can statements:

I can identify the main idea and details about the text. I can give evidence from the text to support conclusions. My ability to make inferences is limited as I can understand familiar words, but I have trouble interpreting new words.

I can identify the main idea and a few details about the text. I struggle to provide evidence and make inferences. I can understand familiar words when they are used in familiar contexts.

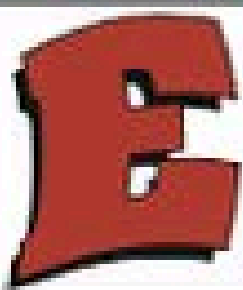
My ability to interpret individual words significantly limits my understanding of the text. I can identify the main idea of the text, but I cannot give details or textual evidence to support conclusions about the text.

I cannot understand the words in the text well enough to be able to identify the main idea or any details about the text.

### WL.IT.1.a.n3

Identify the topic and some isolated facts from simple sentences in informational texts.





# Elmwood Middle/High School Standards Rubric

Class: Chemistry

Unit: Matter

Student Name:

I Can Statement(s):

I can model potential and kinetic energy.

Standard(s) Assessed:

Proficient -- 4

Developing-- 3

Basic -- 2

Minimal -- 1

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects)

Mastery of skill.  
 \*Student can model an energy transfer between potential and kinetic energy.  
 \*Exceptional understanding of potential and kinetic energy concepts. Provides insightful and precise explanations.  
 \*Identifies a wide range of examples, including less common or subtle instances.  
 \*Applies mathematical equations accurately and demonstrates a deep understanding in complex scenarios.  
 \*Provides a detailed and sophisticated explanation of energy transformation, considering different scenarios and energy conservation principles.

Partial mastery of skill, student can model both types of energy.  
 \*Clear understanding of potential and kinetic energy concepts. Accurately describes key concepts and their relationship.  
 \*Accurately identifies a variety of examples of potential and kinetic energy in real-world situations.  
 \*Applies mathematical equations correctly to calculate potential and kinetic energy in basic scenarios.  
 \*Clearly explains how potential energy transforms into kinetic energy and vice versa, using appropriate terminology and examples.

Partial understanding, requires some assistance to explain both types of energy.  
 \*Basic understanding of potential and kinetic energy concepts. Some key concepts are unclear or inaccurate.  
 \*Identifies some examples of potential and kinetic energy but may miss some key examples.  
 \*Attempts to apply mathematical equations but makes significant errors.  
 \*Describes the basic concept of energy transformation but lacks clarity or detail.

Can not yet be demonstrated even with assistance.  
 \*Limited or no understanding of potential and kinetic energy concepts. Demonstrates a misunderstanding of key concepts.  
 \*Unable to identify examples of potential and kinetic energy or misidentifies them.  
 \*Unable to apply mathematical equations or formulas related to potential and kinetic energy.  
 \*Does not describe or demonstrate how potential energy transforms into kinetic energy or vice versa.

Self Score/Reflection:



# STEP 5: PLAN INSTRUCTION AND REPORTING

THOUGHTFULLY PLAN INSTRUCTION WITH A FOCUS ON STEPS 1-5.  
LEARNING FOR ALL IS THE OBJECTIVE!



# THE IDEAL LESSON

1

**BELLRINGER**

2

**LEARNING TARGET**

3

**ANTICIPATORY SET**

4

**BODY OF THE LESSON**

5

**GUIDED PRACTICE**

6

**RETURN TO THE LEARNING TARGET**

7

**FORMATIVE ASSESSMENT/EXIT TICKET**



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**I CAN CREATE REPORTING PRACTICES  
THAT PROVIDE CLEAR, ACCURATE  
COMMUNICATION OF STUDENT  
PROGRESS TO STUDENTS AND FAMILIES.**



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# STEP 6: REPORTING

THIS IS ALWAYS THE LAST STEP!!! PEOPLE WILL ALWAYS WANT TO GET HUNG UP HERE; DON'T LET THEM. THIS TAKES CARE OF ITSELF AT THE END.



| Class  | Q1 | Q2 | S1 | P3 | Q3 | P4 | Q4 | SE2 | S2 |
|--|----|----|----|----|----|----|----|-----|----|
| <b>INTEGRATED MATH III</b><br>Period 5 (11:36 AM - 12:24 PM)<br>BAILEY BEYER | A  | A  | A  |    | A  |    | A  |     | A  |
| ▼ Integrated Math III  | 4  | 4  | 4  |    | 4  |    | 4  |     | 4  |
| I can interpret the structure of expressi...                                 |    |    |    |    |    |    |    |     |    |
| ▶ I can write expressions in equivalent f...                                 |    |    |    |    | 4  |    |    |     | 4  |
| ▶ I can demonstrate the relationship bet...                                  |    |    |    |    |    |    | 4  |     | 4  |
| I can use polynomial identities to solve...                                  |    |    |    |    |    |    |    |     |    |
| ▶ I can create equations that describe n...                                  | 4  |    | 4  |    |    |    | 4  |     | 4  |
| ▶ I can solve equations and inequalities i...                                | 4  | 4  | 4  |    | 4  |    |    |     | 4  |
| ▶ I can solve systems of equations.  |    | 4  | 4  |    |    |    |    |     |    |
| ▶ I can represent and solve equations a...                                   |    | 4  | 4  |    |    |    |    |     |    |
| ▶ I can analyze functions and use functi...                                  | 4  |    | 4  |    |    |    |    |     |    |
| ▶ I can interpret functions that arise in a...                               | 4  |    | 4  |    |    |    |    |     |    |
| ▶ I can analyze functions using different ...                                | 4  |    | 4  |    |    |    |    |     |    |
| ▶ I can build new functions from existing...                                 | 4  | 4  | 4  |    | 4  |    | 4  |     | 4  |
| ▶ I can construct and compare linear, qu...                                  |    |    |    |    | 4  |    | 4  |     | 4  |
| ▶ I can extend the domain of the trigono...                                  |    |    |    |    |    |    | 4  |     | 4  |
| ▶ I can model periodic phenomena with t...                                   |    |    |    |    |    |    | 4  |     | 4  |
| ▶ I can define trigonometric ratios and s...                                 | 4  |    | 4  |    |    |    |    |     |    |



# TIMELINE

THIS ENTIRE PROCESS CAN VARY DEPENDING ON WHERE STAFF IS AT

THIS IS A 3-5 YEAR PROCESS WHEN YOU START AT ZERO. THIS PROCESS TAKES LONGER AT THE HS THAN AT THE ELEMENTARY LEVEL.

IF STAFF CAN FOLLOW A MODEL, YOU CAN PROBABLY CUT THE TIMEFRAME, BUT DO NOT CUT STEPS. BE INTENTIONAL WITH WHERE YOU'RE AT. GET EACH STEP RIGHT ALONG THE WAY.



# TALKING TO LEARNERS

## 1. WHY DO WE HAVE STANDARDS?

A. STANDARDS KEEP US ON TRACK AND GIVE US A TARGET TO WORK TOWARD. STANDARDS TELL ME WHAT TO TEACH AND TELL YOU WHAT YOU ARE GOING TO LEARN.

## 2. HOW DO I KNOW WHAT WILL BE ON THE TEST?

A. I TEACH AND ASSESS THE STANDARDS. LOOK AT THE STANDARD AND LEARNING TARGETS AND LET THAT BE YOUR GUIDE. YOU WILL HAVE MANY OPPORTUNITIES TO PRACTICE THE SKILLS THAT WILL BE ON THE SUMMATIVE.

## 3. WHY DO WE ASSESS SO OFTEN?

A. I AM CONSTANTLY ASSESSING AND ADJUSTING MY INSTRUCTION TO BETTER MEET YOUR NEEDS. I WANT TO CONSTANTLY GIVE YOU FEEDBACK TO NARROW THE TARGET FOR YOU AND HELP YOU LEARN AT YOUR VERY BEST.

## 4. WHY DO I HAVE TO ASSESS A STANDARD MORE THAN ONCE WHEN I'VE SHOWN I'M PROFICIENT?

A. IT'S GREAT THAT YOU DID WELL ON THE FIRST TRY, BUT IT'S VERY IMPORTANT THAT YOU CONTINUE TO MAINTAIN OR EVEN GROW OVER TIME IN YOUR KNOWLEDGE AND ABILITY.



# OUTCOMES

- I CAN IDENTIFY GRADING PRACTICES THAT MORE ACCURATELY REFLECT STUDENT LEARNING AND GROWTH.
- I CAN DETERMINE ESSENTIAL STANDARDS THAT DRIVE INSTRUCTION, ASSESSMENT, AND STUDENT LEARNING.
- I CAN DEVELOP ALIGNED ASSESSMENTS, “I CAN” STATEMENTS, AND RUBRICS THAT CLEARLY COMMUNICATE PROFICIENCY.
- I CAN CREATE REPORTING PRACTICES THAT PROVIDE CLEAR, ACCURATE COMMUNICATION OF STUDENT PROGRESS TO STUDENTS AND FAMILIES.



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**AS YOU ENTER THIS PROCESS, KNOW  
THAT WHAT IS BEST FOR KIDS CAN  
BE HARD. THIS IS NOT ALWAYS BEST  
FOR ADULTS...BECAUSE IT IS HARD!!**

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**QUESTIONS?**

**THANK YOU!!**

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