A FOCUS ON LEARNING: 
STANDARDS-BASED INSTRUCTION, ASSESSMENT AND REPORTING AT THE SECONDARY LEVEL
Pieces Already in Place

• SBAR in Elementaries
• PLC’s
• Everyday Math
  o Structured by standards
• 2007-2008 Moving to 2 middle schools
Setting the Stage - Middle School

Key Resources

Rick Wormeli

Fair Isn't Always Equal
Assessing & Grading in the Differentiated Classroom

Ken O’Connor

How to Grade for Learning
K-12 Third Edition
Setting the Stage - Middle School

• Professional development around assessment and grading

• Reporting behavior separately at middle school
  o Connecting to PBIS
  o Use of PowerSchool using a standards tab
Established Guiding Principles

• Both middle school leadership teams

• 3 days of learning and work together

• Purpose: set parameters for all teachers to work within regarding assessment & reporting
Communication

- School board instructional committee
- Parent education courses
- Letters to families
- Public forums
- Conversations with individual families
- Student learning sessions during advisory
Implementation

• Worked across middle school buildings to establish progress report statements and rubrics aligned to the Core

• 2011-2012 implementation in 6th grade
Results after year one...

- Changed teachers’ instructional practices.
- Teachers better understood what concepts and skills their students had learned.
  - 85% of 6th grade teachers reported their work with SBAR has helped them know more about individual students as learners

(2012)
• Students were more invested in making progress toward learning targets.

• Students knew where they are relative to where they are going.
  o 91% of 6th grade students reported they have an understanding of where they are in their learning and the areas they need to continue to learn
Continued Implementation

- 2012-2013 implementation in 7th grade
- 8th grade continued to report with letter grades, while implementing standards-based instruction & assessment strategies
Ongoing Support Continued at Middle Schools

Professional development
  o Differentiation
  o Use of assessment
  o Growth mindset

Wormeli

PLC work

Curriculum process

Student-involved conferences

Parent and board communication & education
9-12 Focus - Summer 2013

- Prepare for transitions to new building grade level configuration (6-7, 8-9, 10-12)
- Shared courses across the district and the need for consistency
- Thoughtful consideration of the journey of a student through our system
9-12 Focus - 2013 - 2014

- Shared learning and planning by 9-12 building leadership teams
- 9-12 Shared Professional Development
- Developed 9-12 Guiding Principles for Assessment & Reporting
- Instruction & assessment focused on standards
- Continue to report with letter grades
Guiding Questions:
1. What is our current reality?
2. What is a grade? What is the purpose of grading?
3. How do we transform from our current reality into our desired state for accurately reporting student achievement?

9-12 Assessment & Reporting Learning Map

Conditions for a Growth Culture & Learning Focus
- Relationships
- Growth Mindset
- Leadership
- Descriptive Feedback
- Memory, Sense & Meaning
- Intrinsic Motivation
- Strengths & Interests

Accurately Report Student Achievement

9-12
Embraces

Current Reality
- Current gradebooks
- Student experience in our system
- Student feedback

Supported by...
Assessment for Learning
- Informs individualized instruction
- Metacognition
- Feedback
- Finals
- Formative & Summative

Guiding Principles
- Behavior
- Zeros
- Extra Credit
- Group Grades
- Re-takes
- Homework

Property of Waukee Community Schools
9-12 Focus - 2014 - 2015

- Explore methods for implementing guiding principles
- Develop 6-12 College & Career Readiness Skills reporting statements & rubrics
Our Guiding Principles

- Differentiation of instruction and assessment is necessary for students to grow and progress.
- Multiple data points are used to determine the summative grade.
- Course grades accurately communicate only academic achievement of the standards.
- Independent practice is meaningful, purposeful, and tied to standards.
- Students are given multiple opportunities to show proficiency through ongoing assessment.
2015-2016

- Consistent grading and assessment practices 6-12
Questions?