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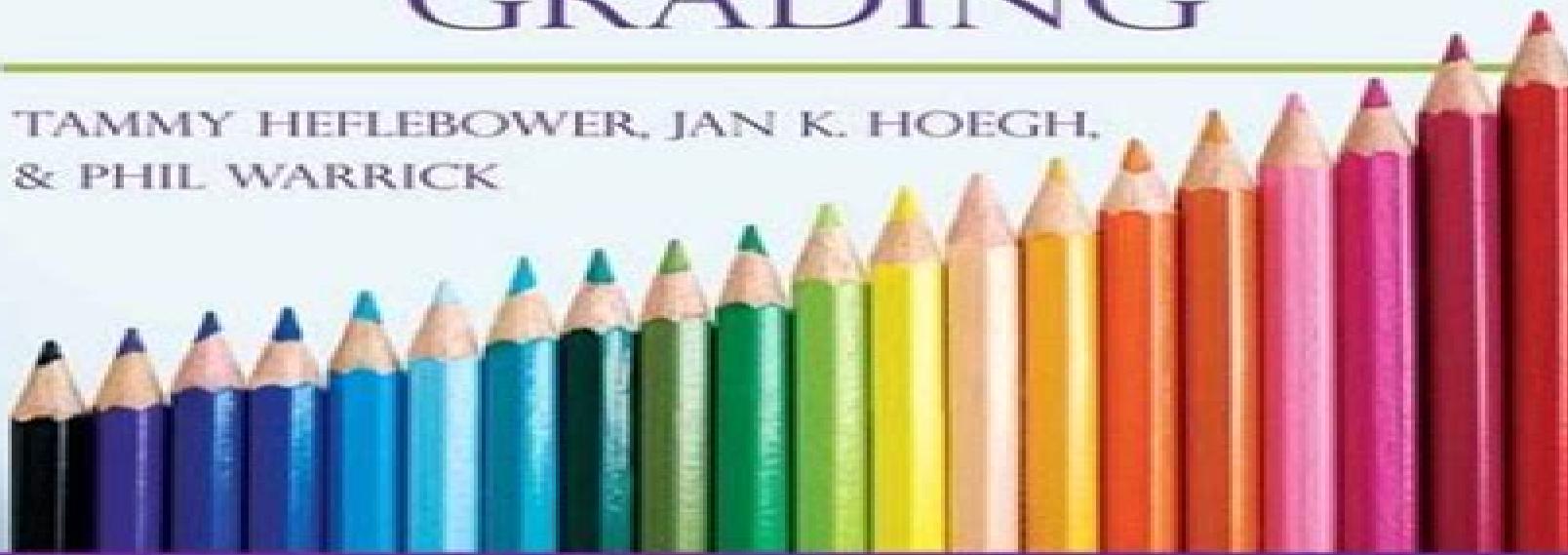
# SCHOOL LEADER'S

*guide to*

## STANDARDS-BASED GRADING

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TAMMY HEFLEBOWER, JAN K. HOEGH,  
& PHIL WARRICK



*with* Mitzi Hoback, Margaret McInteer, & Bev Clemens  
*foreword by* Robert J. Marzano

# A School Leaders Guide To Standards Based Grading

**Christian G. Meyer**

## **A School Leaders Guide To Standards Based Grading:**

A School Leader's Guide to Standards-Based Grading Tammy Heflebower,Jan K. Hoegh,2014-05-30 Accurately report students academic strengths and weaknesses with standards based grading Rather than using traditional systems that incorporate nonacademic factors such as attendance and behavior learn to assess and report student performance based on prioritized standards You will discover reliable practical methods for analyzing what students have learned and gain effective strategies for offering students feedback on their progress **School Leaders Guide to Standards-Based Grading**

Tammy Heflebower,Jan Hoegh,Phil Warrick,2014-05-23 A School Leader's Guide to Standards Based Grading by Tammy Heflebower Jan K Hoegh and Phil Warrick with Mitzi Hoback Margaret McInteer and Bev Clemens offers a reliable framework for analyzing student learning and providing students and stakeholders with effective feedback on student progress This guide not only articulates significant research supporting standards based grading as an accurate precise and effective way to report academic strengths and weaknesses but also shares applicable anecdotes from educators implementing its components The authors detail specific procedures processes and systems necessary for implementation In chapter 1 readers will learn the differences between standards based grading and standards referenced grading and address why grading practices should change Chapter 2 explains how teachers can prioritize standards and create proficiency scales Chapter 3 helps readers design assessments based on the standards and scales Chapter 4 guides readers through the grading process Chapter 5 addresses the role of exceptional learners students with special needs English learners and gifted and talented students in the assessment process Finally chapter 6 provides a big picture view to help school leaders implement standards based grading school or districtwide Each chapter also includes real life accounts from teachers principals superintendents and other educators who have applied standards based grading in their schools A School Leader's Guide to Standards-Based Grading ,2025-02 SOT0035

**Cultural Literacy for the Common Core** Bonnie M. Davis,2014-07-08 Build your cultural literacy while inspiring deep thoughtful unbiased thinking in students Discover a six step framework for becoming culturally literate that complements the Common Core and encourages students to be at the center of learning Explore how to develop teacher student relationships engage in collaborative conversations and encourage feedback to give voice to the increasingly diverse student body found in today's classrooms **The School Leader's Guide to Grading** Ken O'Connor,2012-12-04 Ensure your school's grading procedures are supportive of learning accurate meaningful and consistent Discover how the seven essential Ps can improve your effectiveness in supporting assessment and communicating student achievement You will also learn how to avoid inaccurate grades caused by penalties for lateness or academic dishonesty extra credit group rather than individual work and marking down for attendance **The Leader's Guide to Standards** Douglas B. Reeves,2003-02-17 In today's school environment educational leaders are mandated to use academic standards to measure the progress of their school's teachers and students Despite the wealth of material that

addresses the topic of academic standards there is little written for those who must lead the effort to put in place an effective standards system The Leader s Guide to Standards is a landmark book written by Douglas Reeves an expert in academic standards performance assessment and accountability that shows school principals assistant principals teachers and district level administrators how to build a comprehensive accountability system for standards based reform that focuses on leadership skills Reeves offers practical recommendations for assessing and nurturing teacher performance setting up balanced assessment and accountability policies and making the case for standards to the public In addition the book addresses the vital role that policymakers from the local school board to state and national leaders play in the successful implementation of educational standards

**Making Grades Matter** Matt Townsley,Nathan L. Wear,2020-03-10 Maximize learning by making grades more meaningful and motivating to students With the support of this practical guide professional learning communities PLCs will discover a clear road map for implementing a standards based grading system at the secondary level The authors provide all of the actionable ideas and tools needed to not only transition to this improved system but to achieve the greatest possible success with it Use this resource to help students feel engaged with their learning and increase their classroom performance Study the foundational theories behind the standards based grading system and how it interacts with and is supported by the PLC process Learn how to use grades to effectively communicate students mastery of learning standards See what makes ungraded homework and independent practice a better tool to improve learning and enhance students motivation to study Understand the value of allowing students multiple opportunities to demonstrate their learning when taking assessments Gain valuable insights for administrators and leaders into the multiyear journey of implementing standards based grading Contents Introduction Chapter 1 Standards Based Grading in a Professional Learning Community Chapter 2 How Grades Communicate Current Levels of Learning Chapter 3 How Homework Serves as Ungraded Practice Chapter 4 How to Provide Students With Multiple Opportunities to Demonstrate Their Learning Chapter 5 Criteria for Administrators and Leaders Implementing Standards Based Grading Conclusion Appendix

**Charting a Course to Standards-Based Grading** Tim R. Westerberg,2016-08-24 What s the best way to ensure that grading policies are fair accurate and consistent across classrooms How can schools transition to a grading system that better reflects what students are actually learning Tim R Westerberg makes this journey easier by offering a continuum of options with four destinations on the road to improved grading and assessment Destination 1 critically examines such popular grading mechanisms as the zero extra credit the semester killer project averaging mixing academic performance with work ethic and refusing to accept late work and explains how they undermine objectivity and instead result in widely divergent grades for comparable work with major consequences for students Destination 2 invites educators to put assessment and grading into the larger context of a districtwide guaranteed and viable curriculum and lays out the organizational conditions and necessary steps to accomplish this goal Destination 3 brings parents and others on board with

a multiyear implementation plan and community engagement strategies for introducing report cards that indicate student achievement by standards rather than or in addition to letter grades Destination 4 competency based education involves a total rethinking of the nature and structure of school leading to individualized education for all students However far they choose to go administrators and teacher leaders can turn to Charting a Course to Standards Based Grading for the quick wins and long term support and guidance they need to make the trip well worth the effort [From Standards to Success](#) Mark R. O'Shea,2005 Education professor Mark R O Shea introduces a comprehensive protocol for meeting state standards and offers strategies for standards based curriculum design assessment supervision and professional development

**Improving Standards-Based Learning** Judy F. Carr,Doug Harris,2009-05-21 This is the best nuts and bolts guide for improving teaching and learning in our schools Carr and Harris have been successful in every school district they have consulted in Now we have access to their insight and experience in a book that is perfectly laid out with examples and worksheets to guide successful instructional improvement If you're serious about instructional leadership this is the one book you need on your desk Kenneth W Eastwood Superintendent Middletown City School District NY Use this tool kit to develop a high quality curriculum that impacts student learning Although schools and districts across the country have made notable strides in their instructional programs educators continue to struggle with developing curriculum that addresses each learner's needs and strengths is aligned to instruction and assessment supports standards based learning and results in increased student learning In this book the authors provide a curriculum and improvement process that not only shows school leaders how to design a strong coherent curriculum but also leads the reader through the critical processes of implementing and then evaluating that curriculum for instructional improvement This resource is packed with ready to use tools that can be tailored to meet site specific needs and includes examples from schools and districts proven strategies guidelines and worksheets graphics and vignettes that illustrate key points and questions that promote reflection The book addresses key issues including How is curriculum put together Who should be involved and what should be included How should we go about it and how long will it take What should be considered during implementation How is curriculum evaluated Whether you are experienced or just getting started Improving Standards Based Learning provides an accessible framework with numerous tools for developing a curriculum that can generate substantive improvement in teaching and learning

**Developing Standards-Based Report Cards** Thomas R. Guskey,Jane M. Bailey,2010 Providing a clear framework this volume helps school leaders align assessment and reporting practices with standards based education and develop more detailed reports of children's learning and progress [A Teacher's Guide to Standards-Based Learning](#) Tammy Heflebower,Jan K. Hoegh,Philip B. Warrick,Jeff Flygare,2018 [Understanding Standards-Based Education](#) Richard Zagranski,William T. Whigham,Patrice L. Dardenne,2007-11-13 This comprehensive handbook which includes action plans ready to use charts rubrics and real world examples shows educators how to design a curriculum that meets today's

performance and assessment goals     *The School Leader's Guide to Learner-Centered Education* Barbara L. McCombs,Lynda Miller,2009 The time is right and the need is profound for learner centered practices in schools McCombs and Miller describe the tools available and how a school can use them to make substantial changes that increase student performance Jean W Pierce Professor of Educational PsychologyNorthern Illinois University A new leadership paradigm for increasing collaboration and boosting achievement In today s educational environment school leaders must find new ways to create a positive school climate for staff and students while helping them meet rigorous testing and accountability requirements The School Leader s Guide to Learner Centered Education introduces a transformative leadership model for creating and sustaining a learner centered school environment Using core principles of educational psychology the authors examine how educators can support student growth development and achievement by focusing on key factors such as cognition metacognition motivation affect and individual differences Numerous reflective exercises assessment tools and real life success stories help readers Provide moral leadership for creating school change Incorporate learning standards without sacrificing student engagement Form learner centered support groups that utilize networking and technology Prepare students for the challenges of global citizenship Promote success for diverse populations and marginalized groups Designed to meet the needs of a rapidly evolving world this new leadership paradigm provides school principals superintendents and district leaders with the means to engage all members of the educational community in a lifelong process of growth improvement and empowerment

**Leading Standards-Based Learning** Tammy Heflebower,Jan K. Hoegh,Philip B. Warrick,2020-12-24 Standards based learning has been implemented into schools across the globe yet it often does not receive the attention and hard work it needs to truly affect a student s learning A Handbook for Implementing Standards Based Learning is an all encompassing Standards Based Learning guide that authors Tammy Heflebower Jan K Hoegh and Philip B Warrick have written to help schools properly develop and implement a Standards Based Learning curriculum The Handbook explores five different phases of Standards Based implementation with specific steps and guidelines for processes such as developing the right curriculum gathering and implementing feedback and modifying the curriculum to ensure the best educational experience possible This book is ideal for those who may wish to lead a Standards Based reform in their school with in depth processes for every step along the way Standards Based Learning is a great step forward for education but it needs to be implemented correctly to make a difference

*Report of the School Committee of the Town of Newton for the Year* Newton, Mass. School Committee,1917     Yearbook of the National Association of Secondary School Principals National Association of Secondary School Principals (U.S.),1921     **Resources in Education** ,1997     **Administrative Register of Kentucky** ,2000     *The ... Yearbook of the Department of Elementary School Principals* National Education Association of the United States. Department of Elementary School Principals,1923 Vol 1 32 includes List of members

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