



# Standards-Based Grading for ALL

## Supporting ALL Students in Attaining Mastery

Course: 10 Continuing Education Hours

Optional Final Project: 1 Graduate Credit + 5 Continuing Education Hours

Instructor	
 <a href="#">Chris Bronke</a> <a href="#">@MrBronke</a>	<p>An energetic teacher, presenter, and leader, Christopher Bronke brings a wealth of research, classroom, and leadership experience to professional learning while empowering participants to reflect deeply upon their own practice to facilitate growth and collaboration. As a practicing English teacher and department chair at Downers Grove North in Illinois, Bronke is incredibly passionate about supporting others in their learning. After 17 years in education, Bronke has held numerous teacher leadership positions at the national level including a seat on the Teacher Advisory Council for the Bill and Melinda Gates Foundation, and currently serves as the Chair for the Conference on English Leadership which also has him serving on the Executive Committee for the National Council of Teachers of English. Bronke holds master's degrees in Teaching and Learning, Educational Leadership, an EdS in Educational Leadership, and is working on his EdD from Northern Illinois University in the field of educational leadership and a dissertation focused on standards-based learning/assessing.</p>

## Course Description

*Standards-Based Grading for All* invites teachers and administrators from any/all levels to spend some time reflecting upon their current assessment practices, the way they give feedback, and how grades are assigned. The goal of this course is to provide both the research behind the “why” for Standards-Based Grading (SBG) as well as practical examples of SBG in practice.

Whether your entire school/district is considering a switch to SBG or you are an individual educator seeking to make this change, this course will provide you with the tools to do so. Each module will:

- Be Universally Designed to include a variety of materials to increase participants' understanding of SBG and the different ways it can be implemented to help ensure inclusive classrooms in which students take ownership of their learning and feedback drives the process.

- Conclude with a short assessment to help ensure that participants are fully understanding the nuances of SBG.
- Include optional creation tasks that will help you take deliberate steps into the creation of a standards-based classroom/school.
  - For those who are taking the course for graduate credit, these activities provide a scaffolded approach to build towards your final project output.

## Course Texts

There are no required texts for this course. All resources are linked freely within the course modules.

The texts outlined below are recommended reading. You do not need to read them as part of this class; however, AFTER completion of this class, should you wish to continue to dive deeper into your SBG journey, these will help guide the way!


- [\*Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms\*](#) by Joe Feldman
- [\*Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset\*](#) by Tom Schimmer
- [\*A Teacher's Guide to Standards-Based Learning\*](#) by Tammy Heflebower, Jan K. Hoegh, Phillip B. Warrick, Jeff Flygare, and Robert J. Marzano

## Course Objectives & Learning Outcomes

- Participants will understand what standards-based grading is and why it is a pathway to more equitable and inclusive classrooms and schools.
- Participants will learn what standards-based grading can look like both when the whole school is transitioning to it and when an individual teacher is looking to use SBG in a “traditional” grading system.
- Participants will create their own rationales for and pathways to SBG to be used with their current stakeholders.
- Participants will develop the belief that they can be successful in implementing SBG.

# Course Outline

MODULE	Topics
Introduction	<p><b>Introduction/Opening Reflection</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● Reflect on current assessment practices</li> <li>● Examine what is considered “normal” for assessment practice and how those became normal</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>● What do I consider to be “normal” with regards to assessment, and how did I learn that said practices were “normal”?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Journal and/or discussion board to share reflections on “normal” assessment practices</li> </ul>
1	<p><b>Module 1: What and Why of SBG - A Look at the Literature</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● Understand what standards-based grading is</li> <li>● Articulate why SBG is important using research to support their thinking</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>● What is standards-based grading, why is it needed to help empower all students to become expert learners?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Resource exploration</li> <li>● Assessment of learning</li> <li>● <i>Optional Activity:</i> create a product (letter, memo, video, pamphlet, etc.) to help convince “someone” (pick a meaningful audience/stakeholder) why they should make the change to SBG.</li> </ul>
2	<p><b>Module 2: SBG in Practice - Exploring Examples</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● Understand that there are many different ways to implement SBG</li> <li>● Analyze the strengths and limitations of the different approaches</li> <li>● Consider what approach(es) might work best for me</li> </ul> <p><b>Essential Question</b></p>

	<ul style="list-style-type: none"> <li>How can I actually and practically implement standards-based grading in my classroom/school/district?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Resource exploration</li> <li>Assessment of learning</li> <li><i>Optional Activity:</i> evaluate one of the examples you explored and/or a current assessment practice from your class/school based on your new understanding of the ways to implement SBG.</li> </ul>
	<p><b>Module #3: So now what? – considerations for implementation, communication with stakeholders, and getting started.</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Understand the different ways to score/evaluate progress towards mastery</li> <li>Consider how to track student progress and report that progress to key stakeholders</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>How will I ensure that students and other stakeholders understand their progress towards mastery?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Resource exploration</li> <li>Assessment of learning</li> <li><i>Optional Activity:</i> really think about what is next? What will you commit to? What can you implement now, soon, next year?</li> </ul>

## Final Project

This project is required for those students taking this class for graduate credit, but I invite any and all participants to consider this work as a next step in this journey. Those taking this course for graduate credit will get feedback/a final grade on their work; those doing it as an optional project to end the course will not get feedback or a grade from the instructor but are encouraged to share their final output with their network or in the course discussion board. Take a **risk** and share your learning in a new way - lots of options and choices available! The final project should take approximately 5 hours to complete.

Final Project Output - create one of the following:

1. A PD plan for a department, school, district to help begin the work of SBG
2. A rollout plan, with a timeline, for how this will take hold in your school
3. A unit plan that now uses SBG - complete with mastery scales, progress tracking, and reporting methods

4. A research-based and research-cited memo to the “powers that be” (so, if you are a teacher, to your admin; if you are admin, to the board) to explain what SBG is, why it is needed, and what it could look like in this school/district.
5. Other?

All projects will include a reflection and literature review before the creation, the actual creation of the product, and a reflection after.

## Final Project Assignment

**The Goal:** demonstrate your understanding of why SBG is needed, how it can/should be implemented, and what is needed to make the transition.

**The Ask:** This final project will provide you with the opportunity to reflect upon your assessment practices prior to this course, the ways that specific resources have impacted your new, current thinking about SBG, the opportunity to create a plan for implementation of SBG, and a chance to reflect on the journey and next steps. More information is available, with specifics, inside of the course itself.

This product will be evaluated using a single-point rubric for each standard. Mastery must be met on all outlined standards to pass. Revisions will be allowed. Learn more about [universally designed rubrics here](#).

## Graduate Credits

You have the option to receive 1 continuing education graduate credit with the course. Register for the course + graduate credits or add on the graduate credit section at any time. Upon successful completion of the course and graduate final project, you will receive 1 accredited graduate credit from your choice of one of our university partners (University of Massachusetts Global or Teachers College of San Joaquin).

Applicability of professional development hours and credits towards salary advancement, graduate, or post-baccalaureate objective is determined by the evaluating authority for each program. Please confirm with your contact prior to enrolling.