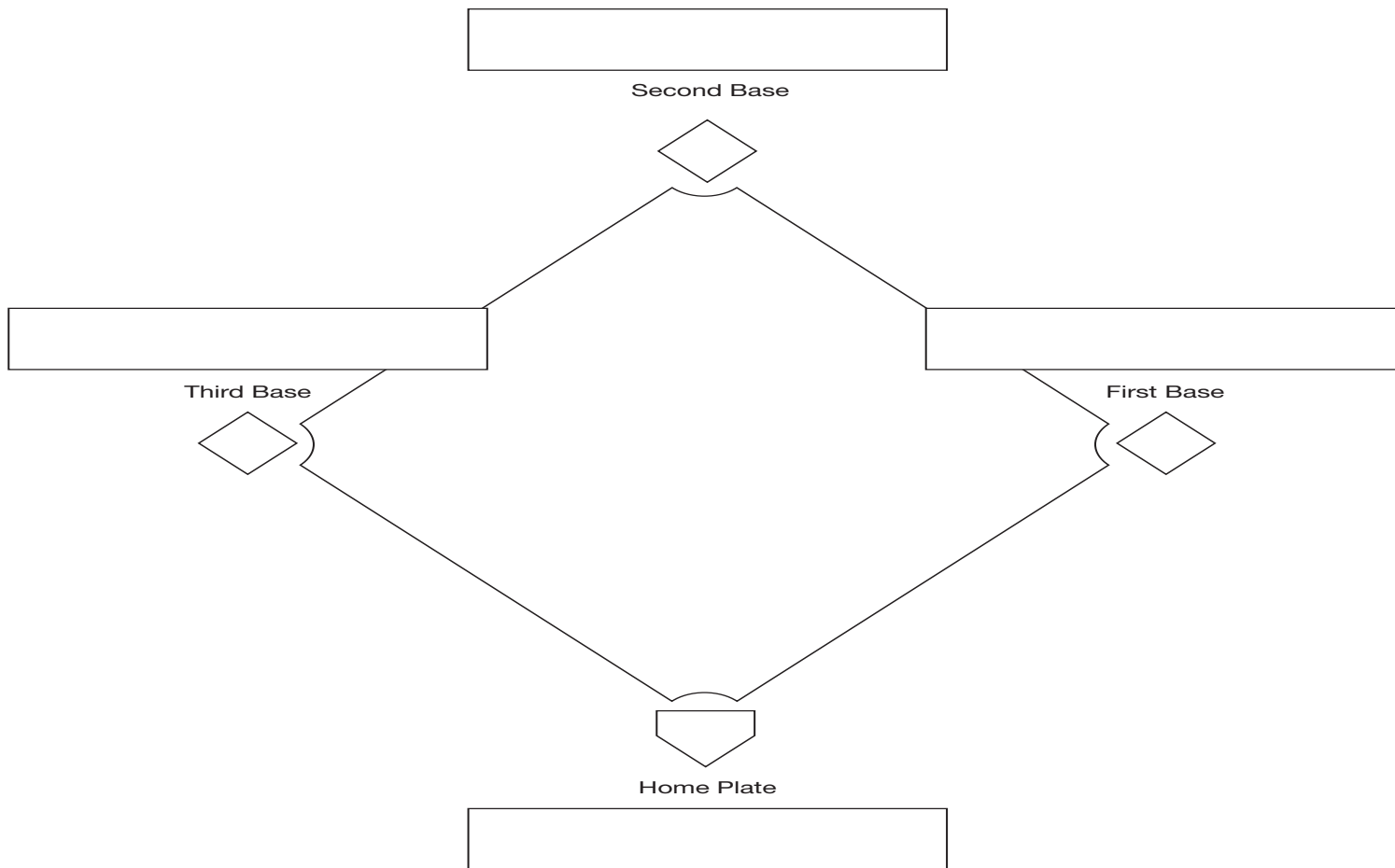


## Baseball Partners for Review and Discussion

**Directions:** During the day you will pair up with **four different people** to discuss various topics and activities. Find a first base partner and exchange names. Then find a different partner and exchange names for each of the remaining bases: second base, third base, and home plate. Remember, this is a partner thing. You should only have one partner for each base. When you finish, you will have **four different names** on your diamond.



## **What you believe?**

**e.g.,**

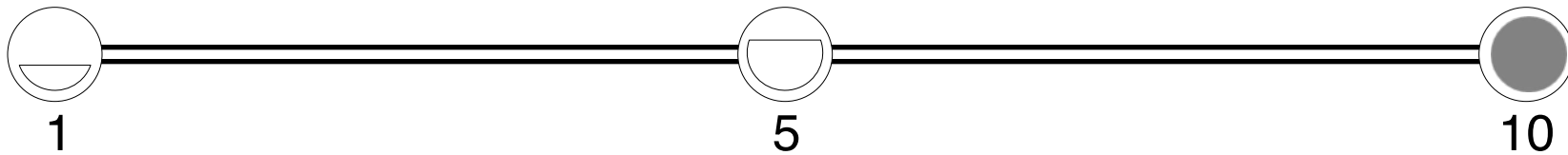
- **Authentic and culturally responsive for Yukon First Nations**

- **serve to enhance achievement for all learners.**

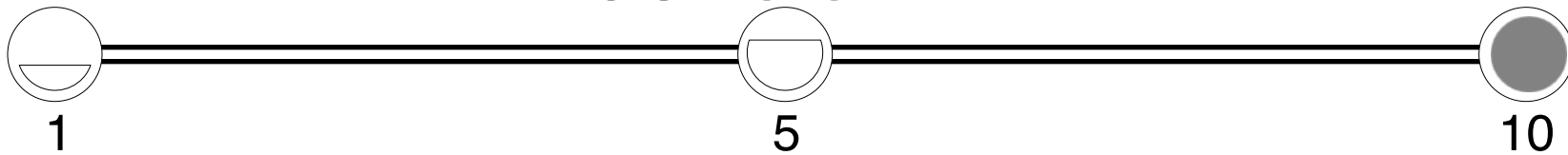
## **Implications for assessment, grading and reporting**

*How confident are you that the grades students receive in your school/district are:*

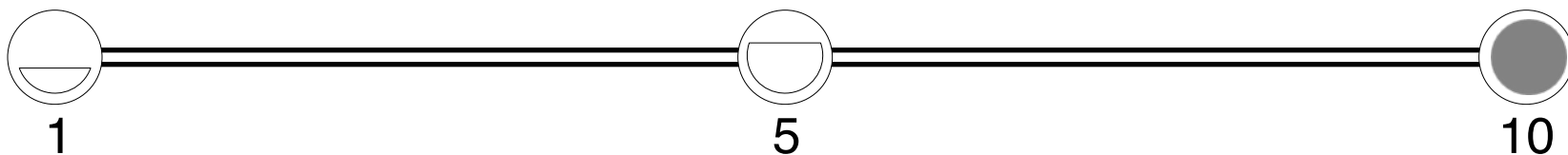
**ACCURATE**



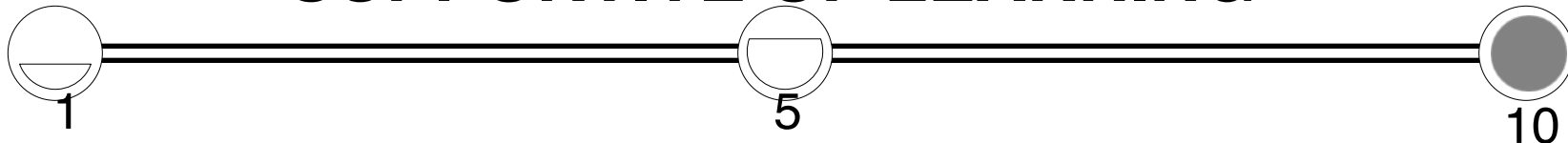
**CONSISTENT**



**MEANINGFUL**



**SUPPORTIVE OF LEARNING**



**Not at all**

**Somewhat**

**Very 177**

# Continuums for Grading

Fixes	Traditional Grading	Standards-Based Grading
1–6	Achievement/ behavior mixed	Achievement separated from behaviors
7	Recorded by assessment methods	Recorded by standards
8–9	Teachers' personal performance standard	Published criterion-referenced performance standards
10	Poor quality assessment	High quality assessment
11	Calculation (only mean)	Calculation (mean, median, mode, etc.) informs professional judgment
12	Zeros for missing assessment evidence	Incomplete, no zeros
13	Everything included	Summative only
14	All data cumulative, similar significance	More recent emphasized
14	One opportunity only	Multiple opportunities
15	Teacher centered with clear targets	Student involvement and understanding

*Source: Pearson ATI, 2013 – Used with permission*

# Grading/Reporting Reflections

**Reflect on what you have learned and consider the grading and reporting practices in place in your classroom, school and/or district.**

Fix		In place	On the way	Not at all
1	Grades based only on achievement; behaviors reported separately			
2	Provide support not punishment for "late work"!			
3	Use evidence of higher achievement, not extra credit or bonus points			
4	Alternative consequences for academic dishonesty, not zeros			
5	Absences reported separately			
6	Use only individual achievement evidence			
7	Organize and report by standards/learning goals			
8	Provide clear descriptions of performance standard			
9	Use criterion referenced performance standards			
10	Use only quality assessments			
11	Use professional judgment informed by multiple measures			
12	When evidence is missing use incomplete, not zeros			
13	Use summative assessment evidence to determine goals			
14	Emphasize more recent evidence and provide multiple opportunities			
15	Involve students in the assessment and grading process			

Possible revisions in grading/reporting practices: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Actions/next step (you, school, district): \_\_\_\_\_

\_\_\_\_\_

*Source: Pearson ATI, 2013 – Used with permission*

*Getting Started with Sound Grading Practices | 00.00.00*