

Continuum for Standards-Based Grading Principle 3— Individual Assessment

Directions: As an individual, circle each criterion that aligns with your current level of implementation of the third standards-based grading principle—students should have multiple opportunities to demonstrate their learning. Consider the evidence following the criteria as examples of artifacts you or other team members can provide or share with each other as well as other teams in your PLC. Note it is possible to circle criteria from multiple categories.

Getting Started	Implementing	Sustaining
<p>Criteria: I sometimes, but not always, provide students with an opportunity to complete assessment opportunities after the final regularly scheduled whole-group assessment.</p> <p>I do not yet have a plan in place that allows all students multiple opportunities to demonstrate their understanding of classroom standards in various ways.</p> <p>Teacher-initiated spiraling is currently the only form of reassessment I use in my classroom.</p> <p>I do not reteach in small groups, differentiate instruction, or provide an alternate way of learning before a student reassesses.</p>	<p>Criteria: I provide individual students with additional opportunities to demonstrate understanding after the final regularly scheduled whole-group assessment. The additional opportunities may be based on the entire assessment or on specific standards.</p> <p>I have a plan in place that allows all students multiple opportunities to demonstrate their understanding of classroom standards in various ways; however, I am not sure if it is sustainable over time.</p> <p>Reassessment opportunities are either only teacher initiated or only student initiated.</p> <p>I sometimes reteach in small groups, differentiate instruction, or provide an alternate way of learning before a student reassesses.</p> <p>I have communicated information related to reteaching and reassessment to parents, such as via a course syllabus.</p>	<p>Criteria: I provide individual students with additional opportunities to demonstrate understanding after the final regularly scheduled whole-group assessment. The additional opportunities are based on specific standards.</p> <p>I have a plan in place that allows all students multiple opportunities to demonstrate their understanding of classroom standards in various ways, and I regularly review this plan to ensure it is sustainable over time.</p> <p>Reassessment opportunities are both teacher and student initiated. For example, students are allowed to initiate reassessment opportunities on any assessment that was looped (teacher initiated) during the term.</p> <p>I have built time into my class instruction to reteach in small groups, differentiate instruction, and provide an alternate way of learning before a student reassesses.</p> <p>I have communicated information related to reteaching and reassessment to parents in multiple ways, such as via a course syllabus and course website.</p>
<p>Evidence: Reassessment opportunities are not yet present.</p> <p>I have not yet documented a teacher reassessment plan.</p> <p>Reteaching or small-group instruction is not evident in lesson plans.</p>	<p>Evidence: Some, but not all, student assessments are targeted to specific standards.</p> <p>I lack comfort with my teacher reassessment plan, and it includes only either teacher- or student-initiated opportunities.</p> <p>Reteaching or small-group instruction is evident in lesson plans.</p>	<p>Evidence: Student reassessments are targeted to specific standards.</p> <p>I am very comfortable with my teacher reassessment plan, which includes teacher- and student-initiated opportunities.</p> <p>Students complete a learning (insurance) plan before reassessment opportunities.</p> <p>Reteaching or small-group instruction is evident in lesson plans and observable during daily instruction.</p>