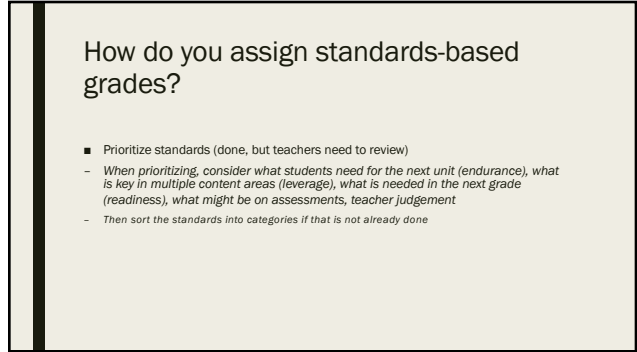
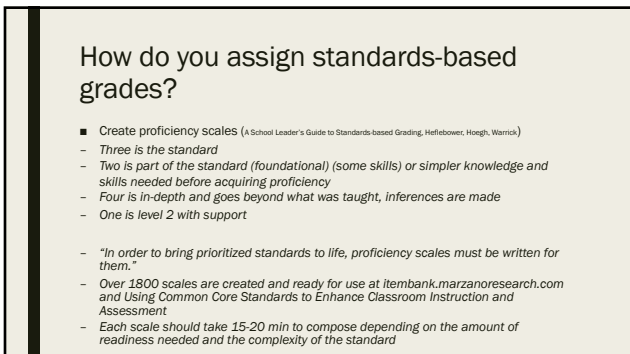


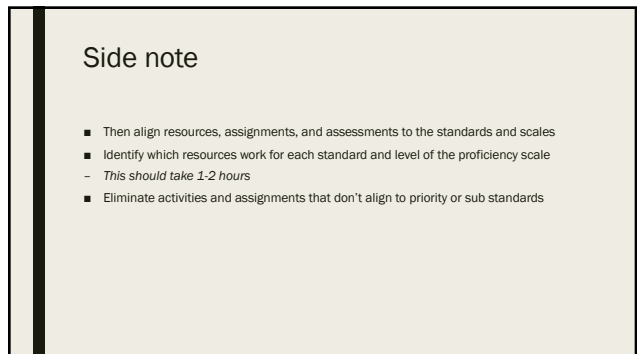
1



2



3



4

## Create assessments

- This is our category that is reflected in the gradebook
- "It is crucial that teachers do the work of creating assessments... they must understand the underlying concepts and processes in creating quality assessments."
- Teachers need training in this area as "few [items] are written to tap students higher level thinking skills."
- "Teachers should be the center of assessment activities—embedding assessments in their instruction, scoring the assessments, discussing standards for good student work...."
- Plan how many items for each level of the scale (helps assign DOK)
- Then it doesn't matter which teacher a student has (regarding content) as all use same assessments and proficiency scales)

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## Students Track Progress

- Students need feedback on the scale and skills
- One *possible suggestion*: Students can create line graphs of progress or other method

6

## Determine Grades and Enter Grades

- Page 58
- 1.
- 2.
- 3.
- 4.
- 4 items per standard is a place to start
- Justin Rohrer Youtube video

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