

GOING GRADELESS



Professional Development
May 16th / May 17th

AGENDA

- 1) Why are you here?
- 2) What am I doing? (Assessment journey)
- 3) Essential elements of the gradeless classroom
- 4) Midterms - translating evidence into numbers
- 5) Pros, cons, and things I'm not so great at...yet!
- 6) Does this make sense and would it work for you?

LUNCH

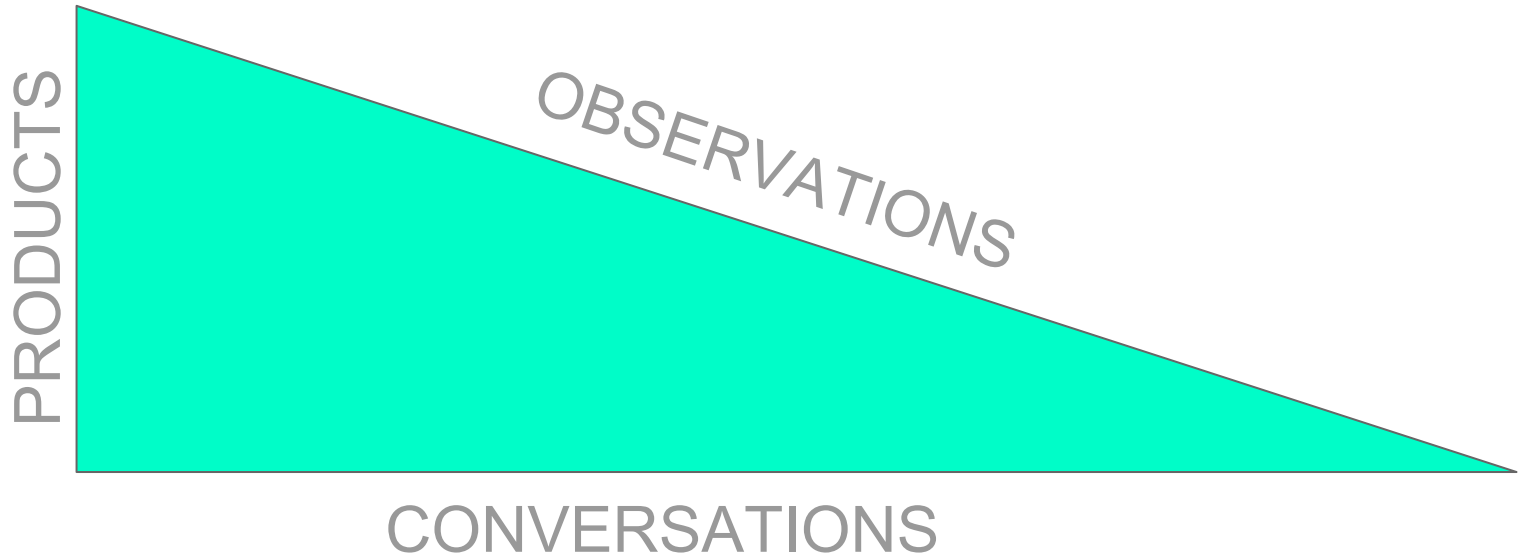
- 7) Individual time to dig deeper into your curriculum. Plan and develop resources. Large scale? Small scale? Seesaw?

WHY ARE YOU INTERESTED?

The gradeless classroom doesn't appeal to all educators. Think about your current teaching practices, program, courses, students etc. Why are you here, and how do you think assessing without grades will benefit your students, and your teaching practices?

ASSESSMENT JOURNEY

Where does learning take place?



ESSENTIAL ELEMENTS OF THE GRADELESS CLASSROOM

STUDENTS MUST DEVELOP SELF ASSESSMENT STRATEGIES IN ORDER TO BE SUCCESSFUL IN A GRADELESS ENVIRONMENT.

- 1) Prepare digital rubrics - assessment transparent
- 2) Work within a framework that supports your curriculum and program
- 3) Develop appropriate self assessment language

Resources



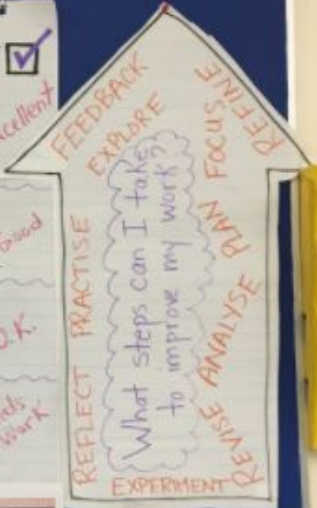
Self Assessment Guide

Level 4 - Regularly Thorough *Excellent*

Level 3 - Often Considerable *Good*

Level 2 - Sometimes Some *O.K.*

Level 1 - Rarely Limited *Needs Work*



Level	Description
Level 4	Regularly Thorough
Level 3	Often Considerable
Level 2	Sometimes Some
Level 1	Rarely Limited

Self assessment of progress
* Use the anchor chart at the front of the classroom to help you fill in your self assessment *

Techniques and Technology

I use proper breathing techniques when playing my instrument _____

I use proper posture when playing my instrument _____

I use the correct fingering when playing the notes I've learned _____

I can produce a strong and steady sound (tone) on my instrument _____

I can use Selenia to record my progress _____

I can use theory terminology when describing what I'm playing _____

The elements of music

I understand how to use dynamics when playing my instrument _____

I can define elements of music that we've used in class _____

Skills (and Personal Goals)

I can describe and identify main areas that I will focus on for improvement _____

Name: _____
Date: _____

Which one of our **ARROW STRATEGIES** did you use today to help you to improve your work?

Describe how you used this strategy to help achieve your goal?

Name: _____ Date: _____

I'm a **GOAL** getter!

Where are you in the book? (page number / song title / concept / technique)

Where do you hope to be by Friday when you conference with Mrs. Clarke?

Describe your plan of how you are going to achieve your goal. Use some "arrow" strategies to help you explain your thought process.

Did you achieve your goal? (Fill this out on Friday) _____

Assess your application of arrow strategies _____



ESSENTIAL ELEMENTS OF THE GRADELESS CLASSROOM

TRACK AND COLLECT EVIDENCE OF LEARNING

- 1) Observations
- 2) Conversations
- 3) Product (assignments, tests, quizzes)
- 4) Application of feedback
- 5) Self assessments
- 6) Organization is key!

ESSENTIAL ELEMENTS OF THE GRADELESS CLASSROOM

LEVERAGE DIGITAL

- 1) Course learning profile evidence of learning form
- 1) Google Apps For Education (**forms**, docs, slides etc),
observations form
- 2) Seesaw beginner tutorial
www.seesaw.me

ESSENTIAL ELEMENTS OF THE GRADELESS CLASSROOM

REGULAR CONFERENCES AND CHECK-INS

- 1) This takes time!
- 2) Students articulate their learning
- 3) Students develop next steps with teacher

MIDTERMS - TRANSLATING EVIDENCE INTO NUMBERS

- 1) Goal getter assignment and evidence application
Goal getter example
- 2) Conferences and sharing evidence of learning
- 3) Student justification of mark
- 4) Mutually agreement of mark
- 5) Development of next steps
- 6) Student generated comments

PROS, CONS, AND IMPROVEMENTS

WOULD THIS WORK FOR YOU?

Think about your current program and courses. Without reinventing the wheel, what areas of your current practice could going gradeless work? Are there areas you could tweak to include some of the assessment ideas / strategies that have been discussed?

Discuss!

LUNCH!!



DOC APPENDER HOW-TO

[Link to 'how-to' document by Justin V](#)