Writing Standards:

- SWBATs from Regan’s math classes: Algebra 1 Learning Targets & Geometry Learning Targets
- Sample English SWBATs
  - Student selects the best evidence to support claim
  - Student explains quote as specifically as possible
  - Student examines key images and language as connected to claim
  - Student effectively uses clear formatting including topic sentences & transitions
- Sample Spanish SWBATs
  - I can use ser and estar in correct situations
  - I make use of verbs like “gustar”
  - I can conjugate in the present tense
  - I can conjugate in the preterit tense
  - I know when to use preterit vs. imperfect tense
  - I make use of the subjunctive mood
  - I use correct Pronunciation
  - I use a variety of vocabulary, accurately
- Sample History SWBATs
  - Student determine the central idea or information of primary source
  - Student can identify aspects of a text that reveal an author’s point of view
  - Student writes clear, impactful thesis statement
  - Student structures paragraphs with a topic sentence and supports claim with evidence drawn from lecture notes, textbook, and additional secondary sources.

Rubrics

- Rubric from Regan

SBA Grading Programs

- https://otus.com/
- CANVAS mastery gradebook
- Jumprope - https://www.jumpro.pe/

More Learning

- Webinar on SBG (Global Math Department)
- Global Online Academy class on Competency Based Learning
- Another presentation on SBG from Regan: http://musingmrsq.blogspot.com/2016/05/standards-based-grading-formative.html

Questions to talk about with your team…
What sort of rubric - yes/not yet, 3 point, 4 point?
What does mastery, proficiency, beginning look like? How do you know?
Do we look at the most recent assessment? do we average all assessments together? Or does the student need to demonstrate mastery a certain number of times?
Are all standards equally important and thus weighted equally?
What grading programs track this sort of thing?
If we are not writing plus ones and minus ones on student papers, how do teachers efficiently grade and track student work?
If assessments are spiralled and students have multiple opportunities to show mastery, might all kids get an A? And is that a problem?

Articles worth Reading...

- Article on SBA vs. Competency Based Learning
  - http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Rethinking-Grading.aspx
  - http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Seven_Reasons_for_Standards-Based_Grading.aspx
  - http://mctownsley.net/standards-based-grading-research/
  - https://www.marzanoresearch.com/resources/tips/fasbg_tips_archive