As you enter, jot down or think about your answers to the following questions. We will circle back to these in a bit.

01 What is the purpose of learning?
02 How do you learn something new?
03 How do you communicate that?
NO GRADES?
NO PROBLEM!

JJ Morrissey
Head of Upper and Middle School
Poughkeepsie Day School
The Poughkeepsie Day School Approach

The Marriage of Time and Space
Dynamic and Timely Feedback
Reports, Reflections, and SLC's
A Culture of Humanity
1. 10 Day Cycle
2. Open Concept Learning Commons
3. "A Days"

The Marriage of Time and Space
<table>
<thead>
<tr>
<th>Time</th>
<th>6-A</th>
<th>6-B</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15</td>
<td></td>
<td>Morning Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:35</td>
<td></td>
<td>Brass Ensemble, Chorus, Percussion, Orchestra</td>
<td></td>
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</tr>
<tr>
<td>9:15-9:55</td>
<td>Science</td>
<td>Spanish</td>
<td>Math</td>
<td>Spanish</td>
</tr>
<tr>
<td>10:35-10:55</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10:55-12:05</td>
<td>History</td>
<td>English</td>
<td>Science</td>
<td>Math</td>
</tr>
<tr>
<td>12:05-12:50</td>
<td>Recess and Lunch</td>
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<td></td>
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<tr>
<td>12:50-2:10</td>
<td>Math</td>
<td>Science</td>
<td>History</td>
<td>English</td>
</tr>
<tr>
<td>2:10-2:25</td>
<td>Break</td>
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<td></td>
<td></td>
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<tr>
<td>2:25-3:10</td>
<td>ARTS</td>
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</tr>
<tr>
<td>3:10</td>
<td>Dismissal</td>
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</tr>
<tr>
<td>Time</td>
<td>6-A</td>
<td>6-B</td>
<td>7th</td>
<td>8th</td>
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</tr>
<tr>
<td>8:15</td>
<td></td>
<td>Morning Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:35</td>
<td></td>
<td>Combo, Adv. Strings, Uke/Guitar, Keyboarding</td>
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</tr>
<tr>
<td>9:15-9:55</td>
<td>PE, Spanish</td>
<td>PE, Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td>9:55-10:35</td>
<td>Spanish</td>
<td>PE</td>
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<td>PE</td>
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<tr>
<td>10:35-10:55</td>
<td>Break</td>
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<td></td>
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<tr>
<td>10:55-12:05</td>
<td>Intensive Study</td>
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</tr>
<tr>
<td>12:05-12:50</td>
<td>Recess and Lunch</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12:50-2:10</td>
<td>Intensive Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:10-2:25</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:25-3:10</td>
<td>H&amp;W</td>
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</tr>
<tr>
<td>3:10</td>
<td>Dismissal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Black Holes and Time Warps
- Art as Activism
- Building and Design
- Art in the Valley
- The Art of Food
- Slam Poetry
- Climate Science
- Cognitive Neuroscience
- Knitting and Other Fiber Arts
- Hispanic Culture and Cultural Exploration
- Engineering and Assistive Technology
1. One on One Meetings
2. Balancing Immediate vs. Delayed Feedback
3. Dynamic Feedback Feature through LMS
- Begin with what is working. Use "I like, I think, I wonder..."
- Be specific with critique
- Provide time and space for reflection and revision
Anika  [redacted]  Thank you for the feedback!

I have been noticing that it would be better if I expanded on ideas, my writing and explanation would be easier to understand, and better for me as a learner. I will attempt to find more ways to explain and expand on different pieces, especially text evidence where I am not very strong with explaining it.

Nov 19, 2018 – 2:23 PM  
Published to Student · Sent on 2018-11-19

Malorie  [redacted]  Meets / Exceeds Expectations (on the cusp)

*Crafted a cohesive, well-edited essay with a compelling thesis, strong topic sentences, clear supporting examples, and relevant, well-integrated text evidence  
*Provided insightful commentary and demonstrated analytical ability by explaining how chosen theme develops throughout the play  
**Seize the opportunity to further reinforce thesis through explaining relevance of text evidence

Nov 18, 2018 – 11:17 AM  · delete · edit  
Published to Student and Parents · Sent on 2018-11-18
1. Narrative Reports
2. Student Reflections
3. Student-Led Conferences
Math 8: Sarah

Unit of Inquiry: Number Relationships
- Properties of exponents
- Roots and radicals
- Scientific Notation

Skills Covered:
- Understanding the properties of exponents and simplify expressions with exponents
- Solve and estimate square and cube roots
- Understand the differences between standard form and scientific notation
- Add, subtract, multiply, and divide numbers in scientific notation
- Apply scientific notation in word problems

Unit of Inquiry: Algebra with One Variable
- Algebraic Expressions

Skills Covered:
- Evaluate expressions with variables through substitution
- Combine like terms – use the distributive property to simplify complex expressions

<table>
<thead>
<tr>
<th>Preparation &amp; Participation</th>
<th>Skills &amp; Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful of others</td>
<td>Oral expression of ideas</td>
</tr>
<tr>
<td>Works collaboratively</td>
<td>Written expression of ideas</td>
</tr>
<tr>
<td>Engages in class discussions and activities</td>
<td>Problem solving</td>
</tr>
<tr>
<td>Completes work punctually</td>
<td>Algebraic fluency</td>
</tr>
<tr>
<td>Completes work thoroughly</td>
<td>Computational fluency</td>
</tr>
<tr>
<td>Seeks assistance when appropriate</td>
<td>Use of tools and technology</td>
</tr>
</tbody>
</table>

Grace’s engagement with the curriculum allowed for a great start to eighth grade. Grace reflected that she enjoyed being challenged by the new topics studied this trimester and is proud that she pushed herself even when the material was difficult. She set a goal to “slow down and focus on the little things in the equation because that is where (she) makes the most mistakes.” Grace demonstrated a strong sense of responsibility this term, consistently focusing on the material presented and engaging appropriately during class discussions or whiteboard work. She took extensive notes and used them appropriately to complete assignments. She even completed extra research on a topic she was struggling with (scientific notation operations) to develop a deeper understanding of this topic. She demonstrated a strong understanding of exponent properties and by further researching scientific notation, made excellent progress understanding this topic and applying it in more complex situations. Grace could usually find mistakes in her work and is encouraged to engage more in class discussions. She has a strong mathematical sense and is encouraged to share this knowledge with peers, demonstrating her understanding while presenting to the class or working with classmates outside her comfort zone.
Elements of Student-Led Conferences

1. Strengths
   3 specific examples of work from the year

2. Challenges
   3 specific examples of work from the year

3. Goals
   With strategies and resources listed for each goal
Learning is a conversation... not a monologue. We learn collectively.

Ken Robinson
"Constant Conversation"

- The Marriage of Time and Space
- Dynamic and Timely Feedback
- Reports, Reflections, and SLC's
As you enter, jot down or think about your answers to the following questions. We will circle back to these in a bit.

01. What is the purpose of learning?
02. How do you learn something new?
03. How do you communicate that?
What would grades add?

- Grades are not essential to learning
- Grades favor the privileged, and are oriented towards a failure/deficit mindset
- Grading is inherently subjective, and susceptible to implicit bias
- Grades have SOME value as rewards, but NO value as punishment
- Grades tend to reduce student interest in learning
- Grades tend to reduce student preference for challenging tasks
- Grades tend to reduce the quality of student thinking

Adapted from Nick Covington
1. The Invisible Backpack
2. Focus on Wellness
The only way out is through.
What grade did I get?
How can I get better?
Gradeless Learning Resources

Human Restoration Project

Ungrading Resources

Ungrading Research

Nick Covington

Aaron Blackwelder

Human Restoration Project