

SHERIDAN COUNTY SCHOOL DISTRICT #3

8-23-17



Our Goal:

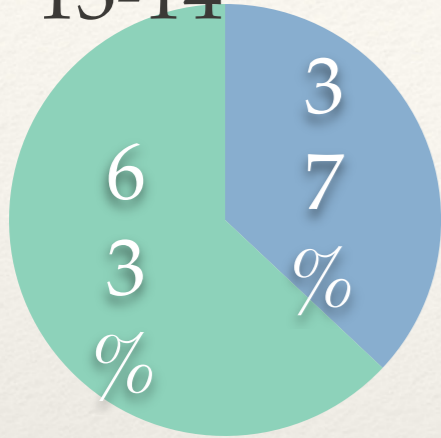
Confidently predict student success on the high-stakes exams both WY-TOPP and ACT

Byproducts

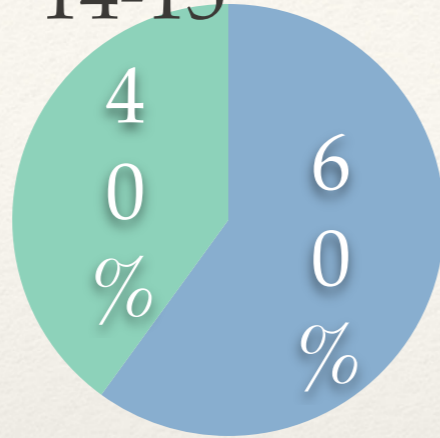
- ❖ Raise Student Achievement
- ❖ Confident, consistent curriculum from teacher to teacher and school to school
- ❖ Successful Accreditation Results
- ❖ Defined performance levels on each benchmark
- ❖ Eliminate non-standardized grading practices

High School Grades

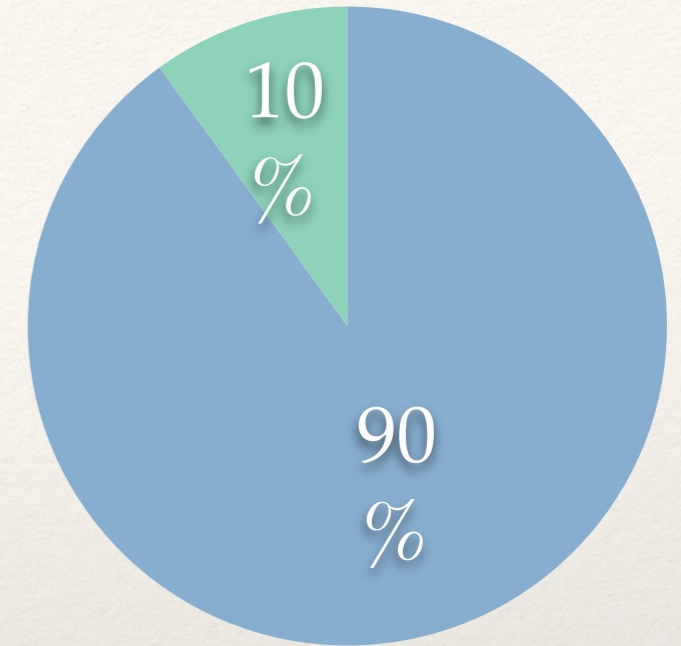
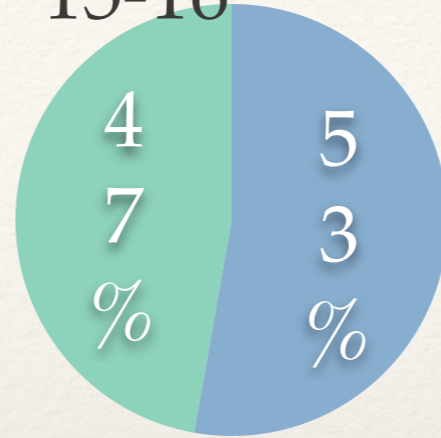
ACT -
13-14



ACT -
14-15



ACT -
15-16

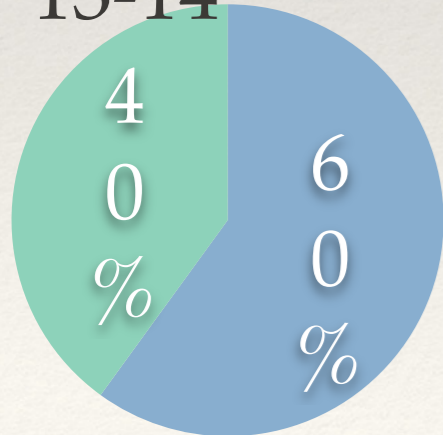


Proficient

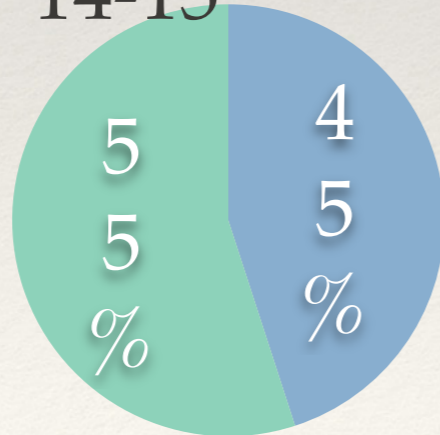
Not Proficient

Middle School Grades

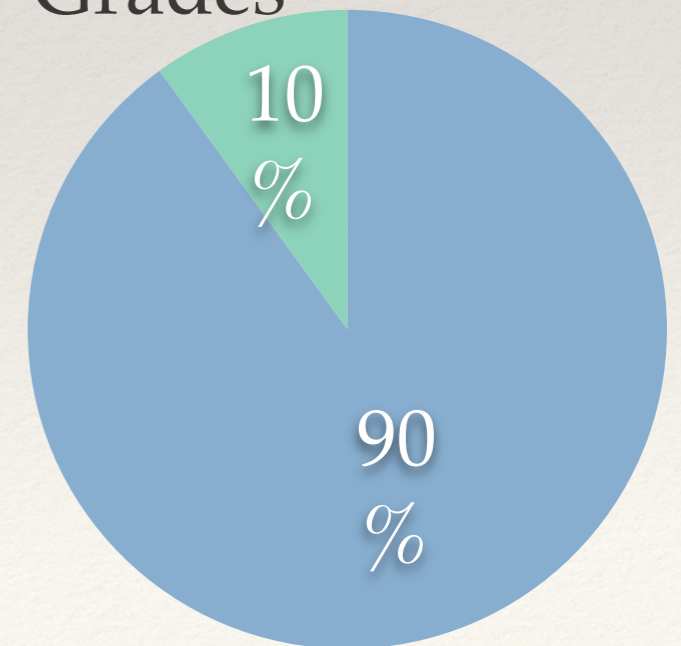
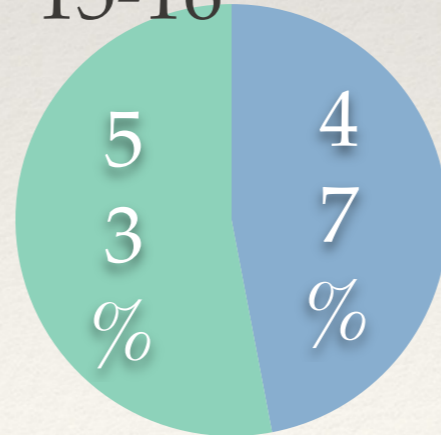
PAWS
13-14



PAWS
14-15



PAWS
15-16



We are not changing the way you teach,
we are changing the way we record
progress. Most importantly, we are trying
to be both consistent and focus on
gaining the right knowledge or skill.

Traditional Grade Setup

- Assessment 30%
- Classwork 60%
- Engagement/Work Ethics 10%

Assessments 30%

- ❖ Determines whether a student knows the topic
- ❖ Tied to a standard
- ❖ Formative (unobtrusive or obtrusive)
- ❖ More official
- ❖ 1-2-3 benchmarks - vs 6 - Use common sense

Classwork 60%

- ❖ Helps determine progress, not tied to standards, but reflect a standard progress
- ❖ Daily Quizzes
- ❖ Daily Worksheets
- ❖ Homework
- ❖ Practice
- ❖ Less official

Engagement/Work Ethics 10%

- ❖ All can use this category
- ❖ Daily work
- ❖ Participation
- ❖ Checks - Journal, Dressing out, Bringing my instrument, brought my tennis shoes
- ❖ Take a paper home to get signed
- ❖ Came to class
- ❖ Brought my pencil and notebook
- ❖ Preparedness

Successful Grading Practices

- ❖ No extra credit
- ❖ Allowing for practice before assessment
- ❖ Allowing for reassessment for full credit
- ❖ Academic performance is not based on Work Ethics
- ❖ Altering the academic grade for late or NHI grades
- ❖ Addressing the zero grade
- ❖ Refrain from using practice activities as assessments
- ❖ Provide multiple opportunities to assess proficiency