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TOM HIERCK

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Session 3

**Target-Based Assessment
in Collaborative Teams**

MELBOURNE

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Tom Hierck has been an educator since 1983, in a career that has spanned all year levels and included many roles in public education. His experiences as a teacher, school leader, department of education project leader and executive director have provided a unique context for his education philosophy. Tom is a compelling presenter, infusing his message of hope with strategies culled from the real world. He understands that educators face unprecedented challenges and knows which strategies will best serve learning communities. Tom has presented to schools across North America and internationally, imparting a message of celebration for educators seeking to make a difference in the lives of students.



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***Target-Based Grading in Collaborative Teams:
13 Steps to Moving Beyond Standards***

Grading Reform

Schools often struggle to transform their grading and reporting practices in order to make them more meaningful and appropriate, so that they positively impact student learning. A proven effective strategy for accomplishing this is to move from a traditional standards-based approach to grading to a target-based approach. In a target-based system, the most important tier of instruction (core instruction) is designed to reflect not only standards, but also specific academic and behavioural targets that clearly identify what students must know and what they must be able to do. This laminated guide walks teachers and administrators through a 13-step process for implementing target-based grading and reporting that accurately reflects student learning. This structure will help districts align their efforts from grades K-12 to ensure consistency and accuracy for students and parents.

Moving Beyond Standards

Academic Standards:

Academic standards are broad statements of what students should know and what they should be able to do in each content area and every grade level. Although standards tend to have a relatively high level of complexity, they are often too broad to truly emphasise the skills, knowledge and reasoning necessary for today's learners. Academic standards should serve as the starting point for a conversation on what schools and districts should expect of their students.

Learning Targets:

Learning targets are specific and clearly stated objectives for what students should know and be able to do within a broader academic standard. Some standards may encompass several targets, while others may encompass very few.

Sample elementary learning targets include:

- The student is able to talk about characters, problems and events in a story.
- The student is able to state a point of view and provide evidence.
- The student is able to identify the value of each digit represented in a two-digit number.
- The student is able to locate his/her pulse in order to check his/her heart rate for a minute.

Sample secondary learning targets include: (give website where they can find more)

- The student is able to describe the reasons why Southern states seceded from the Union.
- The student is able to compare and contrast the Bohr and Quantum Mechanical Models of the atom.
- The student is able to compare and contrast wildlife species.
- The student is able to analyse an equation or graph to determine the value of the limit at a location of continuity, removable discontinuity, or non-removable discontinuity.

Sample behaviour targets include:

- The student routinely completes and returns assigned work.
- The student shows respect for peers, adults and property.
- The student follows classroom/school expectations, directions and procedures.
- The student uses technology responsibly to enhance learning.

What is Target-Based Grading and Reporting?

Unlike traditional standards-based models of grading and reporting, target-based grading and reporting requires teachers to grade and report against specific learning targets, and not the standard as a whole. This model allows parents and students to clearly understand what children are expected to learn in class and also provides them with feedback on progress toward specific targets.

Key Ideas

- Teams of teachers break prioritised standards into specific learning targets, which become the basis for instruction and assessment.
- Units of instruction and assessments are designed to help students meet specific learning targets rather than the general standard. Teachers are able to identify the learning target against which they are checking proficiency for every assessment they give.
- Reassessment becomes a much more manageable task as students are only reassessed on targets with which they struggled and are not required to retake the entire assessment.
- Teachers are able to utilise the information from assessments to determine the next best instructional steps.

Moving to a target-based grading and reporting approach is a lengthy process. It may take districts from three to seven years to complete the entire process, depending on their starting point or level of readiness. The following 13 steps will help guide teachers and schools and/or districts through this process.

13 Steps to Target-Based Grading and Reporting in Collaborative Teams**Step One: Review the standards in collaborative teams****Step Two: Rate the standards as priority or supporting:**

Endurance: Is this standard valuable over time (beyond a single test date)?

Leverage: Is this standard useful in multiple disciplines?

Readiness: Does this standard prepare students for future grade levels and content levels?

External Exams: Does this standard adequately prepare students for national or state assessments?

Step Three: Meet vertically with other teams and make appropriate adjustments.

Step Four: Analyse whether or not teams can adequately teach and assess the priority standards (or targets):

Step Five: Complete final review in grade-level and/or content-level teams:

Step Six: Write learning targets specifically aligned to the priority standards.

Step Seven: Create proficiency scales or proficiency targets.

Step Eight: Build assessments aligned to proficiency scales/proficiency targets:

Step Nine: Design and deliver units of instruction that specifically address learning targets:

Step Ten: Administer common formative and summative assessments.

Step Eleven: Analyse the results of the assessments and provide feedback:

Step Twelve: Allow students to be reassessed on targets with which they struggled:

Step Thirteen: Report proficiency levels against learning targets at different points in the school year using a summative scoring rubric:

Sample Summative Rubric

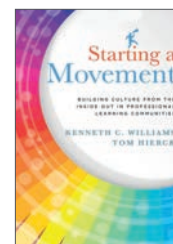
A	B	C	No Credit
Student CONSISTENTLY meets proficiency levels on identified learning targets as evidenced by data collection.	Student OFTEN meets proficiency levels on identified learning targets as evidenced by data collection.	Student SOMETIMES meets proficiency levels on identified learning targets as evidenced by data collection.	Student RARELY meets proficiency levels on identified learning targets as evidenced by data collection.

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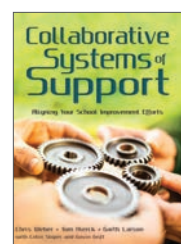
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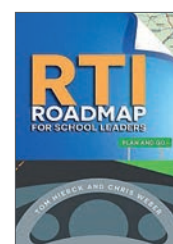
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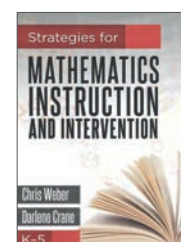
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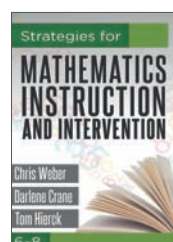
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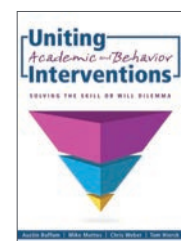
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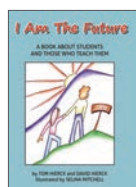
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