

Day 1 Agenda

1. **Getting started**
 - Welcome and introductions
 - Workshop focus
 - Workshop overview
2. **Making the case: the purpose of grades**
3. **Selecting or developing talent**
4. **Reviewing four questions about your school's culture**
 - Do you believe all students can learn at high levels?
 - Do you believe educators are the key contributors to student learning?
 - Do you believe education is critical to our students' futures?
 - Do you believe we can make a difference in our students' lives?
5. **Connecting to theories of learning**
 - If learning is continuous or demands practice, how might learning affect practice?
6. **Reflecting: How will this help you plan with your colleagues back home?**
7. **Introducing educator's insights about the purpose of grades**
 - Where do insights connect to current practices and routines in your school?
 - Have you thought about conflicting purposes or aspects of grades?

Break

8. **Understanding challenges of traditional grade determination**
 - Percentage grades
 - Problems with accuracy
 - Problems with zero
 - Bell-shaped curves
 - o Random versus purposeful
 - o What would happen in your classroom if every student earned an A?
9. **Team Time: developing a planning guide**

Lunch

10. **Reviewing practices that confound the meaning of grades**
 - What factors should help determine grades?
 - How can we report grades for behavior, effort, attendance, citizenship, attitude, and promptness?
11. **Talking about homework: to grade or not to grade**
 - Distinguishing between practice and extension
 - Establishing the need for student practice to reinforce learning
 - Knowing how to increase the value of homework—not through points but through interaction and feedback

Break

12. **Completing group assignment**
13. **Reflecting on lessons and setting the stage for Day 2**

Day 2 Agenda

1. **Getting started**
 - Reviewing and reconnecting
2. **Reassessing: schoolwide policies and classroom-based strategies**
3. **Addressing key questions**
 - Why is a schoolwide reassessment policy needed?
 - What are sound practices at the classroom level?
 - What has to happen between the first and second assessments?

Break

4. **Identifying and defining levels of proficiency**
 - What type?
 - How many?
 - What numbers, terms, or descriptions?

5. Team Time

Lunch

6. Engaging students

Break

7. **Planning time for grading**
 - What works?
 - What is next?
8. **Sharing and critiquing**
9. **Wrapping up: assessing status and future efforts**
 - What strategies, information, methods, or styles would you replicate in your school?
 - What are you on board with?
 - What are you still thinking about?
 - What are you ready to implement?
 - What is a realistic timeline for addressing key points in grading?