



# Assessment and Grading

## North Dakota Curriculum Initiative

State Capitol Building – Bryhild-Haugland Room  
Bismarck, North Dakota

April 9-10, 2008  
Beginning at 8:30 each morning

---

Morning, April 9th

**Assessment and Grading: What is the relationship between grading systems and assessment systems?**

---

**Essential Question:**

- What are the fundamental goals of classroom grading and assessment and how do they contribute to schoolwide assessment systems and reporting?

**Focusing Questions:**

- What is the relationship between grading and assessment?
- Why is it necessary to include both formative and summative assessments in the classroom?
- What do grades represent and do grading systems measure learning over time?

**Outcomes:** Participants will

- Become familiar with the resource on *Classroom Assessment and Grading that Work* (Marzano, 2006).
  - Be introduced to aspects of classroom assessments that encourage learning.
  - Engage in self-reflection and discussion about their current district practices related to grading and assessment.
  - Be prepared to initiate conversations in their districts about what initiatives are currently in place that support standards-based reporting as a measure of student learning and progress.
- 

8:30 - 9:00

Welcome, Introductions and Agenda Overview

9:00 - 10:00

Presentation: The Case for Classroom Assessment and the Role of State Standards. “Classroom Assessment and Grading that Work”, Deborah Pickering, Marzano and Associates

10:00 - 10:15

Break

10:15 - 11:45

Presentation: Scoring Systems that represent a progression of student understanding. “Classroom Assessment and





**Grading that Work”, Deborah Pickering, Marzano and Associates**

**11:45 - 12:30**

**Lunch**

---

**Afternoon, April 9th**

---

**Essential Question:**

- What does research say about effective classroom assessments that promote student learning?

**Focusing Questions:**

- What are the recommendations from the research that support using a formative assessment process?
  - Questions include, “What are we doing now to find out what students know and understand?”, and “How will we use that information to inform instruction so that the assessments encourage students to improve?”
  - What would our district need to do to include formative assessment strategies as part of classroom assessments?
- 

**12:30 - 1:30**

**Presentation: What does a scoring system look like that measures student learning and tracks students’ progress?**

**1:30 - 2:15**

**Translating Assessment Scores to Grades and Creating Report Cards that Reflect Student Progress, Deborah Pickering, Marzano and Associates**

**2:15 - 2:30**

**Break**

**2:30 - 3:45**

**Group Discussions: What are the grading issues? What are your current practices and grading policies? What belief systems are at work that drive grading systems? Peg Portscheller, Portscheller & Associates**

**3:45 - 4:00**

**Reflections for the Day**

---

**Morning, April 10th**

---

**Assessment and Grading: How can a district support sound grading practices?**

---

**Essential Question:**

- What professional development is necessary to implement formative assessments?
- What barriers exist to designing Standards-based grading and making it work in the classroom?





**Focusing Questions:**

- How would your district/school answer the following questions: What is our district doing to identify essential understandings for students? What are we doing now to address grading that reflects student achievement? What are the components on a district/school assessment system that still need to be developed? What types of support do we need to provide teachers?
- 
- 

**8:30 - 9:30**

**Presentation: Assessment for Student Learning, Peg Portscheller, Portscheller & Associates**

**9:30 - 10:30**

**Table Discussions: How would your district answer the following questions: What is our district doing to identify essential understandings for students? What are we doing now to address grading that reflects student achievement?**

**10:30 - 10:45**

**Break**

**10:45 - 11:45**

**Table Discussions: “A Repair Kit for Grading: 15 Fixes for Broken Grades.” The group will be split into elementary and secondary discussion groups.**

**11:45 - 12:30**

**Lunch**

---

**Afternoon, April 10th**

---

**Essential Question:**

- How do you create an assessment and grading system that works?

**Focusing Questions:**

- How would a district dig deeper to learn:
    - ⇒ Which fixes “fit” your school/district?
    - ⇒ How to design a formative assessment system?
    - ⇒ How to prepare the teachers and assess for learning in addition to assessments of learning?
    - ⇒ How to plan for a standards-based grading and reporting system in your school/district?
- 
- 

**12:30 - 1:30**

**Planning the Next Steps in Implementing an Assessment and Grading System. What are the lessons learned from the presentations and what are the next steps for your school and district? Report out from the group discussions. Peg Portscheller, Portscheller and Associates**

**1:30 - 2:00**

**Networking, final reflections and evaluations, Justin Wageman, North Dakota Curriculum Initiative**

