12:45-1:30 - 5 Ways to Approach a Standards-based Mindset: Standards, Scales, and Mastery (oh, my!) - media center

- Presentation - https://schoology.springlakeparkschools.org/page/2165044149
- Using the Fergie video to introduce the why behind grading criteria - interrater reliability is actually quite high with well written criteria (presenter contradicted this)
- In Schoology
- Standards
  - "Priority standards" can be highlighted -- we import these with identified competencies (eventually)
  - Work habits section - can import as well
- Proficiency scales
  - Only show them a description (parents - can you do this across the board?)
- Formative work/missing work - allows for zero factoring
- Mastery and rubrics
  - Scale will translate
  - Only group admins can create the rubrics - would need to put in shared group and copy
  - Can still only align with points?
- The new mastery
  - Not just learning objective, but power standards -- and then shows substandards that are tied. Then shows assignments aligned to and what their scale is
  - Can be set up for decay or most recent being weighted higher
  - Can be aligned to performance tasks
  - Setting up an opportunity to assign things directly to a group of students (e.g. "developing")
  - Still confused about how or if evidence is aligned the student work
  - Still has a gradebook if need foot in both work -- there are conversion scales -- can have both
  - Available very soon (???)
- Eastern Carver County - https://drive.google.com/drive/folders/15YchQtYahtB0RkzcI7zQ7v_1b4O2NxM4

1:45-2:30 - Using Schoology Portfolios to Go Gradeless - activity center classroom 28

- Presentation: https://docs.google.com/presentation/d/1xfSS9Lt21suQk6hdgTUnnso0TXnV9L2TvaqsfhZME9Y/edit?usp=sharing
- Resources folder: https://drive.google.com/drive/folders/1337yQ-xVhxn2V1rcKg3EHBgyjdTjaSrC?usp=sharing
- Website - teachers going gradeless
- Use mastery tracking with Google through Schoology (examples in resources)
  - Separated by chapter
  - Kids reflect on and track their mastery (via dropdowns in a Google Sheet)
  - Use student led conferences to identify their level of mastery
  - Even has option for what learned outside of class - e.g. outside evidence aligned to the objective
- Use flipgrid as response to prompt and feedback to peers --- and use as artifact to demo mastery
- Giving screencast presentation, respond with flipgrid
- Student led conferences - meet individually on portfolio evidence - throughout the portfolio process
  - Use a station rotation model
  - 3 groups - one doing online exploration, one doing an offline discussion, one getting feedback from the teacher and other group members
  - Group with teacher is looking at mastery trackers, portfolios, try to make it student led
- Schoology portfolios
  - Main hub to showcase student growth
  - Multiple portfolios throughout a year are created with a variety of artifacts
  - He has students create and name the buckets to save their own evidence -- tend to do one per unit + midterm + end

- - Take assignments out of Schoology and tag directly to portfolio
  - Portfolio can be published to a school or simply the teacher (or share as a link)
- Honestly says he's more interested in using Google b/c portfolio feature is a little archaic
- Portfolio based assessment
  - At the end of the year they submit their portfolio for a grade
  - By standard, they submit artifacts, defend how it demonstrates learning, then overall, explain why they believe they're at whatever level of mastery they are. Do it this way until end when they give themselves a grade
  - In other words, smaller portfolio and evidence along the way leads to larger portfolio defense at the end of the term for a grade -- which is determined against a rubric
  - Formatively, use a single point scale from Cult of Pedagogy along the way -- allows kids to practice the concept of using feedback, justification, etc.