

Common beliefs about standards-based learning

This survey will help guide a task force to begin the work of developing a common belief system about grading within our district.

Practice

Homework is defined as additional practice beyond what is done in the classroom.

1. I believe all homework that I assign is meaningful and supports the student's learning.

Mark only one oval.

1	2	3	4	
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

2. I believe homework should not be included in the final grade.

Mark only one oval.

1	2	3	4	
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

3. I believe formative assessment should not be used for grading purposes, only for feedback.

Mark only one oval.

1	2	3	4	
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

Curricular Alignment

How aligned is your curriculum to your I Can Statements?

4. I believe all classroom instruction and assessments should be aligned to my I Can Statements.

Mark only one oval.

1	2	3	4	
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

5. I believe it is important to provide multiple learning opportunities for students to demonstrate growth for each I Can Statement.

Mark only one oval.

1	2	3	4	
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

6. I believe it is important to regularly report progress to parents and students based on the I Can Statement.

Mark only one oval.

1	2	3	4		
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

Behavior

Behavior is defined as anything that would be included in the grade that changes the reporting of mastery. For example, late assignments, classroom behavior, poorly completed assignments, missing homework, zeros, and etc.

7. I believe behavior should be reported separately from the student's academic grade.

Mark only one oval.

1	2	3	4		
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

8. I believe zeros teach students responsibility.

Mark only one oval.

1	2	3	4		
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

9. I believe zeros cloud the reporting about what a student knows and is able to do.

Mark only one oval.

1	2	3	4		
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

10. I believe students should always receive full credit when they turn in their late or missing assignments.

Mark only one oval.

1	2	3	4		
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

11. I believe it is acceptable to use bonus points/extra credit in a student's grade.

Mark only one oval.

1	2	3	4		
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

Multiple Opportunities

12. I believe reiteration of a skill or concept is a significant part of competence. Redos and retakes are important to determine mastery.

Mark only one oval.

	1	2	3	4	
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

13. I believe redos and retakes should replace the grade and not be subject to reduced points.

Mark only one oval.

	1	2	3	4	
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

14. I believe the latest grade should be used and not the average when determining mastery.

Mark only one oval.

	1	2	3	4	
I agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I disagree

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