

## STEP ONE

### Learn from the EXPERTS

Start with the people who will be the driving force for your district's transition. (Your Transition Team should include the Superintendent, Curriculum Directors, Assessment Directors, Special Education and ELL Directors, key building principals, and some knowledgeable teachers.) Have them read from the suggested list of authors and others. Let them become knowledgeable on SBR and create a vision for your district. They will learn the SBR philosophy, reflect on the purpose for grades, classroom management support, mechanics, types of assessments, and roll out plans and administrative support suggestions. Decide which selected authors and information you wish to target for the remainder of your staff. Have "book studies" with the faculty to discuss the readings. Be sure teachers understand the difference in how they must assess a student's work and report it accordingly. There are no longer averages, means, medians, or modes and they must understand this before you proceed any further!

**(Note: SBR = Standards Based REPORTING      SBG = Standards Based GRADING)**

Remember that the experts don't necessarily have to be authors. The teachers who are using SBR are also experts who are using it daily! Find a mentor school nearby who is already using SBR and set up round table discussions. Find out if your ROE can help you with this!

**(Note: Great Oak High School uses SBG)**

## STEP TWO

### Plan your TRANSITION

Have your Transition Team create a plan for a SBR Committee make up. That committee, ideally made up of a variety of teachers, administrators, curriculum coordinators and parents will develop a roll out plan by grades or schools, develop a statement of purpose for grades, an education plan for those who have not yet studied the process of SBR, provide classroom management support, support a parent informational piece, and address anticipated challenges.

Don't be afraid to start it one grade level at a time! The curriculum may need to be adjusted to the standards, and it takes time for teachers to adjust to all of these changes. If you begin with kindergarten and 1st, those teachers can train other teachers as you move up through the grades.

## STEP THREE

### Expand the LEARNING

Members of the SBR Committee will support the development of a SBG report card team. This team, working a whole as well as in grade levels will agree on a format for a report card, grade level additional documents, rubric examples, exceptional student plan and support ongoing common formative assessment work. Show a chart that explains the differences between standards based and traditional grading. Be sure to use common wording and expand through the grade levels. Spend time aligning the report cards to make it easier for parents and students to understand. For example, if your first standard listed is a reading comprehension standard in first grade, make sure that the first standard in all grades is reading comprehension.

## STEP FOUR

### Get GOING

Selected schools or grades will begin use of the SBG in classrooms and on a report card. With the assistance of the earlier SBR committee members, they will provide ongoing support to teachers and information at parent nights. (These selected schools or grades should be about 20% of the district, in either number of classrooms or schools.)

## STEP FIVE

### REFLECT and ADJUST

Monitor the pilot schools/grades, making adjustments as needed. Use data to support the expansion of SBR to other grades/ schools in following years.