

Example 2 Conversations: *A high school world issues teacher created a three-point performance grid that identified what it would sound like if students were describing a concept at the highest level (proficient). Students would independently:*

- *use appropriate and accurate vocabulary*
- *make connections between the issue or event and other past or current issues or events*
- *include a thesis statement*
- *include several supporting details*
- *demonstrate logical thinking and reasoning*
- *describe the issue or event so that others outside the class could understand*
- *express ideas clearly and simply*
- *use analogies and metaphors*

From there she described students' abilities to do this at two other levels: beginning and expanding. She also shared the performance grid with students and then explained the nuances in quality differences among levels. As she listened to students in conversation with herself and others, she used the descriptors to determine where in the performance grid each student's level of competency lay. She used this performance grid throughout the entire semester because it related to a process rather than a specific product. She reviewed this data and identified what and how to teach in the following days and lessons.

You can order your copy of ***A Fresh Look at Grading and Reporting in High Schools*** by Sandra Herbst and Anne Davies at: <http://www.connect2learning.com/classroom-assessment/a-fresh-look-at-grading-and-reporting-in-high-schools/>
or email Laura: laurac@connect2learning.com
800-603-9888

