

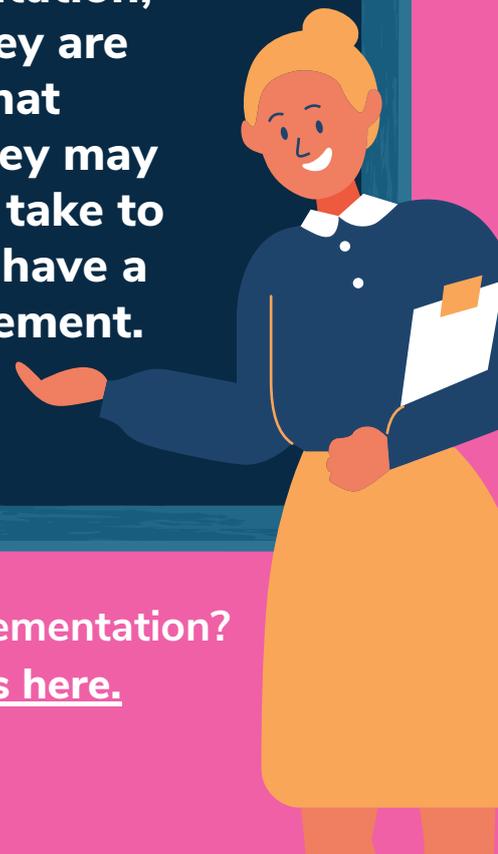


How To Push Past The Three  
Standards-Based Grading **Barriers**  
That Stop Most Pre K - 12  
Administrators

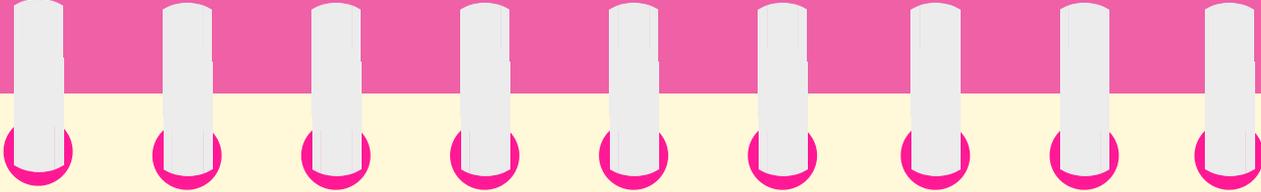
# **BARRIER #1**

**Schools don't have a clear roadmap  
for implementation**

**Research shows that it takes 2-6 years to completely and successfully adopt standards-based grading in a school. What happens in year 1? Year 5? Without a roadmap for implementation, schools may not know where they are and where they are going, what resources will be required, and they may lack a vision for effective steps to take to ensure their grading innovations have a lasting impact on student achievement.**



**Need help building a roadmap to full implementation?  
[Book a free consultation call with us here.](#)**



## **What is the problem here?**

Schools that don't have a clear roadmap for implementation find themselves fielding many questions and pushback from families about how this new grading philosophy is actually better.

Teachers who haven't been fully trained in the language and moves of the standards-based classroom may struggle to answer these questions and give up hope on a philosophy that they once found so powerful. Schools find themselves at a stalemate or shifting back to traditional points and averages even though they know that system underserves certain students and underdevelops their unique talent.

It doesn't have to be this way.

## **How to bypass this barrier:**

Schools can get around this by sitting down with one of our Mastery Coaches and really taking stock of the moves they've made, the policies they've adopted, and with which stakeholders they've communicated, and how. With experience working in a variety of schools at varying levels of implementation, our coaches can then quickly identify any gaps and the weaknesses that exist and address them with structured, timely, and context-specific professional development, resources, or community outreach. This will build a culture and the skills and language to support mastery for all students.

# **BARRIER #2**

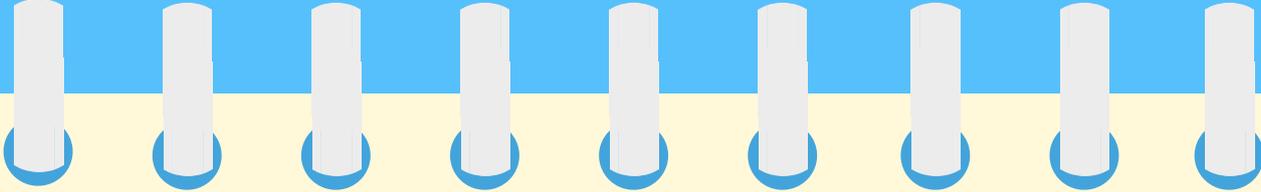
## **Time, Knowledge, and Training of Teachers**

**Administrators may feel responsible for all the professional development required to bring all teachers along the journey that the implementation roadmap describes. Administrators are pulled in many directions, managing everything from discipline to parent communications to the academic program, and they cannot be expected to be experts on standards-based grading implementation as well, especially when doing so requires creativity engaging the expertise of their entire faculty.**



**Want to learn how to engage in meaningful professional development?**

**[Book a free consultation call with us here.](#)**



## **What is the problem here?**

Administrators need more than just books or checklists for implementation. They need a partner organization to provide experience and vetted professional development experiences that motivate teachers to work together collaboratively to make standards-based grading work in harmony with the great teaching that is already happening in their school's classrooms.

Many partner organizations require expensive travel to conferences or exorbitant on-site fees for school-based workshops. Administrators need an option that is personalized to their school, not one-size-fits-all, and that also fits their budget.

## **How to bypass this barrier:**

Administrators have to research, call, price out, and vet a litany of professional development providers just to find themselves coming up short with an outfit that feels like a good fit and is within their budget. As an administrator, you have to make a decision often without ever meeting that actual individual who will be designing and implementing those same PD experiences. We have developed the School Liaison model, whereby each school we partner with has a personal mastery coach called a liaison who is their trusted advisor and PD facilitator as well as an open line of communication through all stages of implementation. The school liaison is your lifeline to all the resources Mastery Portfolio has to offer.

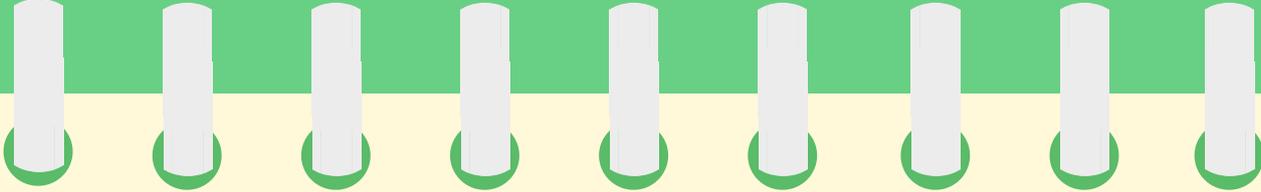
# **BARRIER #3**

**Inability to assess truant/absent students, and students not completing assignments because they won't 'fail' if they don't turn them in**

**The biggest pushback administrators get from teachers about standards-based grading is the notion that students won't turn assignments in if they don't have a traditional grade or they won't get a zero as a consequence. This is a barrier for administrators trying to bring their teachers along in a standards-based mindset because it represents a fundamental shift in what grading even means in the first place. That shift takes time for teachers to understand and to make.**



**Need help in facilitating this discussion?  
[Book a free consultation call with us here.](#)**



## **How to bypass this barrier:**

We address this head-on within the first 10 minutes of all professional development experiences that we bring to schools. We do this by sharing what Mastery Portfolio has coined as the "Three Premises of Standards-Based Grading". Premise Number One is that grading is feedback, not compensation. Let that sink in for a minute. Grading is feedback, not compensation. If a teacher is asking how to reward or penalize a student for turning in or not turning in an assignment, then they are seeking to compensate, not to provide feedback. We facilitate a discussion among teaching teams whereby they make sense of the three premises, see their applications within their classrooms, and identify where they need to make a shift in their own thinking, and then lead their students to do the same, and finally determine how that work is done.

## **How to bypass if you've already been blocked by it:**

If you've already been hearing pushback from teachers, or even from your district leadership, about how to account for students who do not complete assignments either due to truancy or lack of output, we have a series of options we can recommend for how credit is assigned, how final course grades are calculated, or how risk-of-failure warnings are triggers for a student. These interventions are possible in our online standards-based grade book, The Masterybook, which was designed for teachers, by teachers, and is the premier tool for dynamic standards-based grading.

Every school is different, and overcoming obstacles related to passing/failing depends on the requirements of your district in terms of GPA, credit assignment, and passing criteria, so our software and recommendations reflect our schools' need to customize.

# BARRIER SUMMARY

#1

Schools don't have a roadmap for implementation



#2

Time, Knowledge, and Training of Teachers



#3

Inability to assess truant/absent students with them not completing assignments



If you're a Pre K - 12 Administrator who wants to Increase student motivation by incentivizing learning, making sure that teachers and families see the value in adopting Standards-Based Grading, then book a free consultation call with us. We will help you walk away with your own customized pathway to and through innovation of your school's grading and assessment practices and see higher student achievement and graduation outcomes.

## We Can Help You!

We are in the business of helping teachers grow and kids learn through grading practice innovation- it's what we do- and we are so excited to talk to you about how we can help you achieve that at your school. And we don't leave our parent community behind in the process.

Now that you've learned how to bypass the three biggest barriers of Standards-Based Grading, I'd like to invite you to get even MORE advanced help with your (free) discovery call.

**Book your free Consultation and Needs Assessment for SBG and SBG-Aspirational Schools now here.**

 masteryportfolio